PROPOSAL SUBMITTAL FORM

Agency Information

Agency Name: Common Good Community Development Corporation

Mailing Address: 1015 North Limestone Lexington, KY 40505

Street Address: Same

Phone: (859) 338 - 3935

Is your Agency registered with the IRS as a 501(c)3 organization? ☑ Yes ☐ No

*Note: Agencies **must** be registered with the IRS as a 501(c)3 organization to be eligible for ESR Program funding.*

Does your agency have a current profile with Blue Grass Community Foundation's GoodGiving.net? ☑ Yes ☐ No

*Note: Agencies **must** have profiles with GoodGiving.net to be eligible for ESR funding.*

Website Address: commongoodlex.org

Agency Representative *(typically the Executive Director - Name, Title, Phone, Email)*:

Laura Gallaher, Executive Director, 859-333-5336, laura@commongoodlex.org

Person Completing Application *(Name, Title, Phone, Email):*

Karissa Porter, Development Director, 859-338-3935, karissa@commongoodlex.org

Program Information

Name of program for which funds are being requested: **After-School Program 2019-2020**

Total Funding Amount Requested: $ **56000.00**

RFP #12-2019 PROPOSAL SUBMITTAL FORM

- **Save this PDF formatted Proposal Submittal Form to your hard drive before beginning to enter responses in it to ensure your responses are saved to the form.**
- **LIMIT RESPONSES IN TEXT BOXES TO 250 WORDS**
- **REMINDER: All proposals must be written in a clear and concise manner, as there will be no follow-up or clarifications to proposer's submittal form once the evaluation process begins.**

5.1 Program Proposal & Design

5.1.1 Needs Statement—Purpose of the Program Proposal / Problem Statement **15 Points**

Using local data, provide a description of the problem in Fayette County. Identify the specific population your program is targeting (i.e. age, geographical region, economic status, etc.) and explain why. Discuss whether this population is under-served or at-risk. Describe your understanding of the local system of services addressing this problem, obstacles and/or opportunities your clients face, and how your agency fits within this system of services.

According to the 2017 North Limestone Cultural Plan, 37% of residents in Lexington's North End do not have a high school diploma, compared to 11% in Fayette County. The share of households living on less than $25,000/year jumps from 18% countywide to 30% in the North End. Since 2011, Common Good (CG) has worked with families, schools, and the community to give children and youth living in these neighborhoods an opportunity to overcome these odds. Of the 36 students enrolled in the elementary after-school program, 28 attend Arlington, 3 William Wells Brown, 2 Northern, and 3 Coventry Oaks. According to 2018 test scores, Arlington is in the bottom 5% of elementary schools in Kentucky. Arlington is comprised of 40% Hispanic children, 27% black, and 23% white, and 89% of students qualify for free/reduced lunch. In CG's youth program, 8 students attend LTMS, 11 Bryan Station Middle, 2 Morton, 1 Winburn, 7 Bryan Station High, 5 Frederick Douglas, 1 Lafayette, 1 Tates Creek and 3 STEAM. CG focuses on four areas: education, recreation, leadership development, and spiritual formation. This wholistic approach promotes thriving children, strong families, and flourishing neighborhoods. The schools where CG's students attend have programs geared toward enhancing student engagement and increasing test scores. However, very few programs offer students and families ongoing mentorship or wholistic assistance in removing barriers to their own success. 82% of families CG serves are non-native English speakers, making access to services especially challenging. CG desires to help remove those barriers.

5.1.2 Service Delivery Model **15 Points**

What steps will you take or what activities will you provide to assist clients in achieving these goals? Describe each "unit of service" you will provide for clients and how often and how long this service will be provided (e.g. a one-time three-hour training; a weekly one-hour support group for 12 weeks; one 30-minute health exam twice a year; 1-3 hour advocacy services as needed; etc.) How will these services address the problem as identified in the Needs Statement above? Be specific.

Daily programming - Monday through Thursday, 2:40 - 6pm for 34 weeks/year. Educational enhancement, leadership development, recreational activities and mentoring to 76 students. Additionally, 3 CG staff members provide 2 hours/week of in-school literacy tutoring for 34 weeks/year. CG's youth program director provides mentoring and accountability to students in their middle schools.

