

# FROYO (Family Reading Opportunities for Young Ones)

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*RFP for Coronavirus State and Local Fiscal Recovery Funds*

## ***Read to Succeed***

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Jessica McLean  
PO Box 18652  
Asheville, NC 28814

info@r2sasheville.org  
O: (828)747-2277

## ***Jessica McLean***

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16A Stewart St.  
Asheville, NC 28806

jess.mclean@r2sasheville.org  
O: 8283375545

# Application Form

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## Question Group

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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. To date, Buncombe County has awarded projects totaling \$23,093,499, leaving a balance of \$27,639,791 available to award.

Visit <http://www.buncombecounty.org/recoveryfunding><http://www.buncombecounty.org/recoveryfunding><http://www.buncombecounty.org/recoveryfunding><http://www.buncombecounty.org/recoveryfunding><http://www.buncombecounty.org/recoveryfunding> for details.

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](#)

## Organization Type\*

Nonprofit

## Nonprofit documentation

If nonprofit, attach IRS Determination Letter or other proof of nonprofit status.

IRS Determination Letter 2011.pdf

## Name of Project.\*

FROYO (Family Reading Opportunities for Young Ones)

## New/Updated Proposal\*

Is this a new project proposal or an updated version of a proposal submitted during the earlier (July 2021) Recovery Funding RFP?

New project proposal

## Amount of Funds Requested\*

\$46,474.00

## Category\*

Please select one:

- Affordable Housing
- Aging/Older Adults
- Business Support/Economic Development
- Environmental/Climate
- Homelessness
- K-12 Education
- Infrastructure and/or Broadband
- Mental Health/Substance Use
- NC Pre-K Expansion
- Workforce

K-12 Education

## Brief Project Description\*

Provide a short summary of your proposed project.

The proposed project, in partnership between Read to Succeed (R2S) and Buncombe County Public Libraries (BCPL), embraces and celebrates parents, guardians, and caregivers as children's first teachers and greatest home literacy advocates.

Through recurring family reading workshops and sharing family reading materials (culturally-responsive books, curricula, etc.) our organizations will support 150 - 180 families PreK and K-5 families in putting evidence-based literacy best practices to work with their young readers at home.

Family reading workshops and corresponding training materials will feature the literacy curricula currently being used at Asheville City Schools and Buncombe County Schools, including Foundations (phonics) and Heggerty (phonological awareness). Knowledge gained at these family reading workshops will extend the work of in-school instruction into the home and encourage families to make literacy a functional part of their everyday lives.

## Project Plan\*

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

R2S and BCPL will design, create, and host at least 6 Family Reading Workshops between August 2022 and June 2023 for 150 – 180 families with children in PreK and/or elementary school, as described by a Memorandum of Agreement.

Workshops will include critical background on how children learn to read and best practices for supporting young readers:

- Science of Reading - what is it? What does it mean for reading instruction in school? What activities can I do at home based in the Science of Reading?
- Curricula instruction - how to use Heggerty (phonological awareness) and Foundations (phonics) curricula at home, i.e. how to “tap out words,” how to practice letter/keyword/sounds with children, what is a decodable text and best practices around reading decodable and non-decodable (story/chapter) books at home, etc.
  - Best practices around reinforcing phonological awareness and phonics skills with early readers:
    - Correct letter/sound pronunciation
    - Reading aloud to and with kids (asking comprehension questions, highlighting vocab, tapping out words, etc.)
    - Practicing phonetically irregular words, i.e., said, conventionally known as “sight words”
    - Heggerty exercises, etc.
    - Homework help ideas
    - Easy, accessible ways to infuse more literacy into home activities

We will conduct these workshops at Enka-Candler and East Asheville Libraries branch locations \*and\* directly in four Asheville housing communities/community centers, i.e. Pisgah View Apartments Community Center, Arthur R. Edington Center, Children First/Communities in Schools Learning Centers, etc. This accessibility addresses barriers in place to families having the time, transportation, and childcare to be able to attend curriculum nights at their child’s school or learning center.

