PROPOSAL SUBMITTAL FORM

Agency Information

Agency Name: The Nathaniel Mission

Mailing Address: 1109 Versailles Rd. Suite 400, Lexington, KY 40508

Street Address: 1109 Versailles Rd. Suite 400, Lexington, KY 40508

Phone: (859) 255 - 0062

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.nathanielmission.com

Agency Representative *(typically the Executive Director - Name, Title, Phone, Email)*:
Dan Baer, Executive Director, 859-255-0062, dbaer@nathanielmission.com

Person Completing Application *(Name, Title, Phone, Email):*
Meghan Talley, Program Director, 859-255-0062, mtalley@nathanielmission.com

Program Information

Name of program for which funds are being requested: **Extended Learning Opportunities**

Total Funding Amount Requested: $ **97,400**

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.

Nathaniel Mission's (NM) target population are the communities along the Versailles Road Corridor, specifically Cardinal Valley (less than a mile from NM) and small neighborhoods like Speigle Heights (directly behind NM). The poorest elementary schools in all of Fayette County are located in our neighborhoods, Harrison (HES) with 265 students and Cardinal Valley (CVES) with 610 students.

English Language Learners make up 59% of CVES students, demonstrating a high need for extended learning opportunities. Kindergarten Readiness scores for 2018-2019 show that 92.3% of CVES and 83.7% of HES were not ready. This is a huge barrier to academic success which can be seen by comparing scores with other elementary schools; Cassidy Elementary School who had only 17.3% of entering Kindergarten students not ready. The 2017-2018 K-PREP test scores show that 47.7% of CVES students and 36.2% of HES students scored novice in reading.

With this huge need in academic support, there is lack of resources. At HES, 91% qualify for free meals with 88% of CVES qualifying. For CVES students the only opportunity for academic support is tutoring at Village Branch Library and the only enrichment opportunities are small 2-day a week groups at CVES. For HES students in our neighborhoods there is more opportunities but lack of transportation and financial resources are barriers.

Poverty, family instability, language barrier, and lack of services point to students being underserved and at-risk. NM seeks to bridge that gap by providing the holistic intervention needed for families.

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.

Our targeted effort is to provide extended learning opportunities focused on academics, enrichment, and mentor relationships. This is tailored to seen-needs of academic support, accessible opportunity, and intervention for at-risk students.

These opportunities include after-school programs and summer enrichment camps. Two different sites (CVES and NM) each provide a 4-day a week and 2.5-hour a day program with a routine of healthy snacks, physical activity, mentor relationships, homework help, reading, and enrichment activities. During the summer months, camp will be held at two different sites (Valley Park & NM) for 2 weeks each providing a 4-day a week and 4-hour a day summer enrichment program.

This focused time is well-structured with SAFE instructional components, which include step-by-step teaching (S), active forms of learning (A), focused specific time and attention on skill development (F), and explicit in defining the skills being taught (E). Our programs give ample time to engage in math, reading, science, and an array of arts, physical recreation, character building, service learning, and tutoring not available during the regular school day. There is intentionality built in our schedule for academic support with a goal to challenge each student every day and provide social-emotional support that helps children manage toxic stress, trauma, and adverse child experiences through mentor relationships.

We recognize that parents and caregivers are students first and important teachers. Families of students are given opportunities for active and meaningful engagement in their children's education, including opportunities for educational development through monthly family nights and staff home visits.

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.)

Our focus on is the Versailles Road Corridor, which includes HES and CVES as well as Picadome and James Lane Allen elementary schools. Though the program is targeted at HES and CVES, other students in the area will be not turned away, but will have to provide their own transportation to program sites.

We will require a small fee to register for the program ($10 for the school year and $5 for two week of camp). Parents/Caregivers will be required to sign an agreement of expectations. For our after-school program, this agreement will include expectations for students during the program (behavior, homework, reading and participation), regular attendance of the program (defined as 50% of program days), home visits (two times a year), at least one parent/caregiver attending monthly family nights regularly (attending 6 of the 9 events). For summer enrichment camp, this agreement will include expectations for students during the program (behavior and participation) and regular attendance of the program (defined as 50% of program days).

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.

Empowered by the Read for Success model by Reading Is Fundamental, our program implements six components to improve scores and motivate students to learn: book ownership, books for classroom, professional development (staff/volunteers, seeing the impact of decisions, framework of the program and participants, and handling challenges), literacy resources (for instruction), STEAM activities, and parental engagement. Students whose Lexile reader measures were in the 10th percentile or below saw significant gains during the research study (Reading is Fundamental 2015). This is at the heart of our learning community culture.

