

The City as Classroom: The Berry Temple Community and STEAM Academy

FY2021 Strategic Partnership Grants

River Front Development Group and Project Collaborative

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Application Form

INSTRUCTIONS

As part of the FY2021 Strategic Partnership Grants program, Buncombe County requests proposals for community-based projects working toward outcomes in alignment with Strategic Plan focus areas.

Please refer to the Grant Guidelines published on the Strategic Partnership Grants website at buncombecounty.org/grants for complete information about the grant program, including: Purpose; Funding; Eligibility; Timeline; Grant writing workshop; Review process; Awards; and more.

Applications are due by 5:00 on February 14, 2020.

BASIC INFORMATION

BASIC INFORMATION – Before completing the application, please tell us a little about the request.

Project Name*

The City as Classroom: The Berry Temple Community and STEAM Academy

Strategy*

Recognizing that some projects will use more than one strategy, select the strategy that most closely applies to this project:

- Environmental Stewardship - High quality air, water, farmland and renewable energy for future generations
- Educated & Capable Community - A county where all people thrive and demonstrate resilience throughout their lives
- Vibrant Economy - A robust and sustainable economy that builds on homegrown industries/talent and provides economic mobility for all
- Resident Well-Being - A county where residents are safe, healthy, and engaged in their community

Educated & Capable Community

Funding Request*

How much funding is this project requesting for FY2021?

\$55,000.00

Grant Guidelines*

Have you read and understand the information presented in the FY2021 Grant Guidelines Strategic Partnership Grants?

Click here for the Grant Guidelines.

If no, please contact County staff to request assistance: Rachael Nygaard, (828) 250-6536 or rachael.nygaard@buncombecounty.org.

Yes

Nonprofit Status*

Upload proof of nonprofit status, such as IRS Determination Letter or documentation from the North Carolina Secretary of State. If this documentation is not available, briefly state the reason.

RFDG IRS 501 c3.docx
Attached

Board of Directors*

Upload a current list of your organization's Board of Directors. If your organization does not have a board of directors, briefly state the reason.

RFDG Board of Directors 2020-2023.docx
Attached

APPLICATION

APPLICATION QUESTIONS – Responses to these questions will be scored by the grant committee. Each question is worth 10% of the final score.

Organization*

Tell us about your organization. What is your mission? Highlight two or three key facts and accomplishments that best define your organization.

River Front Development Group (RFDG) is a NC Nonprofit Tax Exempt, Community Development Corporation(CDC) engaged in community services for low to moderate income residents of Buncombe County. In operation since 1996, we are involve in the development of affordable housing, nonprofit business services, the preservation of African American heritage and community assets, and education. We work to combat the negative impacts of gentrification in economically disadvantaged neighborhoods, particularly African American neighborhoods adversely impacted by past and present Urban Renewal and Redevelopment programs. We are currently engaged a youth development and education initiative to address apparent, and systemic White-Black educational disparities ("Achievement Gap") for Middle Schoolers in City and County schools. Our Science, Technology, Engineering, Arts, Mathematics (STEAM) Academy's target population are minority students failing to achieve grade-level academic proficiency . RFDG developed a

tourism-economic development, and historic preservation initiative to create the Stephens-Lee(S-L) Cultural Heritage Museum and Arts Incubator, a Cultural Heritage District and Trail in the East End/Valley Street community with support from the Buncombe County Tourism Development Authority(TDA). In 2018 we secured a Tourism Product Development Capital Fund Grant (TPDA) of \$100,000 for the adaptive-joint-use and up-fit of the Stephens-Lee Recreation Center as the Museum-Anchor Institution; the African American Heritage Trail will include 19 Wayfinding Markers and 2 interactive (cell phone access) installations that lead to the Stephens-Lee site. The markers and interactive kiosks will be fabricated, installed and maintained by TDA, at no cost to the Museum project, in perpetuity. The architectural, engineering, arts, and technology elements; design; and installations of the Museum and Trail projects will constitute STEAM science projects for students of the Academy.

