PROPOSAL SUBMITTAL FORM

Agency Information

Agency Name: The Salvation Army

Mailing Address: 736 W. Main Street Lexington, KY 40508

Street Address: 736 W. Main Street Lexington, KY 40508 Corporate Address: 440 W. Nyack Rd

Phone: (859) 252 - 7706

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.salvationarmylex.org

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

Major Thomas Hinzman, Central Kentucky Area Coordinator, (859) 252-7706, thomas.hinzman@us

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

Melissa Childs, Grant Writer, (859) 252-7706, melissa.childs@use.salvationarmy.org

Program Information

Name of program for which funds are being requested: **Boys & Girls Club of the Bluegrass**

Total Funding Amount Requested: $ **66,000.00**

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.

We work in partnership with the Fayette County Public Schools to provide after-school and summer education for some of our community's most vulnerable K-12 children. The majority of children we serve are low income, over 80% are from single parent families, and more than three quarters are non-white. A 2016 study by the Annie E. Casey Foundation found that by fourth grade, African American and Hispanic boys were already reading at proficiencies significantly below their Caucasian peers. This is especially relevant in Fayette County where 46% of elementary students are not proficient in reading and nearly half of middle school students are not proficient in math (Kentucky Youth Advocates, 2018). In addition, nearly one quarter of the children served by our Club last year were homeless and at high risk of falling behind in school. A recent article in Lexington's Herald Leader found that 50% of homeless Fayette County students receiving letter grades had at least one D and 43% had at least one F. In addition, half of homeless school-aged children struggle with depression and anxiety (American Psychological Association, 2015). Our program bridges this gap through targeted education and comprehensive support, giving children what they need to catch up and succeed.

We serve children from local schools without an after-school program (like Harrison Elementary) and from schools whose programs are over-capacity (such as Meadowthorpe, Sandersville, and Coventry Oak). In addition, homeless children residing at our Emergency Shelter on the same campus attend our program free of cost.

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 Club supports approximately 200 children each year with programming available from 2:30 – 6:00 p.m. during the school year and all day during the summer. All day programming is also offered when schools close for inclement weather, ensuring children always have a safe place to learn. As described in our Needs Statement, the children we serve are at high risk of falling behind in school. If they are going to overcome poverty they will need a strong education, so we start with tutoring provided by licensed Fayette County Public Schools teachers (2-3 days per week). More than 1,800 hours of tutoring were provided last year. We work to build skills in core subjects with additional daily math and reading practice through Lexia Reader and Triple A Math, more than 4,000 sessions of which were completed by our students last year.

Though academics are vital to our students' success, this alone will not allow them to overcome the complex barriers they face. Children also participate in health, life, and social skills classes (126 classes last year) promoting kindness, healthy living, and positive choices. Activities like music, art, and sports help them build self-confidence and learn to work with others. Healthy snacks (25,190 last year) and meals (3,660 last year) are served, allowing them to focus on their learning instead of their hunger. It is this combination of physical health, mental competency, social skills, and emotional stability that will allow children to build a strong future.

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 Boys & Girls Club serves children grades K-12. In order to protect the health of all children in our program, families must provide an immunization record for their child at enrollment. Children are expected to behave in a way that demonstrates respect for all staff and participants and does not endanger others (no weapons, drugs, or violence are allowed). However, we work with children to help them learn habits of positive behavior, knowing that many of them come from difficult home environments. In the past year, only two children have been removed from the program for behavioral reasons.

The vast majority of the families we serve are low income and their children attend at a cost that is far below what we need to provide these services. Our base fee is $35 per week during the school year and $90 per week for all day summer programming, but we work to reduce that even further by providing scholarships to more than 80% of our students. In addition, we accept Kentucky Child Care Assistance Program (CCAP) payments and all homeless children attend free of cost. The average out of pocket cost that families are currently paying is $18 per week per child.

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 program is unique because we provide comprehensive support that leads to long term success. Other programs offer support in one area – education, recreation, or mentoring – but ours focuses on all of these areas and more so that children have the best chance possible to succeed.

We utilize the Boys and Girls Club of America (BGCA) curriculum and standards of operation, focusing on three priority outcomes – academic success, good character and citizenship, and healthy lifestyles. In 2005, BGCA partnered with the Search Institute to undertake a comprehensive nationwide study identifying the program elements that best contributed to student success. They found that student experiences in five key areas – safety, belonging, supportive relationships, meaningful opportunities, and recognition – directly correlated with their achievement in the three priority outcomes. For example, students who report positive experiences in these areas are 38% more likely to be on track for on-time graduation, 45% more likely to volunteer on a monthly basis, and 40% less likely to consume alcohol. Each year our Club, along with more than 4,000 others, surveys students in these areas and submits data related to their achievements. BGCA then uses this data, along with long term tracking of participants, to continuously improve our services.

