PROPOSAL SUBMITTAL FORM

Agency Information

Agency Name: Repairers Lexington, Inc.

Mailing Address: PO Box 34152, Lexington, KY 40588

Street Address: 401 N. Upper Street, Lexington, KY 40508

Phone: (859) 327 - 8578

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.e7kidscafe.weebly.com

Agency Representative *(typically the Executive Director - Name, Title, Phone, Email)*:
Shelli Gregory, Executive Director, 859-327-8578, shelli@maxpres.org

Person Completing Application *(Name, Title, Phone, Email):*
Shelli Gregory, Executive Director, 859-327-8578, shelli@maxpres.org

Program Information

Name of program for which funds are being requested: E7 Kids Cafe

Total Funding Amount Requested: $ 10,000

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.

E7 Kids Café targets youth living in Census Tracts 2 and 3 of Lexington, KY. According to censusreporter.org, the median household income is $24,915 for Tract 2 and $31,632 for Tract 3, much lower than Fayette County ($54,918) and Kentucky ($48,392). In fact, 47.7% of folks from Tract 2 and 31.2% of folks from Tract 3 live below the poverty line, strikingly higher than Fayette County (17.8%) and Kentucky (18%). Of households in Tract 2, 78% make less than $50,000. A similar number of households (79%) from Tract 3 make under $50,000. Children who grow up in poverty are twice as likely to repeat a grade or drop out and nine times more likely to have food insecurity. They are also more likely to display negative cognitive development and are at a higher risk of experiencing trauma.

Many of the parents and guardians in the area are also under-educated. In Tract 2, 18% of adults 25 years and older never finished high school, while in Tract 3, that number is even higher with 30% of adults 25 years and older not finishing high school. This makes it difficult for caregivers to help their children with their schoolwork.

While there are other youth services in the area (some programs offer meals, others activities, some have waiting lists and some charge fees), E7 is unique in that it offers both free educational activities and meals, 5 days per week, 4-5:30pm (Mon, Tues, Thurs, Fri) and 3-5:30pm on Wednesdays, no registration required.

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.

E7 will provide at least 2,400 free meals to youth, Monday-Friday. Free meal services alleviate the food insecurities that children growing up in poverty face.

E7 will provide at least 100 Educational Enrichment (science, art, literacy, and discovery) Group activities. For example, one of our volunteers engages students in a science experiment every Friday. The participants have made "volcanoes" with baking soda and vinegar, changing the levels of each ingredient, and adding additional ingredients such as dish soap, to see how the reaction changes. They have also made slime, "lava lamps" with oil, water, and food coloring, and have taken various sized bites out of Oreos to reflect the patterns of the moon cycle. In addition to educational benefits, the goal of these activities is to help participants develop self-expression and encourage them to take on new challenges.

A minimum of 12 students will be enrolled in our tutoring program and a minimum of 8 students will complete the program. Tutoring is 3 days per week, 4-4:45pm. The tutoring program addresses the issues of low self-esteem, poor academic achievement, and school drop-out. Through tutoring, the goal is to encourage students and improve their skills, thus giving them the confidence needed to succeed in school.

A minimum of 25 field trips will be planned and executed for E7 participants. Field trips and time with volunteer mentors provide students with positive, meaningful experiences and relationships, both of which help build resilience in students living in poverty and/or experiencing trauma.

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.)

There are no eligibility requirements for our clients to qualify for our school year meals, educational enrichment and outdoor activities, except for the age range of 4-17. This age range is mandated by God's Pantry, the program that provides the majority of our food. While we can serve ages 4-17, most of our participants are elementary aged. When older students do attend, we place them in leadership roles if possible. For example, during the summer, we hire teenage interns, paid through an external program. These teenagers act as a extra pair of eyes and hands, while they also learn and grow from the various experiences being offered, just as the younger participants learn and grow. Students must be referred to our tutoring program by their teachers. In order to attend field trips, participants must provide a permission slip signed by a parent or guardian. Registration is required for our summer program. There are no fees for any of our services.

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.

E7 utilizes the Personalized Learning Model. We work with each individual student to find their skills and needs, and then meet them where they are to guide them along the path to success. The Personalized Learning Model is best practice for E7, because it allows for differentiated learning intended to reach everyone regardless of age, race or socioeconomic status. The no barriers aspect of E7 leads to a diverse participant base and must be met with individualized learning plans addressed through one-on-one tutoring. According to one study, “compared to peers, students in schools using personalized learning practices are making greater progress over the course of two school years, and that those students who started out behind are catching up to perform at or above national averages.”