Need for the Project*

What is the main issue this project is established to address? What data or qualitative factors/stories are available to show that need?

ARFDG launched this intervention project in one of the most urgent issues in the Asheville-Buncombe school system-A lack of community-based programs that directly address closing the achievement gap through use of Science, Technology, Engineering, Arts, and Mathematics (STEAM) learning programs. According to: The Geography of Racial/Ethnic Test Score Gap: (2019) Sanford Univ., Center for Education Policy Analysis, The American Journal of Sociology, Vol/Issue 124(4), Asheville City Schools have the fifth-largest black-white student achievement gap in the US. The 2018-19 NC School Report Card shows that at Asheville Middle School, a total of 190 Black, Homeless, Disabled and Language Arts students FAILED grade level proficiency (received F=94 and D=96). These disparities as pattern and practice is further illuminated by Dr. Dwight Mullen, Professor Emeritus of Political Science. www.stateofblackasheville.com/. In school year 2012-13, in grades three-eight only 19.5% of Black students, 77% of White students, and 42.9% of Hispanic students reached proficient levels in READING Comprehension; A Survey, by the U.S. Department of Education, Office of Civil Rights found that Black students in the City School System accounted for over 57.1% of student RETENTIONS (held back) compared to 17.1% of White students, and 14.3% for students of mixed race; the Survey also found that in the 2012-2013 school year 70.7% of Black students, received out-of-school SUSPENSIONS; and EXPULSIONS compared to 14.7% for White students, and 9.3% for students of mixed race. Due to increasing complexity of the future job market and its transition from skills-based competencies to those that assess knowledge, teamwork and collaboration, it is imperative that we jointly address and develop a robust preparatory Out-of-School Time program to help African American students make educational progress, despite evidence of socio/economic discrimination and disruptions in school, and/or our community.

Project*

Explain the project and how it will work. Include the overall purpose and any models or evidence-based practices that will be included. What specific activities and milestones are included in the project plan?

The Academy utilizes the evidence-based framework of the Higher Achievement Academic Learning Program, PERSPECTIVE: The Value of Out-of-School Time Programs (2018 Wallace Foundation (www.wallacefoundation.org/) and RAND (www.rand.org). Research demonstrates a link between after-school program quality, and improved student achievement outcomes. Quality programs are intentionally designed to provide engaging activities that are sequenced and aligned with program goals and are taught by trained, experienced instructors who work effectively with youth, and are incentivized by adequate resources that support quality characteristics. Our way of addressing the student achievement gap is with interventions that provide formal academic instruction using a curriculum, science-based enrichment learning, cultural programs that support academics by strengthening individual youth development, whole-class literacy education, and enrichment activities in science, technology, engineering, arts and mathematics classes that

are available and accessible in our 'Surrounded by Science' formal and informal environments. Our Reading Comprehension/language arts milestone is measurable reading proficiency for all students who take and finish our compulsory, program pre-test, and finish the Reading course consisting of two 60-90 minute classes of up to 15 students each (Monday & Wednesday or Tuesday & Thursday) in a 12 month learning cycle. Using a multi-sensory approach of assistive reading technology (reading difficulties caused by the learning disabilities of dyslexia, attention deficit disorder or other language difficulties, will be able to access in-school curriculum material and assignments, use audible tools to assist word decoding (syllabification and spelling), tools to assist with writing (spell-checking and word-prediction) and a tool that highlights internet pages. Classroom and standardized test-taking practice is available for students as they progress through the course.

People Served*

How many people will be served by this project? Describe the people served, including demographics such as geography, income, race & ethnicity, age, etc.

