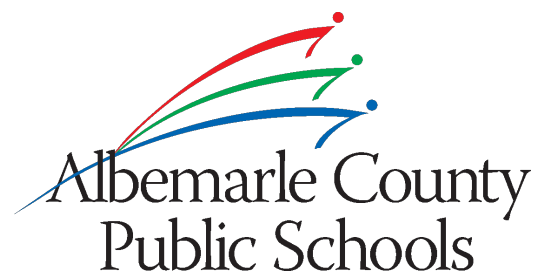


Final Report of the Yancey Workgroup



Prepared for the:
Albemarle County Board of Supervisors
Albemarle County School Board

December 12, 2013

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EXECUTIVE SUMMARY

Benjamin F. Yancey Elementary School has a rich history in Albemarle County and is deeply coveted by the Southern Albemarle community and local agencies. Enrollment has been declining in recent years, and though the school has been successful, rising costs per pupil have caused the Albemarle County School Board and the Long Range Planning Commission to explore the possibility of closing the school.

In December of 2012 the Albemarle County Board of Supervisors and the Albemarle School Board created a workgroup through charter to be appointed by the County Executive and Superintendent of Schools in order to further explore and recommend potential community-wide uses of B.F Yancey Elementary School for the purpose of serving the Southern Albemarle community. In that charter the following “Primary Objectives of the Workgroup” were identified:

1. Identify service needs of the Southern Albemarle community including review of existing needs assessments and other data compiled by the County and other community partners over the past 5-10 years.
2. Develop recommendations for enhanced use of the school building. Ideas for strategies might include first identifying how much and what kind of space may be available, identifying any restrictions on the use within the building and identifying activities/programs that are aligned with continuing the building as an elementary school.
3. Identify other individuals, entities, and/or organizations already engaged in or interested in enhanced service delivery, and to determine feasibility for public/private partnerships to support program development.
4. Conduct research into best practice models where successful programs or uses have been identified and implemented.
5. Research avenues of possible funding support for model programs, including foundations with interest in enhanced service delivery in settings such as the Yancey Elementary School.

The workgroup has met continually since April to accomplish these objectives. Through an examination of a past needs assessment, a survey conducted by the workgroup, meetings with local agencies, and a town hall meeting sponsored by the workgroup, the following needs were identified:

- After School Programs for Youth
- Workforce Skills
- Childcare for infants/toddlers
- JABA Community Center and Resources
- Access to Technology
- Mental and Physical Health Programming.

According to community input, it is important that:

- The school remain open
- Current promised improvements occur
- The educational experience and safety of the students at Yancey Elementary School stay at the forefront of any increased building use.

The workgroup also explored funding opportunities, examined the current building project in the Capital Improvement Plan and researched best practice models. As a result of these various activities, the workgroup agrees on the following recommendations:

- 1.) That the negotiations on land purchase and septic upgrades required for current and future use be completed by the beginning of the 2014-15 school year.
- 2.) That Albemarle County pursue the creation of an intergenerational learning center to be housed at B.F. Yancey Elementary School that would provide space for local agencies to deliver needed services for the Southern Albemarle community.
- 3.) That the pursuit of the center be implemented in three phases to consist of the following time frames and actions:
 - a. Phase I – January 1, 2014- August 1, 2014; Athletic programs sponsored by Yancey Tennis Boosters, a recreation basketball program, parenting classes, health information sessions, and an open technology lab will be held during normal operating hours when class is not in session using current facilities. The school principal, the director of Club Yancey, the Office of Community Engagement, the Department of Parks and Recreation and the Department of Social Services will help to coordinate these efforts using current staffing.
 - b. Phase II – August 1, 2014 – August 1, 2015; Programs from Phase I will continue. In addition, adult classes involving technological and workforce skills will be conducted. Additional health programs will be offered as well as additional classes for toddlers and early learning. Mental health services and programs for the aging population will be sought from community partners. The school principal, the Office of Community

Engagement, and the Department of Social Services will help to coordinate these efforts. The Club Yancey Director position should be made the Director of these programs for Phase II. This position's salary should be moved into the County Budget.

- c. Phase III August 1, 2015, The addition to the current building in the Capital Improvement Plan is expanded to create more space, as outlined in Chapter 5 of this report for community agencies to run and coordinate their own programs throughout the school day in addition to after school, evenings, and weekends. The Director of Intergenerational Programming of Albemarle position is created. The new Director collaborates with the school principal, the Office of Community Engagement, and outside agencies to run programs including Club Yancey.
- 4.) That an ongoing fundraising committee be appointed to work with County staff in the implementation of this plan and to solicit foundation, corporate, government and individual donors who have an interest in the future of Southern Albemarle in order to raise money for building, programming, and the establishment of a foundation to provide future funding.
- 5.) That the Long Range Planning Committee meet with the Leadership Team of the workgroup, Building Services Staff, and a representative from the County Executive's office and the School Superintendent's office to design and attain a cost estimate of increasing the project currently in the Capital Improvement Campaign.
- 6.) That the Board of Supervisors commits to funding an amount no less than currently projected in the Capital Improvement Plan in order to help secure private and grant donations toward completion of a larger project and programming.
- 7.) That future programming be designed to honor the history of the Yancey Elementary School, enrich the lives of the residents of Southern Albemarle, and further the educational experience of the students of B.F. Yancey Elementary School. This will utilize the Community School model as well as a Place-based Learning Model for students.

CHAPTER 1: History of B.F. Yancey Elementary School and the Community

Introduction

B.F. Yancey School is situated on seven acres in rural Southern Albemarle County. It serves a diverse population of 152 students from grades kindergarten through fifth grade. The present brick building is the product of numerous expansions and renovations and currently occupies over 27,000 square feet of the property. The growing school bears testament to the efforts and dedication of the Esmont community to develop and broaden educational opportunities for each new generation of young scholars.

The first iteration of Yancey was a one-room cabin built of logs and other crude materials on a one-acre wooded lot and served the community's African American population. As the school has changed physically, it has also figuratively represented greater social and cultural changes. Always a symbol of pride and development in the Esmont community, its current presence represents cooperation and unity as it has grown in its ability to extend learning opportunities to all of the local population. Looking back over the history of Yancey reflects this cultural change and explains how it has come to acquire its iconic nature in the Esmont community.

B.F. Yancey Workgroup

Yancey has not been without its challenges throughout its history. The very existence of the school has been in potential jeopardy in recent years as the Albemarle County School Board has been forced by budget constraints to consider the closing of the building. While this outcome has fortunately been avoided thus far, it has become increasingly important to demonstrate the reasons this school is vital to the community and to Southern Albemarle County. Towards highlighting that value, the Albemarle County Board of Supervisors and Albemarle County School Board appointed a committee called the B.F. Yancey Workgroup in April 2013.

The B.F. Yancey Workgroup has worked to assess conditions and make recommendations to improve services for the citizens of Southern Albemarle County, including reviewing the present level of public and community services in the area and identifying organizational partners willing to aid in expanding resources. The committee continues to research funding opportunities as well as to examine other programs that could model how best to deliver services in rural settings. Another goal has been to identify additional possible improvements, additions, and uses for Yancey beyond its erroneously perceived singular function as “just” an elementary school.

One potential supplementary use of Yancey is to expand the building's operations in such a way that community members can access needed resources as identified by local citizens. The committee researched the history of Esmont and its schools as part of its commitment to understanding the rich culture of this population. The ultimate goal is that by gathering and processing this information the Yancey Workgroup determines to better understand the unique needs of the community and how best to meet those needs.