Pane, Steiner, Baird, and Hamilton, Continued Progress: Promising Evidence on Personalized Learning. Santa Monica, CA: RAND Corporation, 2015.

We also incorporate Trauma-Informed practices into program services. Due to the high concentration of poverty in the area, our children are at a greater risk of being exposed to trauma. Staff has attended multiple professional trainings and conferences to learn about best practices for Trauma-Informed care. This information is passed along to volunteers during the mandatory one-hour training they complete before volunteering. With this knowledge, we are better able to foster an environment that promotes security, positivity, growth, and learning for at-risk youth. Additionally, we can more productively address behavioral issues that arise from trauma-induced triggers, allowing us more time to work on educational activities.

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?

75% of tutoring participants meet initial learning goals within 3 months
75% of tutoring participants show improvement of literacy test scores
75% of tutoring participants will show improved school grades
50% of tutoring participants will show improved results on teacher evaluations

Initial learning goals are set individually for each student dependent on their skills and needs. Examples of initial learning goals are identifying a specific number of site words, being able to count to a certain amount, or being able to finish a set of math problems in a set amount of time. Teachers evaluate the child's interest in academics, confidence in academic skills, classroom behavior, conflict resolution skills, cooperation with faculty and peers, etc.

The philosophy behind these goals is built on the belief that each child has the ability to succeed and simply needs help to find the self-motivation. E7's philosophy is that each child has a need for differentiated learning goals and individualized attention and support. If we believe in our children, we can teach them to believe in themselves.

An example of this is a female student who performed below grade level and lacked confidence in math at the beginning of the school year. While participating in our program, her confidence and skills improved. She started correctly completing age-appropriate math problems, became excited to do the work, and even wanted to work beyond what was requested of her. She recently received an award for being one of the most improved math students at her elementary school.

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.)

E7 is making a meaningful difference not only in the participants' lives, but also in the lives of the parents, volunteers, teachers, and employees. We know this through parent surveys, volunteer testimonials, and teacher evaluations. One volunteer wrote, "E7 has been such a great experience for me because I've been able to build relationships with amazing kids who I get to see grow and learn. I can see the positive impact it has on the kids and the excitement they have coming each day. I believe it is so important for kids at such a young age to have positive role models and mentors in their life. At E7 the kids play and work with amazing volunteers who can give them so much attention and love each day. This organization has a positive impact on the kids, their families, the community, and the volunteers. I love volunteering at E7 and I'm always blown away at the impact it has on the kids."

Some of the responses on parent surveys include:
"He is more confident with his reading."
"My oldest daughter was not completing her homework nor turning it in. She was paired with volunteers who encourage her to not only do her homework but understand it as well."
"I love and greatly appreciate the E7 staff."
"E7 is a Godsend, everyone there is truly dedicated to these children.",

E7 also provides jobs to low-income persons. Three of five employees are residents of the surrounding area, including our cook and janitor.

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.**

E7 evaluates the effectiveness of the program by surveying a sample of 10 parents and guardians twice per year. Examples of questions asked on the parent survey include:

Have you seen an improvement in the way that your child/children respond(s) to negative experiences and situations?
Have you seen growth in the schoolwork of your child/children?
Have you seen a boost in your child/children's confidence?
Is there anything that you would change about E7 Kids Café?

E7 evaluates the tutoring program with four techniques. First, all participants take the San Diego Quick assessment at the beginning and end of the school year. Secondly, daily tutoring logs show whether or not participants meet their initial learning goals within 3 months. Next, teacher evaluations are obtained at the beginning of the school year, then again in December and May. Lastly, we obtain report cards for all of the tutoring students in December and May.

The data and information we collect is used to adjust programming to most effectively serve our students. For example, if we are not seeing academic results for a particular student, we know to adjust their personalized learning plan, and to work with their mentor to adjust their interaction style to a way that best suits the student. Additionally, if a student's behavior, confidence, or ability to productively react to adverse situations is faltering, we can adjust the relationship of that student and their mentor, or provide them with another mentor, to better meet the participant's needs.

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.

Shelli Gregory earned her BA in Social Work in 1994 and her MSW in 1997. She served as Executive Director of Repairers Lexington from Sept. 1999-2007, Director of Development for Repairers Lexington from 2007- Sept. 2010, and Executive Director of Repairers Lexington Sept. 2010-present (all volunteer positions). She is also the Mission Outreach Coordinator for Maxwell Street Presbyterian Church, Sept. 1999-present.