Buncombe County's US Census 2018 Population Estimate was 259,103. School District Demographics for 2017-18 show a Total School District Population of 24,033: White (70.1%, Black 6.7%, Hispanic 16.6% and Multi-Racial 4.6%). Of this diverse school population the 2019 NC Racial Equity Report Card, a publication of the Youth Justice Project www.youthjusticenc.org/racial-equity-report-cards/ shows that in 2017-18, White students in grades 3-8 were 2.2 times more likely than Black students to score Career and College Ready on end of school exams, In 2016-17 Black Students were 4.2 times more likely than White students to receive a short-term suspension, and in 2017 Black youth were 5 times more likely to be referred to the juvenile justice system. The achievement gap's relationship to being put out of school is a problem not only for African American students and their families and communities, but past and present economic and social conditions are at its root, and that affects the well-being of the entire County. These challenges and defenses are particularly acute for students who continue to pursue educational excellence despite the obstacles, constructions, and perceptions of race and class they face. As with City Schools our STEAM program targets students who are not achieving state mandated grade-level proficiency, regardless of the presumed cause or justification. The interface between racism/classism/and attendant economic and social disadvantages is the key to understanding the underachievement of African American students. They have been exposed to generations of legal and illegal measures to deny the basic right of reading and writing, and the community has endured unrelenting racism that begins at an early age by those with limited knowledge of Black culture and linguistics (Gilliam; Gershenson & Dee 2017). To believe that these insults have not left a cultural residue-for Whites as well as for Blacks-is to deny what we know about power relationships.

Results*

What results do you hope to achieve with this project? Be specific about how much impact the project will have in line with Commissioner focus areas.

Black English is mistakenly assumed to be a product of ignorance rather than a creative form of verbal communication as complex as Standard English (Labov 1972). Other behaviors fashioned to help Black students cope with systemic discrimination is passivity, limited oral responses, and disengagement. Rather than embracing new experiences outside of the safety of family and community, students attenuate their responsiveness with others to avoid trouble. The systemic challenges of both poverty and racism causes some families to respond in different ways (W.K. Kellogg Foundation 2014), (Duncan, Brooks-Gunn, & Klebanov 1994), some experience self-doubt and powerlessness, others deny their culture and language to avoid rejection, and still others respond with rage or detachment. While many of these responses may seem nonfunctional, but they are a means of coping, surviving, and thriving in a perceived hostile environment. Students from under-resourced communities are likely to hear fewer words and have a smaller vocabulary than their more financially advantaged peers and are consequently labeled as having a lack of comprehension in early school grades, and are rejected as incompetent, and decrease expectations for academic performance.

Our STEAM academic program is intended to bridge school teacher/administration's lack of understanding of the etiology of these behaviors or the systems that cause them. Acting on research and intervention findings will require embracing new understanding and accepting the discomfort of change. Our program offers the opportunity for long-term change of school systems to reflect culturally appropriate, asset-based understanding of the students they serve. Our approach is intentional, of the highest quality and can improve Black students' academic performance, because learning opportunities are delivered by caring and professional instructors and mentors whose commitment is to ensure equitable education opportunities for all students.

Evaluation*

How will you know you have succeeded? Explain the project evaluation process, including specific measures that will be tracked.

Our STEAM outcome data will be collected using formal skill assessment tools for reading comprehension; and surveys; service logs; observations and interviews with students, teachers, mentors, staff and family members for program based activities. Evaluation methods are similar in relevant ways to the learning activities. The process of doing the activity also serves as an assessment of how well students understood the point of the experiment, and how to interpret the results and how to interpret the results, these designing activities that also serve as assessment tools works well in informal settings. The process is referred to as embedded, or authentic assessment, and is currently seen as one of the most appropriate forms for assessing informal experiences since assessment and experience align and therefore guarantee a high degree of validity. Recognizing the challenge of developing appropriate, measurable, and valid impacts for informal experiences for learning science, the National Science Foundation (NSF) has developed a set of impact categories that can be used to help guide planning, assessment, and evaluation of these projects: Knowledge-awareness, or understanding that students can express in words or pictures that illustrate what has been learned; Engagement-interest in the science of things, including the emotions evoked by the experience; Attitude-a change in view or an in interest toward science, math, engineering, or technology; Behavior- projects whose purpose is to change students' behaviors over the long-term, after experiencing environmental or conservation projects; Skills (engaging in scientific reasoning) and (using the tools and language of science), this impact focuses on the skills of scientific inquiry, such as observing, asking questions, predicting, testing predictions through experimentation, collecting data and interpreting it. Our evaluation methods are rigorous and are designed to influence funding decisions regarding its efficacy..