History of Esmont

Esmont is a town of just over 30 square miles located seven miles northwest of Scottsville in Southern Albemarle County, Virginia. Populated since the mid-18th century, Esmont was settled after the Civil War both by ante-bellum plantation owners and African-American residents who purchased plots of the rich soil in order to grow their own crops and raise livestock in a self-subsistent lifestyle (Esmont Oral History Project, 2002). A large contributor to the growth in the area was the opening of a large soapstone quarry in the neighboring town of Alberene. The quarry was prosperous and continued to grow, employing as many as 2000 men in the area as it entered its golden ages in the 1920s (Ashmore-Sorensen, 2012).

With rapid development and population growth, Esmont's resources expanded to include a post office, general merchandise and grocery stores, and a school by the end of the nineteenth century (Ashmore-Sorenson, 2012). The railroad built through the area in the early 1900's to connect nearby soapstone plants stimulated further growth in the area as this form of transportation allowed more accessibility to and from a previously relatively isolated area (Bruce, 1924).

Life before the middle of the twentieth century meant a simpler manner of living. The Esmont Oral History Project (2002), a project of JABA's Esmont Senior Center, collected several black residents' recollections of early life in Esmont. These oral histories described a past when most men and boys were hired by local (predominantly white) farm owners as farmhands, while women and girls were employed as domestics in the plantation homes. As the town grew, however, so did opportunities, and Esmont residents increasingly took jobs in diverse fields such as education, construction, and nursing or working on the railroad, or joining the military.

Esmont has historically faced challenges with poverty, with many older residents remembering childhoods where their houses were insulated with only newspaper, shoes were a rare luxury, and hardship was a part of daily life (Oral History Project, 2002). Yet Esmont has always had a rich sense of community, where church and school served as

social places where residents could come together and enrich themselves spiritually and educationally.

Esmont has had a population of both white and black residents since its earliest days. As with blacks and whites all over the United States throughout history, segregation and racial discrimination have played a part in the historical narrative of the town. The Esmont Oral History project (2002) asked their interviewees about their memories of racism and found common threads in their experiences and memories of segregated life in Esmont. Esmont was divided along an invisible yet distinct line between (what is now) the Porters Road area and the neighborhood to the west on what is now Esmont Road, around the Esmont Post Office. Black children went to school on Porters Road, while white children attended the Esmont School in what was known as “The Bottom” on Esmont Road (Eubanks, 2013).

While schools and residences were segregated, those who lived in the area during that time recall that while the division between whites and blacks was just “understood” and people tended to “keep to their own.” Acts of overt racism seemed to primarily occur in the nearby towns of Scottsville and Charlottesville (Oral History Project, 2002). One area resident described the general feeling about the neighboring town as “Scottsville was always somewhere we went to do what we had to do and come out of there...Scottsville was just Scottsville” (History Project, 2002). Esmont residents named several white families that were known as more open to their black neighbors and the relationships between the white farm owners who employed blacks from Esmont were reported as generally harmonious.

Many important changes were rapidly happening during this time and Esmont was not exempt from the effects of greater cultural transformation. As major regional and national events like World War II and civil rights activism and legislation unfolded in the United States, it caused Esmonsters, both black and white, to gain new perspectives on race relations (Oral History Project, 2002). With this new perspective, Esmonsters took advantage of new opportunities to demand full citizen rights, especially so in the field of education. Looking back at local schools’ pathway to desegregation demonstrates how these changes unfolded in this diverse rural town.

First Schools in Esmont

In 1878 Confederate Veteran John Haden Lane donated an acre of his land in order for a crude one-room log cabin to be constructed as a school in which the local African-American population could be educated. Lane was also the school’s first teacher (Virginia: A Guide to the Old Dominion, 1946). The school was named The Loving

Charity Lodge and taught students in grades 1 through 6 (“Scottsville Schools,” 2001). The school doubled as a church. A description of the school published in 1946 says “It has two small windows, slab plank benches with no back rest and only the desk which was crudely formed” (Virginia, 1946). The original school structure is still standing and is now called the Odd Fellows Hall. It functions today as JABA’s Esmont Senior Center, and serves as a venue for community and fraternal organization meetings.

White children in Esmont attended the Esmont School, located on Esmont Road, near the post office and train depot. Some of the local children travelled and attended school in nearby Scottsville, which opened the first public school in Albemarle County in 1871 (“Scottsville Schools,” 2001). Both black and white children walked to school for many years before public transportation was made available (Oral History Project, 2002).

Benjamin Franklin Yancey, Educator and School Founder

Benjamin Franklin Yancey (1870-1915) was a pillar of the Esmont community and widely influential as one of the first black educators in Central Virginia. Born in Howardsville, Virginia, he was educated at the Hampton Institute and returned to Esmont to take his first teaching position at Black Branch School in Southern Albemarle County (Brickhouse, 2000). Like John Haden Lane, Yancey was dedicated to advancing learning opportunities for local children. He was enthusiastic about literature and the pursuit of education and wanted to impact the lives of future scholars to come.

As an African-American scholar who had faced unique challenges in furthering his education in a then-segregated world, Yancey was particularly passionate about the educational opportunities of young black students (“A Long-Awaited Education,” 2008). During Yancey’s time, the post-emancipation years, African Americans faced great disadvantages in education and Yancey wanted to give black youths in his neighborhood a school that could provide them with the skills they would need to move up in society. Living in Esmont and being part of the community inspired him to dedicate his time and dedication to creating educational opportunities for the area youth around him as well as for generations to come.

In 1906, Benjamin Yancey joined together the African-American men of the community and organized a school league. A women’s league was organized the following year. (Eubanks, 2013). The men and women of the leagues worked together and through their fundraising efforts were able to purchase three acres of land on Porters Road in 1912.

Yancey was instrumental in the founding of the wooden six-room school that was built on this land in 1915 (Virginia: A Guide to the Old Dominion, 1946). The new learning

facility was named the Esmont Colored School (later called Esmont High School) and was a significant achievement and a source of pride to a community that built it themselves without state funding (“Scottsville Schools,” 2001). This great effort was necessary during this time, when improvements in facilities, teaching resources and course offerings lagged behind those funded for white children.

The Esmont Colored School educated children in grades 1 to 8. Yancey, along with his wife, ran the school and taught young African American children basic skills (“A Long-Awaited Education,” 2008). In the 1930s the Esmont Colored School became so overcrowded that a two-room house nearby on Porters Road was converted into more classroom space. The converted house was known as “The Little School” and took the grade school age children kindergarten through 4th grade while Esmont High School served 5th through 11th grade (Eubanks, 2013). Additional land was purchased for future expansion to better accommodate the growing student population.

Yancey died at age 45 in 1915, leaving behind his wife, Harriet, and his two children, Roger and May. May would become a teacher and continue to teach in Esmont, while Roger went on to law school and became a judge in Essex County, New Jersey (Yancey, n.d.). Yancey’s legacy continues in Esmont. It is through the strength and commitment to education he epitomized that the current elementary school was built and opened in September of 1960 for children K – 5 with a teaching staff of 7. The School Board at that time and the community agreed to name the school in honor of B.F.Yancey and his commitment to Esmont.

Yancey Today

After Benjamin Franklin Yancey died in 1915, the community and PTO continued to work to expand and grow Esmont’s schools. 1951 saw big changes when Albemarle County opened Jackson P. Burley School in Charlottesville, combining the three black high schools in Albemarle; Esmont High School, Jefferson High School and Albemarle Training School (“Jefferson School History,” 2010). In 1964 the Civil Rights Act, outlawing discrimination based on race and guaranteeing equal educational opportunities, was passed and the impact on schools was profound. The integration process was a prolonged and often painful effort that many Esmont residents vividly recall (Oral History Project, 2002). Yancey elementary became desegregated and slowly grew and adapted to a new diverse student body that continues today.

It is difficult for the Esmont community to imagine such an iconic and important place that has gone through so many evolutions and overcome so many challenges closing its doors to the people that helped build and make it what it is today. According to resident

and former Yancey teacher Waltine Eubanks, “The school is the hub of our community. It is where people gather for events and where activities are offered for their children.” (2013).