Workshops will be around 1 - 2 hours long with meals and childcare provided plus a \$100 gift card for participating families (Walmart, Ingles, etc.). In addition to the in-person training and practice, we will also distribute corresponding training and reading resources for families to take home, including:

- Curriculum materials
- Culturally-responsive children’s books (to add to home libraries)
- Handouts/training materials (Foundations letter/keyword/sound sheets, Heggerty resources)
- Family reading activities (craftivities, comprehension guides, etc.)

## Statement of Need\*

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

While science shows us 95% of children have the cognitive ability to learn to read (no matter their background, race, or socioeconomic status), as of 2019, only about a third of 4th graders across our country and state read at a proficient level. For Black students in our Asheville and Buncombe County community, before the pandemic, that number was closer to 23% . . . before COVID-19 struck.

A report of end-of-year testing data from the 2020-2021 school year from the NC Department of Public Instruction’s Office of Early Learning found that a majority of the state’s first, second, and third-grade

students did not demonstrate reading proficiency. (“Reading proficiency has tumbled in the early grades. . .” EdNC, Oct 2021).

The need for consistent quality literacy support for early readers is high, and our community cannot solely rely on in-school instruction to handle this vast responsibility.

The National Association of Elementary School Principals shares that 86.64 percent of a child’s time is spent out of school, mainly at home. The influence of home on school success cannot be overstated, especially at this critical juncture coming out of the COVID-19 pandemic.[6]

The time a child spends outside of school offers a unique and powerful opportunity to support early reading skills, especially when that support aligns cohesively with how children are being taught to read in school.

“A comprehensive review of the literature on family engagement in early childhood found that all families from diverse socioeconomic, educational and racial/ethnic backgrounds were interested in their child’s educational success and could effectively support their child’s learning at home and school when provided with the information and guidance that they needed.”[8]

### 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.

Long-term effects of COVID-19 widened the gap between Black and white students. For Black students, insufficient access to learning materials and instructional challenges with remote schooling accelerated learning loss. Many of our local schools this 2021-2022 school year have also faced severe staff shortages, high rates of absenteeism and quarantines, and rolling school closures, directly impacting in-school reading instruction.

The health outcomes of our most vulnerable communities in Buncombe County are directly tied to literacy; as are academic, graduation, and economic outcomes. What Buncombe County looks like in 10, 20, and 30 years will largely depend on how our community goes the extra mile to support elementary students in learning to read \*now\* and preparing PreK students to be ready to learn to read once they enter Kindergarten.

- “One in five Americans reads at elementary school levels (U.S. Department of Education et al., 2020). These low literacy skills include the technical part of reading (phonemic awareness, phonics, fluency) and the essential component of comprehension, the cognitive process readers use to understand what they have read. This means over 66 million people cannot read or understand most of the health materials that are currently written about COVID-19.” [5]

- “. . .Unless steps are taken to address unfinished learning, today’s students may earn \$49,000 to \$61,000 less over their lifetime owing to the impact of the pandemic on their schooling. The impact on the US economy could amount to \$128 billion to \$188 billion every year as this cohort enters the workforce.”[9]

- “Poor readers are more likely to drop out of high school, earn less money as adults and become involved in the criminal justice system.”[7]

## Population Served\*

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

This project aims to serve families in our Asheville area housing communities and Buncombe County neighborhoods who primarily identify as BIPOC or people of the global majority by providing free, low-barrier access to family reading education.

County data shows that over 17% of children in Buncombe County live in poverty.[1] Over half of Black households (60%) are considered low-income (Just Economics). Experiencing poverty and reading below grade level are the two greatest factors affecting graduation rates.[2]

The Matthew Effect shows us the compounding effect of struggling to read, as students who find reading easy tend to read more and succeed with reading while students who struggle with reading tend to read less and fall further behind.[4] The population served by this project will include children and students identified as one, two, and three or more grade levels “behind” in reading.