Collaboration*

List any formal and/or supportive partners. Describe their roles in the project. How will they make it stronger?

Current collaborations include the Asheville Chapter of the American Institute of Architects/Designers (AIA)- teaching about city/county architecture, structure and design, designing for climate change, adaptive solutions for conservation of built structures, advancing architectural careers, mentoring and sponsorships, development of negotiation skills to act inclusively and equitably; The UNCA STEAMStudio brings together innovation, design and fabrication with equipment for 3D modeling and printing as well as water jet, laser and plasma cutters. The Studio features multiple forms of metal fabrication equipment along side a state-of-the-art woodworking facilities and space designed specifically to support cross-disciplinary learning; UNCA Prof. Staff that will teach classes in their specialty, e.g. Physics for The Science of Sound; Preservation Society of Asheville and Buncombe County- teaching preservation methods for African American cultural and heritage assets; The Asheville Area Arts Council-providing affordable space, website presence and resources for Arts Makers, how to set up arts exhibits, and opportunities for arts learning, for all ages; The Asheville Art Museum- consultations and advisements for Academy students participating in the Stephens-Lee Museum projects. We are negotiating with construction and science-based businesses for resources as well as student internships.

Budget*

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

Explain how grant funds will be used, specifically what type of expenses will be covered by County funds. Describe other sources of revenue, including type of funding, source, restrictions and status.

Academy Buncombe County FY21_SPGrant_Budget_Form.xlsx

Funding will be used for program operational support of financial and human resources management, information technology, and facilities management. This investment in capital-building will provide the greatest impact in enhancing our ability to effectively manage, and ultimately expand or replicate our STEAM Academy Out-of-school Time (OST) program to a greater number of students in below grade classes in both city and county schools with concentrations of Black and other minority students. RFDG currently lack the financial resources to invest significantly in administrative staffs, facilities needs, IT infrastructure and support, and transformational purchases such as additional space in another convenient location for city and county students. The Cost of Quality Out-of-School-Time (The Finance Project-Public/Private Ventures, The Wallace Foundation Cost Calculator) posits year-round quality academic programs at approximately \$7,542.24 per slot. Our current budget is set at \$4,580 p/slot due to anticipated low initial enrollment since we are at a mid-year status. Our program operating schedule will be 3.7 Hours per day; 181 days per year during the school year, and 8.7 Hours per day for 44 days of summer programming. Our Summer Reading Camp (ESSA-Tier III) features reading instruction for low-income students, using an assistive learning program, available science curriculums and basal readers and a range of formal and informal activities including internships, Special projects will also be scheduled for Holiday activities based on projected attendance. The Science of Sound program (funded by the Ray Charles Foundation) will be presented 2-3 times in summer for students' families, guardians, peers, friends and neighbors; Internships and specialized mentorships will be offered for student support (funded by the WNC Bridge Foundation); Program Assessments and Evaluations will be conducted; and Student Outreach for the next program cycle will begin in June.

Other County Funding*

List all other Buncombe County funding that is provided to your organization. For each item, list the project being funded, amount of funding, source (grant, departmental contract, etc.) and whether funding is to be renewed for FY2021.

RFDG has a 2019 carryover Capital Fund grant in the sum of \$100,000 from the Asheville-Buncombe Tourism Product Development Authority for up-fits and the adaptive joint-use of the Stephens-Lee Recreation Center as the Stephens-Lee Cultural Heritage Museum and Arts Incubator. The project is under contract and on time. No decision has made regarding additional funding requests for FY2021.

Sustainability*

How will the project continue to succeed after the funding of the grant? Explain your plan for making this an ongoing effort.