Whether Yancey remains an elementary school or adapts once again to respond to the needs of the community, the need will continue for this enduring symbol to keep its doors open. It has been described as “a critical thread in the fabric of the [Esmont] community” (Richardson, 2012). As Albemarle School Board member Diantha McKeel said, “It’s not that Yancey is another small school. It’s a school that came about through very special circumstances that need to be honored (Richardson, 2012).” Yancey, as evidenced by its rich history, has always been and continues to be of great import not only to the town of Esmont but also to Southern Albemarle County as a whole.

CHAPTER 2: Community Needs

Given that one of the workgroup's primary objectives was evaluating how the school could be used during and outside of school hours to enhance the community, we set out to assess the area's needs for expanded services.

A starting point for the evaluation was a 2008 feasibility study looking at unmet needs for childcare and services for seniors in the Albemarle region. The survey found that fully one-third of families reported needing childcare closer to home for infants, preschool and elementary school age children. Furthermore, there were no licensed childcare providers in the area, though multiple elementary schools provide afterschool programs. While there are two senior centers in the Southern Albemarle region, the feasibility study had looked at combining the two sites at a central location. It appears that the draw of co-location of senior center programming with childcare for possible intergenerational contact was significant.

Next, a survey was distributed during the months of June and July to families of Yancey School students, community members at Esmont Community Day, Brown's Market, Scottsville Ace Hardware Store, the Scottsville Library, local churches, the Scottsville Farmer's Market and Scottsville Elementary School. The goal of the survey was to obtain a rank-ordered list of services that members of the Southern Albemarle community felt were needed. One hundred eighty-nine surveys were collected from a convenience sample of available people. Citizens were asked to identify which of 17 different services they felt were both important and strongly needed. Two specific categories were felt to be very important and needed by over 80% of respondents: Workforce Skills/Adult Education and After School Programs for Youth. Other services felt by many survey respondents to be very important and needed were childcare for the very young, youth development and college access programming. Mental health services, family and parenting resources, programs for the elderly and primary medical and dental care services that the workgroup and agencies considered highly needed by the community were considered important and needed by roughly 60% of respondents.

Additionally, as more fully described in Chapter 3, the workgroup met with representatives of Albemarle County service providers who were considered to be stakeholders and potential partners in providing services at the school for the community. These organizations included the Albemarle County Police Department, Jefferson Area Board of Aging, Region Ten, the YMCA and the Boys and Girls Club. While each organization expressed deep commitment to residents of the community, it was recognized that funding for expanded services would be needed from external sources.

Finally, the group hosted a town hall meeting to present suggested options to the Southern Albemarle community and to obtain feedback. The workgroup felt that validation of results of the survey and our process up to that point would best be achieved by presenting it to the community for comment. The session generated significant public comment and interest. While a complete summary of findings is in the appendix to this report, a few points were key:

1. Keeping the school open is very important to the members of the community who were present at the town hall.
2. Keeping the school open requires certain renovations and an expansion of the septic system – completing the purchase of the necessary land for the septic system expansion is needed before any discussion of expanded services.
3. The community favors enriching the experience for school children by bringing in new opportunities for learning such as working with senior citizen volunteers, bringing in businesses to teach about local resources, and working on ways to increase parent involvement by providing opportunities and services needed by parents on school grounds.

CHAPTER 3: Potential Partnerships With Agencies and Organizations

On May 13, 2013, at a meeting of the Yancey Workgroup, members decided on a process to engage local agencies in our dialogue about the future of Yancey School.

An initial list of agencies and key individuals was created:

Adult Education	Churches (Alliance of	Parks and Recreation
Albemarle County Police	Churches)	PVCC
Department	Club Yancey	Principal of Yancey
ACPS	Health Dept./Physicians	Region 10
Boys & Girls Club	JABA	Social Services
CATEC	Office of Community	YMCA
Chamber Of Commerce	Engagement	

The workgroup members also decided on four basic questions to ask all participants:

1. In what ways could the community and local businesses be involved in the school?
2. What service needs could be met using the school's facilities?
3. How can we generate funds for the school through providing these services?
4. How can you or your organization help the school?

Groups were invited to participate in a forum on June 17th to “provide input regarding key social structural issues relevant to southern Albemarle, including service levels, gaps in services, and trends observed or projected for southern Albemarle.” Agency leaders representing JABA, Region 10, Piedmont YMCA and the police, as well as a representative from the County's building services department discussed the needs and key issues relevant to Southern Albemarle, including service provision, service levels, gaps in services, and trends observed or projected for Southern Albemarle. Joe Letteri presented the forum with a detailed assessment of possible expansions to the school building and related issues including the septic system.

The workgroup's dialogue with agencies increased the collective understanding of the history and dynamics between the Scottsville community and Esmont. The dialogue led to a shared recognition of how duplicative efforts may complicate the success of programming in the two communities. It was decided that engaging in direct and open conversation with Scottsville leaders would be the best approach in discussing programs that would benefit both communities. As a result, both Reverend Bruce Lugin from the Scottsville United Methodist Church (UMC) and Mt. Zion UMC in Esmont and James

Pierce from the Boys and Girls Club attended a workgroup meeting.

Member of the workgroup also held a series of one-on-one discussions with directors and managers of a wide range of community organizations that could be potential partners. These included CHIP, CYFS, CATEC, PVCC, various UVA agencies, Virginia Cooperative Extension Service, JAUNT, QuickStart, Club Yancey, Big Brother/Big Sister, the DSS, Parks and Rec and a number of others. Out of these discussions the following points emerged:

- There are *major* needs in the area, from an aging population, low income levels, lack of relevant job skills training, lack of supports for mental wellness, lack of day care and family support services.
- There is concern expressed that these needs are not being currently met.
- There is overwhelming support and interest for the potential outcomes of the workgroup. All the agencies at the forum commended the Board of Supervisors and School Board for this initiative.
- Agencies regard Yancey School as an ideal location and facility.

Specific ideas and concerns included:

- Provide extensions to JABA services, such as aerobics;
- Youth development, healthy living, living responsibly;
- Infant care and after-school care – partner with Club Yancey;
- Involve middle and high school kids and UVA students as volunteers;
- Summer camps; sports programs – soccer, tennis, lacrosse;
- Literacy and computer training; résumé writing;
- Interagency and intergenerational approach would be best;
- Many of the agencies are already working together on other projects, such as the Jefferson School City Center;
- Want a facility that is open all year, weekends, and pre- and after-school hours;
- Transportation is a concern, but JAUNT already operates in the area and is willing to expand its services.
- Facilities they require are actually small, and would, on the whole, be easily accommodated:
 - secure offices
 - computers, files, media room
 - day care would require small outside play area

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- dining hall
- gymnasium
- several old classrooms
- parking
- sports facilities
- grounds, for community garden, other ideas
- Many of the existing school facilities and classrooms can be used.

In late October, agencies were sent an e-mail to update them on the activities and findings of the workgroup. The e-mail also requested a response for inclusion in the final report that would outline how each agency envisioned being part of the future for Yancey School. The following chart summarizes the responses received from eight agencies.

