

Educating Single Parents to Sustainable Employment

*Empire State Poverty Reduction Initiative
(ESPRI)*

Jamestown Community College

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Application Form

Project Name*

Educating Single Parents to Sustainable Employment

Amount Requested*

\$140,250.00

Needs Assessment*

Please include:

- Purpose of the project
- Evidence of the need
- Description of the target population, including the challenges and barriers they face

The purpose of the project is to assist single parents with increasing earnings by acquiring skills and credentials that will lead to employment in locally available living wage jobs. Eliminating the barriers that prevent single parents from attaining higher education will open the door to opportunities that allow them to provide adequately for their families. The ability to earn a living wage reduces stress and increases the quality of life for the family. As cited in the Jamestown Poverty Reduction Initiative Needs Assessment (JPRINA), it is well documented that children in non-poverty households achieve better outcomes related to academic performance and physical, mental, and emotional health than do children in poverty.

Census Bureau data for 2011-2015 provides evidence to support a focus on single parents as a means of reducing poverty in the local area. Single parents, especially single mothers of children under the age of 5, are more likely to live in poverty than any other type of family in both Jamestown and Chautauqua County. Among Jamestown families of this type, 71.4% live in poverty, compared to 56.1% for the county and 39.2% for NYS. For all female single parent families in Jamestown (those having children under the age of 18) the data indicate a 61.0% poverty rate. When this rate is applied to the 1,489 single mother households who live in Jamestown, it can be estimated that 908 of them live in poverty.

Many of the single parents to be targeted are either unemployed or underemployed because they lack the skills and education level necessary for available jobs. Census Bureau data indicate that 17.9% of Jamestown's population ages 18-24 has completed less than high school, compared to 13.8% for the county and 13.0% for NYS. Among the population ages 25-34, the percentage that has less than a high school diploma or GED is 13.9% for Jamestown and 11.9% for Chautauqua County, compared to 10.8% for the state. According to information provided by the JPRINA, Jamestown residents that lack a high school diploma are "59% more likely to be in poverty than those with a high school diploma or GED, more than twice as likely as those who have attended some college, and nearly five times as likely to be poor than those with a bachelor's degree".

JCC will assist 100 single parents annually, which includes 50 single parents in Jamestown with ESPRI funds and an additional 50 single mothers throughout the region with funding provided by the Western NY Women's Foundation (WNYWF). JCC will partner with other local service providers to address the challenges and barriers faced by the target population. Based on JPRINA information, as well as the results of a poll of JCC's single parent students, anticipated needs are: education and training; tutoring; financial aid; career counseling; support for transportation, childcare, and books; financial support for emergency and basic needs; soft skills training; and job placement assistance, among others.

Project Description*

Click here to access a blank template for the Aim & Driver Diagram; complete the form, save the document to your computer, and upload that file (see below).

- Define specific activities that will be implemented to achieve the stated Aim.
- Explain how the project will benefit the target population and overcome barriers and challenges.
- Explain how data will be collected and used to assess effectiveness.
- Describe how existing evidence-based or effective practices will be used in the proposed project.
- Describe the collaborations that will be established or strengthened in the proposed project.
- Describe how the project leverages other funding sources and will be sustained beyond the project period.

Aim and Driver fillable.pdf

JCC will provide educational and supportive services for disadvantaged single parents to help them obtain skills and credentials that will lead to employment with increased wages. The Primary AIM is that 50 single parents will obtain a credential and enter into sustainable employment or transfer to a 4-year school by May 2020. While the project falls under the ESPRI Primary Driver of Educational Preparation for Employment, the project reaches into all other categories by helping single parents to Secure and Retain Employment, providing Family and Community Support to remove barriers to participation, and Supporting Employers by educating future workers in soft skills and jobs that are in demand.

The project will assist single parents who are struggling with the stresses of raising children on scarce resources. Program participants will be engaged using a comprehensive case management approach to address barriers that keep them from earning a living wage. The model includes a significant peer-to-peer mentoring component that will empower the target population to visualize and achieve sustainable, transformative change in their lives. Specific activities to achieve the AIM are:

An Achievement Coach will provide strategic outreach and case management with wraparound supports to address the most persistent barriers to retention and completion for single parents. The Achievement Coach will organize and connect students to peer mentoring and support group services, and will plan and facilitate workshops on topics such as financial aid, financial literacy and employability. Program staff will work with students to develop a clear path for achieving life and career goals, helping students to connect day-to-day activities to their future aspirations. Connections to existing on-campus supports such as tutoring will be provided, as well as access to community partners according to the individual needs of the participant. Childcare will be staffed by JCC Education students during program workshops and support groups. Program staff may also act as advocates for single parents, who often need more sensitivity around campus policy issues that are not oriented toward families.

