PROPOSAL SUBMITTAL FORM

Agency Information

Agency Name: Nathaniel Mission

Mailing Address: 1109 Versailles Rd. Suite 400, Lexington, KY 40508

Street Address: 1109 Versailles Rd. Suite 400, Lexington, KY 40508

Phone: (859) 255 - 0062

Is your Agency registered with the IRS as a 501(c)3 organization? ☑ Yes ☐ No

*Note: Agencies **must** be registered with the IRS as a 501(c)3 organization to be eligible for ESR Program funding.*

Does your agency have a 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.nathanielmission.com

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

Daniel Baer, Executive Director, 859-255-0062, dbaer@nathanielmission.com

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

Meghan Talley, Program Director, 859-255-0062, mtalley@nathanielmission.com

Program Information

Name of program for which funds are being requested: **Extended Learning Opportunities**

Total Funding Amount Requested: $ **78,600**

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.

Walking down the hallways of Cardinal Valley Elementary School (CVES), one would find over 650 students, predominantly Hispanic (72% of CVES - highest of all Fayette County (FC)), with 59% of classrooms filled with English Language Learners (highest in FC). As one passes by a kindergarten class, only 23.7% of students who entered school this year were ready, placing CVES in the bottom 10% of FC schools. Looking at 2018-2019 K-PREP scores, only 25.7% of students scored proficient/distinguished in reading and 41.4% in mathematics. These statistical realities are huge barriers to academic success and demonstrate high need for extended learning opportunities. Comparing these numbers with Clays Mill Elementary School (80.4% of kindergartners deemed ready) reveals the stark lack of support in the community.

With academic need, there is also a lack of resources. Income guidelines for free/reduced lunch demonstrate that 88% of students qualify (fourth lowest in FC). The only existing academic support is a homework-help program at the Village Branch Library, and the only enrichment opportunities are small 1- or 2-day a week groups at CVES.

These children are Nathaniel Mission's (NM) strategic target population, due to the great need and great lack of opportunities and support. Seen by teachers but not their community, no other agency is positioned or equipped to make an impact like NM. Poverty, family instability, language barriers, and lack of services point to students being underserved and at-risk. NM seeks to bridge that gap by providing the holistic intervention needed for families.

5.1.2 Service Delivery Model 15 Points

What steps will you take or what activities will you provide to assist clients in achieving these goals? Describe each "unit of service" you will provide for clients and how often and how long this service will be provided (e.g. a one-time three-hour training; a weekly one-hour support group for 12 weeks; one 30-minute health exam twice a year; 1-3 hour advocacy services as needed; etc.) How will these services address the problem as identified in the Needs Statement above? Be specific.

Our targeted effort is to provide extended learning opportunities focused on academics, enrichment, and mentor relationships. This approach is tailored to seen-needs of academic support, accessible opportunity, and intervention for at-risk students. These opportunities include an after-school program and summer enrichment camp. The after-school program is a 4/week, 2.5hr/day program with a routine of healthy snacks, physical activity, mentor relationships, homework help, reading, and enrichment activities. During the summer, camp is held at Valley Park for 2 weeks, providing a 4/week, 4hr/day summer enrichment program.

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

We recognize the primary educator in a student's life is their parent or guardian. Families of students are given opportunities for active and meaningful engagement in their children's education including opportunities for educational development through monthly family nights and staff home-visits.

5.1.3 Client Eligibility and Requirements **5 Points**

What eligibility requirements must clients meet to qualify for services? What are the expectations of clients while receiving services? (e.g. client must pay $30 fee for each class; client must remain sober; client is responsible for chores; nothing other than participation in services; etc.)

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

We require a small fee to register for the program ($10 for the school year and $5 for two weeks of camp). Parents/ Caregivers will be required to sign an agreement of expectations.
For our after-school program, this agreement will include:

- expectations for students during the program (behavior, homework, reading, and participation)
- regular attendance of the program (defined as 50% of program days)
- home visits (two times a year)
- at least one parent/caregiver attending monthly family nights regularly (attending 6 of the 9 events)

For summer enrichment camp, this agreement will include

- expectations for students during the program (behavior and participation)
- regular attendance of the program (defined as 50% of program days)

5.1.4 Evidence-Based/Best Practice **10 Points**

Describe the evidence-based or promising practice model on which this service approach is based. Provide particular sources that indicate what you are doing is best-practice.