The BGCA approach has been nationally recognized by many others for its impact on students. For example, a Columbia University study examining BGCA programs similar to ours found that participants had, on average, 15% higher grades and 87% fewer missed days of school than their peers.

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 service philosophy is to address the needs of the whole person, knowing that it is a combination of many factors - academic skills, physical health, life and social skills, and more - that causes students to succeed or fail. Our services are designed to benefit children both now and continuing into adulthood. While this process will not truly be "completed" for many years, we are able to measure the impact on those we serve using common milestones of success. For example, we know from the BGCA research described above that student experiences in five key areas are directly related to their outcomes in academics, citizenship, and healthy living. Last year 75% of our local students reported a high sense of emotional safety, 91% felt that they belonged, 94% reported strong connections with adults, 91% reported a sense of leadership, and 92% felt they had received recognition for positive behavior.

With your support, we expect to achieve the following:

• A least 90% of children will attend school for more than 90% of school days.
• 80% of parents will report that their child's grades are excellent or good (at or above what the parent thinks the child is capable of achieving).
• At least 70% of elementary-age students served will improve their reading by at least one grade level as measured by Lexia Reader assessments.
• An average of at least 90% of students will report strong experiences in belonging, adult connections, leadership, and recognition. At least 70% will report feeling emotionally safe.

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.)

Children in our program are better prepared to succeed both in and out of the classroom. They build habits of homework completion, gain knowledge in math and reading, and learn life skills like money management. They make positive choices, gain confidence, and build skills in leadership. A report by the After School Alliance found that programs like ours have the ability to spark children's excitement about school, helping them set higher educational aspirations for themselves. They found that children who attend are less likely to commit a crime or become involved with drugs. These outcomes have significant implications not only for the children we serve but for the community they live in.

Recent successes include a young boy named Gadiel, who we helped transition to his new home in Lexington while improving his grades to earn a spot on the "A" Honor Roll. LaTodd, who has attended our program for five years, has grown into a role model and leader, patiently mentoring the younger students. Tracy, now a grandmother to one of our students, credits our program with helping her three grown children succeed while she raised them as a struggling single mom. All three are now in college or graduate school.

Also, our program gives parents access to affordable, safe, year-round childcare. Our program only closes in the most extreme weather, staying open for all day programming during unexpected school closures. Because they have access to affordable childcare, parents can work or attend school, improving their financial stability.

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.**

We are constantly seeking feedback to ensure that our services are effective in meeting the needs of our students. We work to capitalize on strengths and address concerns both individually and program-wide.

All of the elementary age students in our program are evaluated for reading comprehension through the Lexia Reader program. Our Program Director monitors the amount of time each student practices along with their progress so that additional support can be provided if needed. During the upcoming school year we'll be launching a new math education program through Dreambox that will allow us to monitor student progress in a similar way. In addition, parents are surveyed twice per year to provide information about their child's grades, school attendance, and perceptions of the Club. On average, 67% of parents complete the survey. The results are used by our program leaders to guide decisions on areas to improve for the upcoming semester.

Also, all regularly attending students (those who attended at least an average of once per week in the six months prior to the survey) complete the annual BGCA National Youth Outcomes Initiative survey measuring their experiences in the five key areas of safety, belonging, supportive relationships, meaningful opportunities, and recognition. The results of this survey give us guidance on where we need to improve and are discussed with our Club's Advisory Council. Additionally, BGCA uses the results of these surveys, along with long term tracking of program participants, to make curriculum and operational changes nationwide.

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.

Our organization is equipped with a talented staff and a network of resources available through both The Boys and Girls Club and Salvation Army nationwide. Our program staff are well educated, with our two lead staff members having complementary backgrounds in education and social work. They are supported locally by our Fiscal Manager, Executive Assistant for Human Resources, and Development Team. Our two Area Coordinators, Majors Thomas and Susan Hinzman, oversee and guide our program with more than 60 years of program management experience combined. Each staff member has a personal development plan with goals for improvement and participates in a minimum of 15 hours of continuing education per year to meet these goals. All staff are certified in CPR/First Aid and trained to respond to medical incidents involving head trauma. Our key program staff members include:

• Scott VanFossen, Executive Director, Masters in Education, 33 years of experience in education. Scott oversees all aspects of our Club including staff, program activities, data collection, and compliance with licensing requirements.
• Quentin Carter, Program Director, Masters in Social Work, 10 years of experience in youth development. Quentin plans and leads daily activities at our Club, working in cooperation with Group Leaders and volunteers.
• Group Leaders (Renda Mobley, Joshua Falconbury, Walker Miller, & additional summer staff). Group Leaders guide and mentor students in age appropriate groups as they rotate through stations for homework, math and reading, art, music, life skills, and physical activity.

