PROPOSAL SUBMITTAL FORM

Agency Information

Agency Name: Carnegie Center for Literacy and Learning

Mailing Address: 251 W. Second Street; Lexington, KY 40507

Street Address: 251 W. Second Street; Lexington, KY 40507

Phone: (859) 254 - 4175

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: www.CarnegieCenterLex.org

Agency Representative *(typically the Executive Director - Name, Title, Phone, Email)*:
Neil Chethik, Executive Director (859) 254-4175 ext. 24 neil@carnegiecenterlex.org

Person Completing Application *(Name, Title, Phone, Email):*
Jennifer Mattox, Development Director (859) 254-4175 ext. 25 jmattox@carnegiecenterlex.org

Program Information

Name of program for which funds are being requested: **Achievement Gap Reduction Initiatives**

Total Funding Amount Requested: $ **130,200**

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.

The KY Dept. of Education's 2017-2018 KY School Report Card shows that Fayette Co. Public School's achievement gap continues to be an ongoing problem in both reading and math. With the exception of Asian students, students of color were dramatically farther behind grade level than their Caucasian peers—a difference of 25-30% in reading and 25-40% in math. Likewise, a significant gap of nearly 40% exists between financially disadvantaged vs. non-disadvantaged students.

Carnegie's programming for children ages 0-18 has proven effective in combating the achievement gap. Our 27-year-old tutoring program has helped thousands of students from low income families with reading and math, and our students are diverse; 78% are children of color. Other programs tackling illiteracy include pre-reading and reading groups, math classes, writing workshops, academic enrichment camps, family literacy programs, author visits in Title I schools, book giveaways, and much more. These programs serve students from most Fayette Co. schools and are designed to primarily impact at-risk and/or underserved children.

While tutoring and other children's services/programs exist in Fayette Co., what makes the Carnegie Center a leader in education outside the schools is our long record of successful results and program designs that have been continually updated to meet children's learning needs. We provide experienced, expert instructors; hands-on learning made fun; many free programs; scholarships to all in need; and program designs recognized both locally and nationally for programming excellence.

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.

Children do not receive a grade or complete a certificate in our Achievement Gap Reduction Initiatives; rather, learners strive to meet their personal learning goals. In our tutoring program, working toward the child's identified learning needs becomes the focus of one-on-one tutoring sessions for an hour each week in our school-year session, six-week summer session, or 15-17-week semester sessions in schools. Other Carnegie programs are designed for a group/class as a whole, varying by program. Educational classes span 1-12 weeks for an hour to an hour-and-a-half. Six Camp Carnegie offerings each last half-a-day for a week in July. Monthly Family Fun & Learning Nights occur six times a year and last two hours. Ten or more Youth Meeting Authors school visits will take place this year, lasting one to two hours. Free books are given away throughout the year through our programs, authors' school visits, outreach fairs, in our building and seasonally in Triangle Park, through Scholastic Book Fairs we offer free to students, and to all babies born at Baptist Health Lexington.

We break down barriers to learning. Achievement Gap Reduction Initiatives are free or low cost with scholarships available to eliminate financial barriers and attract children from low-income families. We help children access reading materials by giving books away. Outreach and publicity efforts help us serve a diverse demographic of students (e.g., 78% of tutees are students of color) and instructors of color help attract diverse students. Combined, these efforts address the achievement gap problem.

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.)

Eligibility requirements are minimal, and expectations are clearly conveyed. The in-house tutoring program is for children in grades K-12 who are performing behind their peers in school, and we have a one-time sliding scale registration fee of $5-$60; outreach tutoring sites have no fees and are for children from that elementary school. To remain in our tutoring programs, children must regularly attend. Our free Family Fun & Learning Night is for families of elementary-aged children. Camp Carnegie serves rising middle school students and the fee is $25-$75 per camp. Educational classes are for all ability levels in targeted age groups and often are free, though the $65 ACT workshop includes a review book. For every program with a fee, scholarships are given to those in need. We require parent participation in early learner programs targeting children ages 0-5.

When selecting outreach sites for our Youth Meeting Authors program, Carnegie Club outreach tutoring sites, and other educational programs, we seek schools and community spaces primarily serving children of color and/or low-income families. We place a priority on schools whose standardized test scores are low. Teachers in those schools often select students in grades 1-3 for our outreach tutoring program, based on need. We don't charge the outreach site for our programming and we often bring additional benefits, such as free books for their students or their libraries. We're growing our outreach sites to bring our children's programming into areas of town where it's needed most.

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.

Our family literacy programs, including Family Fun & Learning Nights and early learner book groups, use a family engagement model to encourage participation between children and their guardians (sources 1, 4). When parents are involved in their kids' learning experiences, children are more likely to have higher grades, attendance, social skills, behavior, reading acquisition, and graduation rates (sources 3, 5).

Our tutoring program and children's workshops use several research-based best practices such as high-quality literature, integrated phonics instruction, balanced student-teacher interactions, in-class reading time, and one-on-one or small group work (source 2).

