PROPOSAL SUBMITTAL FORM

Agency Information

Agency Name: Living Arts and Science Center

Mailing Address: 362 N. Martin Luther King Blvd., Lexington, KY 40508

Street Address: Same as above

Phone: (859) 252 - 5222

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.lasclex.org

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

Renee Shepard, Interim Executive Director, 859-252-5222, rshepard@lasclex.org

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

Ethan Sharp, Grants Program Manager, 859-252-5222, esharp@lasclex.org

Program Information

Name of program for which funds are being requested: **Science Explorers**

Total Funding Amount Requested: $ **51,600**

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.

Science Explorers (SE) is an award-winning childhood development program provided by the Living Arts and Science Center (LASC) as a free service. SE addresses the need for low-income children to participate in pro-social out-of-school activities, to get more involved in science, technology, engineering and math (STEM), and develop skills and proficiency that support continued engagement in STEM throughout their lives. SE is the only out-of-school STEM program designed for students in Title I elementary schools in Fayette County. SE address the factors that contribute to lower average rates of achievement in STEM for low-income and minority students, including disparities between Title I schools and schools for more affluent families. In many Title I elementary schools, funding for science labs and STEM specialists has been cut. SE also addresses family and environmental stressors that make learning difficult for children in poverty, by engaging families in learning activities, reducing language and cultural barriers, and addressing transportation needs. SE's target population are students in grades 3-5 and their families in the following Title I Fayette County elementary schools: Arlington, Cardinal Valley, Russell Cave, William Wells Brown and Yates. All students are from low-income households. 100% of students in all schools qualify for free or reduced lunch. About 28% of students are Black; 51% are Hispanic. In 2018, Arlington, Yates and William Wells Brown were among the lowest performing schools on state proficiency assessments. Average proficiency scores for Cardinal Valley and Russell Cave were also below the state average.

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.

In FY 2020, SE's team of educators will provide: 1) 1 hour presentations in all grade 4 classrooms in 5 Title schools introducing urban ecology and reaching more than 350 students. 2) 90 minute after-school sessions focused on first-hand learning activities in 5 schools for 7 weeks in fall and 6 weeks in spring, serving a total of 250 students. Each session will be limited to 25 students, and facilitated by 2 or more educators. 3) Two-hour Celebration Nights, 2 each semester, at the LASC. Attendance for Celebration Nights will be about 400 students and family members. 4) 2 family field trips during the school year for 300 students and adult family members. The field trip to McConnell Springs will last 3 to 4 hours; the trip to Big Bone Lick State Historic Site, 6 to 8 hours. 5) Other family engagement activities, including a "Water is Life" Discovery Night and student and family participation in Lexington's annual Reforest the Bluegrass event. 6) A new pilot SE summer program at the LASC, lasting 6 hours per day for one week in June, for a total of 30 hours, allowing 25 students who have demonstrated leadership in SE to continue learning in the summer. Activities will improve learning and skill development, support Title I schools and school teachers, engage families in students' educational progress, build students' confidence, allow opportunities for students to demonstrate leadership with peers and siblings, and connect underserved families with the natural environment.

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.)

The LASC provides all SE activities at no cost to participating students, families and schools. To be eligible, children must be in grades 3-5 in the Title I elementary schools listed above. Schools provide classroom space for after-school sessions, ensuring that sessions are readily accessible to students, and teacher liaisons help us to achieve our enrollment goals. To enroll a child for the semester, we ask the child's parent or guardian to sign a form giving the child permission to participate and agreeing to help the child participate in SE consistently. Students are asked at the beginning of the semester to treat teachers and equipment respectfully, and encouraged to have fun exploring and learning. Children are enrolled on a first-come, first-served basis; through outreach and teacher support, we ensure that we have a different cohort of students each semester. Themes and activities change from one semester to the next, so SE is new and exciting every fall and spring. Themes for next year will be "Extreme Habitats" and "Our Changing Planet." We encourage enrolled students to attend all SE activities throughout the semester, including family engagement events. For FY 2020, transportation will be provided to Celebration Nights and the summer program at the LASC for students and families as needed. Participation in the summer field trip will be limited to students who have consistent attendance in after-school sessions in the spring; we will select students for the summer program who have demonstrated leadership as peer mentors.

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.

