PROPOSAL SUBMITTAL FORM

Agency Information

Agency Name: YMCA of Central Kentucky

Mailing Address: 381 W. Loudon Ave. Lexington, KY 40508

Street Address: 381 W. Loudon Ave. Lexington, KY 40508

Phone: (859) 367 - 7328

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 Silver Seal of Transparency or higher profile on GuideStar.org? ☑ Yes ☐ No

Note: Agencies must have a Silver Seal of Transparency or higher profile with GuideStar.org to be eligible for ESR funding.

Website Address: www.ymcacky.org

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

Paula Anderson, COO and Interim CEO, 859-367-7327, panderson@ymcacky.org

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

Brenda Blakovich, Director of Grants, 859-367-7328, bblakovich@ymcacky.org

Program Information

Name of program for which funds are being requested: **Power Scholars Academy**

Total Funding Amount Requested: $ **85,000**

RFP #4-2020 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.

Achievement disparities have historically created crucial educational challenges within our district. The achievement gap between children from underserved families and their higher-income peers can largely be attributed to summer learning loss and a continued lack of access to educational opportunities.

With temporary but indefinite school closures as a result of the coronavirus, the scale and speed of the current educational disruption is unparalleled, and if prolonged, could threaten the education of children who are already struggling.

Locally, 48% of elementary students aren't proficient in reading and 50% aren't proficient in math. Schools need help and that's where the Y comes in. Power Scholars Academy (PSA) offers a holistic summer program for 500 youth and after school program for 100 youth in grades K-8. PSA is designed to mitigate summer learning loss for children in under-resourced neighborhoods while the after school program supports academic progress during the school year. Both build scholars' social-emotional skills year-long and integrate seamlessly to support students.

All eight Fayette County schools served through PSA are designated Title I – where resources should be coordinated to improve education and support school reform. Two of the six elementary schools, given the state's lowest performance designation of Comprehensive Support and Intervention (CSI), and both middle schools designated as Targeted Support and Intervention (TSI) will be served through this program.

Over the past three years, demonstrated PSA outcomes include: growth in scholars' literacy, math, and social-emotional learning skills, increased family engagement in schools, and improved teacher practice throughout the school year.

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.

PSA Summer, powered by BellXcel, is an evidence-based, 4-week learning experience that operates daily M-F. Key program elements are: Community Time - scholars start the day with a nutritious breakfast and activities to develop leadership skills and strong friendships with fellow scholars, staff and community members. Literacy - certified teachers lead 90 minutes of literacy instruction using a customized Scholastic curriculum focused on priority skills critical for student success: phonics, fluency, vocabulary, and comprehension. Math - certified teachers lead 90 minutes of math instruction using a customized curriculum developed by Scholastic, which focuses on foundational concepts to prepare students for the deep mathematical understandings of Kentucky standards. The curriculum blends conceptual understanding, problem solving, and foundational skills in targeted intervention modules. Throughout the lessons, scholars engage in the 8 Standards for Mathematical Practice as they build their conceptual understanding and critical thinking. Lunch & Recreation - scholars eat a healthy lunch and engage in physical activity during recess. Enrichment – scholars enjoy an afternoon of enrichment that reinforces learning in fun, active and engaging activities. Enrichment themes may include: music, art, drama, dance, social-emotional learning, civic values, financial literacy, and service-learning; science, technology, engineering, wellness, and life skills. Other program elements include Mentor Days, Field Trips, and intentional Family Engagement.

YMCA Afterschool, powered by BellXcel, is an evidence-based model that includes literacy, math and social-emotional learning curriculum to support the academic efforts of the school day.

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 Y, Fayette County Public Schools (FCPS) and several community partners collaborate to deliver Power Scholars Academy to 500 students enrolled in eight Title I schools (Booker T. Washington, Cardinal Valley, Deep Springs, Mary Todd, Northern, and Russell Cave elementary schools and Bryan Station and Winburn middle schools). Students performing below the 40th percentile in reading and math are identified and recruited by teachers, counselors and principals. Each scholar's parent/guardian must complete an application and return it to the school. Parents or guardians must commit to their child's consistent attendance and agree to support the program by attending family nights and reading with their children at least 20 minutes each night.

This collaboration removes significant barriers to participation, including program cost, transportation and meals (hot breakfast, lunch and 2 snacks). Three family orientations are hosted in the community to ensure families understand the program and know the expectations. At the end of the program, a celebration is hosted to celebrate scholar success.
For the YMCA Afterschool program, which is an enhanced program over and above traditional after-care, parents/ guardians make similar commitments to those for summer. The enhanced program is offered to selected scholars for the same fee as traditional after-care—at a weekly program rate of $65.

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.

PSA Summer and YMCA Afterschool are evidence-based, engaging learning experiences that combine academic instruction with fun and hands-on enrichment activities, field trips, and service projects. Third-party and Random Control Trial studies have shown that participating scholars gain new academic skills and improve performance in their school day classrooms.

Interactive and highly engaging academic instruction in literacy and mathematics are cornerstones of the academic experience. Research-based curricula is aligned to state standards, and best practices in instruction. Learning and student engagement are incorporated. Educators use data from computer-adaptive Star Renaissance assessments to differentiate instruction according to scholars' unique learning needs. Customized pacing guides for each content area provide educators with details on whole group, small group, and individualized instructional methods in a rigorous, engaging, and student-centered environment. All workbooks, texts, and teachers' guides are provided. Comprehensive in-person and remote professional development has been proven to positively impact educator practice in the program and in their school-day classrooms.

Both the summer and after school program models meet the highest level of ESSA (Every Student Succeeds Act) evidence standards.

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?

PSA's purpose is to increase students' academic success, boost self-confidence, and increase family engagement in the education process. PSA also focuses on promoting growth mindset and a love of learning. In summer, goals include scholars' demonstrating an average of 1 month growth in both English Language Arts (ELA) and Math, attending the program at least 80% of the time, and demonstrating growth in measurable Social/Emotional Learning (SEL) skills. YMCA Afterschool goals include scholars demonstrating academic growth concurrent with the school year, attending at least 80% of the time, and demonstrating growth in SEL skills. To achieve these goals, staff are mindfully engaged and supported. Summer site staff include a Site Manager, Office Assistant, and Instructional Coach. A nurse is shared across all summer sites. Certified teachers lead academic lessons, and content experts lead enrichment sessions. A minimum ratio of 2 adults to 24 scholars is maintained at all times. Afterschool sites are led by a Site Manager who also serves as the Instructional Coach. Academic instruction is led by certified teachers, and youth development staff provide ongoing support to achieve minimum ratio of 2 adults to 24 scholars.

Over the past three summers, academic outcomes for all students exceeded national averages, with scholars gaining more than 2 months in both literacy and math skills. Overall parent engagement was 85%, with 88% reporting improvements in their child's self-confidence. Among teachers, 85% expressed satisfaction. Importantly, over 98% of teachers and parents would recommend PSA to families.

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.)

Over the past 40 years, the achievement gap has grown exponentially along racial, ethnic and socio-economic lines. The achievement gap between children from high- and low-income households is 30 to 40 times larger among children born in 2001 than among those born 25 years earlier. The disparity in outcomes is not solely limited to academics, as research has documented youth who come from low-income families are more likely to show emotional or behavioral problems, have children in their teenage years, have less positive peer relationships, and lower self-esteem.

Many academic gains made by youth are lost while out-of-school and over the summer. In Kentucky 18% of school-age children are alone and unsupervised during out-of-school hours, which predisposes them to such risky behaviors as conduct problems and drug use. However, attendance in high-quality summer programs can reduce summer learning loss and support outcomes such as improved school attendance, test scores, positive social behaviors and decrease risky behaviors.

An 2006 Impact Report of PSA found significant impact on early outcomes, such as developing basic academic skills, positive academic self-concept, self-esteem, improved relationships with adults, and awareness of the importance of community. In later years, the report shows these early outcomes translating into impacts on intermediate goals, such as the development of advanced reading and math proficiencies, improved behaviors while not under adult supervision, and meaningful involvement in the community. Finally, impacts on adult behaviors may become apparent, including economic self-sufficiency, academic success, socially responsible behaviors, community involvement and leadership.

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.**

The Y's goal is to create a genuine culture of continuous improvement using real-time data. Data management systems are used for the purposes of collecting, analyzing, and sharing evaluation data.

For PSA, continuous quality improvement is measured through evaluation tools and end-of-year reports. Evaluated in partnership with BellXcel and FCPS, the Y rigorously assesses program impact through a series of quantitative and qualitative measures including: computer-adaptive Star assessments administered on a pre/post-program basis as well as parent, teacher, and scholar surveys.

Star Assessments identify scholars' unique academic needs, map learning in relation to local standards, target scholars most at risk for falling below proficiency, identify areas for curriculum development or teacher training, develop individual instruction plans to keep scholars on pace and quantify academic gains. Pre/post-assessments are used to assess progress. Parent and teacher surveys are administered at the end of the program to gather information related to attitude toward learning, personal aspirations, and leadership abilities. This feedback is also used to improve program offerings in the following year.

In the first three years of the program, 909 K-8 PSA scholars from FCPS Title I schools gained an average of more than 2 months in both reading and math skills. As a result of this success, the Y has begun to incorporate the PSA curriculum into its existing Afterschool programs in order to maximize the programs reach.

