

YTL Training Programs Closing the Gap and Building Resiliency

RFP for Coronavirus State and Local Fiscal Recovery Funds

YTL Training Program

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Application Form

Question Group

Buncombe County requests proposals for projects to help the community recover from and respond to COVID-19 and its negative economic impacts.

Buncombe County has been awarded \$50,733,290 in Coronavirus State and Local Fiscal Recovery Funds (Recovery Funding), as part of the American Rescue Plan Act. This infusion of federal resources is intended to help turn the tide on the pandemic, address its economic fallout, and lay the foundation for a strong and equitable recovery.

Buncombe County is committed to investing these funds in projects that:

- Align to county strategic plan and community priorities
- Support equitable outcomes for most impacted populations
- Leverage and align with other governmental funding sources
- Make best use of this one-time infusion of resources
- Have a lasting impact

Proposals shall be submitted in accordance with the terms and conditions of this RFP and any addenda issued hereto.

[Click here for the full terms and conditions of the RFP](#)

Coronavirus State and Local Fiscal Recovery Funds*

Name of Project.

YTL Training Programs Closing the Gap and Building Resiliency

Amount of Funds Requested*

\$600,000.00

Recovery Fund Eligible Category*

Please select one:

Services for disproportionately impacted communities

Brief Project Description*

Provide a short summary of your proposed project.

Since 2014, YTL has worked in community to provide programming that includes tutoring, arts, and activities that participants would not have access to without support. YTL will increase support services designed to facilitate the academic recovery of students impacted by COVID. We purpose to build on our past work strengthening our youth, reducing the gap offering increased summer camp and after school

programming to 75 participants ages 6-18, providing previously mentioned support and science enrichment to combat traditional summer learning loss and increase the achievement gains of those disproportionately impacted by the COVID 19 crisis. Increasing in-school advocacy including our school girls and boys groups, hiring two more advocates, providing Saturday School for enrichment opportunities in coding/engineering, and by providing community programming twice a quarter to deepen parents' understanding of ACE's, promote strategies to help mitigate the generational impacts of trauma.

Project Plan*

Explain how the project will be structured and implemented, including timeframe.

YTL already has a framework and the structure for the work that we do. From September, after Labor Day, through the end of the school year, YTL offers after school programming. This proposal would allow us to hire and train more facilitators and retain certified teachers as tutoring throughout the school year. In addition, YTL, which currently has budgeted for one advocate, will be able to hire and train two additional advocates that would begin working toward the end of the month of September to be a conduit of information for participants, parents and teachers. Advocates work to ensure participants have access to all of the resources that they need to address the whole child. Saturday School will begin the first Saturday in October and will end the second Saturday in May. Two weeks after the end of in school programming, YTL begins its summer program. Summer programming last from eight to ten weeks. During that time participants receive 2 hours a day of academic tutoring delivered by certified teachers, veteran instructional assistants and partners like youth literacy. In addition participants learn about mindfulness meditation which focuses on the use of breathing to self regulate and increase the tools that participants have in their tool box to deescalate and redirect themselves. Community events Will be scheduled every other month also beginning in October. All timelines are subject to change based on COVID numbers and decisions made by school officials concerning in person learning.

Statement of Need*

Describe the need that this project will address. Include data to demonstrate the need, and cite the source of the data.

Five ACS primary and elementary schools earned an F ranking for the academic performance of their black students, as did both ACS middle schools. Asheville High earned a D grade for that subgroup. According to the NC School Report Card, in [YEAR], 68% of Black students and 50% of Hispanic students in BCS were not proficient in math, in contrast with 33% of white students. Similarly, 69% of Black students and 61% of Hispanic students were not proficient in reading, while only 34% of white students were.. In science, 35% of Black students, 42% of Hispanic students and only 18% of white students were not proficient. ACS experiences similar disparities: 81% of Black students, 52% of Hispanic students, and only 22% of white students were not proficient in Math i. Reading scores show that 66% of Black students, 46% of Hispanic students and only 17% of white students were not proficient. Even more stark, 66% of Black ACS students and 36% of Hispanic students were not proficient in science, while 0% of white students experienced the same. These worrisome statistics of educational outcomes by race have been exacerbated by COVID-19. In March of 2020, ACS and BCS transitioned to virtual learning as the COVID-19 pandemic set in. Buncombe County's 2025 Strategic Plan outlines the goal of increasing third grade literacy rates, especially among underperforming students, which the proposed project supports directly. The project will expand the number of elementary school-aged children participating in summer programming to 50, with increased focus on tutoring K-2 students. In addition, the proposal would increase YTL's capacity and expand the number of middle and high school ACS and BCS students served through We will focus in particular on students in the Johnston Elementary School community, which includes Deaverview Public Housing residents. Just as COVID hit, the after school program closed. We were already working to provide support for families impacted by that closing.