SE emphasizes the following evidence-based practices that lead to positive outcomes for children and youth: 1) early intervention and positive reinforcement for children whose daily challenges may interfere with successful learning, 2) first-hand, participatory learning that support social skill development, as well as greater proficiency in STEM, 3) encouraging students and family members to communicate and participate in learning activities together, 4) communicating with adult family members in Spanish in schools with high percentages of English Language Learners (ELL), and 5) coordinating with classroom teachers and supporting their instruction of Next Generation Science Standards (NGSS). SE implements these practices through closely mentored, hands-on collaborative projects aligned with NGSS in after-school sessions and family engagement events. SE newsletters and all printed SE materials are provided in Spanish, as well as English. For FY 2020, we will implement a new evidence-based practice: a pilot summer program that addresses summer learning loss. Studies show that summer learning loss can be more severe for children from low-income households, and summer programs help students to maintain enthusiasm for learning during summer break. Sources for best practices include the National Science Teachers Association (NSTA). According to NSTA, students learn best when they are involved in first-hand exploration and investigation; instruction builds directly on the student's conceptual framework; and content is organized around broad conceptual themes. SE is focused on engaging themes and topics that connect students and families with the natural environment, and maintains a supportive, non-competitive environment that makes learning fun.

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?

SE encourages underserved children and families to explore and develop an enthusiasm for learning, and helps them to set goals that will allow the SE program to reach its maximum potential for success. We ask enrolled students and families to participate in all SE activities; with newsletters and family engagement activities, we encourage students and adult family members to remain engaged and communicate about what students are learning. We provide students learning materials to share with families and scholarships that allow students to take spring break and summer classes at the LASC for free. Our service philosophy is focused on building broad community support for low-income and minority children, developing a rich STEM learning ecosystem that contributes to higher levels of academic achievement, and inviting children and families to have fun discovering and learning. The elements of success are consistent attendance in SE activities for all enrolled students; high percentages of enrolled students attending family engagement events with their families; improvements in students' STEM knowledge, and receiving useful feedback from adult family members and teacher liaisons. We also look for evidence that students are improving their performance in school, and that students and families are participating more frequently in the LASC's other programs. Last year, about 65% of students consistently attended after-school sessions; more than 60% of students attended family engagement events with their families; and an estimated 30% of SE students and families returned to the LASC for additional programs.

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.)

SE is free for participants and designed to address some of challenges that low-income students and families face. We make SE after-school sessions readily accessible, assist with transportation for SE activities that take place outside of the schools, communicate consistently with Spanish-speaking families in Spanish, and create enriching learning environments in which students learn and become mentors to peers and siblings. Through these efforts, SE has a meaningful impact in the lives of participating students and families. SE helps students to be inspired by STEM and supports improvements in academic achievement in underperforming schools. It creates new and additional opportunities for families to be involved in their students' education and facilitates greater communication between students and families. Family involvement, as noted above, is an essential element of children's academic development and progress. Students improve their confidence in learning and social skills, as well as develop an enthusiasm for STEM and the natural world. The value that SE adds to local communities is greater pride in their students and schools, more effective partnerships linking communities, schools, and educational nonprofits, greater knowledge and appreciation of STEM, and a recognition that learning science can be fun and people of all ages and abilities can participate and benefit from it. SE plays a crucial role in Fayette County's STEM learning ecosystem, by expanding learning opportunities in STEM, making opportunities accessible to a broader range of communities, building stronger relationships between the LASC and low-income families, and supporting students in lifelong pursuits of STEM knowledge and skills.

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.**

For FY 2020, we will use the evaluation tools that we currently rely on, as well as develop some additional evaluation measures, to continue improving the program's effectiveness. We track each student's attendance in SE activities, and maintain records of total attendance for after-school sessions and family engagement events. SE educators keep journals recording observations of students' engagement, and noting improvements in students' confidence and skills. SE educators administer pre- and post-tests to students each semester assessing their knowledge of key STEM topics. Over the course of 6 weeks of activities, we regularly see students' scores improve by 60% or more on the tests. We administer surveys to adult family members during family engagement activities. Last year, family members gave the program an average rating of 4.5 to the questions (on a scale of 5, with 5 "being strongly agree"), did they see the program as beneficial, and did the program help improve their child's academic performance? SE educators meet with school teacher liaisons each semester to discuss the program and ensure that it supports classroom learning. Through the evaluation process, we continued to develop and refine the SE program, and we have seen increases in the percentages of students consistently attending all SE activities and levels of family engagement each semester. We expect these trends to continue. Next year, with the help of our VISTA volunteer, we will work with schools to gather additional data on students' school attendance and performance in school to assess the broader impacts of the program.

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.

Debbie Harner, the LASC's Lead Discovery Educator, is the SE program coordinator. She holds an MA in elementary education, and has more than 25 years of teaching experience, with more than 10 years at the LASC. Katherine Bullock, Discovery Education Director, will assist with urban ecology presentations and family engagement. She has worked at the LASC more than 13 years on the development of STEM curriculum, exhibits and outreach, and has a BA in arts education. Debbie and Katherine have collaborated on the SE program throughout its history, which is now in its 14th year, and has received several awards, including the Golden Apple Partnership Award from Fayette County schools. Heather Donlan and Brittany Kinnard, SE Program Assistants, will assist Debbie with all SE activities. Heather has a BS in wildlife management and 3 years of experience as an arts and science instructor. Brittany has a BS in animal science and 4 years of experience as a wildlife educator. Anna Fedorchuk, Discovery Educator, will also contribute to instruction in after-school sessions and facilitate family engagement. Anna has a BA in fine arts and 4 years of teaching experience. A full-time VISTA volunteer will assist with outreach and evaluation. The LASC's Executive Director (ED) will oversee the SE program. Currently, the interim ED is Renee Shepard, who holds an MPA and has extensive experience with nonprofit management. The LASC's board is currently conducting a national search for a new ED, who will have significant experience with arts and science education and grant administration.