Additional support is provided by our maintenance, custodial, and kitchen staff.

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.

We work in direct partnership with the Fayette County Public Schools (FCPS), the central component of our community's structure for childhood and youth development. We are constantly communicating with teachers and administrators on how we can support children in need. FCPS provides licensed teachers to help students with homework and FCPS buses provide transportation directly to our Club. We use the same curriculum for reading support - Lexia Reader - so that children receive consistent instruction and evaluation. We have a strong relationship with the schools' Family Resource offices who refer children to us. Our program's Executive Director serves on the Family Resource Board at Harrison Elementary. James Hodge, the homeless education liaison for FCPS, serves on our Club's advisory council.

In addition to our Salvation Army of Central Kentucky Advisory Board, we have a nine-member advisory council that is focused solely on our Club, proving guidance and assistance with program structure and fundraising. Volunteers help students with homework, art projects, and games while giving them meaningful relationships with caring adults, something that is missing in many of their lives. We have strong support from our community with more than half of our program funding coming directly from individuals. In addition, during this current fiscal year we will receive $72,500 from an anonymous foundation, $25,000 from the United Way of the Bluegrass, $6,000 from the Cralle Foundation, $4,200 from the Children's Charity Fund of the Bluegrass, and $1,750 from the LG&E and KU Foundation in designated support for this program.

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 frequently serve children with disabilities including physical impairments and learning disabilities such as ADHD and Asperger Syndrome. Our building and rooms are handicap accessible. We work closely with parents to identify the accommodations their child will need and implement them, so that every child may participate as fully as possible. For example, we recently purchased a modified game controller for a student with hand mobility limitations so that he could engage in the same games as the other students. Due to staffing limitations, students must be able to provide their own self-care (eating, using the restroom, etc.) In the past, the children we've served have all spoken fluent English, but we are seeking to expand our language accessibility, especially for communications with parents. We are requesting funds to support the use of a local interpretation service (available over the phone or in person) that would allow for communication between program staff and parents through an interpreter.

No child is turned away from our program due to an inability to pay – we offer scholarships and accept CCAP payments. We work to eliminate transportation barriers with busing directly from most schools and transportation provided by us from the rest. Year-round programming, including all day summer hours, ensure that parents who need to work have consistent access to childcare.

All Salvation Army programs adhere to our non-discrimination policy. Need knows no race, ethnicity, gender, religion, sexual orientation, or language and thus our services are available to all who need them.

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 Salvation Army**

Program Name **Boys & Girls Club of the Bluegrass**

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)	2	97,754	**35,000**	62,754
Part-Time	18	103,154	**20,000**	83,154
Total Salaries		200,908	**55,000**	145,908
3. Consultant Services	$	4,303	**1,000**	3,303
list details	Requested: $1,000 for interpreting/translation services for non-English speaking clients (rate of $39/hr + mileage) Other Sources: $3,303 for contracted position for IT Services			
4. Space/Facilities	$	31,947	**5,000**	26,947
list details	Requested: $5,000 for Utilities Other Sources: $15,747 for Utilities, $1,200 for janitorial supplies, and $10,000 for property upkeep			
5. Operating Expenses	$	65,283	**5,000**	60,283
list details	Requested: $5,000 for Program Supplies Other Sources: $14,144 for Program Supplies, $400 for Continuing Education (many free opportunities also available through BGCA), $10,534 for Equipment/Furniture, $15,198 for Transportation, $486 for Printing & Advertising, $2,697 for Phone & Internet, and $16,824 for Insurance and Licenses			
6. Scholarships / Stipends	$	0	**0**	0
list details - numbers & amounts	Though fee reductions are provided to 80% of our students, we've allocated all program costs into the specific expense items required to provide these services, as described in the sections above and below.			
7. Other	$	44,842	**0**	44,842
list details	Other Sources: $44,842 for local support staff salaries and benefits (accounting, administrative & development)			
8. TOTAL PROGRAM BUDGET	$	347,283	**66,000**	281,283

Cost per Program Participant: $ **1,736**

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)*: Michael J. Southwick

Title: Secretary **Date**: 4-12-2019