Link to COVID-19*

Identify a health or economic harm resulting from or exacerbated by the public health emergency, describe the nature and extent of that harm, and explain how the use of this funding would address such harm.

Before Asheville and Buncombe County schools shut down in March of 2020, the achievement/opportunity gap had already widened in the previous year. Many families faced adversity in having their children relegated to online learning. In particular, our most vulnerable students were displaced with very little input from parents, classroom teachers or community members. As a result, the initial school shut down created a lack of educational access for students living in areas that lacked Wi-Fi and for students whose parents were classified as essential workers and unable to stay home to support their children in their learning. What became increasingly clear in the midst of this pandemic was that students that were already struggling would be stretched in a way that created more barriers to learning and widened the achievement gap. That trend continued with parent funded vs. School funded learning PODS. YTL's proposal seeks funds to provide more individualized tutoring for participants during our summer and after-school programs, and through the expansion of Saturday School programming. This addresses the academic needs of students that were disproportionately harmed by the COVID pandemic through an increased individualized educational, social and emotional learning support. In addition, funds will be used to host 2 events quarterly to support parents and families with growth mindset strategies, to help them understand and heal from trauma, and to model mindfulness practices that will promote self regulation in both parents and their children. Funding will also be used to hire 2 additional advocates to work with participants, their families and the school to ensure that participants have access to all the resources that they need to support student learning and proficiency. Funds will be used to update technology, purchase supplies, pay artists-in-residence and provide stipends to parents attending support opportunities and quarterly events.

Population Served*

Define the population to be served by this project, including volume and demographic characteristics of those served.

YTL targets youth ages 7-18 (most are 7-15) who are academically, socially, or emotionally in need of support. 80 percent of our participants have been residents of public or low income housing and qualify for free or reduced lunch. The estimated median income for parents is \$24,000 a year. 92% of our participants this year are children of color. We service participants across Buncombe County with increased participations from students in the Erwin School District. We currently have participants from Asheville High, Asheville and Erwin Middle, Montford North Star, 4 ACS elementary schools, 2 BCS elementary school with intentions of expanding to serve Johnston Elementary School.

Results*

Describe the proposed impact of the project. List at least 3 performance measures that will be tracked and reported. If possible, include baselines and goals for each performance measure.

As a result of YTL's services, participants in our GRACE for Teens Summer Camp, our ROSES (Redeveloping our Self Esteem for Success) program and our MOSS (Motivating Ourselves to Soar to Success) program will not experience summer loss. Instead, they will maintain their skills and 70% of participant reading levels will increase by at least 1 level. Participants in YTL's two after-school programs, which incorporate our mindfulness approach to after-school, tutoring and cross-curricula activities, will experience increased attendance at school and fewer discipline or office referrals. 100 percent of our participants will make 1 year's academic growth; while those students that are 2 grade levels behind will have at least 18 months' worth of academic growth. Parents participating in the ACES and Parental Resilience Programming will have increased awareness of their own trauma and will have a variety of tools at their disposal to enable

them to recognize their triggers and to help them remain resilient in parenting their children and becoming involved in school. All (100%) participants will have an increased interest in science after experiencing our science enrichment programming over the summer, in after-school and in Saturday School. Year 1 activities will focus on the expansion of summer and after-school programming to the community surrounding Johnston Elementary School. Also in Year 1, we will begin offering ACES-related programming to start building parental resiliency. We will continue all these activities during Year 2, and expand our ACES and Parental Resilience programming to include school, racial and community advocacy training for parents seeking to become more involved in transforming themselves, their families and their community. During Year 3 we will continue the work of Years 1 and 2 by providing stipends for some parents to work with YTL and to hire some of those parents to work with our youth in summer camps and in after-school programming.

Evaluation*

Describe the data collection, analysis, and quality assurance measures you will use to assure ongoing, effective tracking of contract requirements and outcomes.