A Career Coach will provide career exploration services and career assessment to help match students with a realistic educational path that fits their interests. Information on local high-demand jobs and earnings potential will be shared to ensure a path to family-sustaining wages. Staff will work with community partners such as MAST and Dream It Do It to create employer partnerships in STEM industries (science, technology, engineering, math, and medical), and will locate and connect students with internships, job shadows, and workplace tours in collaboration with college staff.

Program staff will provide assistance with navigating financial aid resources, including scholarships available from the JCC Foundation, and with course selection and enrollment according to the student's chosen field of study. Program-funded scholarships will provide assistance for tuition, books, or course fees for students that pursue programs in STEM industries.

The program includes assistance with financial burdens for single parents that have an emergency hardship that hinders their education. Issues must be able to be remedied with a one-time infusion of funds.

Examples include car repairs, a housing security deposit, a utility payment, emergency medical expenses, or work boots or uniforms for employment. Students may also request grant funding for recurring costs that hinder their ability to provide a stable home environment for the family while they are in school. This could include (but is not limited to) monthly housing costs, car insurance, childcare, and gas cards.

Comprehensive data on all program activities will be collected by program staff and used to inform and modify program delivery. This will include the status of all baseline measures in the Evaluation section, as well as data generated by JCC's Office of Institutional Research. Data concerning the progress, retention, and completion of program participants will be compared to baseline data, as well as to other cohorts of JCC students.

The project will replicate the MOMs: From Education to Employment program model that was developed by the Western NY Women's Foundation (WNYWF) and piloted with great success at Niagara County Community College. These two entities are providing technical assistance to JCC in its efforts to replicate the model locally, which includes a commitment of additional funding from WNYWF to offer the program regionally (attached). The program was based on national best practice research and focus groups. It recognizes that people in poverty do not have the safety net on which many others rely as they work through academic and social challenges. The assistance provides needed support so that students stay on track to completion.

The "Educating Single Parents to Sustainable Employment" effort will require collaborative partnerships with several community agencies that provide services to disadvantaged single parents. JCC will accept referrals from all of these entities, and will refer to them depending on participant needs. Collaborative partners will include, but not be limited to:

YWCA of Jamestown: TEAM program and transitional housing for women with children
 Jamestown Community Learning Council: Parents as Teachers
 Chautauqua Works: job vacancies, work retention
 Chautauqua Striders: mentoring
 The Resource Center: disability services
 CASAC: addiction prevention
 BOCES: GED Support
 CARTS: transportation

JCC will leverage funding from the WNYWF to expand the project regionally. The project budget is evenly supported by ESPRI funds and WNYWF funds. It is expected that the demonstration of successful outcomes provided by this opportunity will open the door for institutional support by the college to continue the program.

Evaluation and Project Improvement*

- Identify baseline measures that will be tracked throughout the project. The baseline must align with the proposed project Aim and associated Drivers.
- Describe the process and frequency for how the measures will be collected.
- Describe how the use of PDSA cycles will be used to modify service delivery throughout the project.

Baseline measures and the process for tracking include:

1. # single parents enrolled in academic programs: the objective is to maintain enrollment of 50 Jamestown single parents during the course of the program, which spans three academic semesters. The number of enrolled participants will be tracked and monitored prior to the start of each semester.

2. # program events held and participant attendance: program staff will schedule several program events each semester (i.e. workshops, support groups) and keep records of attendance through sign-in sheets. Participation of community partners will also be recorded.

3. # and type of barriers reduced or eliminated: program staff will record the barriers for each participant and the resources used to alleviate the problem at least monthly. Aggregate reports of the type and frequency of barriers, as well as the method of alleviation (referral to community partners, financial resources) will be generated at the completion of each semester.

4. The academic progress of participants will be tracked using JCC's educational records system (Banner) and monitored by program staff at least monthly. The college's existing infrastructure will facilitate early identification of students at risk of academic failure and connection to supportive services.

5. # participants placed in jobs or transferred to a 4-year school: The Career Coach will track job placement of all students who have completed academic programs or transferred to another college/university; tracking will be facilitated by JCC's Office of Institutional Research. It is anticipated that placement will occur within 6 months of completion.

6. Increase in earnings: wages will be tracked through student self-reporting after placement, and an aggregate report of increases in earnings will be generated at the project end.