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.

SE and all of the LASC's programs contribute to community wellness and safety by providing enriching, supportive environments for children and youth when they are out of school. Most of the LASC's programs take place in our new facility, which serves as an anchor for community development for the North Martin Luther King neighborhood and other nearby neighborhoods. SE is the LASC's signature after-school program; most SE activities take place in the participating schools after the school day ends, supplementing other after-school care or activities, and allowing students to learn and build relationships with SE educators. To offer SE, the LASC has formal agreements with participating Title I schools. We collaborate with STEM specialists at the University of Kentucky, who visit after-school sessions and give presentations as volunteers each semester. SE also relies on the help of volunteers from the community, especially for Celebration Nights and other family engagement events. SE educators work with and schedule presentations, featuring live animals, by the Kentucky Reptile Museum and other wildlife experts each semester. We collaborate with staff at McConnell Springs Park and Big Bone Lick State Historic Site to provide fun, educational field trips. The LASC is a member of the NASA Kentucky Space Grant Consortium. SE educators will work with Space Tango and other partners to schedule field trips for the 2020 summer pilot program. SE receives additional support (reflected in our budget) from the LG&E and KU Foundation, the LFUCG Stormwater Incentive Grant program, and the NASA KY Space Grant Consortium.

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?

SE is focused on serving children in underperforming schools with high percentages of students living in poverty. We promote the program frequently and in a variety of formats to eligible students and their families, and emphasize that the program is open to all students, including students with disabilities and ELL students. After-school sessions, as well as activities at the LASC, are fully accessible to students with physical disabilities. In FY 2020, we will take the following steps to reach a diverse range of students and families each semester: 1) We will work with school teachers on planning and promoting SE, and the VISTA volunteer will participate in family nights and other school events to share information about SE. 2) Presentations will be provided on urban ecology and other STEM topics to all 4th grade students in the 5 schools to generate broad interest in SE. 3) For students who are enrolled in SE, we will send home weekly newsletters with updates, news and suggestions for activities that support students' learning. 4) All program materials will be printed in both English and Spanish. 5) We will provide transportation for students and 1 adult family member per student for fall and summer field trips. 6) We will provide transportation from participating schools to the LASC for Celebration Nights and the pilot summer program. The LASC's strategic plan, which guides the policies of the SE program, establishes that the LASC will ensure equal access to programs and opportunities for children and adults of all backgrounds and abilities.

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 **Living Arts and Science Center**

Program Name **Science Explorers**

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	37,200	**18,200**	19,000
Part-Time	3	18,000	**14,000**	4,000
Total Salaries		55,200	**32,200**	23,000
3. Consultant Services	$	8,000	**2,000**	6,000
list details	Presentations by Kentucky wildlife experts, presentations featuring live animals by Animal Tales, and presentations by University of Kentucky graduate students and faculty calculated at an average of $500/presentation x 14 presentations. Presentations by UK personnel will be offered as in-kind contributions to the project.			
4. Space/Facilities	$	2,400	**1,200**	1,200
list details	The LASC's facilities will be used for Celebration Nights and the pilot summer program. Cost of rental and janitorial services for Celebration Nights is calculated at $300/night x 4. Cost of classroom space for 6 hours x 5 days for the summer program is calculated at a total of $1200. The LASC will contribute summer classroom space as cost share.			
5. Operating Expenses	$	13,200	**7,800**	5,400
list details	1) All materials and supplies for SE activities, at $6,700. 2) Printing of fliers, newsletters, and other items, at $1,100. 3) Office supplies, transportation expenses and other operating expenses for LASC personnel supporting SE, calculated at $450/month for 12 months, for a total of $5,400 (The LASC will contribute item 3 as cost share.)			
6. Scholarships / Stipends	$	0		
list details - numbers & amounts				
7. Other	$	12,600	**8,400**	4,200
list details	1) Food for Celebration Nights, at $2,200. 2) Food for summer program and field trip, at $1,400. 3) Bus rentals and drivers for students and families participating in Celebration Nights and summer program at $4,800. 4) Bus rentals and drivers for field trips at $4,200 (The LASC will cover item 4 with non-ESR funds.)			
8. TOTAL PROGRAM BUDGET	$	91,400	**51,600**	39,800

Cost per Program Participant: $ 52

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)*: Renee Shepard

Title: Interim Executive Director **Date**: 4/19/2019