## 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.

- Number of families in attendance (with corresponding number of children per family and grade level)
- Rates of satisfaction with workshops based on qualitative self-reported feedback
- Number of materials and books distributed

## Evaluation\*

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

We will conduct pre and post assessment surveys with family members participating in the family reading workshops. These surveys will gauge:

- Knowledge gain and comfort with materials and content presented
- General understanding of Big 5 Foundational Reading Skills (phonological awareness, phonics, fluency, vocabulary, comprehension)
- Overall experience with family reading workshop
- Level of confidence with implementing best practices at home

This will inform the effectiveness of the training/workshop program and influence the content and instructional design of future family reading programs.

We will also track attendance for each Family Reading Workshop and record the number of children/students per family member(s) in attendance with their age and grade level. This will help us capture potential reach of the programming and inform what resources are provided to sufficiently support unique family reading needs.

## 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?

There can be no equity in education without dismantling the barriers so many children encounter when learning to read. These community-powered family reading workshops all align toward a goal of building a more just, equitable, and sustainable COVID-19 recovery.

Root cause: We still see issues of systemic racism and lack of education justice at play in our current systems - Black children are significantly less likely than white children to have a teacher that looks like them in Asheville and Buncombe County; Black children also experience more severe disciplinary measures than their white counterparts. For example, Black students in Asheville City Schools were 13.3X times more likely than white students to receive a short-term suspension. (Southern Coalition for Social Justice, 2019-2020).

Addressing: Family Reading Workshops will center and celebrate Black voices, from the teachers and trainers in the room to the families who participate. The books and Family Literacy Kits provided to participants will intentionally focus on cultural-responsiveness and diversity.

Root cause: COVID-19's impact on young learners will be hard to fully quantify, but research shows that Black students have particularly been impacted. A new study from the Black Education Research Collective speaks to . . . "the magnification of the historic systemic failures affecting Black students, families, and communities deepened by the triple pandemics of Covid-19, the resulting economic recession, and heightened racial violence." [10]

Addressing: Family Reading Workshops will increase access to high-quality literacy instruction materials in a safe and welcoming environment. Providing free meals and childcare will also increase opportunity for attendance and engagement. Simultaneously, the "train the trainer" framework enables community members to become subject matter experts with the curriculum, tools, and support they need to move literacy forward where they live, work, and volunteer.

## 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.

Buncombe County Public Libraries (BCPL) will support the project by:

- Providing library resources, library card registration, access info, etc. to families on site at the library-hosted workshops
- Providing space for two workshops on library branches (and supporting four more workshops in target communities)
- Advertising all family reading workshops in library branches and through social media
- Participating in literacy training directed to Youth Services staff
- Supporting pre and post workshop assessment analysis for program improvement

BCPL will contribute 10-15% of the overall scope of the work by offering meeting space, sharing marketing materials through its communication channels, and collaborating with staff on training and planning. BCPL is a non-funded partner and its participation falls within the scope of the Library's operating budget.

## 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.

R2S has served the Asheville and Buncombe County communities for more than a decade through community-powered literacy programming. As one of the few independent literacy nonprofits in our area, we have built capacity around three main programs: K-3 tutoring, early childhood support, and community/family engagement.

In addition to working directly with Asheville City Schools and Buncombe County Schools to offer one-to-one tutoring for K-3rd grade students reading below grade-level, we also host community literacy trainings for early childhood, summer program, and afterschool partners serving children birth through elementary school. R2S also contracts reading teachers to support K-4 students weekly at the Arthur R. Edington Center and Children First/Communities in Schools Deaverview Learning Center, and we participate in and host family reading events year-round.

Our staff members bring a vast array of skills to the table, including teaching and reading coach experience, Reading Research to Classroom Practice certification, marketing and design acumen, deep background in family and community programming and engagement, and more.

BCPL offers a variety of services at 12 branch locations, which include circulating print and audio-visual materials, computer and internet access, local history research materials, information and reference services, digital library materials, public meeting space, and programming for all ages. Although the Library's reach is wide, we believe the Family Reading Nights will allow us to expand our services further by leveraging the connections and strengths of Read to Succeed with the established community hubs of the East Asheville and Enka-Candler Libraries. In addition to hosting 2 family reading nights, BCPL staff will also continue to collaborate with Read to Succeed in ongoing outreach efforts to further leverage existing relationships and assets within the community.