This holistic approach to extended learning opportunities provides environment to our program. Our environment consist of in-school curricular alignment with resources for students to engage and take home, trained staff and intentional parent engagement. This positions our staff to provide an effective program, which is characterized by having these four instructional components: step-by-step instruction, active or hands-on practice of skills, focused time and attention on skill, and explicit in defining skill (SAFE) (Durlak et al., 2010).

Programs that had all 4 of these components saw differences in outcomes pertaining to drug use, positive social behaviors, reduction in problem behaviors, school attendance, school bonding, school grade, self-perceptions, and academic achievement. For example, on average, youth gained 8 percentiles in standardized test scores, showed increase of 11 percentiles in social behaviors (e.g., cooperation, helping others), and show a reduction of 12 percentiles in problem behaviors (e.g., aggression, noncompliance) if they were in a SAFE program (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011).

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?

Our hope is a connection of school-day lessons to their everyday. We have the capacity to strengthen students' engagement in school and set higher educational aspirations. Our hope is to develop a program that provides significant improvement in their self perceptions, improved social behavior, and decreased problem behaviors. In addition to supporting a child's development and igniting a passion for learning, our hope is to positively impact a child's academic performance.

These hopes are seen in our goal to increase reading achievement and overall grades, regular attendance, and completion of enrichment classes. Objectives associated with these goals are 60% of students enrolled will have regular attendance, 85% of regular attendants complete homework assignment and 75% spend 20 minutes reading, and a 25% increase in enrichment pre/post tests. These objectives are healthy indicators of "successful" completion of services in school or summer program, but our hope is that each child that walks in the door of NM would feel seen and loved, and they would be academically challenged.

For families, our program hopes to raise engagement in their child's education, act as a bridge (families and schools), and provide wraparound services to families—such as parenting education and connection to social services. We believe that this relationship between NM and parents takes time in order to build trust. Success will look like open communication from NM staff, attendance of 60% of family nights and beginning to develop family goals that will be set out in home visits with staff.

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 desire is to continue with our families all throughout their student's school-age-years and beyond. With the stated promising practices above, there is academic success. Students improved their school attendance, class participation, behavior, and academic scores and grades, which narrow the achievement gap between high- and low-income student. High school graduation rate increases. Students are equipped to integrate into higher education and/or Lexington community.

Looking at the long-term, these programs support our communities workforce. Businesses want to hire problem solvers and team players, and these are the skills they are developing in our programs with a special focus on STEM careers.

Throughout the last two years of working with neighborhood kids, Yankle is one of many meanfuling stories that NM has seen. Yankle is a soft spoken 1st grader at CVES. He has a sweet smile, but that smile quickly faded as you focus his attention on school work. His family (he with three sisters and mother) fled from Honduras a year and a half ago. He struggled to communicate, and because of that struggle, he acted out. Mom has very few support systems, and English is one of the huge barriers their family faces. After participating several months in after-school, his teacher shared that the extra support he receives on Monday and Wednesdays in the library equipped him to be successful. Instead of acting out, there is an excitement for learning and a change of attitude. Like many of the children at CVES, Yankle's struggles are not unusual.

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.**

Developing a curiosity in learning, improving social and emotional skills and supporting student's academics will be motionitored several ways. Attendance records will show the amount of impact and consistency of student participation. These records will be taken each day of programming. This will measure student desire to participate and learn. Five times a year all regular attending students (start of school-year and summer program, mid-school-year, and at the end of the school-year and summer), will complete feedback surveys, allowing us to gage experiences and view of program.

At the beginning and completion of the program, parent and teacher surveys will measure trust and rapport by assessing the areas of improvement in excitement for learning, social and emotional changes, and academic gains. Qualitative data of student grades and homework completion will be receive from classroom teachers each semester.

Pre and post surveys will measure student knowledge when they begin and complete an enrichment class with students participating in at least four classes. These surveys and data will directly impact the improvement for our summer and school year programs.

As well, attendance will be taken during family nights and parents will be surveyed to assess goals that will be developed. Quantitative and qualitative data will then be taken to our extended learning opportunities leadership team where they will assess areas of improvement and set up goals and objectives for the following year. These goals and objectives will match specific desired outcomes and programming will mirror these improvements.

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.

2 Program Coordinators (NM & CVES Sites): Program Oversight: Recruit families, establish learning environment, oversee planning and implementation. Leadership: Develop focused programs to achieve agreed upon goals and objectives. Establishes helpful and strategic partnerships. Volunteer Recruitment and Management: Works to recruit volunteers. Screens, empowers, equips, communicates and invests in volunteers to adhere to safety policies and to determine best fits for service. Administration: Direct program budget, establish program calendar, maintain consistent contact with staff, board, supporters and network. Apply for grants in conjunction with program director.