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.

Jessica Berry, VP of Mission Advancement, provides strategic direction for Youth Development initiatives. Jessica graduated from University of Kentucky with a BA in Sociology. As the former FCPS Family and Community Liaison, Jessica was responsible for enhancing community partnerships with a focus on supporting student achievement. She is an active educational advocate serving as 16th District PTA President, Prichard Committee for Academic Excellence Board Member, and Leadership Lexington graduate. Jessica serves as the PSA Program Lead.

Each PSA site has a Site Manager, Instructional Coach, and Academic Teachers (certified), Enrichment Teachers, and Assistant Teachers. The number of teachers vary by site, ensuring a 2:24 teacher student ratio. To ensure program fidelity, teachers complete a thorough screening and interview process, and robust training that includes classroom-based and eLearning training covering topics such as data-driven instructional strategies, differentiated instruction theories and methods, growth mindset, lesson planning and collaborative teaching, positive behavior management, and working with a diverse student population. School principals have reported that teachers trained in PSA strategies improved the quality of their instruction with students throughout the year.

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 Childhood and Youth Development ? 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.

One of the Y's key partners is Fayette County Public schools, particularly for PSA. FCPS provides the following in-kind support: program sites, certified and classified teachers, and transportation. This support is significant and accounts for approximately half the cost of the program. The Title I Coordinator is involved in the onboarding and training of staff as well as the implementation of the program. This effort is a true collaboration, meeting the needs, mission and vision of both organizations.

We also collaborate with numerous agencies/organizations to share programming and parent resources, including the University of Kentucky, BCTC and Explorium. LFUCG provides funding, community time speakers, and field trip opportunities.

We have several corporate sponsors for PSA, many of whom provide more than program funding. Some volunteer at the program working with the students. Others speak to the students during community time and some provide field trip opportunities. Our board members assist primarily by sharing the information with the community, visiting our program sites, and engaging with scholars by sharing their profession and role in our organization. Secured and pending partners/funding for 2020 PSA include: FCPS, Toyota, Central Bank, Children's Charity of the Bluegrass, United Way, Fifth Third Bank, PNC Bank, Valvoline, and the Kloiber Foundation. Collectively, we are supporting FCPS' efforts to create a collaborative community that ensures all students achieve at high levels and graduate prepared to excel in a global society.

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?

The Y's mission, "to put Christian principles into practice through programs that build healthy spirit, mind, and body for ALL" is about access and inclusion, particularly with our Youth Development programs. Power Scholars Academy, which is offered to students from Title I schools, is provided at no cost to participants, even though the program costs approximately $1,000 per scholar to deliver. Great care is taken to ensure we reach the students most in need of the program and to remove any barriers, such as cost, accessibility and transportation.

Scholars that are most in need, performing below the 40th percentile of academic achievement, are identified and recruited by FCPS teachers, principals and counselors. Bilingual teachers and office assistants are at each site to guarantee effective communication. Orientations are held, with a translator so that parents and guardians are educated on the program curriculum and informed about the importance of regular attendance. Parent information is provided in multiple languages to meet the needs of the families served. Additionally, we encourage family engagement by utilizing dedicated parent or community ambassadors to actively engage other parents in program activities and events.

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.)* **The Program Budget will be the same for both FY21 and FY22; there will be no increases in award for Year 2 of the grant.**

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 2021. It requests the allocation of all projected funding amounts (City and non-City sources) for anticipated FY 2021 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 **YMCA of Central Kentucky**

Program Name **Power Scholars Academy**

FY 2021 (July 1, 2020--June 30, 2021) 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	34,800	0	34,800
Part-Time	84	336,380	40,000	296,380
Total Salaries		371,180	40,000	331,180
3. Consultant Services	$	0		0
list details				
4. Space/Facilities	$	0		0
list details	School space provided by FCPS as in-kind support			
5. Operating Expenses	$	179,400	45,000	134,400
list details	BellXcell curriculum bundle $111,000; Program supplies $18,000; Enrichment curriculum/supplies $7,200; Snacks $7,200; Field trips $12,000; Transportation $12,000; Site discretionary (t-shirts, badges) $9,000, Technology $3,000.			
6. Scholarships / Stipends	$	0		0
list details - numbers & amounts				
7. Other	$	27,529		27,529
list details	Mandatory support paid to YMCA of the USA $27,529.			
8. TOTAL FY21 PROGRAM BUDGET *(Program budget will be the same for FY22; no increase in award for Year 2 of the grant)*	$	578,109	85,000	493,109

Cost per Program Participant: $ 964

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)*: Brenda Blakovich

Title: Director of Grants **Date**: 3-30-2020