## 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.

R2S-Bunc-Co-RFP.xlsx

## Special Considerations\*

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

Family Reading Workshops Support Letter 4-12-22.pdf

R2S and BCPL have grown their partnership over the past year specifically around family engagement. At R2S-hosted family reading events, like a Summer Reading Carnival at the Arthur R. Edington Center, BCPL shared libraries information and resources in all the family literacy kits and tabled at the event. Most recently, BCPL joined R2S at the YWCA's "Spring Into Reading" family night and both shared resources and registered families for library cards on the spot.

[1] Bordas, Alexandria. "Child poverty rates in Buncombe still a 'major problem'." The Asheville Citizen Times, 28 March 2018. <https://www.citizen-times.com/story/news/local/2018/03/28/child-poverty-rates-buncombe-still-major-problem/466181002/> (Accessed Feb 2021)

[2] The Annie E. Casey Foundation. "Double Jeopardy" <https://www.aecf.org/resources/double-jeopardy/> (2012)

[4] Rippel, Marie. "Is the 'Matthew Effect' Affecting Your Child's Desire to Read?" All About Learning Press, 2021, [blog.allaboutlearningpress.com/matthew-effect-in-reading](http://blog.allaboutlearningpress.com/matthew-effect-in-reading).

[5] Feinberg, I. (2021), Building a Culture of Health Literacy during COVID-19. *New Horizons in Adult Education and Human Resource Development*, 33: 60-64. <https://doi.org/10.1002/nha3.20316>

[6] Wherry, John H. (2004), The Influence of Home on School Success. *Parents and Schools*, pg 6. [naesp.org](http://naesp.org)

[7] Goldstein, Dana. (2022), It's 'Alarming': Children Are Severely Behind in Reading, March 9, 2022, Section A, Page 12. *New York Times*

[8] Impact of Family Engagement The Importance of Research on Family Engagement. <https://youth.gov/youth-topics/impact-family-engagement>

[9] By Emma Dorn, Bryan Hancock, Jimmy Sarakatsannis, and Ellen Viruleg (2021). *COVID-19 and education: The lingering effects of unfinished learning*. McKinsey & Company

[10] Giegerich, Steve. (2021), *New Research Shows Impact of Covid & Systemic Racism on Black Students, Offers Policy Recommendations*. Teacher's College Columbia University.

## File Attachment Summary

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### *Applicant File Uploads*

- IRS Determination Letter 2011.pdf
- R2S-Bunc-Co-RFP.xlsx
- Family Reading Workshops Support Letter 4-12-22.pdf

INTERNAL REVENUE SERVICE  
P. O. BOX 2508  
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **APR 28 2011**

READ TO SUCCEED ASHEVILLE  
PO BOX 18652  
ASHEVILLE, NC 28814

Employer Identification Number:  
27-2581580  
DLN:  
201048079  
Contact Person:  
PETER A ORLETT ID# 31436  
Contact Telephone Number:  
(877) 829-5500  
Accounting Period Ending:  
December 31  
Public Charity Status:  
170(b)(1)(A)(vi)  
Form 990 Required:  
Yes  
Effective Date of Exemption:  
May 11, 2010  
Contribution Deductibility:  
Yes  
Addendum Applies:  
No

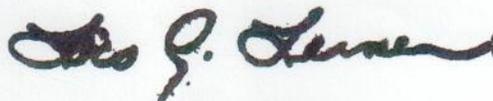
Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Sincerely,



Lois G. Lerner  
Director, Exempt Organizations

Enclosure: Publication 4221-PC

Letter 947 (DO/CG)

<b>Organization Name:</b>	Read to Succeed Ash
<b>Project Name:</b>	FROYO (Family Reac
<b>Amount Requested:</b>	\$45,474

<b>Proposed Project Revenue Funder</b>
Proposed Buncombe COVID Recovery Funds
List other sources here

