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Page 1

Q1

Applicant Information

Name	Bridgett Davis
Company	Total Restoration Transformation Center
Address	1310 W Colonial Drive
Address 2	Suite 14
City/Town	ORLANDO
State/Province	Florida
ZIP/Postal Code	32804
Email Address	bridgettdavis@trtcenter.org
Phone Number	4074402383

Q2

Name and E-mail address of Primary Contact for Grant Implementation (type "same" if it is the person listed above.)

Same

Q3

Yes

Is your organization a 501(c)(3) nonprofit organization or government-based agency that provides adult basic education/literacy, ESOL and/or family literacy instruction in Florida?

Q4

Nonprofit Community-Based Organization

Organization Type

Q5

Organization's total operating budget (school districts and community colleges may use the adult education program budget.)

150,000

Q6

No

Does your organization charge a fee for instructional services?

Q7

Number of adult ESOL and/or family literacy students provided instruction during fiscal year 2020-21.

35

Q8

Number of volunteers (if none, enter "0")

4

Q9

Number of paid instructors (if none, enter "0")

0

Q10

Number of students to be provided with instructional services under this grant.

50

Q11

No

Are you a 2020-21 recipient of this grant?

Q12

County or counties served by this grant.

Orange, Seminole, Osceola

Total Restoration Transformation Center, Incorporated

❑ Project Abstract/Summary

Total Restoration Transformation Center, Incorporated (TRTC) is applying for this grant to continue and expand programs to meet the needs of the homeless, ex-offenders and their children living in one of the most impoverished areas of Orlando, Florida. The overall goal for this project is to involve participants in culturally-relevant real-life experiences that will assist them in making positive life-changing decisions and actions. Survey results from participants in previous life skills workshops on money management and financial literacy indicate a need for continual, yet more intense financial literacy instruction and mentoring.

❑ History and Accomplishments

For 20 years, TRTC has focused on serving the needs of homeless individuals and families. The organization has developed a structure which identifies and focuses on preventing and eliminating barriers to employment, lack of basic personal needs and consequences of parental separation from children. As a result, TRTC has developed and maintained a free General Education Diploma (GED) program to increase opportunities for employment and literacy, summer Reading Camps for children and parents, workshops and events to provide residents with food, hygiene items and housing resources, and guidance, and counseling for ex-offenders returning to their families and communities. The successful implementation of initiatives has improved the lives of numerous residents.

❑ Needs Statement

Life skills training is an integral component of each outreach program. As the programs expand, there is a need for additional staff and services to provide support and mentoring to residents. There are 3,795 people residing in the targeted neighborhood with 8% not having earned any type of degree or certificate. Over 21% percent of the community lives below the poverty line. Previous experiences reveal that growth and change in perspectives is personal and sometimes gradual.

❑ Objectives

This expanded program will:

1. demonstrate a 70% completion of all literacy task requirements
2. demonstrate a 70% attendance rate by participants
3. demonstrate incremental improvement in identified financial literacy practices

❑ Project Description

The successful implementation of this program will empower a minimum of 35 participants in several pertinent ways: increase reading, writing and speaking skills in English, build personal confidence and motivation, increase the possibilities of higher paying jobs, provide opportunities for continual education and certification, secure and stabilize housing options.

This program will skillfully involve participants in a well-integrated curriculum that combines practical life skills with the acquisition and use of financial literacy elements. Diagnostic testing, and inventories will be administered to each participant. Individual interviews will also be conducted to obtain current practices. Once deficient skills are identified, an Individual Financial Literacy Plan (ILP) will be developed with each participant. Periodic assessments will be administered to show participant progress, and serve as guidelines for goal(s) revision and/or implementation of different strategies. Specific and realistic projects will provide program participants with practice in obtaining tangible results.

❑ Collaboration and Partnerships

To create sustainable positive change, TRTC has built strong relationships with community members, local businesses and numerous agencies in order to accurately address resident needs and take steps to resolve them. Working closely with the community has provided the Center with invaluable information and documentation to identify the learning and life skills needs of residents. For example, real life learning experiences prompted the development of partnerships with Fleet Farming and The University of Central Florida. Students and their parents developed a community garden and developed an understanding of robotics as a future career.

The partners supporting this proposal expect to develop a stronger coordination between various agencies which significantly impact the well-being of the community: Rapid Rehousing Programs, DCF Welfare programs, Neighborhood Centers for Families, neighboring churches and local businesses.

❑ Recognition

All communications distributed to parents, students, community partners and organizations will acknowledge the grant received.

❑ Timeline

The program will be set within a one- year timeframe. Participant progress will be monitored in weekly three-hour sessions, and students will be expected to complete assigned activities and tasks online prior to face-to-face meetings. Time estimates for tasks and projects will be revised when needed. Resources and support will be provided to ensure student success.

❑ Evaluation

The approach to ensuring each participant will obtain articulated goals will be to address emotional, financial and personal schedules prior to enrolling them. It is anticipated students who regularly attend classes and engage in instructional activities will be motivated by the progress they experience. All adult students without a high school diploma will be encouraged to study for the GED. Those who opt to only focus on language acquisition and other literacy skills to improve their financial situations will be able to show a positive change. Some data on positive results may be anecdotal in nature, however it is anticipated all participants who complete a year's program will show some improvement in a variety of personal, academic areas and financial situations.

2022 BUDGET

REVENUE	Amount
Florida Financial Literacy Initiative Grant	5000
Public Donations	7520
TOTAL REVENUE	12,520

PROJECT EXPENSES	Grant Amount
Salaries and Benefits	
<i>ESOL/GED Instructor (8 hrs per wk. @ \$20.00 hr. for 31.25 weeks</i>	5000
Program Director 4hr per week @ \$ 25.00 for 31 weeks	3100
<i>ESOL/ GED Instructor (4 hrs per wk. @ \$20 hr. for 10 weeks</i>	1400
Total Salaries and Benefits	9500
Other Expenses	
GED Software	1900
Internet Hotspots	360
Liability Insurance	760
Total Non-Staff Expenses	3020
TOTAL EXPENSES	3020

IN-KIND RESOURCES (Optional)	
Description	Amount
Class Room Space	6000
2 Tutors donating 20 hours a month for 30 weeks	6,849.60
School Supplies	500
TOTAL IN-KIND RESOURCES	13,349.60