PDSA cycles will be used by close and frequent monitoring of the first few single parents to enroll in the program. Meetings that include the Vice President of Student Development, the Achievement Coach, and the Career Coach will occur every two weeks at project startup to plan the next steps, and to review the barriers and the plan of action for individual cases of enrolled participants. After review, it will be determined if modifications need to be made to refine the program. Refinement of the program will occur as necessary throughout the duration of its implementation. Problem solving will occur as issues become apparent, which may lead to modifications in delivery methods or additional collaboration with other community organizations. JCC will maintain frequent contact with the WNYWF for technical assistance and advisement throughout implementation.

Organizational Information*

- Outline how capacity will be expanded to deliver proposed project.
- Explain how the oversight for the proposed project will occur.
- Upload Profit & Loss and Statement of Statement of Financial Position for the organization.

CommitmentLetter.Financials.pdf

JCC will hire two full time staff members who will be dedicated solely to the project. Personnel will be funded by ESPRI for .5 FTE and by the WNYWF for .5 FTE. The Achievement Coach and Career Coach will be supervised by the VP of Student Development, Dr. Eileen Goodling. Regularly scheduled meetings will provide opportunities for discussion of individual cases and problem solving, as well as review of aggregate program reports for progress monitoring.

Program funds will greatly expand JCC's capacity to provide financial assistance for hardships that would otherwise delay or end a single parent's education. The college has no other funds that would help stabilize the family household while the parent is acquiring an education. Preventing financial crisis for the family is critical to ensure that single parents complete their chosen program of study.

Program expenses will be monitored by JCC's Business Office using software called Banner, which is designed for higher education. Banner allows appropriate staff to view budgets in real time for efficient monitoring. It also includes a self-service portal that allows students to access their academic records and financial information. JCC strictly adheres to written procedures that follow Generally Accepted Accounting

Principles. The college's administration and trustees review financial statements monthly. The revenue and expense accounts are audited by an independent private account firm and included in the annual audit.

Project Budget*

Click here to access a blank template for the project budget; complete the form, save the document to your computer and upload that file.

Project budget.pdf

Budget Narrative*

- Provide a narrative that explains the amount requested for each line of the budget.
- It should specifically describe how each item will support the achievement of the proposed project aim.
- Do not use the Budget Narrative to expand the Project Description.

Achievement Coach: Provides case management advisement, including helping students to access needed services, set and achieve life and career goals, access financial aid, and select and enroll in courses. Identifies individual barriers and provides access to internal and external resources and ESPRI financial resources (scholarships, emergency assistance, and student supports). Conducts outreach, plans and facilitates program events and workshops (including arranging childcare), and leads support group. Annual salary \$47,068 x 18 months = \$70,602 (\$35,301 ESPRI; \$35,301 WNYWF)

Career Coach: Will work with single parents to develop soft skills (i.e. resume writing, interviewing, and employer expectations), advise about in-demand jobs and wage comparison. Will work with community partners such as MAST and Dream It Do It to create employer partnerships in STEMM industries (science, technology, engineering, math, and medical), and will locate and connect students with internships, job shadows, and workplace tours in collaboration with college staff. Will assist with job search/placement. Annual salary \$47,068 x 18 months = \$70,602 (\$35,301 ESPRI; \$35,301 WNYWF)

Fringe benefits: based on a college-wide fringe rate of 38.1%.

\$141,204 (total salaries for 18 months) x 38.1% = \$53,796 (\$26,898 ESPRI; \$26,898 WNYWF)

Child activity room supplies: supplies and materials for childcare during program events and workshops. This includes items such as toys, coloring books, crayons, games, books, diapers, and snacks. Estimated at \$1,500 (\$750 ESPRI; \$750 WNYWF)

Scholarships: assistance for tuition, books, or course fees for students that pursue programs in STEMM industries (science, technology, engineering, math, and medical). May include non-credit courses such as plumbing, electrical, and HVAC. 45 students x \$250/student = \$11,250 (\$5,625 ESPRI; \$5,625 WNYWF)

Emergency assistance: one-time assistance provided to participants that have an emergency financial hardship that presents a barrier to their education. The issue must be able to be ameliorated with a one-time payment. Examples include car repairs, housing security deposit, utility payment, emergency medical expenses, or work boots or uniforms for employment. Will be capped at \$250 per person and requests must be approved by the VP of Student Development. Payments will be made to vendors, not to students. \$7,500 (\$3,750 ESPRI; \$3,750 WNYWF)

Student supports: to alleviate financial barriers to participation, which may be recurring costs. Examples include monthly housing costs or childcare and gas cards during courses or employment. Will be capped at \$5,000/person for the 18 month program. Requests must be approved by the VP of Student Development. Payments will be made to vendors, not to students (except for pre-loaded gas cards).

