

FY2021 Buncombe County Early Childhood Grant Report

Organization Name:	Buncombe County Partnership for Children	
Project Name:	Buncombe County Early Childhood Teacher Workforce Development Program	
Reporting Quarter: (Check one)		Quarter 1 (July 1, 2020 - September 30, 2020)
	x	Quarter 2 (October 1, 2020 - December 31, 2020)
		Quarter 3 (January 1, 2021 - March 31, 2021)
		Quarter 4 (April 1, 2021 - June 30, 2021)

Narrative summary of grant related activities

Overall project updates:	Recruitment has been ongoing, with many referrals coming via word of mouth from former participants who are excited about the program. Plans are underway for a bilingual (Spanish/English) training cohort beginning in early spring . We will be tapping into the CTE programs at our local high schools as high school returns to in-person classes. We will continue to connect with agencies that we have worked with in the past. We also anticipate more substitute teaching placements becoming a possibility as COVID vaccination becomes more common and available, allowing participants from Summer and Fall 2020 to move into the next phase of the program.
COVID-19 impacts:	It has been difficult to connect with community partners that have helped us connect with potential participants. The majority of our trainings are online, that has been very difficult because our ECE trainings are more hands on and usually involve some classroom observation times. We have not been able to visit ECE centers as we did in the past due to DCDEE COVID restrictions. COVID has also stopped many participants from being able to work as substitutes, either due to centers not using substitutes due to COVID restrictions or due to personal issues such as child care for school-age children or health status.
Activities related to increasing equity, diversity and inclusion:	We are connecting with other community agencies to reach potential participants that live in public housing, individuals who receive government assistance, individuals that are receiving their GED, as well as expanding our work with Spanish-speaking communities. We are committed to offering all parts of the program in Spanish and are working to expand job-placement opportunities post-COVID for Spanish speaking participants.
Activities related to increasing operational excellence:	Connecting with new agencies/communities in the county, interviewing former participants about the impact of the program in their personal and professional lives to inform future project planning. Participant evaluations from the first online training cohort were used to improve the next training cohort that occurred online. Program staff maintain open communication with current and past participants, allowing them to continuously be responsive to feedback to improve the program.

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Progress toward annual goals

Measure	Annual Goal	Actual Results (Enter Data)				Progress toward Annual Goal
		Please only include new data for the specific quarter				
		Quarter 1	Quarter 2	Quarter 3	Quarter 4	
# of participants enrolled	20	1	2			3
# of participants complete the training required for employment (level 1) as evidenced by a completed NC DCDEE employment file and training certificates	15	1	2			3
# of substitute placement sites	15	0	3			3
# of participants offered substitute positions at placement sites	15	0	3			3
# of participants that complete EDU 119 with a grade of C or better	10	0	0			0
# of participants that receive offers of full-time employment as early childhood teachers	15	0	1			1
# of participants that finish the Workforce Development Program and enroll in an additional early childhood education Community College course	2	0	0			0
# of early childhood education programs that use orientation and DCDEE file creation services for newly hired teachers	5	0	1			1

Comments:

Due to COVID-19 the process of enrollment for WDP has been slowed, however we continue to receive lots of calls and emails from interested individuals. Appointments at the fingerprint office (required for ECE background checks) are still a challenge to schedule in a timely manner due to the restrictions. Most training continues to be conducted online, as is EDU 119. We are teaching training that must be in person (CPR, for example) with small groups of participants in an outdoor area for COVID safety. We anticipate no problems reaching the annual goals by the end of Quarter 4, with the possible exception of substitute placement due to COVID.

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Use of funds to date and any budget considerations

Spending Category	Starting Budget	Total Spending (Enter Data)				Amount Remaining
		Quarter 1	Quarter 2	Quarter 3	Quarter 4	
Personnel	\$ 82,715	\$ 16,921	\$ 17,461			\$ 48,333
Travel/Training	\$ 6,500	\$ 398	\$ 691			\$ 5,411
Technology	\$ 2,000	\$ 264	\$ -			\$ 1,736
Curriculum/Assessments						\$ -
Licensing/Dues						\$ -
Nutrition						\$ -
Transportation						\$ -
Supplies/Materials	\$ 7,909	\$ 150	\$ 162			\$ 7,597
Building Maintenance/Repair	\$ 1,100	\$ 127	\$ 175			\$ 798
Rent/Occupancy/Utilities	\$ 4,220	\$ 1,073	\$ 1,075			\$ 2,072
Furniture						\$ -
Playground/Outdoor space						\$ -
Printing/Marketing/Website/Postage	\$ 525		\$ -			\$ 525
Admin Expenses (Legal, Accounting, Insurance,						\$ -
Other (contracted services, participant stipends,	\$ 33,050	\$ 1,433	\$ 544			\$ 31,073
Total	\$ 138,019	\$ 20,366	\$ 20,108	\$ -	\$ -	\$ 97,545

Comments: