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 Gold Seal of Transparency or higher profile on GuideStar.org? ☑ Yes ☐ No
*Note: Agencies **must** have a Gold Seal of Transparency or higher profile with GuideStar.org to be eligible for ESR funding.*

Website Address: www.nathanielmission.com

Agency Representative *(typically the Executive Director - Name, Title, Phone, Email)*:
Daniel 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: Children & Youth Development Programs

Total Funding Amount Requested: $ 57,100

RFP #2-2022 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.

When looking at Fayette County (FC), Cardinal Valley Elementary (CVES) diverges from many other schools. Walking down the hallways, one would find over 600 students, faces that are primarily hispanic (74%, highest in FC), with 64% of classrooms filled with English Language Learners (highest in FC). As you pass by a kindergarten class, only 15% of current students are kindergarten-ready. Looking at 2020-2021 K-PREP, only 13.5% students scored proficient/distinguished in reading and 6.1% in math. These statistical realities (Kentucky Department of Education website) are huge barriers to academic success alone.

The impact of COVID-19 has widened those disparities even more knowing that students are over 5 months behind in math and 4 months behind in reading (McKinsey Report). Students remained stagnant on CVES ' s reading assessment, showing lack of any significant growth in three years. This Fall, the American Academy of Pediatrics declared a national state of emergency in children's mental health.

With academic and social-emotional needs, there is a lack of resources. A high percentage of students are economically disadvantaged, which qualifies the entire school for free meals. The only academic support is homework-help at LPL and 2day/week ESS. The only enrichment opportunities are small weekly groups at CVES.

These children are Nathaniel Mission ' s (NM) strategic target population, due to the great need and lack of support. No other agency is positioned or equipped to make an impact like NM. Poverty, family instability, language barriers, and lack of services point to students being underserved and at-risk.

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 aim is tailored to seen-needs of academic support, accessible opportunities, and intervention for at-risk students.

These opportunities include an after-school program and summer enrichment camp. The after-school program is a 4-day/week and 2.5-hr/day program with a routine of homework help, mentor relationships, reading, healthy snacks, physical activity, and enrichment activities which runs from September to May. During the summer months, camp is held at Valley Park and NM for 4 weeks, providing a 4day/week and 4-hr/day summer enrichment program.

This focused time is well-structured with SAFE instructional components (see 5.1.4). Our programs give ample time to engage in math, reading, science, arts, physical recreation, and social-emotional learning (SEL) not available during the regular school day. Knowing that building literacy skills is critical for student ' s success, students gain STEM concepts and knowledge through read-alouds or independent reading based on choice. Providing space for children to manage toxic stress, trauma, and adverse child experiences, intentionality is built in our schedule for SEL through mentor relationships and aligning with CVES common language by utilizing the Caring School Communities curriculum.

We recognize the primary educator in a student ' s life is their parent or guardian. 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 parent conferences.

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.)

Though our extended learning program is focused on CVES, NM serves the whole Versailles Road Corridor, which includes Harrison, Picadome, and James Lane Allen elementary schools. Students that attend these other schools will not be turned away, but will have to provide their own transportation to program sites. This mainly applies to summer programming. These programs are available to all children who are in kindergarten through fifth grade.

We require a small fee to register for the program ($10 for the school year and $5 for two weeks of camp) with the desire for families to take ownership in the program to solidify regular attendance, rather than a " hand-out " ideology of programming where they can drop-in whenever. We want to emphasize our desire for parents/caregivers to be an active participant in their child ' s education and believe a small fee isn ' t restrictive of participating, but also gives commitment to our programming. Scholarships are available for those who vocalize need. 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),
- parent conferences (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); 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 " (RIF), our programs implement six components to improve scores and motivate students to learn: 1. Book ownership / 2. Books for classrooms / 3. Professional development (staff/volunteers, framework of the program and participants, and handling challenges) / 4. Literacy resources for instruction / 5. STEAM activities / 6. Parental engagement.
Students whose Lexie reader measures that were in the 10th percentile or below saw significant gains during the research study (RIF, 2015). This culture of reading builds and supports students' listening and speaking abilities and enhances their overall language development (Barrentine, 1996; Sipe, 2000).
This holistic approach to extended learning opportunities provides the environment 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: 1. Step-by-step instruction / 2. Active or hands-on practice of skills / 3. Focused time and attention on skill / 4. Explicit defining of skills (SAFE - Durlak, et.al. 2010).
Programs that had all four of these components saw significant improvements in self-perceptions, school bonding, positive social behaviors, academic achievement, attendance, and reduction in problem behaviors. For example, on average, youth gained 8 percentile points in standardized test scores, showed an increase of 11 percentiles in social behaviors, and showed a reduction of 12 percentiles in problem behaviors if they were in a SAFE program (Durlak, et.al. 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 for children to develop meaningful relationships with staff and volunteers, strong social and emotional skills, and to positively impact academic performance. With an environment of love and care, where all children are seen, valued and challenged academically and socially/emotionally, an orientation is created of being open to novel experiences, interested in others and the world, increased inquisitiveness and creativity, and ultimately, lifelong learners.
These aspirations are seen in our goals to increase reading achievement and academic performance, regular attendance, completion of enrichment classes, and build rapport with staff, volunteers and peers. Objectives associated with these goals include:

1. 60% of students enrolled will have regular attendance
2. 75% of regular attenders (RA) will spend 20 minutes working on homework, classroom-related tutoring, or reinforcement of instruction
3. 75% of RA spend 20 minutes reading
4. 25% increase in enrichment pre/post test
5. 50% of teachers see growth in social/emotional skills of students.
6. 75% of caregivers of RA will attend 6 of 9 family nights

These objectives are healthy indicators of " successful " completion of services in school or summer programs.

For families, our program hopes to raise engagement in their child ' s education, act as a bridge (families and school), and provide wrap-around services to families—such as parenting education and connect to social services as needed. Success will look like open communication from NM staff, attendance of 60% of family nights and beginning to develop family goals, which are developed during 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.)

Jazarion has struggled with anger management and de-escalation practices. When mundane routine set in, he became disengaged and unwilling to participate. These times escalated into frequent confrontational moments. We trusted that structure, consistency, communication, and love were the things he needed. Jazarion refused to work individually or in a group setting unless Mr. Hender was there – a man of color, like Jazarion. Mr. Hender was a safe space and a door to change. This semester, Jazarion is more willing to ask questions and has communicated openly with us, rather than shutting down. With the support of CVES, we are able to bring transformation into the lives of our students.

100% of teachers saw improvements in student homework completion and reading skills and highly recommend the program. One teacher noted that students are able to de-escalate and name their problem as well as improving reading comprehension. During the school year, 100% of students completed homework and spent 20 minutes reading. One parent vocalized, " My kids have improved because they teach how to adequately pronounce words to read correctly and those are things that I cannot do as their dad. "

With the stated promising practices and the data above, positive long-term effects on school attendance, task persistence, and academic work habits were observed. The basis of these improvements include social skills with peers, increased prosocial behavior, and reductions in aggression. Students are equipped and empowered to better integrate into the community, seeing themself as valuable and strong, ready to make an impact.

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 meaningful relationships, improving social/emotional skills and supporting student ' s academics will be monitored several ways. Through our database, daily attendance records will determine the level of impact and the consistency of student participation. Student surveys will assess areas such as social competencies with peers, task persistence, work habits, misconduct reductions, quality interactions with staff, quality of interactions with peers, and engagement in program activities. Four times a year, all RA students will complete these surveys.

Surveys completed by staff and classroom teachers include measures of child behavior with other children, social skills with peers, task persistence, and work habits. This data will demonstrate changes in students ' behaviors across the school year. Qualitative data of student MAP test (which provides information on skills students know, current learning, and next step for future instruction) and Galileo assessments will measure language and literacy competency. CVES administrators have granted us access to this data with parent permission. Pre- and post-tests will measure student knowledge at the beginning and at the completion of enrichment classes among students participating in at least four classes. These surveys and data will directly impact improvements for our extended learning opportunities. Additionally, 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 leadership team where they will assess areas of improvement and set up goals and objectives for the following year.

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.

Program Coordinator: Casey Coyle, since June 2019. Fluent in Spanish with a Bachelors of Art in Spanish, she has 6 years of classroom experience and the skills and experience needed to connect with students and families.Program Oversight: Recruit families, establish a 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: Recruits, 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.
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 and as well as the program at NM.Support: Weekly meeting with staff, provide training and guidance. Accountability: Ensure goals and objectives are being met. Sustainability: apply for grants and secure funding
Poverty Intervention & Prevent Coordinator: Yomira Rodriguez, since August 2021. Latina and fluent in Spanish, with a Masters in Social Work. "Communication with families through home visits and phone calls. "Assist families in setting goals. "Connect families to resources as needed
Professional Support Teacher/Intern: "Implement positive behavior management system. "Prepare and maintain a safe learning environment. "Create and teach engaging, age-appropriate lessons. "Develop measurements of objectives and outcomes. "Prepare and maintain a safe and healthy environment.
" Prepare and maintain a safe and healthy env

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.

Through our many years of consistent engagement with partners in the area, our programs are aimed at expanding current opportunities in CV and addressing critical gaps in services. Some of organizations we partner with are Partners for Youth that leads Neighborhood Youth Council and Community Partners Meetings, Lexington Public Library Village Branch, Cardinal Valley Park Activities Board, school administrators and teachers, and others.

We built a continued network of partnership over the many years of our programs, including recent program partners such as: Food Chain, Lexington Public Library, UK Art Museum, LEF Climbing Gym, The Family Dinner Project, Cincinnati Nature Center, and Mallory McCamy Art. We have formal agreements with CVES to provide healthy meals and building space, as well as the Cardinal Valley Park Activities Board to provide access to the park and building.
NM enjoys connections to over 36 local congregations who provide volunteer or financial support. Additional active partnerships include the Hispanic Studies Dept., Communication & Information Studies Dept., and Student Organizations and Activities Offices at UK. Our leadership team provides accountability, leadership, and program directives.

Outside funding also is supported by the Good Samaritan Grant, Partners for Youth Grassroots grant, and others. Individual donors 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? How does your proposal support or enhance the recommendations made by the Mayor's Commission on Racial Justice & Equality?

Knowing transportation is a barrier, programs are held at CVES and Valley Park to mitigate driving limitations. Additionally, these spaces are fully accessible to those with physical disabilities.

We have intentionally hired staff who are fluent in Spanish to bridge existing language and cultural barriers. Our partnership with Access Language Solutions allows for ease of communication with families with another native language than our own.

Many of our students experience unhealthy and concerning distress due to poverty. We equip staff and volunteers to recognize those factors and offer additional support in the form of case management and resourcing. Training includes learning about common sources of childhood trauma, how trauma affects learning, is manifested in students, and seeking out tools and techniques to help students manage their emotional and social behaviors.

In alignment with the Mayor ' s Commission on Racial Justice and Equality, we will provide training that includes cultural inclusivity, implicit bias, and practices for engaging the whole family in learning in/outside the classroom. This will ensure families and individuals are able to thrive and flourish in all aspects of identity, including race, religion, gender, orientation, ability, and socioeconomic background. Families are given space to voice their realities, describe how systems of oppression touch their experiences, and develop solutions which draw upon their assets. All people, cultures, and identities are equally valued and recognized under the belief that strength comes through the diversity of our shared humanity.

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 the first year of the cycle, Fiscal Year 2023.)*

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 2023. It requests the allocation of all projected funding amounts (City and non-City sources) for anticipated FY 2023 program expenditures. The allocation for FY 2024 shall be the same as FY 2023.

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

Budget for Year One (FY2023) of Cycle; Budget for Year Two (FY2024) to be the same

Agency Name: The Nathaniel Mission

Program Name: Children & Youth Development Programs

FY2023 (July 1, 2022-June 30, 2023) Total Program Budget

Only fill columns B &C; they will automatically sum in Column A		**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	**# of Employees:**			
Full-Time (FTE)	2	95,000	35,000	60,000
Part-Time	1	30,000	3,000	27,000
	Total Salaries	125,000	38,000	87,000
3. Consultant Services	**$**	1,000	1,000	0
list details	Access Language Services translaation services for families and students.			
4. Space/Facilities	**$**	6,020	0	6,020
list details	Office, storage, and development facility costs associated with these programs.			
5. Operating Expenses	**$**	6,500	6,500	0
list details	After-school and summer camp supplies, enrichment program costs, volunteer screening and training expenses.			
6. Scholarships / Stipends	**$**	11,600	11,600	0
list details - numbers & amounts	2 after-school interns ($2,000/semester), 4 summer school teachers ($75/day)			
7. Other	**$**	0		
list details	None			
8. TOTAL FY22 PROGRAM BUDGET	**$**	150,120	57,100	93,020

Cost per Program Participant: $475.83

Brief detail on Cost per Participant:

120 students in various programs

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**: 3.2.22