RFDG and Academy collaborators realize that developing a diverse funding base is essential for the development and expansion of our programming, and sustaining operations well into the future. We are looking beyond our initial private seed grants to the public sector for support to make the project viable, and

to accept additional students. Our keys to success will be to communicate the unique benefits of our program model. By showing that students entering our programs has access to a full range of individual and group supports makes our outcomes unparalleled and its education model unique. Our outcomes, in the context of access to state-of-the art learning opportunities is one of the key deciding factors that funders consider when evaluating requests. We will continually document verifiable results to generate new revenue by forging additional collaborative relationships with additional professional fields and sectors, businesses and philanthropy. These partnerships will have two basic purposes 1) to shore up support for, and strengthen the work of, the out-of-school time program (afterschool, summer and holidays) itself; and to bring together the afterschool community to advocate for city/county priorities of funding for quality educational programs as opposed to those that deliver childcare services that are better qualified under the functions of Recreation programs. Moreover, an array of civic institutions share the goal of collective impact to embed a comprehensive approach to quality in program funding decisions. We will use data to assess the supply of and demand for programming, recruiting and retaining students; and promoting quality academic programs as project priorities for underserved students, until such time as city/county addresses the cause(s) of existing education disparities.

OPTIONAL INFORMATION

OPTIONAL INFORMATION – This information will not impact grant scoring but will be helpful to the committee.

Partial Funding

If the project were to be offered a grant for partial funding, what factors would need to be considered?

RFDG is committed to delivering high quality programming for our students and are unwilling to compromise that principle, Overall, we target specific skills with the expectation that students will demonstrate positive outcomes, measured outcomes that align with our program content, have an overreaching impact on student performance. That our programs can produce outcomes that match program design and content, but with lesser quality for youth development is unacceptable. The importance of program quality, such as consistent positive instruction, on-task behavior, and teachers' ensuring that all students understand the material is paramount. Accordingly, we would be compelled to reduce the number of hours of our program operations, while ensuring consistent program quality..

Resource Support

Beyond this grant request, how can Buncombe County support your organization with this project and in strengthening your work?

The County can foster a culture that supports innovation and creative thinking around how to realign resources at all levels of government management by: forging a partnership with the Sheriff's Department as a lead agency supporting a summer internship program with funding from the federal Office of Juvenile Justice and Delinquency Prevention, or captured funds from forfeitures, for youth programs. A memorandum of understanding among the county's law enforcement, water, and homeland security and emergency management departments, with each department head playing an instrumental role in making the program a success. Departments participate in the program's advisory committee and provide staff and facilities for the internships; In addition to cross-agency coordination, county leaders can nurture and coordinate efforts outside of county government by convening partners outside of government, to identify opportunities and provide incentives for local business organizations to collaborate with RFDG's science-based programs; county staff can be encouraged to receive training to teach literacy, math, science and nutrition curricula as part of the RFDG

Other

Is there anything else that you want the committee to know?

CPM- STEAM ACADEMIC PROGRAM DESCRIPTION v1252020.docx

While RFDG has taken a step toward a remedy for academic deficiencies and disparities for Black and other minority students, in sum, it is not sufficient as a corrective measure for the sheer numbers of students in need, but it is a starting point for community education, discussion, and advocacy. There are many causes of racial disproportionality including implicit bias of teachers and other decision-makers, institutional and structural racism, an explicit discrimination against people of color. As a group of factors, these forces fuel racial disproportionality in a community. Our initiative is not intended as an attack on the school system, but rather, it is a critical call for action by the community which has been a silent-witness of the facts for decades. It is a call for students, parents, policy makers, institutions, and stakeholders to collectively examine the causes of racial inequity in our community and develop solutions that will improve the lives of innocent children who have been harmed, especially youths of color. We know that students who are behind academically are more likely to have attendance issues, experience behavior struggles, drop out of school and end up with meaningless jobs or more likely in prison. We are also aware that while standardized test score are not a reliable measure of true ability for all students, they serve as the basis for many important decisions for student progress to a point of resilience.