Sources:

1) Bouffard, S., Westmoreland, H., O'Carroll, K., & Little, P. (2011). Engaging families in out-of-school time programs. In H. Kreider & H. Westmoreland (Eds.), Promising practices for engaging families in out-of-school time (pp. 3–19). Charlotte, NC: Information Age.
2) Gambrell, L.B., & Mazzoni, S.A. (1999). Principles of best practice: Finding the common ground. In L.B. Gambrell, L.M. Morrow, S.B. Neuman, & M. Pressley, (Eds.), Best Practices in Literacy Instruction (pp. 11–21). New York: Guilford Press.
3) Henderson, A. T. & Mapp, K. L. (2002). A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Southwest Educational Development Laboratory.
4) Little, P. (2011). Family engagement needs inventory. San Antonio, TX: Edvance Research.
5) Sénéchal, Monique (2006). The Effect of Family Literacy Interventions on Children's Acquisition of Reading. Portsmouth, NH: National Center for Family Literacy and National Institute for Literacy.

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?

With our Academic Achievement Gap Initiatives, we want children from all areas of Lexington to have the best chance at a bright future, filled with career opportunities and a high quality of life. As reading, writing, and math skills improve, a child's confidence also improves, which translates to other areas of life. By breaking down barriers—financial, language, cultural, and others—we help them succeed in their learning goals, and for some families, end a cycle of illiteracy and poverty.

Some goals are to help children improve academic performance at school; inspire an interest/love of learning, reading, and writing; and help children prepare for college and potential careers. To work toward these goals, we provide a friendly, stimulating learning atmosphere. In class, group, and camp settings, children face each other and interact. We encourage children to talk with authors on visits. Tutoring students find comfy spots to read, sidewalk chalk for math problems outside, and snacks to fill hungry bellies.

Success in our children's programs in measured in terms of the child gaining new knowledge. How much the child gains, and in which areas, varies from program-to-program and student-to-student. Pre- and post- tutoring assessments, and parent and teacher reports help measure tutoring success; on average, a child gains 1.5 grade levels after a year in our program. In other programs, impact and knowledge gained is measured through evaluations and feedback. Overall, we have nearly a 100% rate of success in teaching children new skills and useful knowledge.

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.)

Our Achievement Gap Reduction Initiatives make a lasting impact on children's lives, opening up a world of potential through learning.

We offered a free Scholastic Book Fair at Russell Cave Elementary, where every student selected two books and we paid for them. The children were eager to read, excited to keep the books. We inspired FCPS to offer a free book fair at all 24 Title I elementary schools. "It wouldn't have happened without your sponsorship of Russell Cave! You are truly THE literacy leader in our community," wrote the Scholastic Books representative.

"I was doing all I could but needed help," one tutoring parent told us. "Once [my daughter] started tutoring, we saw results within months. Not only did her reading levels improve, but so did her math scores. One of her favorite words was 'I can't.' We no longer know this word."

At a Carnegie Club in a Title I school, one parent said, "I don't have a car so [this is] very convenient; we live across the street." Another parent said, "I don't speak English and can't afford a tutor. I know he is getting the help he needs in reading and spelling here."

After the Arlington Elementary Youth Meeting Authors visit, the librarian said, "In a time when they're cutting funding for these kinds of programs, this visit means everything." One YMA author, a retired teacher, said, "As a long-time educator, I can see tangible, measurable benefits of the Carnegie Center's programming."

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.**

With former teachers and education experts on staff, an assessment strategy is part of each program.

Our in-house tutoring program uses pre-tutoring assessments on each child (200/school year) to help determine areas of need, and post-tutoring assessments on a random sample to determine programming effectiveness. We also receive parental reports on grades and on progress from tutors.

At the end of each class, participants complete surveys. The wording for teens and younger children matches reading level, asking questions such as "Did you enjoy this class?" and "Name one thing you learned in this class." Parents help with early learners' evaluations. Most of our 1,000+ participants are present when evaluations are distributed. We also receive unsolicited feedback from students/their parents.

Evaluations of Family Fun & Learning Nights and large-group programs are based on qualitative anecdotes from the ~800 participants and their parents/teachers. The stories we hear about the positive impacts of these programs continue to show us how effective and important these programs are to the community.

We use the collected information to decide on and improve future classes and programs regarding instructors and content. This includes ideas for future classes, which we consider both regarding matching our mission, our access to qualified instructors, and what educational opportunities the community needs.

This feedback helps help determine effectiveness of our programs, and ensure that students are learning. Success will be measured in terms of meeting our program goals, reaching targeted attendance numbers, creating quality experiences, and impacting the local community.

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.

Laura Whitaker, Program Director: Laura has an MA in Public Administration and has coordinated Carnegie's children's programming since 2007. Laura arranges workshops, camps, and community events. For many years she also served as Supervisor of the Lexington Literacy AmeriCorps*VISTA Consortium, overseeing up to 10 VISTA sites simultaneously. She also served on the University of Kentucky's Common Reading Experience selection team for two years before the program's elimination.

