

# FY2024 Buncombe County Early Childhood Grant Report

Organization Name:	Buncombe County Schools		
Project Name:	ECE Program Stabilization		
Reporting Quarter: (Check one)		Quarter 1 (July 1, 2023 - September 30, 2023)	
		Quarter 2 (October 1, 2023 - December 31, 2023)	
		Quarter 3 (January 1, 2024 - March 31, 2024)	
	X	Quarter 4 (April 1, 2024 - June 30, 2024)	

## Narrative summary of grant related activities

Please provide a brief summary (no more than 1500 characters). You may attach supplemental documents if needed.

Quarter 1	<p>BCS Learning Labs have partnered with BPFC &amp; hosted 2 training sessions in Q1. Staff participated in an overview/launch to PD at the start of the school year, as well as attended PD for Creative Curriculum with other preK Ramp up teachers. Teachers are meeting with BPFC coaches every other week to address needs/request support for the new curriculum. Director is collaborating with the new ECE workforce coordinator, a position funded through Dogwood Health Trust, to ensure that ECE teachers in the high school are learning and accessing the new curriculum tools as well. High school students will be trained in creative curriculum and utilize aspects of the curriculum to support the classroom objectives, as well as individualize student learning. Staff received new technology funded through state stabilization funds to support the creation of the digital student portfolios. These portfolios will inform instruction, can be shared with families and will also be used in the bridge to the work in our kindergarten classrooms with Early Learning Inventory that is collected in the first 90 days of the school. Director led the district ECE meeting and is requesting support for the board and leadership to review the proposal (<a href="#">see attachment</a>) and make recommendations to support the program. The goal in Q2 is to get in front of district leaders and the board to share recommendations and work together to create a sustainable program that values licensed educators and supports all learners.</p>
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<p><b>Quarter 2</b></p>	<p>Highlights:</p> <ol style="list-style-type: none"> <li>1. Community Engagement Boost: <ul style="list-style-type: none"> <li>- Increased community and stakeholder discussions about the program and workforce connections, fostering a collaborative environment.</li> </ul> </li> <li>2. Teacher Tech Proficiency: <ul style="list-style-type: none"> <li>- Teachers engaged in learning sessions with the Buncombe Partnership's coach, focusing on the Creative Curriculum's online platform. They began crafting digital lessons, enhancing program tech integration.</li> </ul> </li> </ol> <p>Hardships:</p> <ol style="list-style-type: none"> <li>1. Director's Substitution Role: <ul style="list-style-type: none"> <li>- Director spent approximately 80% of November substituting in classrooms, impacting strategic initiatives and program leadership.</li> </ul> </li> <li>2. Substitute Shortage: <ul style="list-style-type: none"> <li>- Addressing the acute need for substitutes; anticipates access to a substitute starting the second week of January to support teachers during coaching sessions.</li> </ul> </li> </ol> <p>Action Steps:</p> <ol style="list-style-type: none"> <li>1. Substitute Recruitment: <ul style="list-style-type: none"> <li>- Intensify recruitment efforts to expand the substitute teacher pool, collaborating with local partnership for a reliable network.</li> </ul> </li> <li>2. Workload Management: <ul style="list-style-type: none"> <li>- Implement strategies to balance the director's workload, ensuring optimal allocation between administrative duties and classroom support.</li> </ul> </li> <li>3. Stakeholder Engagement: <ul style="list-style-type: none"> <li>- Build on increased community engagement, involving stakeholders in program activities for enhanced support.</li> </ul> </li> <li>4. Tech Integration Support: <ul style="list-style-type: none"> <li>- Provide ongoing support for teachers transitioning to the Creative Curriculum's digital platform, ensuring effective tech integration.</li> </ul> </li> </ol>
<p><b>Quarter 3</b></p>	<p>Progress made to reach grant projections include: Director has maintained program documents, supported staff with implementation of Creative Curriculum. All sites are collecting student observations and data using the Teaching Strategies Gold online platform and all rising kindergarten students will have transition reports shared with families at the end of the school year. Additionally, students who remain in the program will have data spanning two years in the program and available for their families and teachers as they transition to kindergarten in 2025/26.</p> <p>Additionally, the teaching assistants have supported the classroom teachers by collecting data and observations of students, as well as supporting Creative Curriculum lessons and activities. Staff met virtually in this quarter to reflect on their lessons/units and share suggestions and insights based on their implementation. Also, staff have continued with coaching support through BPFC to reflect and planning lessons/units with Creative Curriculum. This will continue through the remainder of the school year.</p>