Elementary Program Clubs - 3 x week for 34 weeks/year. Many of our students attend schools where extracurricular content is not taught, and most students cannot afford to participate in private extracurricular activities. Arlington currently has no art or science programming. CG's club times offer access to these activities such as cooking, Urban Ninja (positive movement), gardening, and art. With additional funding, CG will add science club.

Mission: Transition - 2 hours/week for 34 weeks/year. CG's college-readiness program is part of youth programming. High school juniors and seniors meet with staff and mentors to pursue post-high school opportunities. Many students living in under-resourced neighborhoods, and particularly immigrant students are not aware of the opportunities and resources available to them. Funding will also be used to host the College Readiness night for CG families and the community to learn about financial aid, scholarships, and the particularities of immigration statuses related to college admissions.

Parent Leadership meetings - 2 hours once a month for 8 months/year. Focused on parenting support, leadership development, removing barriers to school communication, and family outings. These meetings engage parents who might not otherwise be involved in their child's school because of linguistic or cultural barriers.

5.1.3 Client Eligibility and Requirements **5 Points**

What eligibility requirements must clients meet to qualify for services? What are the expectations of clients while receiving services? (e.g. client must pay $30 fee for each class; client must remain sober; client is responsible for chores; nothing other than participation in services; etc.)

Common Good's programs are neighborhood-based, and clients receiving services live in or very near the physical location. Families pay $10 per school year per child for the after-school program and $10 per child for the 6-week summer program. This contribution gives parents a buy-in without being prohibitive to anyone. Common Good does not financially screen participants, but based on staff awareness of participating families, 95% of families in the program live at or below the poverty level.

The expectations for students in the after-school program include regular attendance (attendance policy is reviewed with students and parents at the beginning of the program); respect for staff, volunteers, and property; and respect for each other. CG has a behavior system that rewards positive behavior and effort with CG Bucks (a micro-economy where students can earn and spend the Bucks in CG's store) and also removes Bucks for negative behaviors. The expectations for CG students are high, but so is the support in place to help them understand social and emotional implications of their actions. Students are treated with respect for their own personhood as they navigate the complexities of growing up. CG staff are trained in trauma-informed care, and all mentors are given thorough training on CG policies.

5.1.4 Evidence-Based/Best Practice **10 Points**

Describe the evidence-based or promising practice model on which this service approach is based. Provide particular sources that indicate what you are doing is best-practice.

Asset-based community development (ABCD) is at the heart of CG's work. CG believes in bringing those who are most impacted by marginalization and societal challenges to the forefront therefore empowering them to own their personal and community development. This means that CG staff also live in the service area. This geographic proximity is essential to being part of the community and invested in the common good. Studies in community development have repeatedly shown that sustainable development involves those most impacted and must rely on the skills and strengths of the community.

CG also believes in the model of mentorship. CG requires mentors to commit to an entire semester of service and to serving the same day once a week for a 3-hour block of time. This commitment can seem daunting, but it provides students with consistency from caring adults who show up when expected. This has been CG's model for 7 years. Some mentors have been mentoring in that capacity for all 7 years. This school year, CG has 68 mentors who show up weekly to assist with homework, to play, to pour into student's lives, to listen, and to advise. These relationships are key to CG's work. Mentors come from all walks of life, and CG intentionally recruits mentors whose stories and life experiences represent the demographic of CG students. Recruiting local community mentors as well as mentors of color is critical to success and is proven as the most effective mentoring model (nationalmentoringresourcecenter.org).

5.2 Program Measures & Evaluation

5.2.1 Service Efficacy & Desired Outcomes **10 Points**

What do you hope to help your clients achieve? What are some examples of goals you will set with clients? What is your service philosophy in terms of helping your clients achieve these goals? Describe how you define "successful" completion of services. (e.g. service is complete if: client remains for entire three-hour training; client continues services until judge orders otherwise; etc.) What percentage of clients meet that criteria for success?

Sense of security - many families CG serves are in tenuous situations due to financial stress, immigration status, and/or trauma. CG desires to be a safe place where each individual student and his or her entire family are welcomed.

