PROPOSAL SUBMITTAL FORM

Agency Information

Agency Name: Lexington Hearing & Speech Center, DBA The Hearing & Speech Center

Mailing Address: 350 Henry Clay Blvd. Lexington, KY 40502

Street Address: 350 Henry Clay Blvd. Lexington, KY 40502

Phone: (859) 268 - 4545

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.hscky.org

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

Marcey Ansley, Executive Director, 859-268-4545, marcey.ansley@hscky.org

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

Colby Ernest, Associate Executive Director, 859-268-4545, colby.ernest@hscky.org

Program Information

Name of program for which funds are being requested: **Early Learning Center Therapeutic Program**

Total Funding Amount Requested: $ **75,000 per year**

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.

Data from the Kentucky Department of Education shows that only 30% of children with disabilities that enrolled in Fayette County schools were "school ready", and 60% had below average language skills. Many of these children's delays are tied to hearing loss, autism spectrum disorder, and other diagnosed disabilities that cause speech and language delays which do not discriminate across socio-economic, race, gender, or ethnicity classes. Left untreated, communication delays can have a negative impact on a child's speech and language development, communication, and learning resulting in a negative impact on social success and academic development. The impact for these children as adults are significant as studies show their psychological and overall health decline, as well as their earning power.

The mission of The Hearing & Speech Center's (HSC) therapeutic Early Learning Center (ELC) program is to provide early interventions – early childhood education, speech-language therapy and audiology services – to curb these negative impacts and prepare young children, specifically at-risk children with identified communication delays and disabilities, for Kindergarten. HSC maintains a Level 4 Kentucky All Stars Program comprised of thirteen early education inclusive classrooms for children with and without disabilities that foster language-enriched age-appropriate daily activities. On-site clinical services are provided including individual speech-language therapy and audiology services. A transdisciplinary approach is used where a collaborative team of teachers and clinicians work to ensure each child is reaching their educational and speech-language goals.

This triad of care for children 0-6 in one location is the only one of its kind in Lexington and the state of Kentucky.

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.

Goals provided in 5.2.1

• Students 0-2 have access to 10 hours a day of language-enriched care in a naturalistic environment 51 weeks a year; students with hearing loss receive supplementary 30 minutes of listening and spoken language classroom therapy every two weeks.
• Ages and Stages (ASQ) screenings completed once a year, minimum, to track developmental progress for students 0-2.
• Developmental activities for children under three are sent home post ASQ.
• Students 3-5 are enrolled in (1) or (2) three-hour preschool sessions per day, based on the severity of their communication delay/disability, 5 days a week for 38 weeks using the Foundations for Literacy curriculum and the Kentucky Early Childhood Standards as guiding principles.
• Dedicated preschool for hearing impaired students, (1) or (2) three-hour sessions. Led by a certified teacher with a Masters in Deaf Oral Education and Speech Pathology.
• Students 3-5 have access to language enriched care - separate from preschool sessions - from 7:30 – 5:30.
• Hearing devices and assistive technology checked daily.
• Hearing equipment repairs/supplies/care provided by HSC audiologists, as needed.
• Brigance testing twice a year for students 3-6 to assess school readiness.
• Students with active IEP or 504 plans, if eligible, transition to kindergarten or first grade with the appropriate plan in place.
• Students receive 45-minute individual speech-language therapy per week from an HSC speech-language pathologist (SLP).
• SLPs and teachers meet to discuss shared students weekly; approximately 32 (1) hour meetings.
• Family education workshops on school readiness, special education processes, etc. twice per year minimum.

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 Early Learning Center Therapeutic program enrolls children ages 0-6 with identified communication delays or disabilities. Children who enroll with an identified delay or disability, or who are identified after enrollment, are expected to participate in speech-language and/or audiology services, as the HSC clinical team deems necessary.

Children are expected to regularly attend school and to not miss more than two speech sessions in a two-month span.

For HSC to reach our goals to prepare each student for Kindergarten, the families of our students must be involved in their child's educational and clinical goals. If receiving clinical services, families are encouraged to attend at least one speech-language therapy session a month and at least one audiology visit a year based on each child's needs. All families are expected to attend two parent-teacher conferences a year.

Families are expected to pay tuition, based on family income, for their educational services (HSC accepts CCAP and provides scholarships for low-income families). Families are responsible for their clinical services provided through private insurance (co-pays, co-insurance, etc.). HSC contracts with Medicaid and receives grant funding to help all low-income families receive these services for little to no cost. HSC actively fundraises to help offset the loss we experience in our clinical programs as a result of accepting Medicaid and private insurance. HSC also provides longer than a standard speech-language session of 45 minutes per session.

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.

HSC's ELC Therapeutic program bases its educational approach on the evidence-based Division of Early Childhood (DEC) standards. The DEC Recommended Practices were developed to provide guidance to practitioners and families about the most effective ways to improve the learning outcomes and promote the development of young children, birth through five years of age, who have or are at-risk for developmental delays or disabilities. The DEC Recommended Practices are based on the best available empirical evidence as well as the wisdom and experience of the field. DEC standards provide guidance for the following areas: Assessment, Environment, Family, Instruction, Interaction, Teaming and Collaboration, and Transition.