100 students x average \$3,975 = \$39,750 (\$19,875 ESPRI; \$19,875 WNYWF)

Administrative costs: $\$255,000 \times 10\% = \$25,500$ (\$12,750 ESPRI; \$12,750 WNYWF)

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Application Files

Applicant File Uploads

- Aim and Driver fillable.pdf
- CommitmentLetter.Financials.pdf
- Project budget.pdf

Supporting Documents

No files were uploaded

Agency Name:

Date:

Program Name:

AIM

PRIMARY DRIVER

SECONDARY DRIVER

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Eileen J. Goodling
Vice President of Student Development
and Chief Diversity Officer
Jamestown Community College
525 Falconer St
Jamestown, NY 14701



October 3, 2017

Dear Ms. Goodling,

The WNY Women's Foundation has worked in collaboration with Jamestown Community College since early 2017 to develop plans to expand the MOMs: From Education to Employment® program to the school. MOMs: From Education to Employment® is a research-based trademarked program of the WNY Women's Foundation. As such, the model is licensed to partner educational institutions for implementation. The economic empowerment initiative is tailored to move single mothers and their dependent children out of poverty by eliminating the barriers they face when attempting to complete their education thus allowing these moms to secure family sustaining employment.

According to the 2016 U.S. Census, in Chautauqua County, women with high school degrees (or equivalency) earn 77% of women with some college or an associate's degree earn, and 58% of women with a bachelor's degree earn. In order to move the needle on poverty in the region, we MUST move women into careers that will support their families now and grow with them in the future. The MOMs: From Education to Employment® program is currently operating at two colleges, Erie Community College (ECC) and Niagara County Community College (NCCC). We are hoping to expand the initiative to Jamestown Community College (JCC). The program has been very successful at NCCC. Since its inception in 2013 - 291 mothers have been served, 81 of these students have graduated and, on average, graduates of the program earn 68% more per week than enrolled students (\$589/week compared to \$351/week). MOMs is in its infancy stages as ECC having launched in April, 2017.

The WNY Women's Foundation is committed to continuing to work with JCC to design and implement the program to serve the unique needs of students in Jamestown and surrounding areas. As a partner, the WNY Women's Foundation will leverage the resources at the College and within the Foundation to assist with bringing in the funds necessary to meet the financial need of the program through the 2018-19 academic year. The WNY Women's Foundation will provide technical assistance for program development, data management, and potential revenue. Lastly, and most importantly, the WNY Women's Foundation is committed to supporting "value-added" experiences for the women in the program in the form of mentoring, internships, job placement/connections, linkage to new learning experiences, and access to strong, powerful, successful female role-models.

The WNY Women's Foundation is thrilled to have the opportunity to work with Jamestown Community College to bring the successful MOMs: From Education to Employment® program to the women of the Jamestown region and is committed to ensuring the program's success.

Sincerely,

A handwritten signature in black ink that reads 'Sheri L. Scavone'. The signature is written in a cursive, flowing style.

Sheri Scavone, Executive Director

JAMESTOWN COMMUNITY COLLEGE
Jamestown New York

BALANCE SHEET

<u>ASSETS</u>	<u>July 31, 2017</u>	<u>August 31, 2016</u>
1010 Cash in Bank	\$1,755,084	\$1,972,399
1054 Cash Money Market	6,461,684	8,472,542
1062 Petty Cash	1,431	1,431
1301 A/R - Tuition and Fees - Current	8,499,970	2,226,900
1360 A/R - FSA	(56,802)	(18,028)
1340 A/R - JCC Development Corp.	0	0
1394 A/R - JCC Foundation	17,871	37,254
1396 A/R - Grant Awards	870,509	(94,911)
1404 A/R - State Government	0	74,534
1420 A/R - Operating Chargebacks	10,334	48,231
1450 A/R - Capital Chargebacks	825	4,250
1480 A/R - General	197,016	227,327
1490 A/R - Other Funds	322	322
1500 Prepaid Expenses	245,820	570,929
1600 Due From Other Funds	951,523	24,693
1602 A/R - Plant Funds	<u>2,610,082</u>	<u>3,355,678</u>
<u>TOTAL ASSETS</u>	<u>\$21,565,669</u>	<u>\$16,903,551</u>