<u>Organization Name</u>	<u>Contact Person</u>	<u>E-mail</u>	<u>Current Yancey/ S. Albemarle Activities</u>	<u>Proposed Short Term/ Easy First Step</u>	<u>Longer Term Proposed Activities</u>	<u>What would need to happen first</u>
Virginia Cooperative Extension	Ellie Thomas	elliet@vt.edu	Club Yancey School Garden	Monthly Workshop including plant clinic, lawn fertilization, propagation	Farm Planning, Family & Consumer Sciences, 4-H	Extend outreach to other VCE departments
Charlottesville-Albemarle Technical Education Center	Bruce Bosselman	bbosselman@k12albemarle.org			Training to become Nurses Aide, Pharmacy Tech, Dental Assistant, Apprenticeships in construction trades, cosmetology, barbering	Identify what skills employers are looking for, hire qualified instructors. Student & employers pay tuition
Children, Youth & Family Services	Melissa Cohen	mcohen@cyfs.org	Existing ParentingMobile group in Southern Albemarle		Additional ParentingMobile group to Yancey School with parent education and support, early learning playgroups and literacy activities, access to health and wellness programs, and community engagement.	Transportation, classroom and securing \$21,440 for 42 week school year

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Albemarle County Parks & Rec	Amy Smith	ASmith@albemarle.org	Club Yancey, Yancey Summer School, and Community Education for Adults	Weekend Open Gym	Karate, yoga, exercise, sports clinics	Address transportation and scholarship needs. Need gym, bathrooms, instructors, county funding
Albemarle County Police Department	Gregory Jenkins	JENKINS@albemarle.org	Police presence	Office hours for District Officer to meet with citizens on quality of life issues	Adult learning sessions on elderly fraud prevention, internet safety and highway safety programs.	Office, telephone, meeting and bathroom access
Jefferson Are CHIP	Judy Smith	judy.smith@jachip.org	Provide home visiting services to children, ages 0-6, and pregnant women from low income families	Use small office space to meet with clients and provide parenting information and resources	Conduct monthly parenting classes working with CYFS playgroups and home visiting staff and could start parent support groups	Additional funding, small office and meeting room space
JABA	Donna Baker	DBaker@jabacares.org	Tuesday and Thursday program at Esmont Community Center	Expand role of Friends in School Helping (FISH)	Relocate Exmont CC program to YES. Open Aging Resource Center. Interfenerational programs including garden, pre-school or day-care, elder education. Expand JABA collaboration with UVA School of Nursing, School of Medicine	No additional county funding needed to move Esmont CC program. Do need handicap accessible gathering and program space, dedicated office, access to kitchen, handicap accessible adult-sized bathrooms, access to outdoor space and gym.
Piedmont Family YMCA	Brookes Sims	bsims@piedmontymca.org	None currently	Expand programs of Club Yancey. Utilize open gym for organized sports leagues. Run short summer camp program	Open/operate community-wide licensed child care/afterschoo/summer day camp. Expand youth sports program using P&R fields and gym space	1. Classroom space for afterschool (rent free); 2. Exclusive access to child care facilities (rent free); 3. funding/staff; 4. Access to P&R sports facilities.

CHAPTER 4: Best Practice Models

The B. F. Yancey School Workgroup addressed the element of its charge requesting that we “conduct research into best practice models where successful programs or uses have been identified and implemented”.

Among activities responding to this element, the workgroup:

- (a) visited the Charlottesville Jefferson School City Center, including tours and/or discussions with agencies and services housed in the Center including the Carver Recreation Center’s programs - gym, group exercise program, and teen center (with technology for home work, after school programs and other activities) - the Jefferson Area Board on Aging program, the Piedmont Family YMCA Intergenerational Learning Center and infant care programs, and others; and discussed examples of other innovative programs based in local schools (e.g. the example of a school in rural Rappahannock County, VA¹), and
- (b) discussed some leading descriptive models for schools that appeared particularly relevant to the context of the Yancey School, the local community, and the Southern Albemarle community - the Community School model and the model of Place-based Learning – and invited community discussion regarding these models during the workgroup’s September 21 town hall forum.

This chapter highlights the latter discussions.

Community School Model

A community school is both a place and a set of partnerships between the school and other community resources. Its integrated focus on academics, health and social services, youth and community development and community engagement leads to improved student learning, stronger families and healthier communities. (Coalition for Community Schools, accessed at <http://www.communityschools.org>)

As a Community School, the school facilities become centers of the community, including for evening and weekend programs. As a community hub the facilities bring together a wide range of community partners providing opportunities for children, youth, families and communities. As collaborators youth, families and community residents work as partners with schools and other community institutions to develop programs and services for high quality education and educational outcomes, development of youth,

support of families across the life course and for a variety of needs; and all these partners work together actively to design, support, evaluate, and sustain programs. All partners “focus on strengthening the local leadership, social networks, economic viability and physical infrastructure of the surrounding community”. Examples of programs many Community Schools engage in include adult education, after school programs for youth and families, community engagement and development, early childhood and other youth development programs, and programs for physical and mental health and wellbeing.²

Place-based Learning Model

Place-based learning takes the real world around the school — the community — and turns it into a 21st century learning laboratory ... Students learn skills and concepts while learning about and contributing to their place. By working on things like oral histories, water quality studies, community gardens, or student-led community tax centers, students are active learners, engaged and making a difference” (The Rural School and Community Trust, accessed at <http://www.ruraledu.org>).

Successful adoption of a Place-based Learning Model for the school results in all stakeholders - students, teachers, and community residents – to look at their communities in new ways, reflect on their histories and cultures and identify strengths and needs of the school and its community. These stakeholders can identify unconventional resources and opportunities that hold academic potential that might become the basis for innovations in the curriculum and other resources for learning, innovations in using school facilities, and innovative approaches to sustaining the school. “For communities facing serious economic and social challenges – as do most rural schools - this kind of involvement from young people can dramatically improve the quality of life of local residents and the viability of the community itself ... [and] there is evidence that students in classrooms and schools that employ place-based learning make academic gains that exceed those of students in more traditional classrooms”. The Rural and School Community Trust identifies strategies for leveraging community resources as part of building opportunities for learning in the school.

The workgroup did not discern that the Community School and the Place-based Learning Models would to be mutually exclusive, but rather to be within a spectrum of possibilities for the Yancey School and its local community stakeholders and broader Southern Albemarle community of resources, opportunities, and possible partners. Each may employ similar strategies toward their goals - government planning-driven strategies, local community resources-driven strategies, business enterprise-driven strategies, a foundations-funding driven strategies – or combinations of strategies.

Another important strategy common to both must be baseline and ongoing assessment of community needs and resources. Thorough, effective, participatory assessment can help overcome what are identified as tragic failures: failure to act, failure to invest, and failure to have and maintain a visionary focus that aims for real impacts.³

A documentary – Schools That Change Communities - and a condensed short video accessed at <http://www.docmakeronline.com/schoolsthatchangecommunities.html> assembles inspiring vignettes about how schools can help transform communities. Strategies of open and honest assessment, strategically reaching out to stakeholders who can expand opportunities for the school, and finding effective and creative ways to sustain efforts – toward an exciting vision of the school and its community – are part of both Community Schools and Place-based Learning Models.⁴

Community Response

The September 21 town hall forum included assessment of community views regarding school models. One of the topics in the small group discussions (four groups with 12 or more people in each group) during the well-attended forum was on how the Yancey School could ‘fit’ with the Community School Model and the Place-based Learning Model. Data from the forum are reported elsewhere in this report, but we highlight some findings here. Many comments spoke to a blending of Community Schools and Place-Based Learning Models.

One group recommended expanding the library and upgrading its technology in order to offer a community library outside school hours. The same group identified needs across the life course – from day care, to adult learning, to intergenerational activities – that are consistent with the school’s educational mission. Another group highlighted opportunities through local partnerships to increase the exposure of Yancey School students to broad ‘real-world’ experiences through business and organizational partnerships with classrooms; and that such partnerships could be used to increase parental involvement with the school. All groups readily identified businesses, organizations, and groups that might be invited to be active stakeholders in the success of the school as a centerpiece for building a strong community, both locally and in the broader Southern Albemarle area.

****Footnote References Can Be Found in Appendix G**

CHAPTER 5: Physical Building Options

A major consideration in the recommendations of the Yancey Workgroup is space in the building. Currently, the building is at or near capacity in terms of usage of space during the school day. This would not prevent steps being taken to use the building as a community center outside of regular school hours.