Post-secondary opportunities - CG longs for all students to know their available options. While the barriers are real, so is the support system and the ability to reach their goals. CG has 11 graduates pursuing post-secondary options, and 2 graduates, have completed BA's, and 1 is working toward a higher degree.

Students improving their academic performance - CG is able to see students make academic gains. CG provides accountability to students by monthly checking on grades, behavior and attendance with teachers.

Extracurricular opportunities - Working in partnership with other organizations, CG is able to assist students who might not be able to afford or have transportation to extracurricular activities.

CG measures success as students being engaged in the program, attending regularly, desiring success, and making gains academically and socially. CG hopes that students and families will remain engaged in its programs for the long run. CG offers post-graduation support through Mission: Transition, and therefore students have a way to be plugged in even after high school ends. Graduates returning as mentors is a big goal for CG, and CG has recently been able to hire one of its graduates as a part-time staff member. CG also brings on graduates as summer interns and current students as summer youth employees.

5.2.2 Client Empowerment & Community Impact **10 Points**

Describe what meaningful difference these services make in the lives of people served. What value is added to the community? Provide examples. (e.g. client demonstrates change in attitude; client has behavior change; etc.)

D began attending CG's programming when he was in the 8th grade. At 7, his family arrived here as refugees from Congo. His family purchased a Habitat for Humanity home in CG's service area, and he began attending the after-school program with his 3 siblings. He was able to receive homework help, specifically with English and writing, and his natural gifting towards math and computers began to shine. His senior year, D realized that college was exactly what he wanted for his life. He enrolled in Mission: Transition. He participated in the ACT course and succeeded on the test. He worked weekly with staff and mentors to complete college applications, FAFSA paperwork, and scholarship applications. He had visited over 10 colleges through CG's summer program, and he really liked the University of Louisville. He applied and was awarded their Cardinal Fellowship, a 100% scholarship for first-generation college students. He was elated, his family was proud, and the CG community was not surprised, but so grateful to be on this journey with D. He is now doing incredibly well as a sophomore at UofL studying Electrical Engineering. D recently returned as the special guest speaker at CG's annual youth retreat this spring.

Navigating American educational systems can be complex for those born into them and nearly impossible for those coming into them with economic, cultural and language barriers. CG exists to see these barriers removed and encourages the community see that there is room for all at opportunity's table.

5.2.3 Data Assessment & Quality Improvement **10 Points**

While it doesn't have to be complicated, evaluation is more than saying "we provided this many 'units of service.'" How will you know if your services have been effective? How does this relate to the desired outcomes for your clients? How will the information gathered be used to improve your services in the future? Be specific (for example, data collection may be through focus groups, pre-and post-tests, client satisfaction surveys, etc.), and also **be specific regarding sampling size and frequency of evaluation.**

36 elementary students will take reading assessments at the beginning and end of each semester through the Reading A-Z assessment. This will allow CG staff to evaluate gains in literacy for both the students who are native English speakers as well as the students who are enrolled in English Language Learner (ELL) services. 24 out of 36 will make gains of at least one level from the beginning of the fall semester to the end of the spring semester. This information will inform how the literacy component of programming is structured.

CG program staff will meet with teachers 2 times/year to discuss student academic gains and struggles. These meetings will inform the type of curriculum implemented during after-school and summer programming.
CG has 42 families represented in our 76 students. 1 parent/guardian from 25 different families will attend at least 2 Parent Leadership Team meetings annually.

Parents/guardians will be given surveys in April of 2020 to rank their evaluation of the after-school program, including an evaluation of Parent Leadership Team meetings. These evaluations will help guide the direction of programming.
Youth will maintain a consistent 65% attendance rate, and elementary students will maintain a consistent 80% attendance rate. This will be tracked through weekly attendance records.

5.3 Capacity & Sustainability

5.3.1 Staff Qualifications & Experience **5 Points**

Provide information on the key/primary individuals that will be involved in the provision of services and demonstrate that they have the capacity to address the stated need. List each position by title and name of employee, if available. Describe the anticipated roles and responsibilities for each person as it relates to this project. Describe the experience, expertise, and capacity of each individual to address the proposed activities.