The ELC provides services and support in a natural and inclusive environment during daily routines and activities to promote the child's access to, and participation in, learning experiences. Instruction is embedded within and across routines, activities, and environments. The ELC teachers and HSC clinicians, along with the family, work together as a team to systematically and regularly exchange expertise, knowledge, and information to meet the language and other educational goals of each child.

HSC sets goals for each child to be "school ready" as defined by the Kentucky Department of Education, meaning HSC strives to have each child ready to engage in and benefit from early learning experiences that best promote the child's success. To reach this goal, HSC bases its curriculum around the premise of having children ready for school in five areas: Academic/Cognitive, Language Development, Physical Development, Self-Help, and Social-Emotional Development.

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?

i. Students enter school "Kindergarten Ready" as defined by Kentucky's Common Kindergarten Entry Screener, the BRIGANCE
• 55% of graduating students capable of testing that received services while enrolled are "Kindergarten Ready".
• 100% of Preschool students not graduating capable of testing; and graduating students capable of testing, who are not "Kindergarten Ready", will increase their total score on the Brigance by the end of the school year.
• 100% of students ages 3-6 will transition to Kindergarten with an active IEP or 504 plan, as eligible.

ii. Students make gains toward age-appropriate speech-language skills.
• 50% of graduating students have age-appropriate speech-language skills.
• 50% of students meet their treatment goals by the end of the school year.
• 80% of students increase their Growth Scale Values – by producing fewer speech-language errors or increasing correct responses and making gains towards age-appropriate speech-language development.
• 100% of students using a hearing device and assistive technology receive daily equipment checks to ensure proper functioning and receive supplies/repairs as needed during the school day.

iii. Students have access to HSC's Early Learning Center.
• 100% of students from low-income eligible families have access to the scholarship program and child care assistance program (CCAP).

iv. Families are prepared for their child to enter Kindergarten

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.)

HSC's goal is to provide the proper knowledge, tools, and services catered to each child's specific communication delay, disability or impairment so they can be on par with their peers by Kindergarten with a proper foundation for future learning. Untreated hearing loss in children can cause educational hardships along with adverse effects on a child's speech, language, academic, emotional, and psychological development.

When children are provided the skills to cope in their environment, such as children on the autism spectrum who are provided the skills to self-regulate, families are able to interact and enjoy their community with their child.

When children with identified delays and disabilities are provided quality early childhood education, hearing, and speech-language healthcare, the more likely they will succeed in school leading to a better educational journey and resulting in a higher quality workforce for the community. In addition, special education costs are saved by the school system when children with communication delays and disabilities receive early interventions. Specifically, studies show that with early identification and treatment of hearing loss many children will progress at age-appropriate rates and require few, if any, special education services resulting in cost savings of at least $100,000 per child.

Madilyn, 5, and Piper, 1, are sisters enrolled at HSC. Madilyn and Piper both have profound hearing loss in both ears and use cochlear implants to access sound. Both have been enrolled in all programs since the age of 4 months. Today, both Madilyn and Piper have speech-language skills on par with their hearing peers. With proper early intervention, successes like these are possible.

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.**

Fayette County schools use Kentucky's Common Kindergarten Entry Screener, the BRIGANCE Early Childhood Kindergarten Screen, which provides an assessment of a child's development in five areas: Academic/Cognitive, Language Development, Physical Development, Self-Help, and Social-Emotional Development. HSC conducts this testing at the beginning of the school year on all students ages 3-6 and once again at the end of the school year. This testing provides evidence as to each student's progress throughout the school year in the five assessment areas. This information gives HSC the tools we need to assess our programming for each student and the necessary steps that need to be taken to improve on our programming to ensure students are "Kindergarten Ready".

HSC conducts family surveys at the end of the school-year. Parent surveys submitted in May of 2019 revealed that 100% of families were satisfied or very satisfied with their experience and their child's services.

Data generated after each speech-language therapy session provides progress tracking toward each student's speech-language goals as compared to their baseline data. The Speech-Langauge Departments uses a variety of evaluation tools to assess progress toward language and speech goals. Depending on the severity of the student's language delay/disability, the following assessments will be used to measure receptive and expressive language and vocabulary: Goldman Fristoe, Peabody Picture Vocabulary Test, and the Expressive Vocabulary Test. For students who are unable to be assessed using these tests, due to their diagnosis, teachers/clinicians will use the MacArthur Bates Inventory and other five area criterion assessments based on their specific abilities.

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.

Kim Smart, Education Director, has a Bachelor's degree from Georgetown College in Sociology and Child Development. She has over 30 years of pediatric care and development experience which includes over 15 years at HSC as the Education Director. Smart oversees the day to day activities of the Early Learning Center.