In particular, the committee recommends that mental health, organizations for the aging, recreation programs, job skills programs, and general health organizations be invited to use the building in the evening to run programs for the community. Some potential offerings could include:

- Job Skills Classes or Strands
- Adult/Youth Recreation Leagues
- Help in filling out Social Service Forms and Applications
- Parenting Classes
- Health Screenings

Beginning these types of activities immediately can help to change the culture of the school into one of community center. However, in order to create the most benefit for the students of Yancey and the community of Southern Albemarle, a more integrated center that operates during school hours should be sought.

To accommodate potentially interested partners during the school day, more space would be required to maintain academic and safety standards. The ACPS Long Range Planning Committee has previously submitted a report and a plan for an addition to the school as part of the Capital Improvement Plan (CIP) (Appendix G). Joe Letteri from Albemarle County Building Services met with the workgroup to explain the plan and to discuss the limitations of the sewage system, the current lack of land, and the cost of additions. The project in the CIP is based on the school day, and the students' education. In order to plan and accommodate community partners during the school day, the Long Range Planning Committee should re-examine their recommendation in an effort to accommodate community partners.

In particular, we would recommend to the long-range planning committee that they consider the following adjustments to their plan:

- Making the new wing larger than 5800 square feet to accommodate 10 new classrooms for the current students.

- Using the current main office suite to be offices for other agencies to be in close proximity to the cafeteria, library, and other common spaces, while maintaining some distance from the new wing to provide for student safety.
- Making Rooms 1 and 2 and the Faculty Lounge and Workroom into the new main office and ancillary offices for specialists.
- Creating a music and art studio in rooms 3, 5, 6, and 8.
- Using rooms 9, 10, 11, 12, and 13 as a potential daycare facility with their own entrance in the back of the building and in the hallway.
- Expanding the side parking lot out the side and leaving the bus loop in its current position.
- Making the entrance by the gym a second main entrance for the students

Based on interest from potential partners, some or all of these recommendations would allow shared space of music and art studios, the library, and cafeteria for the school students and the community at large. The cost of such a project would need to be determined, as well as the cost difference to operate such a building.

Creating such a center would be a way to deliver services to Southern Albemarle and support the learning of the students at Yancey Elementary.

CHAPTER 6: Possible Funding Sources

The Fundraising Committee identified a variety of possible local, regional and national funding sources.

Type of Funding	Level	Funder	Grant	Funding Range	Typical Grant Amount	Funding Season/ Cycle	Website	Areas of Focus/ Other Notes
Corporate	National	State Farm	Good Neighbor Citizenship Company Grants	\$25,000-\$100,000	\$30,000	9/3 to 10/31	http://www.statefarm.com/aboutus/community/grants/company/company.asp	
Corporate	National/ State	MeadWestVaCo Foundation	MeadWestVaco Foundation Grants	\$5,000-\$500,000	\$10,000	Rolling- Fall	http://www.meadwestvaco.com/mwv/groups/content/documents/documnt/mwv049148.pdf	Education, Sustainability Communities, and Environment; send a letter of introduction before LOI
Corporate	State	Verizon	Verizon Foundation	\$5000-\$10000	\$5,000	Beginning Jan 1 to Oct 14 each year	http://www.verizonfoundation.org/grants/guidelines/	Education, Healthcare, Energy
Corporate	State	Walmart	Walmart State Giving Program	\$25,000-\$250,000	\$30,000	opens in January	http://foundation.walmart.com/our-focus/hunger	
Corporate	State	Wells Fargo	Wells Fargo Foundation			Reviews proposals February-November	https://www.cybergrants.com/pls/cybergrants/quiz.display_question?xgm_id=1958&x_quiz_id=874&x_order_by=1	Eliminating the achievement gap
Fundraising Opportunity	Local	Kroger	Community Donations		NA	Rolling	https://www.communitygifts.com/Default.aspx	
Fundraising Opportunity	Local	Whole Foods	Whole Foods Foundation	5% of one day sales	NA	Rolling	http://www.wholefoodsmarket.com/donate	Submit app for Community Days, which provide 5% of sales for a community project

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Private Foundation	Local	Community Foundation	Community Endowment			10/1 and 4/1	http://www.cacfonline.org/grant/community-endowment	One application per year
Private Foundation	Local	Community Foundation	Prana Fund			11/1/13	http://www.cacfonline.org/grant/prana-fund	
Private Foundation	Local	Community Foundation	Bama Works			8/1 and 2/1	http://www.cacfonline.org/grant/bama-works-fund-dave-matthews-band-cacf	One application per year
Private Foundation	Local	Junior League of Charlottesville	Community Grant	Up to \$2,500	\$1,000	Fall 2013 deadline: 10/15/2013	http://www.jlcville.org/?nd=application_process	
Private Foundation	National	RGK Foundation	RGK Foundation		\$25,000	Rolling LOI submission; applications reviewed 3x year	http://www.rgkfoundation.org/public/guidelines	
Private Foundation	State	Mary Morton Parsons Foundation	Capital Building-Challenge/ Match Grants	\$10,000-\$200,000		3/15 and 9/15	http://www.mmparsonsfoundation.org/consideration-process/	
Private Foundation	State	Virginia Health Care Foundation	Health Safety Net Grant			Spring and Fall Cycles	http://www.vhcf.org/for-those-who-help/what-we-fund/health-safety-net-grants/	
Private Foundation	State	Virginia Health Care Foundation	A New Lease On Life: Health for Virginians with Mental Illness			Not currently accepting applications	http://www.vhcf.org/for-those-who-help/what-we-fund/a-new-lease-on-life-grants/	
Private Foundation	State	Virginia Health Care Foundation	Project Connect Grants			Not currently accepting applications	http://www.vhcf.org/for-those-who-help/what-we-fund/project-connect-grants/	

To maximize the potential for successful fundraising and successful programming the following should be considered:

1. It is easier to raise private funds when they match contributions from the county and school board..
2. The success and track record of Club Yancey can be used as the foundation for the development of additional programs and grant requests. New programs can be described as additions to Club Yancey and be evaluated, in part, on how they add value to Club Yancey and the educational experience of Yancey School students and staff members.
3. The school's and the school's PTO's fundraising potential is not as high as some other schools' in order to provide programming.
4. The fundraising opportunities for this program are robust, but will take a prolonged, committed, and diligent effort to both solicit private donations, as well as grant funding.
5. The Affordable Care Act will create a new source of funding from non-profit hospitals for "community benefit" like an intergenerational learning center at the Yancey Elementary School.

CHAPTER 7: Recommendations of the Workgroup

The Yancey Workgroup has discussed at length the information that has been collected from the community, agencies, experts, and research. As a group we make the following recommendations:

- 1.) That the negotiations on land purchase and septic upgrades required for current and future use be completed by the beginning of the 2014-15 school year.
- 2.) That Albemarle County pursue the creation of an intergenerational learning center to be housed at B.F. Yancey Elementary School, that would provide space for local agencies to deliver needed services of the Southern Albemarle Community.
- 3.) That the pursuit of the center be implemented in three phases to consist of the following time frames and actions:
 - a. Phase I – January 1, 2014- August 1, 2014; Athletic programs sponsored by Yancey Tennis Boosters, a recreation basketball program, parenting classes, health information sessions, and an open technology lab will operate during normal operating hours when class is not in session using current facilities. The school principal, the director of Club Yancey, the Office of Community Engagement, the Department of Parks and Recreation and the Department of Social Services will help to coordinate these efforts using current staffing.
 - b. Phase II – August 1, 2014 – August 1, 2015; Programs from Phase I will continue. In addition, adult classes involving technological and workforce skills will be conducted. Additional health programs will be offered, as well as additional classes for toddlers and early learning. Mental health services and programs for the aging population will be sought from community partners. The school principal, the Office of Community Engagement, and the Department of Social Services will help to coordinate these efforts. The Club Yancey Director position should be made the Director of these programs for Phase II. This position's salary should be moved into the County Budget.
 - c. Phase III August 1, 2015, The addition to the current building in the Capital Improvement Plan is expanded to create more space, as outlined in Chapter 5 of this report for community agencies to run and coordinate their own programs throughout the school day in addition to after school, evenings, and weekends. The Director of Intergenerational Programming of Southern Albemarle position is created. The new Director collaborates with the school principal, the Office of Community Engagement, and outside agencies to run programs including Club Yancey.
- 4.) That an ongoing fundraising committee be appointed to work with County staff in the implementation of this plan and to solicit foundation, corporate, government