Over the next three years we will collect both qualitative and quantitative data. Programming related to our work with parental Resilience and ACES will be qualitatively assessed by written and artistic results with observations and notes made by staff and other partners working within our programs. Some of this data will be obtained through audio and video recording and via interviews. In addition there will be quantitative measures via pre and post surveys. Adults will also have pre, mid, and post SEARS (We are exploring the STEP Up Social/Emotional Program and measuring tool) assessments completed for each program cycle and we will have exit tickets that we will use at the end of each small group or community gathering. For our youth related academics in programming we will use school data and YTL will administer SEARS (Social Emotional Assests and Resilience Scales) twice within the summer program cycle and three times during the school year cycle. Administration of SEARS will occur the first week of summer programming and in the beginning of the eight week of programming. During the school year, SEARS will be administered the 2nd week of after school programming, the second week of January, the 2nd week of June within the after school program. In addition, teachers will be asked to complete the scales at the beginning, middle and end of the school year for participants that are in their classes. YTL through it's partnership with United Way will have access to their Dashboard that tracks data concerning participants that attend Buncombe County and Asheville City Schools. Data includes, but will not be limited to attendance, foundations assessments, district benchmarks, and EOG scores. Success looks like participants maintaining engagement throughout the school year in school, during after school programming, Saturday School and in community.. YTL will document impact via parent, teacher and student surveys, student social, emotional and academic growth.

Equity Impact*

How will this effort help build toward a just, equitable, and sustainable COVID-19 recovery? How are the root causes and/or disproportionate impacts of inequities addressed?

YTL works diligently to eliminate racial inequities through our programming, hiring practices and community partnerships. Within our project, we have designed many experiences for our youth that they might not otherwise have access to due to economic inequities that exist across Caucasian, African-American and Hispanic neighborhoods and family income levels. In addition, we seek to employ people who are representative of the population that we serve. We also purposely seek out artists with similar backgrounds as the population that we seek to serve and influence. YTL services focus in particular on kids who were impacted by lack of access to strong PODS, and lack of home support for virtual learning due to their parents' status as "essential workers". Our services are an investment in the youth of our community that experience underinvestment and institutional neglect.

Project Partners*

Identify any subcontractors you intend to use for the proposed scope of work. For each subcontractor listed, indicate:

- 1.) What products and/or services are to be supplied by that subcontractor and;
- 2.) What percentage of the overall scope of work that subcontractor will perform.

Also, list non-funded key partners critical to project.

YTL Training Programs has positive working relationships with multiple community organizations, businesses and folks in the art community. YTL has worked collaboratively with Asheville Writers In School, Bountiful Cities, ClayWorks and other businesses in the River Arts District. In addition, we have relationships with several artists within our community and Resiliency trainers, mindfulness practitioners and educational professionals that we will consult with as we develop individualized service/support plans for our most vulnerable program participants. We will leverage these relationships primarily to collaborate on planning services and designing individualized and small group support for participants; providing multiple means of artistic expression for both participants and their families, specifically parents; delivering informational content related to ACES and parental resilience; promoting mindfulness practices that build social and emotional health and supporting wrap-around services for under-resourced communities through various artistic modalities. YTL is plugged into several collaboratives including CoThinkk and United Way. This year, YTL formed a strong and productive partnership with Youth Literacy, which will continue throughout our afterschool programming and into summer programming creating a year-round partnership through which tutors provide support to YTL program participants in reading, writing and spelling.

Capacity*

Describe the background, experience, and capabilities of your organization or department as it relates to capacity for delivering the proposed project and managing federal funds.

YTL Training Programs have been providing free summer camp for youth ages 11-19 years old with emotional, academic and social challenges for the past six years. Incorporated in August of 2014, we received our 501(c)3 status in the summer of 2015. From 2014 to 2016, YTL provided summer programming to 20-25 youth ages 11-16. During our initial 2 years, we operated with very few funds. In 2016 we began receiving small grants ranging from \$1,000 to \$10,000, which allowed us to begin offering after-school programming services for the same age group. YTL's capacity increased when, in 2017, we were awarded an Isaac Coleman Economic Community Investment grant of \$112,000. After that initial year of expanded services, the amount of our Isaac Coleman Grant was reduced due to a funding error on the county's part, and we were still able to expand YTL's summer programming to include 11 boys from 3rd to 5th grades. During the three year grant period we met our programmatic goals and grant deliverables. In addition, YTL Training Programs includes girls' school groups at Vance Elementary School from the fall of 2015 until the transition to virtual learning in March of 2020. Our programs have graduated over 80 elementary school-aged girls through two girls' groups: O'Beautiful, which focuses on girls that are slipping through the cracks, and Girl Talk, focused on creating positive girl support groups and friendships. As schools transitioned to virtual learning, YTL Training Programs also transitioned, providing virtual classes three times a day. In addition, YTL was one of very few organizations that was able to safely host an eight-week summer program, serving 35-40 participants daily. We had no incidences of exposure to COVID and created safety protocols using strict CDC and DHHS guidelines. YTL hosted At Home Learning Support for 40 participants 7:30-5:30 daily from September 8th 2020 until the end of the school year with funding support from Dogwood Health Trust.