Abby Wills Thompson, HSC Early Intervention Director, has a Bachelor's degree in Special Education, Deaf and Hard of Hearing; Over 12 years of early intervention experience working with children from birth to 5 years of age and their families. Thompson provides support to families and oversees all children with diagnosed delays and disabilities to ensure proper treatment.

Shelby Rutledge, M.A., CCC-SLP, LSLS Cert. AVT; HSC Speech/Language Program Director; has a Master's degree from Eastern Kentucky University in Communication Disorders. She has 35 years of pediatric experience which includes 30 years at HSC specializing working with children with hearing loss. Rutledge holds a Listening and Spoken Language Specialist (LSLS) Auditory-Verbal certification. Rutledge oversees the day to day activities of the Speech-Language Department.

Jeanette Miller, Au.D., CCC-A, Pediatric Audiologist and HSC Director of Audiology and Cochlear Implant Specialist; has a Doctorate degree in Audiology from A.T. Still University's Arizona School of Health Sciences. She has over 20 years of audiology experience in working with children from birth to 21 years of age which includes over 13 years at HSC. Miller

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.

The ELC partners with several local agencies to ensure each child in Fayette County is receiving the services they need to excel. HSC partners with the Child Care Council of Kentucky for teacher training and other resources, The Community Action Council as a HeadStart partnership site with over 12 students enrolled, Fayette County Public Schools for those students enrolled at HSC with IEPs and the seamless transition of those students into the public school system, First Steps, On the Move pediatrics, and local Autism Behavior Analysis practices for those students enrolled in HSC that receive O.T. and A.B.A services, and other local child cares for referrals. HSC also works with other local and state agencies, like First Five Lex, to promote early childhood education.

HSC is fortunate to have the support of the local community for many of our programs. The United Way of the Bluegrass, the Marksbury Family Foundation and the Commonwealth of Kentucky help fund the Early Learning Center.

HSC is fortunate to have an active board that provides a multitude of skills and abilities that assist in our efforts to provide quality programming. HSC Board Member, Sarah Hawkins-Lear, with the University of Kentucky Early Childhood/Special Education and Rehab Counseling Department worked with 0-2-year-olds at HSC and their teachers in 2019 as part of a class study that provides training to ELC teachers on how to embed naturalistic teaching strategies into everyday activities and routines to work with students on the autism spectrum. Many volunteers, which include retired teachers, support the ELC.

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 Hearing & Speech Center's goal is to provide every child – regardless of income, disability, or family background - the quality early childhood education and clinical services they need to provide a proper foundation for learning. The ELC Therapeutic program specifically targets children with communication delays and disabilities, which do not discriminate against any class of children. Therefore, HSC enrolls and provides services to a wide range of children with varying disabilities (children with down syndrome, cerebral palsy, on the autism spectrum, etc.), family income levels, races, and ethnicities. HSC supports children from non-english speaking households, including, but not limited to, children from Spanish speaking households, American sign language households, and Arabic speaking households. HSC helps support these families with interpreters to provide optimal communication about their child's goals and progress.

To ensure diversity in our enrollment, HSC participates in a wide range of community awareness activities to ensure our programming and services are shared with children and families from across the community.

In addition to the ELC scholarship program offered to children from low-income families with a diagnosed communication delay or disability, HSC participates with the child care assistance program (CCAP) to help families pay for tuition. HSC provides, on average, $125,000 in scholarships per school year to students with disabilities from low-income families.

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 **Lexington Hearing & Speech Center, DBA The Hearing &**

Program Name **Early Learning Center Therapeutic Program**

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)	28	760,725	45,000	715,725
Part-Time	13	235,750	0	235,750
Total Salaries		996,475	45,000	951,475
3. Consultant Services	$	38,520	0	38,520
list details	HSC contracts our CFO function and IT management.			
4. Space/Facilities	$	35,000	0	35,000
list details	Utilities, telecommunications, janitorial supplies, Internet, copiers			
5. Operating Expenses	$	160,000	30,000	130,000
list details	classroom supplies and manipulatives: $10,000; therapy supplies and assessments: $2500; audiology supplies $1,000; professional development $5000; employee on-boarding requirements and orientation trainings $2500; food and beverages $2500; cafeteria supplies $2000; playground/gross motor activities and mulch $3,500; Family education supplies $1000			
6. Scholarships / Stipends	$	125,000	0	125,000
list details - numbers & amounts	Annually, we secure grant or donations for approximately $125,000 for approximately 30 students			
7. Other	$	120,000	0	120,000
list details	employee health and dental benefits, commercial insurance, workers comp insurance, 401k management			
8. TOTAL FY21 PROGRAM BUDGET *(Program budget will be the same for FY22; no increase in award for Year 2 of the grant)*	$	1,474,995	75,000	1,399,995

Cost per Program Participant: $ **9,218**

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)*: Marcey Ansley

Title: Executive Director **Date**: 3.27.20