File Attachment Summary

Applicant File Uploads

- RFDG IRS 501 c3.docx
- RFDG Board of Directors 2020-2023.docx
- Academy Buncombe County FY21_SPGrant_Budget_Form.xlsx
- CPM- STEAM ACADEMIC PROGRAM DESCRIPTION v1252020.docx

DEPARTMENT OF THE TREASURY

Employer Identification Number : 2012 56-2004703

DLN :

17053340345001 FRONT DEVELOPENT GROUP

Contact Person :

ZENIA LUK 31522 RD
28803-9649

Contact Telephone Number :
(877) 829-5500

Accounting Period Ending :

June 30

Public Charity Status :

170 (b) (1) (A) (VI)

Form - 990 Required:

Yes

Effective Date of Exemption:

May 15, 2010

Contribution Deductibility:

Yes

Addendum Applies :

Yes

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

Date: **MAR 27 2012**

RIVER FRONT DEVELOPMENT GROUP
C/O MARCELL PROCTOR
267 ROCK HILL RD
ASHEVILLE, NC 28803-9649

Dear Applicant:

We are pleased to inform you that exempt status we have determined under section 501(c)(3) of the Internal Revenue Code is tax deductible under section 170 of the Code, or 2522 of the Code. Because this regarding your exempt status, you

Organizations exempt under section 501(c)(3) of the Code are either public charities or private public charity under the Code as stated in this letter.

Please see enclosed Publication 4221-PC Charities, for some helpful information regarding exempt organization.

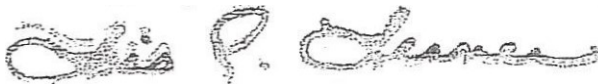
Enclosure: Publication 4221-PC

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 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

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

Sincerely ,

A handwritten signature in dark ink, appearing to read "Lois G. Lerner". The signature is written in a cursive style with a large initial "L".

Lois G. Lerner

Director, Exempt Organizations

Enclosure : publication 4221 -PC

Letter 947 (DO/CG)

FRONT DEVELOPMENT GROUP

We considered and approved your request: for retroactive reinstatement and
Notice 2011-43 -

RIVER FRONT DEVELOPMENT GROUP
34 College Place. Asheville, NC 28801
(828) 575-2474. www.rfdgasheville1.org

January 1, 2020

Catherine P Mitchell, J.D., Executive Director

BOARD OF DIRECTORS

The Board of Directors of River Front Development Group for a term beginning January 1, 2020 and ending January 1, 2023:

Marcell Proctor, President: Real Estate Developer, Asheville, NC 2803

Mary Ann Riley, Secretary: ARP-Addiction Recovery & Prevention, Asheville, NC 28806

Alberta Williams, Treasurer: Vice-President, East End/Valley Street Neighborhood Association, Asheville, NC 28801

TBA – Member: Student Services, A-B Tech College, Asheville, 28801

TBA – Member: IT Consultant

Advisory Committee

Prof. Darin Waters

UNC-Asheville – UNCA Department of Community Engagement, Executive Director
Historic Collections/Training

Jeannie Ragan

Program Development + Community Outreach & Engagement
UNCA STEAMStudio@RAMP

Emily Coleman-Wolf

President, Asheville AIA, LEED APBD+C
NOVUSARCHITECTS INC

Chip Howell, AIA, LEED AP, NCARB

pfa Architects

Dwight Mullin

Prof. Emeritus- UNC-Asheville
Humanities/History

TBA

Asheville Preservation Society
Preservation/Marketing/Advocacy/Training

Pam Myers

Asheville Art Museum, Executive Director
Historic Conservations/Training

Veronika Gunter

Consultant

TBA

Asheville Arts Council
Program Makers/Consultancies

Strategic Partnership Grants Proposed FY2021 Project Budget (July 1, 2020 - June 30, 2021)

Organization Name:	RIVER FRONT DEVELOPMENT
Project Name:	THE CITY/COUNTY AS CLASSROOM: BERRY TEMPLE COMMUNITY and STEAM ACADEMY
Grant Amount Requested:	\$55,000

