PROPOSAL SUBMITTAL FORM

Agency Information

Agency Name: Lexington Leadership Foundation

Mailing Address: P.O. Box 54642 Lexington, KY 40555

Street Address: 422 Codell Drive Lexington, KY 40509

Phone: (859) 277 - 3087

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: lexlf.org

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

Eric Geary, CEO, 859-277-3087, egeary@lexlf.org

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

Eric Geary, CEO, 859-277-3087, egeary@lexlf.org

Program Information

Name of program for which funds are being requested: Urban Youth Empowerment Project

Total Funding Amount Requested: $ 132,951

RFP #11-2021 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.

Lexington is a growing and vibrant city that seeks to provide opportunity and equity for all. Yet for some, opportunity and equity seem out of reach. A determining factor is often the degree to which poverty affects children and families. According to recent data, 20.4% of Fayette County children live in poverty (Poverty USA 2019). Comparatively, the national average is 16.8%. but is higher for African Americans (20.8%) and Hispanics (17.6%), (Poverty USA, 2019). The obstacles surrounding poverty often translate into a lack of positive role models, food insecurity, family incarceration and exposure to crime for our clients.

The Urban Youth Empowerment program targets youth ages 5-18 who are growing up in poverty. Currently, 85% of our program participants are either African American or Hispanic. Our programs are focused on evidence-based practices of one-to-one and group mentoring. We believe, and research supports it, that the positive outcomes associated with youth who have mentors (such as increased likelihood to graduate high school and attend college), have the power to break cycles of poverty. Key to our methodology and effectiveness is our partner-centric approach. We strategically work with the school system, LFUCG social services, family court, mental health agencies, local churches, and other youth service agencies. Because of the grassroots, boots-on-the-ground aspect of mentoring, we see ourselves as the relational router in this system. The consistent and committed relationships we build with children and families enables us to help them navigate complex systems and get the support they need to succeed.

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.

Annually, the Urban Youth Empowerment program will mentor 430 Fayette County youth through one-to-one and small group (in-school and after-school) mentoring. Services will be aligned with current regulations related to pandemic protocols.

Our program will provide one-to-one mentoring for 150 youth ages 6 to 18. Adult volunteers will spend at least one hour weekly for one full year in positive activities with youth. Additionally, through a one-to-one elementary reading program, 60 students across five sites in underserved neighborhoods will address academic learning loss and reading goals for 2nd-5th academically challenged students. They will meet once a week for 14 weeks each semester. Also, twenty students will meet for 1.5 hours twice a week for 8 weeks during summer sessions. (Total 230 served).

Group mentoring will be provided for 200 elementary, middle and high school students annually. We will match volunteers to small groups of 4-6 participants for homework help after school. Sessions are 2.5 hours long, and students attend 1-2 times weekly. Additionally, in-school group mentoring occurs two hours per week at four high-need schools, focusing on positive attitudes toward education and character-building. Finally, weekly group mentoring for college readiness is provided for 9th-12th graders, 1-2 hours weekly for 10 weeks each semester. (Total 200 served).

These services provide positive adult role models, academic enrichment, and opportunities for youth to develop confidence through leadership. The result of improved attendance at school, and college and job readiness prepares them to break cycles of poverty.

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.)

Program eligibility includes the following:
A. Youth must be within ages 5-18, with specific ages based on the service component being conducted (e.g., high school, middle school, or elementary school activities).
B. Students must in underserved and under resourced neighborhoods and present poverty, limited ability to speak English, family incarceration, poor school grades, truancy, behavioral issues, or family distress circumstances.
C. One-to-one mentoring with a matched mentor is specific to youth impacted by incarceration.
D. Clients are expected to attend at least 85% of the program in which they are enrolled. Also, children and youth must agree to the behavioral guidelines of each program and behave accordingly. Persistent, unmanageable behavior that cannot be resolved through our discipline procedures will cause youth to be suspended from the program or placed in a more suitable activity. Open communication between caregivers, school personnel, and our staff is mandatory.
E. To elevate consistency issues with some youth, we provide transportation if needed, follow-up with caregivers of absent youth, incentives for increased participation when appropriate, and other reductions to obstacles present. Lastly, by focusing on small child to adult ratios, whether one-to-one or small group, we are making consistent interaction obtainable for all program participants.

Recognizing that the cost of quality afterschool programming, tutoring, and college readiness is a barrier to low income families, the Urban Youth Empowerment mentoring programs are presented free of charge to all participants.

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.

The Urban Youth Empowerment project provides youth with assets which will reduce poverty, reduce youth violence, and improve quality of life, leading to resiliency and future success. Among the assets we deploy are caring adult mentors, role models, and positive peer influencers, forming a community that values youth. These assets have been shown effective by research from the Search Institute (40 Developmental Assets, 2019). Their surveys of 121,157 U.S. youth show that youth matched with caring adults exhibit less negative behavior (alcohol abuse, violence, criminal activity, skipping school) and more positive behavior (graduation, employment, seeking higher education). Research by the Search Institute also shows that the greater number of assets present in a child's life (such as the combination of one-to-one mentoring and group mentoring), the greater the likelihood that barriers to self-sufficiency, resiliency, and future success will be removed.

Furthermore, there is a multiplication effect on families benefiting from mentoring both in group and one-to-one settings. A report by Fight Crime: Invest in Kids found that afterschool programs play a vital role in turning the hours between 2 pm and 6 pm into a time of opportunity for young people. A 70% drop in juvenile crime corresponded with the rise in availability of afterschool opportunities across the country (http://www.afterschoolalliance.org/policyStateFacts.cfm?state=KY).

The Afterschool Alliance also reports for Kentucky parents that afterschool programs help them keep their jobs (73%), reduce the likelihood their kids will engage in risky behaviors (66%), and they support public funding for afterschool programs (83%), (Afterschool Alliance: http://www.afterschoolalliance.org/policyStateMap.cfm).

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?

Individual goal setting occurs with youth in collaboration with volunteers, family, and school personnel. Examples include increasing school attendance, improving grades, reaching graduation, and decreasing behavioral issues.

In order to engage in a group mentoring activity, youth and parents complete a program application. The intake process for all programs ensures a baseline measurement for appropriate program and client outcomes. The application into the program also creates opportunity for a personal introduction to parents and caregivers.
A more extensive application is submitted by the caregiver and client for one-to-one mentoring. This step gauges student interest, commitment to the program, and issues that may arise. We complete this process with the family during a home visit.
Youth matched in one-to-one mentoring are expected to spend at least four hours per month with their mentors engaged in positive community activities for 12 months. Youth in group mentoring activities are expected to attend at least 85% of mentoring sessions. 2020 was a difficult year to measure program success. We will achieve the following measures of success during this granting period as COVID restrictions ease:
1. 80% of mentored youth will show improved behavior (2019 - 100% youth surveyed showed improvement).
2. 80% of mentored youth will show improved attendance at school (2019 - 80% youth surveyed showed improvement).
3. 65% of mentored youth will show improved grades, (2019 - 60% youth surveyed showed improvement).
4. 65% of one-to-one mentoring matches will continue for 12 months. (2019 - 54% continued past 12 months).

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 asset-based service model has great power to help children and therefore the community at-large. Mentoring and engagement in positive activities increases high school graduation rates, enhances positive attitude toward schools, enhances self-esteem, improves behavior, and improves interpersonal skills (Benefits for Young People, Youth.gov). Additionally, mentoring, and positive adult relationships will decrease the likelihood of poor behavioral choices, including decreasing the initiation of drug and alcohol use by teens (National Mentoring Resource Center/OJJDP).

The pandemic has interfered with many of our program's measurements for 2020, but we can report that in 2019 the Urban Youth Empowerment program showed that over 80% of youth surveyed had improved behavior, attendance, and 60% showed improvements in grades at school. The community (families, schools, neighborhoods) is impacted as youth engage positively in education, volunteerism, and the workforce. This translates into a stronger community with more engaged citizens. Finally, breaking cycles of poverty reduces the long-term burden on social services.

The following example provides evidence of meaningful change which impacts our community: Jemima is a senior at Bryan Station High School. Jemima's family is from the Democratic Republic of the Congo. Seeking a better life, her parents along with her seven siblings immigrated to Lexington, KY fleeing violence and poverty. Jemima began attending our group mentoring programs during middle school. She soon began to thrive in our programming, including our college and career readiness class. Now, as a graduating senior with a 4.0, she has earned numerous scholarships and will attend Bellarmine University this fall.

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.**

Youth will complete a pre-test assessment of attitudes, behavior, and skills to measure baseline information for program outcomes. Upon completion of programming, each child will complete a post-assessment to measure gains. Staff also will obtain data concerning grades, attendance, and behavior from school personnel upon program entry and completion (with parent permission). Program staff will use this information to objectively assess both client and program achievement. In 2019 the Urban Youth Empowerment project added college readiness and ACT preparation as part of our programming. This was a result of knowledge gained through this continual quality improvement process and resulted in over $500,000 in college scholarships offered to our students.

The data management system, designed specifically for our mentoring programs by Innovative Mentoring Software, tracks student attendance, mentor engagement, mentor/mentee activities, longevity of student engagement, and other pertinent data that helps us gauge program effectiveness. This system ensures a wide variety of sampling sizes, which means we can sample several hundred children and youth, gauging overall trends for our combined programming effort. For example, we can measure the specific program effectiveness for 25 youth who participated in our one-to-one reading programs across the city. This information will allow us to make small adjustments in a program or a more comprehensive change to meet identified outcomes. Additionally, presented with limitations because of the pandemic during 2020, we added the ability to conduct virtual mentoring in an effort to maintain service for the needs of our youth and families.

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.

GROUP MENTORING DIRECTOR - Marcus Patrick will provide oversight to group mentoring programming. Patrick will be responsible for all aspects of program management, including data collection and reporting. Patrick's experience includes over 20 years with urban children and youth initiating multiple city-wide youth programs.
ONE-TO-ONE MENTORING DIRECTOR - Maggie Middleton will provide oversight of one-to-one mentoring program. She has over 20 years' experience in the field of youth mentoring. Middleton has a B. A. in Sociology from Lambuth University and a M. A. in Counseling from Asbury Theological Seminary.
YOUTH WORKER – Jamika Ishman coordinates elementary and middle school after-school programs. Ishman has a B.S. in in Family Science and a minor in Psychology from UK.
ONE-TO-ONE MATCH SPECIALIST - Rebecca Williams has three years on staff, providing home visits, case management and Spanish translation to our one-to-one mentoring program. Rebecca has a B. A. in Christian Ministry and Spanish from Asbury University. She has worked with children and youth for the past four years. Additionally, she has served as a foster parent since 2017.
GROUP MENTORING COORDINATOR - Chloe Martin leads our 9-12th grade tutoring, college readiness programming, and in-school mentoring. She oversees communication with partners and volunteers, and recruitment of students. Martin has 10 years of experience of working with low-income families in after school and mentoring settings. Martin has a B. A. in Intercultural Studies from Johnson University.

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.

Our project uses a city-wide approach to reach multiple pockets of promise (North End, Woodhill, East End), addressing the needs of the marginalized on a broad but direct basis. Of the eleven bulleted priority areas, this program directly addresses eight of them and indirectly the other three. Key areas include improving reading and math scores, especially around learning loss over summer break and during the pandemic, providing life skills, social skills, transportation access for youth, mentoring, and youth violence prevention. By activating our network of volunteers to serve as caring mentors, we are supporting LFUCG's social services division.

We believe strongly that complex issues require collaborative solutions. Both formal and informal partnerships are in place including Southland Christian Church, Community Action Council and Fayette County Public Schools. More than 30 entities partnered with us during 2020. Partnerships that provide direct programmatic support are solidified by Memorandums of Understanding which outline responsibilities.

Our approach is also volunteer-centric. More than 230 volunteers offering approximately 12,000 hours engaged during 2020. This leverage factor is one of the many distinctives necessary for city-wide impact and highly relational programming. Our programs receive strong financial and strategic support from the Board of Directors. The Board receives regular updates and attends key events.

Along with ESR funds, corporate sponsorships, long-term committed donors, and grants generate sustained revenue for project implementation. Supporters include the U.S. Department of Justice, Lexus of Lexington, Toyota on Nicholasville, MAP Foundation KY Bar Foundation, Children's Charity of the Bluegrass, LexDirect Furniture and Valvoline.

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?

The Urban Youth Empowerment Program provides services to a diverse population, including those with disabilities, limited English, and youth in economic distress. We seek to be inclusive, meaning, not one child will be turned away based on their race, religious preference, sexual orientation, or other factors.

We have bilingual staff and volunteers who provide verbal and written translation as needed in Spanish and French. Group and one-to-one mentoring services at partner facilities, including schools and churches, are adequately equipped to allow youth with physical barriers to participate. Our sites are strategically located within neighborhoods where our youth live, reducing transportation barriers.

The program director, Marcus Patrick, served on the Education & Economic Opportunity subcommittee of the Mayor's Commission. Many of the recommendations are implemented currently. Of special note are an integrated system of childhood education, meaningful afterschool opportunities, and addressing awareness of health disparities. We take a holistic approach by interacting with family, school, and community to better understand what needs remain unaddressed.

In effort to continually enhance our approach, we will enact the following outreach and inclusion strategies:

1. Utilize schools in economically distressed areas to recruit youth.
2. Increase volunteer recruitment strategies in the African American community and on college campuses through groups like the Urban League's Young Professionals.
3. Implement a prevention strategy, recently submitted to Mayor's office through the RFI process, specifically designed to reduce youth violence.
4. Ensure open enrollment and caring points of entry for all youth, including youth in the LGBTQ community.

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 2022. It requests the allocation of all projected funding amounts (City and non-City sources) for anticipated FY 2022 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 **Lexington Leadership Foundation**

Program Name **Urban Youth Empowerment Project**

FY 2022 (July 1, 2021 - June 30, 2022) 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)	6	331,605	102,063	229,542
Part-Time		0		
Total Salaries		331,605	102,063	229,542
3. Consultant Services	$	0	0	0
list details				
4. Space/Facilities	$	40,550	0	40,550
list details	Total program budget (Column A), includes training events and conferences, networking with local community partners, marketing and social media promotion, and overhead expense reimbursement for accounting, fundraising, liability insurance, legal consultation, and related expenses.			
5. Operating Expenses	$	47,125	18,888	28,237
list details	otal program budget (Column A), includes direct program expense such as snacks, books, arts and crafts, athletic supplies, participant t-shirts, three vans for student transportation, background screening and training costs for volunteers, college readiness counseling and related costs. ESR funds would be applied to a portion of these expenses.			
6. Scholarships / Stipends	$	0	0	0
list details - numbers & amounts				
7. Other	$	41,950	12,000	29,950
list details	Total program budget (Column A), includes networking with local community partners, training events and conferences, marketing and social media promotion, and overhead expense reimbursement for accounting, fundraising, personnel, legal and program planning and development.			
8. TOTAL FY22 PROGRAM BUDGET	$	461,230	132,951	328,279

Cost per Program Participant: $ 1,073

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)*: Eric Geary

Title: CEO **Date**: 5/13/2021