Brenda Vanegas - Senior Program Director. Brenda has been on staff since September 2016. She has a BA in psychology from UK. She is originally from Mexico and is a native Spanish speaker. Brenda will transition to the new Program Director role in August 2019, overseeing all after-school and summer programming and supervising the elementary and youth program directors. Brenda embodies many experiences of CG families, including being a DACA recipient and navigating the educational system as an immigrant.

Noranne Hendricks - Elementary Program Director. Noranne has been on staff with CG since August 2017. She holds a degree in Community Leadership Development from UK. Noranne is currently fulfilling her second Americorps year of service and then will transition to full-time Elementary Program Director in August 2019. Noranne brings a wealth of personal and professional experience to this role. As a black woman born and raised in Louisville, she understands the dynamics of growing up as a woman of color in Kentucky. Noranne will work with organizational partners to plan and implement club times.

Philip Manga - Youth Program Director. Philip joined CG's staff in January 2018 after initially serving as a volunteer. He has a BA in sociology from UK. Philip is a native of the Democratic Republic of Congo and is fluent in Swahili, Lingala, and French. His experience as a refugee who arrived in the US at 13-years-old resonates with many students and families. Philip will work with the Parent Leadership Team and Mission: Transition.

5.3.2 Partnership & Resource Leverage **5 Points**

How do your programs and services support our community's comprehensive response to the identified priority area of Community Wellness & Safety? Does your organization have any formal agreements or informal working relationship with other local service programs?

What role does your governing board members, volunteers, and / or donors play in facilitating viable service delivery and program administration? Does your program have any major civic benefactors or corporate sponsors? Describe other secured funding sources and committed operational resources your organization has allocated for the proposed program.

CG's programming is based around the assessment that the community was lacking in safe, equitable spaces for students and families. CG's programming meets needs not being met elsewhere. Although other after-school programming exists in CG's service area for elementary students, it is often unaffordable. There is a significant gap in services for area middle and high school students. Most of the youth in CG's program attend because they desire to be there, not because a guardian requires them to be. This buy-in from youth is essential to their success and the success of the program.

CG has many informal partnerships including Seedleaf, Urban Ninja, local schools, Transylvania's Community Education Through the Arts program, Lexington Art League, UK Pharmacy school, God's Pantry, Centenary UMC, and Embrace UMC.

CG has a very engaged board of directors. 3 of our 12 board members volunteer weekly. The board provides programming advice and oversight. The board oversees the executive director in her role. Volunteers are also crucial to the after-school program's success. For the 2019 spring semester, CG has 68 weekly mentors as well a crew of 23 volunteer cooks.
CG does not have major civic benefactors or corporate sponsors. CG relies on individual donors for 80% of its budget. CG received $91,000 in pledges and donations for 2019 in October 2018. CG hosts a walk fundraiser in June every year that raised over $30,000 last year. The after-school program is funded in part by the Early Childhood Literacy and HSG Art grants from BGCF.

5.3.3 Outreach & Inclusion Strategy **15 Points**

Demonstrate how the program will ensure services are available and accessible by all potential participants, especially related to language barriers for persons with limited English proficiency; persons with physical or other disabilities; and persons impacted by poverty and economic distress.

Has your organization enacted any policies (or employs any standard operating procedures) to ensure equitable service opportunity and / or benefit program to a diverse cross-section of the greater community?

CG's after-school program is a neighborhood-based program, so students and families do not need to own a vehicle or access public transportation to arrive at the location. Currently, the student population includes 40 Latino students, 33 African or African-American students, and 3 white students. 30% of CG's students are receiving ELL services at school, and 82% of the families served are non-native English speakers. CG works with some of the most marginalized populations in Lexington. CG's staff represents the families served. Among staff members,staff, CG's language capacities are Spanish, French, Swahili, and Lingala. This allows services to be provided in multiple languages and helps families to feel welcomed and to know they belong. CG's fee structure of $10/child for the entire school year, regardless of income, creates equity among all participants. CG's daily meal is provided by God's Pantry through the Kid's Cafe program, and any child who needs a meal is welcome to eat here. CG's ratio of adult mentors to students is very low: there is typically 1 mentor for every 3 students. This enables students with high needs to receive individualized attention, while still allowing every student to receive time and attention from mentors and staff. Common Good very intentionally strives to be a place of welcome and belonging, and CG allows individuals and families to see their assets as beneficial to the larger community.