<b>Quarter 4</b>	<p><b>Program Completion:</b> We are thrilled to announce that 58 students successfully completed our preschool program, preparing them for the next stage in their educational journey. Of these graduates, 33 will be transitioning to Kindergarten in the fall, while 25 will be returning to our program for another year.</p> <p><b>Strong Student Performance:</b> Quantify Significance: Rising Kindergarten students exiting the program displayed significant academic progress, achieving an average score of 75% on the end-of-year Heggerty Phonemic Awareness Test</p> <p><b>Curriculum Exposure:</b> All students in BCS Learning Labs benefited from a full year of exposure to the new Creative Curriculum. This research-based approach fosters a strong foundation for continued learning, as its assessments closely align with the kindergarten early learning inventory, ensuring a smooth transition.</p> <p><b>Comprehensive Family Engagement:</b> To ensure a smooth transition to Kindergarten, every family received a personalized end-of-year child report highlighting their child's strengths and outlining specific 'next steps' for continued learning at home and in the classroom.</p> <p><b>Teacher Professional Development:</b> Through participation in a year-long technical assistance coaching program with Buncombe Partnership for Children's 'Ramp Up' program, all lead teachers fostered a collaborative learning environment. This allowed them to discuss successes and challenges with the new curriculum, share adjustments, and plan for the upcoming school year.</p> <p><b>Planning for Success:</b> We are excited to report that the program is fully enrolled for the upcoming 24/25 school year. Our dedicated staff will continue to implement the successful strategies used this year, including the Heggerty Phonemic Awareness program, the Creative Curriculum, and TSG for observations and data collection. We remain committed to providing comprehensive family engagement through student reports to ensure a seamless transition for all our students</p>
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## Progress toward annual goals

		Actual Results (Enter Data)				
		Please only include new data for the specific quarter				
Measure	Annual Goal	Quarter 1	Quarter 2	Quarter 3	Quarter 4	toward
# of sites that go through the preparation process for the quality rating system	4	4	0	0	0	4
# of sites that maintain their teaching assistant and support their requirements for licensing	4	4	4	4	4	16
% of staff that meet requirement to maintain the criteria for lead and assistant teacher	100%	100%	100%	100%	100%	100%

**Comments:**

**Q1:**We are working with Buncombe Partnership to determine if any of my sites should go through QRS this year or not- TBD based on teacher goals. **Q2 :** Through conversations with BPFC and our licensing consultants, it was determined that it would not be benefical to complete QRS this year. The program sites will be ready for visits and will participate in the "practice" visits that are avaiable when it is their year to be visited.

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## Use of funds to date and any budget considerations

Spending Category	Budget	Total Spending (Enter Data)				Remaining
		Quarter 1	Quarter 2	Quarter 3	Quarter 4	
Personnel	\$ 250,800	\$20,769.31	\$114,529.48	\$85,123.94	\$37,476.65	-\$7,099.38
Travel/Training	\$ 1,500	\$613.60	\$280.80	\$1,043.69	\$873.93	-\$1,312.02
Technology	\$ 2,000	\$113.75	\$76.06	\$114.50	\$155.58	\$1,540.11
Curriculum/Assessments	\$ 2,000	\$128.71				\$1,871.29
Licensing/Dues						\$0.00
Nutrition						\$ -
Transportation						\$ -
Supplies/Materials						\$ -
Building Maintenance/Repair						\$ -
Rent/Occupancy/Utilities						\$ -
Furniture						\$ -
Playground/Outdoor space						\$ -
Printing/Marketing/Website/Postage						\$ -
Admin Expenses (Legal, Accounting, Insurance,	\$5,000.00					\$5,000.00
Indirect costs						\$0.00
<b>Total</b>	<b>\$261,300.00</b>	<b>\$21,625.37</b>	<b>\$114,886.34</b>	<b>\$86,282.13</b>	<b>\$38,506.16</b>	<b>\$0.00</b>

**Comments:**