FY2021 Proposed Project Revenue	Amount	Committed or Pending?
Proposed Buncombe County Strategic Partnerships Grant	\$ 55,000	Pending
WNC Bridge Foundation	\$ 10,000	Committed
Ray Charles Foundation	\$ 10,000	Committed
RFDG/AIA/UNCA	\$ 30,000	Committed
City-CDBG	\$ 40,000	Pending
Z Smith-Reynolds Foundation	\$ 30,000	Pending
Dogwood Foundation	\$ 25,000	Pending
Capital Fund Accounts (TDA and City)	\$ 119,000	Committed
Total	\$ 319,000	

FY2021 Proposed Project Expenses	Proposed Grant	Other Funds	Total	Notes
Personnel	\$ 29,150	\$ 21,200	\$ 50,350	Salaries & Benefits Certified Teachers & Mentors
Training			\$ -	Administration
Travel	\$ 1,100		\$ 1,100	Student/family transportation afterschool, to UNCA, field trips, out of school time
Supplies / Materials	\$ 2,520		\$ 2,520	Includes special supplies
Meetings (Food, Interpreting, Child Care, etc.)	\$ 550		\$ 550	Administration
Equipment / Furniture	\$ 2,500	\$ 4,000	\$ 6,500	Interactive Whiteboard, Science displays, Architectural Tools
Printing / Marketing	\$ 2,750	\$ 1,000	\$ 3,750	Administration
Licensing / Memberships / Dues / Subscriptions		\$ 500	\$ 500	Teachers, staff, student clubs
Client Support	\$ 1,650	\$ 1,200	\$ 2,850	Student Stipends
Contracts		\$ 2,500	\$ 2,500	
Professional Services (Legal, Accounting, etc.)	\$ 1,650	\$ 3,350	\$ 5,000	Administration
Insurance and Bonds	\$ 550		\$ 550	Administration
Building Maintenance (Rent, Utilities, Repairs, etc.)	\$ 7,700	\$ 5,600	\$ 13,300	
List other costs:	\$ 4,030		\$ 4,030	STEAM labs and classes, Science enrichment visits,
Fundraising		\$ 1,500	\$ 1,500	
List other costs:			\$ -	
List other costs:			\$ -	
Total			\$ 95,000	

Overall Organization Budget	Amount	Notes
FY2019 Actual Year-End Revenue	\$ 183,600	Capital Funds-Carryovers \$131,100
FY2019 Actual Year-End Expenses	\$ 52,500	Includes Project Start-up Costs
FY2020 Adopted Budget Amount	\$ 319,000	
FY2021 Proposed Budget Amount	\$ 544,000	Full funding for 60 Out-of-School Time Slots

CONTENT AND DESIGN

The Berry Temple Community and STEAM Academy program (BT-STEAM) utilizes the evidence-based framework of the Higher Achievement-Academic Learning Program Model (PERSPECTIVE: The Value of Out-of-School Time Programs 2018, www.rand.org). Research demonstrates a link between after-school program quality and improved student achievement outcomes. Quality programs are intentionally designed to provide engaging activities that are sequence and aligned with program goals and are taught by trained, experienced instructors who work effectively with youth, and are incentivized by adequate resources that support quality characteristics. BT-STEAM's way of addressing Asheville City School's (ACS) failure in reducing achievement gaps that limit the economic mobility of children born into poverty, is with interventions that provide intentional formal academic instruction using a curriculum, science-based enrichment learning, cultural programs that support academics by strengthening youth development, whole-class literacy education programs, and programs that support healthy and active lifestyles. BT-STEAM programs are intended to accelerate student achievement in out-of-school time. Our program focus is on improving youth's literacy skills by implementing a curriculum providing academic lessons and enrichment activities in Science, Technology, Engineering, Arts and Mathematics (STEAM). Our after-school Reading Comprehension/language arts intervention for middle-schoolers provides 60-minutes of whole-class reading lessons, and two rotation exercises each day, four days a week for 23 weeks. Our science-based STEAM programs are implemented in collaboration with the Asheville Chapter of the American Institute of Architects, and UNC-A Community Engagement Department and Professorial staff.