- and individual donors who have an interest in the future of Southern Albemarle in order to raise money for building, programming, and the establishment of a foundation to provide future funding.
- 5.) That the Long Range Planning Committee meet with the Leadership Team of the work group, Building Services Staff, and a representative from the County Executive's office, and the School Superintendent's office to design and attain a cost estimate of increasing the project currently in the Capital Improvement Campaign.
 - 6.) That the Board of Supervisors commits to funding an amount no less than currently projected in the Capital Improvement Plan in order to help secure private and grant donations toward completion of a larger project and programming.
 - 7.) That future programming be designed to honor the history of the Yancey Elementary School, enrich the lives of the residents of Southern Albemarle, and further the educational experience of the students of B.F. Yancey Elementary School. This will utilize the Community School model as well as a Place-based Learning Model for students.

APPENDICES

Appendix A – Workgroup Charter

B.F. Yancey School Work Group *Charter*

The Albemarle County School Board and the Albemarle County Board of Supervisors seek to identify additional uses for the B.F. Yancey Elementary School as a result of reduced student enrollment and to ensure maximum use of the building beyond traditional classroom use. The Boards are interested in understanding, on a broader level, actions that can be taken to improve services to the citizens of Southern Albemarle County within the capacity of this school building.

Keeping in mind the overall missions and visions of both the school system and general government, the work group to be developed to undertake this assessment is charged with developing recommendations for both boards that would include the identification of service needs in the area as well as new and existing partners willing to engage in enhanced delivery of service in Southern Albemarle. Additionally, the boards are interested in learning about model programs, funding sources and/or grant opportunities that will address identified service needs in the Southern Albemarle area; therefore, the work group shall consider these alternative forms of financing to accomplish any capital investment required to undertake any needed alterations to the building.

Primary Objectives of the Workgroup

1. Identify service needs of the Southern Albemarle community including review of existing needs assessments and other data compiled by the County and other community partners over the past 5-10 years.
2. Develop recommendations for enhanced use of the school building. Ideas for strategies might include first identifying how much and what kind of space may be available, identifying any restrictions on the use within the building and identifying activities/programs that are aligned with continuing the building as an elementary school.
3. Identify other individuals, entities, and/or organizations already engaged in or interested in enhanced service delivery, and to determine feasibility for public/private partnerships to support program development.
4. Conduct research into best practice models where successful programs or uses have been identified and implemented.

5. Research avenues of possible funding support for model programs, including foundations with interest in enhanced service delivery in settings such as the Yancey Elementary School.

While it is not the responsibility of the work group to provide cost estimates for the recommendations, the work group should be mindful of the potential cost and scope of projects recommended and the need to implement said recommendations with non-traditional funding sources, partnerships and grants. It is critical to consider public/private partnerships, thus the work group is empowered to explore potential avenues for these kinds of agreements.

Resources Available to the Work Group

The County Executive and School Superintendent shall ensure that sufficient administrative staffing support will be made available for the activities of the work group. However, it is expected that the work group will draw upon its membership and others in the community for support as well.

Work Group Membership

The work group will include a total of 12 members to be appointed by the County Executive and School Superintendent as follows:

- Six (6) community members selected through an application process similar to one utilized by the School Division for its Redistricting Committee appointment process
- Six (6) members representing community agencies and partners as identified by general government and school division staff

Co-chairs of the work group are to be selected by the County Executive and School Superintendent.

Timeline

It is anticipated that applications for participation on the work group will be advertised/solicited in January 2013 and the group will organize its first meeting during the month of February 2013. At this time, the group will determine its own meeting frequency and schedule as well as group roles and norms, facilitation, note taking, etc.

The Workgroup will report on its progress to the Board of Supervisors and to the School Board in May and submit its final report & recommendations to both bodies in December 2013.

Appendix B – Members of the Workgroup

Charlotte Brody (Coordinator)	Howardsville, Virginia 22937
Bob Crickenberger	County Parks & Recreation
Craig Dommer (Report Editor)	Yancey Elementary School
Frances Feggans (Chair)	Esmont, Virginia 22937
Lewis Jackson	Esmont, Virginia 22937
Tim Lewis (Resigned)	Howardsville, Virginia 22937
Renee Lundgren	Esmont, Virginia 22937
Patricia McMullen	Esmont, Virginia 22937
Dr. Dawn Osterholt	Southern Albemarle Family Practice
Edward Strickler	Scottsville, Virginia 24590
Gordon Walker	JABA

Liaisons to the Boards

Debbie Chlebnikow	Albemarle County Department of Social Services
Bernard Hairston	Office of Community Engagement

Appendix C – Needs Assessment Survey Results

Yancey Survey Results as of July 8, 2013									
	very important		important & needed		good, not needed		unnecessary		total
Adult education/Workforce skills training	157	84.86%	23	12.43%	4	2.16%	1	0.54%	185
After school programs for young people grades K-12	158	84.04%	24	12.77%	6	3.19%	0	0%	188
Daycare and pre-school for infants to kindergarten	139	74.33%	40	21.39%	8	4.28%	0	0%	187
Youth development/College access programs	139	74.33%	36	19.25%	11	5.88%	1	0.53%	187
Job training	138	74.19%	39	20.97%	9	4.84%	0	0%	186
Activities and services for senior citizens	120	64.52%	49	26.34%	15	8.06%	2	1.08%	186
Mental health services	118	63.44%	39	20.97%	20	10.75%	9	4.84%	186
Recreation/exercise/physical therapy activities	117	62.90%	53	28.49%	16	8.60%	0	0%	186
Dental and primary care health services	116	62.37%	46	24.73%	23	12.37%	1	0.54%	186
Family resource center/parenting skills classes	116	62.37%	57	30.65%	12	6.45%	1	0.54%	186
EMT training and services	106	56.08%	53	28.04%	25	13.23%	5	2.65%	189
Arts and cultural performances and exhibits	101	54.89%	54	29.35%	26	14.13%	3	1.63%	184
Space for meetings, parties and other functions	95	51.35%	52	28.11%	34	18.38%	4	2.16%	185
Police services from a satellite station	94	50.27%	43	22.99%	35	18.72%	15	8.02%	187
Living history museum with student involvement	87	48.07%	58	32.04%	29	16.02%	7	3.87%	181
Gardening classes with student involvement	85	46.45%	61	33.33%	31	16.94%	6	3.28%	183
Start up space for innovative, rural small businesses	85	47.49%	51	28.49%	32	17.88%	11	6.15%	179

Appendix D – Town Hall Meeting Notes

YANCEY TOWN HALL MEETING NOTES, SEPTEMBER 21, 2013

This is a One-Page Summary of the Town Hall Meeting's Suggestions.

There was unanimous support expressed for the school and its central role in the community. The general consensus was that the school has to be retained – we need the school in the community. The school is the heart and soul of the community. We need to acquire the adjacent land parcels to ensure adequate space, ensure excellent education within the community, and blend community and education models to create educational benefit and build community resources.