6.0 Program Budget Summary Form Instructions

Proposal Submittal shall be considered incomplete and shall be rejected without completed Budget Summary Form. *(Including total amount of ESR grant request.)*

For organizations requesting funding for more than one program in this RFP, combine into a single Program Budget narrative for the proposal.

Please note that the Program Budget will be part of the grantee agreement with LFUCG and regular tracking and expenditure reporting will be required.

To ensure readability and uniformity, please use the Program Budget form included. Provide brief line-item detail as specified in each section below and verify all calculations.

This section provides a summary of the total proposed Program Budget for FY 2020. It requests the allocation of all projected funding amounts (City and non-City sources) for anticipated FY 2020 program expenditures.

Total Program Budget

Column A should reflect projected expenditures for the entire program (not just the proposed LFUCG ESR grant funding request portion). When the chart is completed this column should equal ESR Grant Funding Request plus other/non-ESR program funding. (A=B+C)

ESR Grant Funding Request

Column B is the grant amount being requested from this RFP to support this program's services to eligible Fayette County Participants.

Non-LFUCG Program Funding

Column C is the non-LFUCG ESR funding that is allocated to the Total Program Budget (A-B = C).

This form is for the budget for the PROGRAM applying for ESR funds, not the total agency budget.

For each category identify the amount requested and the amount to be leveraged through other programs or organizations (if applicable).

Staff Salaries – Identify the number of Full-time position salaries allocated to the program, and part-time positions allocated to the program, and the amounts of each allocated to Columns A, B, & C.

Consultant Services – In the "List Details" box, **briefly** describe any expenses associated with providing expanded supportive services or other services for which the organization intends to contract with another entity. Any of these expenses to be provided by the proposing organization should be included in other line items.

Space/Facilities – In the "List Details" box, **briefly** list the basis of the allocation of rental costs, utilities, janitorial costs, and any other facility costs for the Program. Identify any office or program space in an LFUCG owned building, and any other costs (rent, monthly utilities, etc.) reimbursed to LFUCG.

Scholarships/Stipends – In the "List Details" box, **briefly** list the type of scholarships or stipends, and include the number of people or organizations to receive funds.

Operating Expenses – In the "List Details" box, **briefly** list the costs associated with expenses, supplies, utilities, and any other expense associated directly with the operation of the project.

Other – In the "List Details" box, **briefly** list any other costs for the Program not covered above.

PROGRAM BUDGET SUMMARY

Agency Name **Common Good Community Development Corporation**

Program Name **After-school program**

FY 2020 (July 1, 2019-June 30, 2020) Total Program Budget

	# of Employees:	Column A Total Program Budget [= B+C]	Column B ESR Grant Funding Request	Column C Non-ESR Program Funding [A-B]
1. Staff Salaries for Program				
Full-Time (FTE)	4	123,569	40,000	83,569
Part-Time	1	3,770		3,770
Total Salaries		127,339	40,000	87,339
3. Consultant Services	$	5,200	3,000	2,200
list details	Payments to other non-profits or businesses for services rendered. Seedleaf, Urban Ninja, Lexington Art League, Community Artists, Living Arts and Science Center			
4. Space/Facilities	$	4,000	1,500	2,500
list details	Internet and phone bills reimbursed to Embrace UMC - $250/month, repair and maintenance of space - $1000.			
5. Operating Expenses	$	68,100	8,000	60,100
list details	Insurance for agency - $3700, vehicle insurance - $3200, executive salary (part in programming) - $20000 and development director salary - $15000, program supplies, Parent Leadership Team supplies - $1000, Background checks for volunteers - $2000			
6. Scholarships / Stipends	$	3,000	1,500	1,500
list details - numbers & amounts	2- $1500 scholarships for seniors enrolled in the Mission:Transition program			
7. Other	$	7,000	2,000	5,000
list details	Staff training and development for program staff as it relates to their positions.			
8. TOTAL PROGRAM BUDGET	$	214,639	56,000	158,639

Cost per Program Participant: $ 2,044

I understand that this document in its entirety is incorporated into my grant Agreement with the Lexington-Fayette Urban County Government.

Authorized Representative *(typed name)*: Karissa Porter

Title: Development Director **Date**: 04/18/2019