<b>Proposed Project Expenses</b>	<b>Proposed Recovery Funds</b>
<b><i>Personnel</i></b>	
<b><u>Employees</u></b>	
R2S Co-Executive Director	\$ 937.50
R2S Co-Executive Director	\$ 1,562.00
R2S Literacy Support Coordinator	\$ 1,050.00
R2S Early Learning Director	\$ 1,250.00
Childcare	\$ 1,500.00
Youth Services Librarian(s)	\$ -
<b><i>Supplies</i></b>	
<b><u>Family Literacy Kits</u></b>	
300 kits - \$50/kit (evidence-based reading games, comprehension guide, home reading supplies, etc.)	\$ 1,500.00
180 - (\$28/container) home cube storage container	\$ 5,040.00
<b><u>Training Supplies</u></b>	
Bags, folders, binders, pencils, etc.	\$ 1,000.00
<b><u>Books</u></b>	
Culturally-responsive children's books (PreK - 5th grade)	\$ 1,500.00
Decodable readers (K-5th)	\$ 1,500.00
<b><u>Printing</u></b>	
Ink, paper, signage	\$ 1,000.00
<b><u>Family Incentives</u></b>	
180 - \$100 gift cards for participation	\$ 18,000.00

***Food***

**Free Meals for Each Event**

550 people - \$10/person on average (children/adults)                      \$                      5,500.00

***Administrative Overhead***

10% Administrative Overhead (Contract oversight, reporting, etc.)    \$                      4,134.00



# Covid-19 Coronavirus State and Local Fiscal Recovery Funds

Wayne/Buncombe

(Funding Opportunities for Young Ones)

	Amount	Confirmed or Pending?
	\$ 45,474.00	Pending
<b>Total</b>	<b>\$ 45,474.00</b>	

Other Funds	Total	Capital or Operating Expense?
\$ -	\$ 937.50	Operating
\$ -	\$ 1,562.00	Operating
\$ -	\$ 1,050.00	Operating
\$ -	\$ 1,250.00	Operating
\$ -	\$ 1,500.00	Operating
\$ -	\$ -	Operating
\$ -	\$ 1,500.00	Operating
\$ -	\$ 5,040.00	Operating
\$ -	\$ 1,000.00	Operating
\$ -	\$ 1,500.00	Operating
\$ -	\$ 1,500.00	Operating
\$ -	\$ 1,000.00	Operating
\$ -	\$ 18,000.00	Operating

\$	-	\$ 5,500.00	Operating
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\$	-	\$ 4,134.00	Operating
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<b>Total</b>	\$	45,473.50	
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180 families w/ ~ 2 - 4 family members attending (children included)





# Buncombe County Public Libraries

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Jim Blanton  
*Library Director*

Date: April 12, 2022

From: Jim Blanton, Library Director

To: Jessica McLean  
Co-Executive Director  
Read to Succeed Asheville/Buncombe  
16A Stewart St.  
Asheville, NC 28803

Subject: Family Reading Workshops

Dear Jessica,

I write on behalf of Buncombe County Public Libraries in support of Read to Succeed's proposal to Buncombe County for funds to support year-round Family Reading Workshops. We strongly support this RFP and the focus on increasing delivery of evidence-based reading instruction to local families and engaging community members in education-based COVID-19 recovery.

In alignment with its mission to connect and empower our community, through this letter we acknowledge specific roles and responsibilities we will fulfill in this partnership. In the event this proposal is funded, we would expect our role in the Family Reading Workshops to include:

- Providing library resources, library card registration, access information, etc., to families onsite at the workshops
- Providing space for two workshops in library branches (and supporting four more workshops in target communities)
- Advertising family reading workshops in library branches and online
- Participating in literacy training directed to our Youth Services staff
- Supporting pre and post workshop assessment analysis for program improvement



We look forward to working with you in supporting family reading in Asheville and Buncombe County.

Sincerely,

A handwritten signature in black ink, appearing to read "Jim Blanton". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Jim Blanton, Library Director  
Buncombe County Public Libraries  
67 Haywood Street  
Asheville, NC 28801