The main concern of the Town Hall was the purchase of neighboring land for a new septic system. Questions asked:

- What is the status of the land purchases?
- Is it possible to separate the park and school septic systems?
- By what date can the land purchase be completed?
- Discussion about Yancey has gone on for years. We want to see some conclusions.
- The county needs to commit to the septic system.

The Recommended Next Steps:

- Acquire needed land.
- Resolve septic system issues.
- Assure long term commitment.

Other main points made were:

- Any extra-curricula programs and services must be safe for students.
- The County needs to ensure that Yancey students have consistent education with other students in the County.
- We should ask the County for funding, and not just seek grants.

The school needs more space for:

- Upgraded technology.
- An Intergenerational Center. Daycare.
- Expansion of the library so it becomes a community library.
- A Social Services and Health Center.

Other recommendations and observations:

- The school could start with place-based learning and then expand as the facility is being taken care of.
- Local partnerships can expose students to more real-world experiences. School enrichment is primary.
- We should create opportunities for partnerships to educate and engage parents in the value of parental involvement.

- Consider sister schools paired with a business or agency.
- Collaborate with university students/Madison House.
- Create pride in school/have a community based on passion/knowledge/customs of the older generation.
- The school can act as a hub to attract needed services.
- Need police services.
- Well-funded after-school programs to help students with their school work; Club Yancey.
- Summer programs; Summer School; summer camp/field trips.
- Adult Education classes. They can take place now within the current building.
- Can the school be used for a meeting space? Are there community groups that need a meeting space?

Addendum:

At the recent PTO of Yancey School, parents were asked which services they would like to see provided at the school:

1. A part-time Social Services Office.
2. A part-time Health Department outreach center, with its programs.
3. A Career Center.
4. A Sports Programs for both kids and adults, with instructors.

For further information contact Tim Lewis, Co-Chair, at (434) 286-3282 or timrlewis@earthlink.net

Appendix E – Current Community Partnerships

<u>Organization</u>	<u>Services for the School</u>
4-H	Club Yancey
Albemarle County Department of Social Services	Family Support Worker
Albemarle County Parks and Recreation	Club Yancey Programming, Summer School Programming
Book Baskets	Provide books for students to build libraries at home
Elk Hill	Therapeutic Day Treatment; Summer Camp for eligible students
JABA	FISH volunteers in Classrooms
Quick Start Tennis of Central Virginia	Tennis Programming During and After the School Day
Thomas Jefferson Gardening Club	Yancey School Gardens
UVA Health System	Club Yancey Programming
Virginia Cooperative Extension	Yancey School Gardens

Appendix F – Long Range Planning Committee Project Summary

Yancey Elementary School Modernization

FY 2014 CAPITAL IMPROVEMENT PROGRAM AMENDMENT
FORM 1 PROJECT REQUEST

Yancey Elementary School Modernization			
Requesting Dept.	School Division - Building Services	Dept. Ranking	_____ of _____
Contact/Ext	Joseph P. Letteri - 975-9340	Request Origin	Study/Facility Assessment
Lead Dept./Contact	Joseph P. Letteri - 975-9340	Status of Project	New
OFD Management	Yes	Type of Project	New Construction-Facility
Operating Impacts	Yes-See Form 2-b	Joint Project	County Project
Revenue Offset	None	Start	JUL 2014 Finish JUN 2015

Note: Be sure to complete Project Cost Spreadsheets associated with the project request. In addition, include any other graphics that describe the project (i.e. site plan, map, etc.)

Project Description

PHASE 1: Expansion & replacement of the onsite wastewater system.

Purchase adjacent parcels of land and install new septic system. Work to include surveying, soil investigation, engineering & installtion of the new system.

PHASE 2: Maintenance Projects

Phase II: Maintenance Projects:

The roofs at Yancey (29,300 sq. ft. EPDM) are in poor condition, both from a physical assessment as well as a design standard. Yancey was due to have its roof replaced previously, but was eliminated due to possible closure and economic shortfalls. It is now necessary that both roof sections be replaced. The replacement of roof drains will also be a component of this project.

The HVAC system in the original part of the building is in poor condition and in need of immediate replacement. This project will consist of new rooftop AHU's, new duck work, new VAV boxes and associated controls. In addition, this project will include the replacement of the ceiling grids, ceiling tile and lights since they will need to be removed for the installation of the new HVAC system.

PHASE 3: Modernization & Addition

The proposed additions of about 6,800 sf will include two new Classrooms with toilets, a small Resource space, six Staff Specialist offices, a Kindergarten Kitchen, and various support spaces. The existing Media Center will be expanded and modernized, and the existing rooms and spaces in the building will be modernized. The classroom modernization will include new cabinets and counters, new marker boards, new ceilings and lighting, new flooring, new window shades, new furniture& technology, re-painting of all existing painted surfaces, and the replacement of doors and door hardware. Toilets will be added to three existing classrooms. Additional parking, playfields and drain fields will also be constructed. The project will incorporate LEED design principles, strategies and elements.

Funding Request (\$)					Total FY 14-22	\$6,798,237
FY 13/14	FY 14/15	FY 15/16	FY 16/17	FY 17/18	Total FY 13-17	
\$1,508,570	\$5,289,667	\$0	\$0	\$0	\$6,798,237	
FY18/19	FY 19/20	FY 20/21	FY 21/22		Total FY 18-22	
\$0	\$0	\$0	\$0	\$0	\$0	

Acquisition & Location

Site Status (Land): Land Purchase Not Required **Assets** County-Owned

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Yancey Elementary School Modernization

FY 2014 CAPITAL IMPROVEMENT PROGRAM AMENDMENT
FORM 1 PROJECT REQUEST

Physical Location: Yancey Elementary School

Neighborhood (Check all that apply) ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

Relationship to an Approved County Policy or Plan (i.e. Country Strategic Plan, Comprehensive Plan, Programmatic Plan....)

County Strategic Plan:

Comprehensive Plan: This project is consistent with the objectives and goals listed in the school section of the County Community Facilities Plan and Goals 4 and 5 of the School Division Strategic Plan.

Guiding Principles:

Other:

Project Justification (Including Relationship to Cited County Policy or Plan Above)

The existing septic system at Yancey was installed in 1964 and is considered to be near the end of its useful service life. Due to site limitations, adjacent lots will need to be purchased to install an adequate septic system for Yancey that meets current Virginia Department of Health requirements. Increases in school capacity will not be allowed without upgrades to the existing septic system. The roof and HVAC equipment is also at the end of its useful service life and needs to be replaced. Finally, the interior renovation and addition to Yancey are necessary for increased functionality of the school operations as well as for parity to other school facilities.

Changes/Reasons for Revisions (If Update of an Existing CIP Project or New Project)

Alternatives/Impact if Project Not Funded/Completed: (Required)

If this project is not completed, the septic system could fail and additional costs would be incurred to remedy the emergency situation. If the maintenance items are not completed, the roof and/or HVAC equipment could fail. Lastly, without phase 3 it will be necessary to overutilize the facility by using mobile classrooms.

Other Special Considerations (Available proffers, Future Expansion, Special Features, etc)

- ☐ Eligible for Proffers
- ☐ Eligible for Co-location
- ☐ Related to/Dependent upon another submitted project
- ☐ Public/Private Partnership
- ☐ Other

Form Updated: (Required)

Date: 6/22/2012 Initials: JPL

Appendix G References and Additional Resources

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Funding

Leveraging Community Benefit for Community Health Improvement from NACCHO
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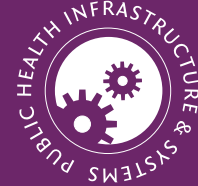
National Association of County & City Health Officials

The National Connection for Local Public Health

[FACT SHEET]

July 2010

MAPP and Non-Profit Hospitals: Leveraging Community Benefit for Community Health Improvement



Introduction

With the historic passage of the Patient Protection and Affordable Care Act, non-profit hospitals are being called to increase their accountability to the communities they serve. Capitalizing on this momentum, this fact sheet provides Mobilizing for Action through Planning and Partnerships (MAPP) communities with information that will help them engage their local non-profit hospitals in community health assessment and improvement. The fact sheet explains “community benefit” and recommends ways that MAPP communities can encourage local non-profit hospitals to support MAPP processes in an effort to fulfill community benefit requirements.