Erica Cook, Children's Outreach & Volunteer Coordinator: Erica has a degree in Communications with a nonprofit emphasis, and is fluent in English and Spanish. She oversees outreach tutoring sites, coordinates outreach and family events (e.g., Youth Meeting Authors, Family Fun & Learning Nights), and recruits volunteers to help with programs. She also serves on the Fayette County Public Schools' Community Partners Leadership Team and is a member of the Central Kentucky Association of Volunteer Administrators.

Carol Jordan, Tutoring Coordinator: Once a certified kindergarten teacher, Carol now oversees our thriving tutoring program, including three tutoring staff and all tutors and students involved in the program. She's also the liaison with parents. While under her supervision the past seven years, our program has been named the "Best Tutoring Center in Lexington" each year by Lexington Family Magazine.

Marcia Thornton Jones, Tutoring Associate: Marcia assists Carol with tutors, students, and parents as needed. Marcia was also a certified elementary teacher in the Fayette Co. Schools before retiring, and is the author of over 130 children's books, including the Bailey School Kids series published by Scholastic.

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.

The Carnegie Center meets several of the identified priority areas, providing affordable learning opportunities for children, from babies to age 18, especially in regards to reading, writing, and math. We also provide academic enrichment and introductions to potential careers through Camp Carnegie; college mentoring for help on the ACT, SAT, and college essays, applications, and scholarships; and tutoring and classes for English Language Learners. Our free programs and scholarships assist families impacted by poverty, and parents find support through early learner programs and family literacy nights, which demonstrate how to be involved with their child's learning.

Formally, we are a God's Pantry partner, providing snacks for our tutoring program and Camp Carnegie students. Erica Cook is also on the FCPS Community Partner Board and we are a Family University sponsor. Informally, we partner with individual FCPS, local universities (for tutors, including ELL tutors), Step-by-Step (teen mothers), and educational nonprofits such as Lexington Public Library.

Board members assist with making community connections and some are tutors or volunteer at events such as our Scholastic Book Fairs in schools. Carnegie's 500 volunteers/year are mostly tutors and children's programs volunteers, and funders such as Jr. League of Lexington provide volunteers.

Consistent funders include Toyota, William Stamps Farish, Children's Charity Fund of the Bluegrass, Orphan Society, PNC, and Blue Grass Community Foundation. Newer supporters include the William R. Kenan, Jr. Charitable Trust (major grant support for Pre-K-12 programs), Scholastic Books (discounted book prices), and NFL player Wesley Woodyard's 16Ways Foundation (books and tutoring scholarships).

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?

We are deliberate in providing a welcoming atmosphere for our diverse community; every day, people of different ages, skin colors, sexual orientations, religions, economic levels, and educational backgrounds all intermingle beneath one roof. Seasonal program catalogs include real photos of these patrons. In an award-winning video about the Carnegie Center, an African American woman said, "It's a place where I've watched different communities converge in one particular building and form a cohesive community."

Erica Cook (Children's Outreach & Volunteers) is fluent in English and Spanish, and we also offer ELL classes for children and adults. All staff are experienced in assisting limited English proficiency speakers.

Our building is handicap accessible and we make accommodations for learners needing help due to visual and hearing disabilities. Children with dyslexia characteristics receive help at the summer IDEA Camp.

We're conscious of financial struggles of low income families, and also those above poverty level whose finances are tight; most children's programming is offered at no cost, and for those with fees, scholarships are available to all in need.

The Carnegie Center has a Non-Discrimination Policy, adheres to LFUCG's Affirmative Action Plan, and is an Equal Opportunity employer. We are a Kentucky Nonprofit Network Best Practices Partner, following the best practices for fiscal control, responsibility, and ethical standards as outlined by KNN's team of nonprofit experts. As part of our Strategic Plan, we are adding more people of color for open staff and board positions as well as authors and instructors for programs.

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 **Carnegie Center for Literacy and Learning**

Program Name **Achievement Gap Reduction Initiatives**

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)	7	197,620	**41,080**	156,540
Part-Time	8	93,270	**33,920**	59,350
Total Salaries		290,890	**75,000**	215,890
3. Consultant Services	$	65,345	**10,000**	55,345
list details	Program/class instructors, stipends for authors and artists leading learning activities			
4. Space/Facilities	$	0	**0**	0
list details	N/A - Carnegie's building rental and maintenance are donated			
5. Operating Expenses	$	71,110	**30,000**	41,110
list details	Office supplies, accountant fees, janitorial, website, phones, etc.			
6. Scholarships / Stipends	$	24,280	**5,000**	19,280
list details - numbers & amounts	Scholarships to programs with fees, and in some cases, where the program is offered at no cost to all attendees due to scholarship funds			
7. Other	$	93,795	**10,200**	83,595
list details	Program supplies (books, tutor background checks, paper, writing utensils, learning games, etc.), program publicity, and professional development of literacy staff			
8. TOTAL PROGRAM BUDGET	$	545,420	**130,200**	415,220

Cost per Program Participant: $ **114**

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)*: Neil Chethik

Title: Executive Director **Date**: 4/17/19