Budget*

Provide a detailed project budget including all proposed project revenues and expenditures, including explanations and methodology. For all revenue sources, list the funder and denote whether funds are confirmed or pending. For

project expenses, denote all capital vs. operating costs, and reflect which specific expenses are proposed to be funded with one-time Buncombe County Recovery Funds.

Download a copy of the budget form [HERE](#). Complete the form, and upload it using the button below.

Recovery-Funds-budget-template-3.xlsx

Special Considerations*

Provide any other information that might assist the County in its selection.

Recovery-Funds-budget-template-3.xlsx

YTL Training Programs has been working to improve conditions for youth of color in the city of Asheville since 2014. We adapt to the needs of our community as evidenced by our commitment to At Home Learning Programming in schools closed in March of 2020. In addition, YTL seeks to address the whole child which means addressing the needs of families. We work collaboratively with community partners for the betterment of all.

File Attachment Summary

Applicant File Uploads

- Recovery-Funds-budget-template-3.xlsx
- Recovery-Funds-budget-template-3.xlsx

Coronavirus State and Local Fiscal Recovery Funds Proposed Project Budget

Organization Name:	YTL Training Programs
Project Name:	YTL Training Programs Closing the Gap and Building Resiliencew
Amount Requested:	600,000

Proposed Project Revenue Funder	Amount	Confirmed or Pending?	Notes
Proposed Buncombe COVID Recovery Funds	\$600,000	Pending	Over three years \$200,000 yearly
Tzedek Social Justice Fund	\$20,000	Confirmed	Over two years \$20,000 each year
Dogwood Health Trust	\$306,750	Pending	Over three years \$102,250 yearly
People in Needs Grant	\$20,000	Pending	1 year
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List other sources here			
Total	\$ 946,750.00		

Proposed Project Expenses	Proposed Recovery Funds	Other Funds	Total	Capital or Operating Expense?	Notes
<i>Co Director</i>	\$45,760.00		\$ 45,760.00	Operating	Same budget over 3 years with cost of living raises
<i>Funds Developer</i>		\$ 41,600.00	\$ 41,600.00	Operating	
<i>Administrative Assistant</i>	\$35,360.00		\$ 35,360.00	Operating	
<i>Advocacy Coordinator x3</i>	\$70,720.00	\$ 35,360.00	\$ 106,080.00	Operating	
<i>Summer Program Coordinator(Seasonal)</i>	\$7,400.00		\$ 7,400.00	Operating	
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<i>Summer Facilitator (Seasonal)</i>	\$5,780.00		\$ 5,780.00	Operating	
Summer Facilitator (Seasonal) X4	\$ 23,120.00		\$ 23,120.00	Operating	
Summer Facilitator (Seasonal)x10		\$ 57,800.00	\$ 57,800.00	Operating	
Supplies, Snacks, Summer Meals	\$7,625.00		\$ 7,625.00	Operating	
Horse Sense	4,000.00		\$ 4,000.00	Operating	
Activities:Swimming, Asheville Bikes, Breakout Room	2,700		\$ 2,700.00	Operating	
Consultant for Strategic Planning	\$15,000.00		\$ 15,000.00	Operating	
Insurances - general liability, vehicle, unemployment	5,000		\$ 5,000.00	Operating	
Computer upgrades, repair and replace			\$ 15,500.00	Operating	
	\$15,500.00		\$ -	Operating	
			\$ -	Operating	
			\$ -	Operating	
			\$ -	Operating	
			\$ -	Operating	
			\$ -	Operating	
<i>After School Coordinator</i>	11,520.00		\$ 11,520.00	Operating	
<i>After School Facilitator/At Home learning Support x 3</i>	27,600		\$ 27,600.00	Operating	
<i>After School Facilitator/At Home learning Support x 4</i>		\$ 36,800.00	\$ 36,800.00	Operating	
			\$ -	Operating	
Total			\$ 456,045.00		

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