<u>LIABILITIES, RESERVES AND FUND BALANCE</u>	<u>July 31, 2017</u>	<u>August 31, 2016</u>
2100 Accounts Payable	\$200,701	\$441,926
2200 Notes Payable	0	0
2302 Accrued Payroll Taxes	(5,477)	109,361
2321 Accrued Payroll Withholdings	98,970	113,567
2362 Accrued Pension Liabilities	516,351	655,750
2374 Accrued Payroll	279	256,929
2376 Accrued Vacation	310,103	310,103
2378 Accrued Sick Pay	491,631	491,631
2379 Accrued Termination Benefits	2,905,299	2,905,299
2382 Reserve - Medical Insurance	41,305	41,305
2384 Reserve - Miscellaneous	143,114	43,293
2387 Res. Life Rental Liability	1,125,033	1,437,047
2388 Reserve - Unemployment Insurance	50,000	50,000
2396 Reserve - Capital Chargebacks	914,713	487,964
2404 Unapplied Payments	11,085	48,399
2500 Due from other Funds	0	0
2502 Due to State Government	0	0
2600 Advance Tuition, Fees, & Financial Aid	6,808,902	2,943,090
2700 Clearing Accounts	(7,567)	816
4002 Fund Balance	<u>7,961,228</u>	<u>6,567,070</u>
<u>TOTAL LIABILITIES, RESERVES AND FUND BALANCE</u>	<u>\$21,565,669</u>	<u>\$16,903,551</u>

<u>INCOME</u>	<u>Original Budget 2016-17</u>	<u>Budget Transfers 2016-17</u>	<u>Revised Budget 2016-17</u>	<u>Actual Revenues/ Expenses 09/01/16 7/31/17</u>	<u>Percent Received</u>	<u>Percent of Year</u>	<u>Actual and Commitments</u>	<u>Balance Remaining</u>
Student Tuition	\$12,350,570	\$0	\$12,350,570	\$12,141,922	98%		\$12,141,922	208,648
Offsetting Revenue	2,542,290	0	2,542,290	2,015,519	79%		2,015,519	526,771
Grant Aid	364,200	0	364,200	258,782	71%		258,782	105,418
State Aid	8,937,490	0	8,937,490	8,926,485	100%		8,926,485	11,005
Sponsor Revenue								
Out of State Tuition	935,290	0	935,290	1,065,462			1,065,462	(130,172)
Operating Chargeback Rev	796,800	0	796,800	909,522			909,522	(112,722)
Sponsor Contribution	5,983,470	0	5,983,470	5,466,138			5,466,138	517,332
Appropriated Fund Balance	1,018,648	0	1,018,648	0			0	1,018,648
Total Sponsor Revenue	8,734,208	0	8,734,208	7,441,122	85%		7,441,122	1,293,086
Transfer In from Plant Fund	\$0	\$0	\$0	\$0			0	0
Total Revenues	\$32,928,758	\$0	\$32,928,758	\$30,783,830	93%	92%	\$30,783,830	\$2,144,928
<u>EXPENDITURES</u>						<u>Perc Spent</u>		
Salaries and Wages	\$19,036,148	(\$402,938)	\$18,633,210	\$17,279,162	93%		\$17,279,162	\$1,354,048
Equipment	36,075	(17,000)	19,075	17,856	94%		34,560	(15,485)
Contractuals Expense	6,176,535	698,898	6,875,433	5,688,835	83%		5,759,832	1,115,601
Fringe Benefits	7,680,000	(278,960)	7,401,040	6,403,823	87%		6,403,823	997,217
Transfer to Plant Fund	0	0	0	0			0	0
Total Expense	\$32,928,758	\$0	\$32,928,758	\$29,389,676	89%	92%	\$29,477,377	\$3,451,381
<u>SURPLUS (DEFICIT)</u>				\$1,394,154				
<u>FUND BALANCE 8/31/2016 (excluding Res Hall)</u>				6,567,070				
<u>RES HALL FUND BALANCE 8/31/2016</u>				(199,838)				

ESPRI PROJECT BUDGET

AGENCY

PROPOSED PROJECT

AMOUNT REQUESTED

REVENUE

Grants	_____
Program Service Fees	_____
Investment Income	_____
Miscellaneous Revenue	_____

	=====
	=====
Total Revenue	

EXPENSES

Salaries	_____
Fringe	_____
Supplies	_____
Occupancy	_____
Equipment	_____
Travel	_____
Professional Development	_____
Awards, Grants or Stipends	_____
Other	_____

	=====
	=====
Total Expenses	
Surplus (Deficit)	