Emily Yellman earned her Bachelors Degree in Psychology from Transylvania University in 2011. She began with E7 Kids Cafe as a volunteer in January 2016. She then became the program's AmeriCorps VISTA member and served two years in the position, from Augus 2016 - August 2018. In September 2018, Emily took over as the Site Director, and currently maintains that position. Emily is in the process of receiving her Masters Degree from the University of Kentucky Martin School Program of Public Administration, with a concentration in nonprofit finance and management.

Tanya Gardner earned her Bachelor of Music Education in 2008. She worked as an administrative assistant for six years, a vocal music teacher for three years and managed a bookstore before moving to Kentucky. She volunteered with E7 two years before becoming our AmeriCorps Vista member in 2015. She then became the E7 Site Director in August 2016, but stepped down from that position to pursue her PHD in September 2018. She became the Assistant Site Director in August 2019.

Marie Eldridge, a census tract 3 resident, has served as the Cook and God's Pantry Liaison since May 2005.

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.

E7 supports Lexington's comprehensive response to child and youth development by offering several direct services, including meals, educational enrichment activities, computer access, tutoring and field trips. To this end, E7 has formal agreements with God's Pantry, who provides food for the program; the Plantary, who provides an AmeriCorps Vista consortium, office space, professional development trainings, and networking opportunities; and St. Andrews Episcopal Church, who provides programming space.

Volunteers are vital to E7. The program utilizes up to 12 volunteers every day. E7 has informal working relationships with several departments and organizations at UK, Transylvania University, Ohio State University, and MSPC Mission Immersion Program who all provide volunteers for the program. These volunteers build beneficial relationships with E7 participants and consistently encourage their overall healthy development. Additionally, this partnership has exposed college students to social responsibility and experience working with underserved children.

The Living Arts and Science Center, the Lyric Theatre, the Sierra Club, Newton's Attic, and the Lexington Public Library all partner with E7 to provide field trips for our students, exposing them to educational opportunities in the community.

Our governing board members meet monthly. They adopt goals, budgets and policies for the corporation. They also help to fundraise. Donors also play a vital role in our organization. Because we charge no fees for our services, donors, grants and fundraisers make up our entire budget. Our major donors include United Way, Maxwell Street Presbyterian Church, CDBG, Lions Club, Bluegrass Runners, Lexington Orphan Society, and the Randleigh Foundation.

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?

Any child within Census 2 and 3, aged 4-17, that needs our services, may access our services. If a child does not speak English, then we will provide a volunteer tutor that speaks their first language. If a child comes in a wheelchair, we have access to a lift. We do not require lengthy applications which can serve as a barrier to students whose parents are not capable of filling out these forms. All our participants are impacted by some degree of poverty and economic distress. This has always been the case in the 21 years that E7 has been in operation. We understand that at-risk children may experience social, emotional, and/or behavioral issues that prohibit them from participating in or getting the most out of other programs. To remove this barrier, our staff and volunteers are trained in effective ways to address their needs and foster a positive-growth environment.

During the school year, all our participants come from Census Tract 2 and 3 of downtown Lexington, but for our summer program, we do have a more diverse cross-section of participants from across Fayette County. Our summer participants are still impacted by economic distress, which is why they need a free program, but many of them do have transportation, which is why we can serve a geographically more diverse group. We have access to MSPC's van to use for field trips year-round and transporting participants from tutoring at WWB Elementary to St. Andrews 3 days per week.

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: Repairers Lexington, Inc.

Program Name: E7 Kids Cafe

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)	1	30,000	5,000	25,000
Part-Time	4	15,500	0	15,500
Total Salaries		45,500	5,000	40,500
3. Consultant Services	$	7,100	0	7,100
list details	Consultant services include accounting and bookkeeping fees of $1,600 and Vista Cost Share of $5,500.			
4. Space/Facilities	$	500	0	500
list details	Our space is provided free of charge by St. Andrews Episcopal Church. We budget $500 each year for any maintenance issues that may arise.			
5. Operating Expenses	$	5,500	0	5,500
list details	This includes supplies, field trip expenses, background checks for volunteers, and staff training.			
6. Scholarships / Stipends	$	0	0	0
list details - numbers & amounts				
7. Other	$	100	0	100
list details				
8. TOTAL FY21 PROGRAM BUDGET *(Program budget will be the same for FY22; no increase in award for Year 2 of the grant)*	$	58,700	5,000	53,700

Cost per Program Participant: $ $782.67

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)*: Shelli Gregory, MSW

Title: Executive Director **Date**: 4/2/2020