2 School Year Interns (CVES & NM Sites): Assist with leading program - meals, games, enrichment activities
2 Summer Teachers (Reading & STEM): Develop curriculum and teach lessons

Program Director: Meghan Talley, since January 2017. With 15 years of experience working with children & youth, she started an after-school program at The Foundry Christian Community Center in Bowling Green, KY.
Support: Weekly meeting with staff, provide training and guidance; Accountability: Ensure goals and objectives are being met; Sustainability: apply for grants and secure funding
Social Worker: Qualifications - Fluent in Spanish; Masters in Social Work. Communication with families through home visits and phone calls; Assist families in setting goals; Connect families to resources as needed
Office Administrator: Stephanie Martinez, since April of 2018. She is fluent in Spanish and easily develops relationships with other. Administrative tasks such as communication pieces and translation of documents; Utilize general NM volunteers to prepare lessons and activities

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.

As we have formed relationships in our community, our desire is builds on what is currently available. Some of these organizations are Partners for Youth who leads a Neighborhood Youth Council and Community Partners Meeting, Village Branch of the Lexington Public Library, who functions as a bridge into the community, Cardinal Valley Park Activities Board, who activity look for activities for kids, and school administrators and teachers, who welcomed us to use their space. In Speigle Heights neighborhood, we have worked alongside Antioch Baptist Church, Hope Springs Community Church, the neighborhood association, and community leaders.

We built and will continue building a great network that have helped us throughout the past two years. Enrichment program partners include: Bluegrass Greensource, Eastern KY STEM, Lexington Storytellers, Kentucky State Beekeepers, Lexington Police Officers, Food Chain, Lexington Public Library, Seedleaf, UK Extension Office, Bricks 4 Kids, and the Raptor Rehabilitation of Kentucky. God's Pantry and CVES provides healthy meals.

As a Methodist, we are connected throughout the Lexington District of the United Methodist Church to 70 churches, 8 of them actively serving, and connected to 8 other congregations, which provide volunteer and financial support. From our staff, volunteers, and board, we have development a leadership team that provides accountability, leadership, and program directives.
Our health and wellness initiatives have been supported by Good Samaritan Foundation. Summer enrichment camps has been supported by Partners for Youth's Grassroots Grant. Individual supporters have sponsored our students through a scholarship campaign for after school programming.

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?

Knowing transportation is an issues for our families, CVES program is held at the school and parents are able to easily pick up their student or students simply walk home. For the NM site program, students are able to ride their normal school bus and then walk to NM and to walk home.

For CVES language is a huge barrier. We have been intentional about hiring support staff who are fluent in Spanish to help bridge this gap. This includes our Office Administrator and Social Worker. If a parent speaks another language, we rely on school support to begin the relationship with families. School administrators and teachers are aware of program and provide referrals. Once this relationship is established, we will be seek out support from Access Language Solutions to provide translators (by phone or schedule appointment) as well as translation of documents.

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 **The Nathaniel Mission**

Program Name **Extended Learning Opportunties**

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)	1	40,000	**13,500**	26,500
Part-Time	4	94,000	**51,100**	42,900
Total Salaries		134,000	**64,600**	69,400
3. Consultant Services	$	2,000	**2,000**	0
list details	Access Language Solutions: Translation by phone ($2/min), by appointment ($40/hour, min. 2 hours) and through documents (est. for 3 families - each: 2 appointments, 1 hour by phone = $840 and 9 families night events = $720, document translation = $440			
4. Space/Facilities	$	29,900	**21,900**	8,000
list details	NM Children's Wing Suite & Offices: $1,000/mo; Janitorial: $125/mo Utitliies: $ $700/mo Valley Park: $800 ($100/day for 8 days); CVES: $7,200 ($50/day for est.144 days of after-school)			
5. Operating Expenses	$	10,000	**2,500**	7,500
list details	After-School Curriculum, Resources, & Supplies: $3,000 Summer Enrichment Camp Curriculum, Resources, & Supplies: $4,000 Guest/Enrichment Speakers/Programs: $2,000 Volunteer Recruitment, Screening: $500; Training: $1,000			
6. Scholarships / Stipends	$	6,400	**6,400**	0
list details - numbers & amounts	2 - School Year Interns: $4,000 ($2,000-NM; $2,000-CVES) 2 - Summer Teachers: $2,400 (2 teacher for $75/day for 16 days)			
7. Other	$	0		
list details				
8. TOTAL PROGRAM BUDGET	$	182,300	**97,400**	84,900

Cost per Program Participant: $ **4,557.50**

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)*: Daniel Baer

Title: Executive Director **Date**: 04/18/19