What is “community benefit”?

Community benefit is central to the mission of non-profit hospitals and is the basis for their tax exemption. Non-profit hospitals receive a variety of tax exemptions from federal, state, and local governments with the expectation that, in return, they will provide benefits to the community; these laws are referred to as “community benefit.”^{1,2} Community benefit has been defined by the Internal Revenue Service (IRS) as “the promotion of health for a class of persons sufficiently large so the community as a whole benefits.”³ Simply put, community benefit is composed of programs and services designed to

address identified needs and improve community health. To qualify as community benefit, initiatives must respond to an identified community need and meet at least one of the following criteria:

- Improve access to healthcare services;
- Enhance health of the community;
- Advance medical or health knowledge; or
- Relieve or reduce the burden of government or other community efforts.⁴

Historically, the majority of community benefit funds have been spent on “charity care,” while a smaller portion has been invested in community-based efforts such as community health improvement planning. The Patient Protection and Affordable Care Act revises the tax exemption standards applicable to non-profit hospitals by adding several new components to the Internal Revenue Code. Among other revisions, non-profit hospitals will now be required to conduct a community health needs assessment, widely publicize assessment results, and adopt an implementation strategy to meet needs identified by the assessment. According to the Catholic Health Association, the new provision “gives great importance to taking a more strategic approach to community benefit planning.”⁵

As a partner in the MAPP process, hospitals can demonstrate collaborating with the community, including public health experts, to assess community needs, identify solutions, and implement health improvement strategies.

Tips for Success

When strategizing how to begin the conversation with a local non-profit hospital, MAPP communities should consider the following:

- Relationships are crucial. Find out who the key community benefit players are and begin building new relationships or strengthening existing relationships. Important contacts may include the hospital's director of community health, director of community benefit, vice president of planning, marketing director, hospital board members, and the chief executive officer.
- Do your homework. Find out more about community benefit projects currently underway and identify how MAPP can complement and build on existing efforts.
- Prepare, prepare, prepare. Draft talking points that describe how partnering in a MAPP process can help the hospital build collaboration, support their community, fulfill their mission, and meet new community benefit requirements.
- Become a MAPP expert. Be ready to describe the MAPP philosophy and components to a new audience—healthcare and business professionals. Remember, hospital staff might be unfamiliar with public health terminology and may appreciate explanation of the elements and value of a broad definition of health. As a starting point, consider sharing NACCHO's *Mobilizing for Action through Planning and Partnerships: A Community Approach to Health Improvement* fact sheet (see www.naccho.org/na323pdf) with hospital staff.

What is the relationship between MAPP and community benefit?

Community benefit presents a unique opportunity to engage non-profit hospitals in MAPP. MAPP relies on the insights, skills, and resources of partners committed to improving local quality of life. Rich with intellectual capital, human resources, and local knowledge, hospitals are well positioned to play an important role in community-wide health improvement efforts.

The Public Health Institute, in a recent community benefit demonstration project report,⁶ delineated five core principles for effective community benefit programs: emphasis on communities with disproportionate unmet health-related needs; emphasis on primary prevention; building a seamless continuum of care; building community capacity; and collaborative governance. The core principles reflected in the Public Health Institute report align with the MAPP approach. As a community-wide health improvement process, MAPP does the following:

- Includes a comprehensive assessment phase that identifies local public health strengths, challenges, and unmet health-related needs;
- Emphasizes primary prevention;
- Strengthens partnerships among healthcare providers, public health professionals, and other stakeholders;
- Mobilizes community members to identify and act on strategic health issues; and
- Institutionalizes a collaborative approach to planning, implementing, and evaluating community health improvement strategies.

Despite historically scarce reporting requirements, many hospitals have provided substantial community benefits to their communities for decades; however, beginning in 2009, as part of new community benefit reporting requirements, non-profit hospitals were required to complete the IRS form 990 Schedule H.⁷ The IRS form includes questions about how the organization assesses community needs and how community benefit programs are structured to address identified needs.⁸ In addition, with the enactment of the Patient Protection and Affordable Care Act, non-profit hospitals will be required to conduct a community health needs assessment at least every three years and adopt an implementation strategy to address the community health needs identified by the assessment. The act requires that the community health needs assessment "takes into account input from persons who represent the broad interests of the community served by the hospital facility, including those with special knowledge of or expertise in public health."⁹ As a partner in the MAPP process, hospitals can demonstrate collaborating with the community, including public health experts, to assess community needs, identify solutions, and implement health improvement strategies.

[2] Fact Sheet: MAPP and Non-Profit Hospitals: Leveraging Community Benefit for Community Health Improvement

How can MAPP communities encourage local non-profit hospitals to join the effort?

One of the primary tenants of MAPP is its focus on the local public health system (LPHS). A successful MAPP process includes active participation from many different sectors of the community—from the public school system to the faith community and the hospital system. Recognizing the unique value that each LPHS partner brings, MAPP facilitators should spend ample time during “Organize for Success”¹⁰ discussing MAPP’s agency-specific, LPHS-specific, and community-wide benefits with prospective partners. These conversations present opportunities for MAPP facilitators and partners to identify how MAPP can accomplish the priorities of all parties involved within the context of MAPP’s emphasis on strategic thinking, community engagement, and LPHS strengthening.¹¹

For non-profit hospitals to fulfill their mission and retain tax exempt status, they must provide programs and services that assess and respond to local community health needs. By engaging in MAPP, hospitals not only work toward fulfilling their community benefit requirements but also gain access to a comprehensive dataset that includes information about community health status, local public health system functionality, community needs and assets, and local, state, and national forces of change. Additionally, as with all LPHS partners that participate in MAPP, hospitals build new partnerships and benefit from the community’s strengthened public health infrastructure and improved ability to anticipate and manage change. United with a common framework and shared values, non-profit hospitals, local health departments (LHDs), and LPHS partners can collectively move communities closer to the ultimate goal of improving the public’s health.

New to MAPP?

MAPP, which includes completion of the National Public Health Performance Standards Program local instrument, is a community-wide strategic planning process for improving community health and strengthening the LPHS. Facilitated by public health leadership, MAPP provides a framework that helps communities prioritize public health issues; identify resources for addressing them; and develop, implement, and evaluate community health improvement plans. The MAPP process does not create a strategic plan for the LHD; rather, MAPP results in a strategic plan for the entire community. MAPP communities frequently cite the following outcomes:

- Increased visibility of public health;
- New advocates for local public health;
- Increased ability to anticipate and manage change;
- Strengthened partnerships; and
- Strengthened public health infrastructure.

National Health Reform Outlines New Expectations for Non-Profit Hospitals

The Patient Protection and Affordable Care Act requires non-profit hospitals to (1) conduct a community health needs assessment at least every three years and (2) adopt an implementation strategy to meet the community health needs identified by the assessment. The community health needs assessment must include input from persons who represent the broad interests of the community served by the hospital facility, including those with special expertise in public health and be made widely available to the public.¹²

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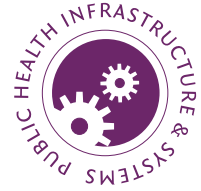
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[FACT SHEET]

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12. One Hundred Eleventh Congress of the United States of America. (2010).



The National Connection for Local Public Health

www.naccho.org



The mission of the National Association of County and City Health Officials (NACCHO) is to be a leader, partner, catalyst, and voice for local health departments in order to ensure the conditions that promote health and equity, combat disease, and improve the quality and length of all lives.

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