Empowered by the Read for Success model by Reading Is Fundamental, our program implements six components to improve scores and motivate students to learn: 1. Book ownership 2. Books for classroom 3. Professional development (staff/volunteers, framework of the program and participants, and handling challenges) 4. Literacy resources (for instruction) 5. STEAM activities 6.Parental engagement
Students whose Lexile reader measures were in the 10th percentile or below saw significant gains during the research study (Reading is Fundamental 2015). This culture of reading builds and supports students listening and speaking abilities and enhances their overall language development (Barrentine, 1996; Sipe, 200).
This holistic approach to extended learning opportunities provides the environment of in-school curricular alignment with resources for students to engage and take home, trained staff, and intentional parent engagement, which positions our staff to provide an effective program characterized by having the following four instructional components:

- step-by-step instruction
- active or hands-on practice of skills
- focused time and attention on skill
- explicit in defining skill (SAFE) (Durlak et al., 2010)

Programs that had all 4 of these components saw significant improvements in self-perceptions, school bonding, positive social behaviors, academic achievement, attendance and reduction in problem behaviors. For example, on average, youth gained 8 percentiles in standardized test scores, showed increase of 11 percentiles in social behaviors (e.g., cooperation, helping others), and show a reduction of 12 percentiles in problem behaviors (e.g., aggression, noncompliance) if they were in a SAFE program (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011).

5.2 Program Measures & Evaluation

5.2.1 Service Efficacy & Desired Outcomes **10 Points**

What do you hope to help your clients achieve? What are some examples of goals you will set with clients? What is your service philosophy in terms of helping your clients achieve these goals? Describe how you define "successful" completion of services. (e.g. service is complete if: client remains for entire three-hour training; client continues services until judge orders otherwise; etc.) What percentage of clients meet that criteria for success?

Our hope is for children to develop meaningful relationships with staff and volunteers, strong social and emotional skills, and to positively impact a child's academic performance. With an environment of love and care where all children are seen, valued, and challenged academically and socially/emotionally, our programs create an orientation of being open to novel experiences, interest in others and the world, increased inquisitiveness and creativity, and ultimately,lifelong learners.

These aspirations are seen in our goals to increase reading achievement and academic performance, regular program attendance, and completion of enrichment classes. Objectives associated with these goals include:

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

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

For families, our program hopes to increase engagement in the child's education, act as a bridge between families and school, and provide wrap-around services to families—such as parenting education and connection to social services. We believe that this relationship between NM and parents takes time in order to build trust. Success will be demonstrated by open communication between parents and NM staff, attendance of 60% of family nights, and the development of family goals that will be established in home visits with staff.

5.2.2 Client Empowerment & Community Impact **10 Points**

Describe what meaningful difference these services make in the lives of people served. What value is added to the community? Provide examples. (e.g. client demonstrates change in attitude; client has behavior change; etc.)

Zayden, a vibrant and enthusiastic second grader, came into our program with struggles -- ADHD, the inability to read, and not meeting benchmarks. Simply pointing to the word "the" in a kindergarten level book provoked, "I forget what it says."

Zayden's teacher expressed the concern of not having the capacity in her classroom to give him the individual assistance he desperately needed. Through attending our programs and employing simple strategies such as utilizing word games to capture his attention and focus, Zayden is now able to sound out letters and read books that were difficult for him at first.

The difference isn't just seen in Zayden, but in all our students. During this school year 85.2% of students completed homework and spent 20 minutes reading during each program day they attended. For our 3rd-5th graders, an improvement in their reading scores and overall grades was seen. 100% of teachers saw improvement in students' homework and reading skills (sight words and overall fluency) and highly recommended the program.

With the stated promising practices and the data above, narrowing of the achievement gap between high- and low-income students, positive long-term effects on school attendance and task persistence, and positive effects on grade and academic work habits were observed. The basis of these improvements include social skills with peers, increased prosocial behavior, and reductions in aggression, misconduct and illegal substance use. Students are equipped to integrate into higher education and/or the Lexington community.

5.2.3 Data Assessment & Quality Improvement **10 Points**

While it doesn't have to be complicated, evaluation is more than saying "we provided this many 'units of service.'" How will you know if your services have been effective? How does this relate to the desired outcomes for your clients? How will the information gathered be used to improve your services in the future? Be specific (for example, data collection may be through focus groups, pre-and post-tests, client satisfaction surveys, etc.), and also **be specific regarding sampling size and frequency of evaluation.**

Developing meaningful relationships, improving social/emotional skills and supporting student's academics will be monitored in several ways. Daily attendance will determine the level of impact and the consistency of student participation. Student surveys will assess areas such as social competencies with peers, task persistence, work habits, misconduct reduction, quality interaction with staff, quality of interactions with peers, and engagement in program activities. Five times a year, all RA students (start of school year & summer program, mid-school-year, and at the end of the school year and summer), will complete these surveys.

Surveys completed by staff and classroom teachers will include measures of behavior with other children, social skills with peers, task persistence, and work habits. This data will demonstrate changes in students behaviors across the school year. Qualitative data of student MAP tests (indicating skills students have developed, current learning, and next steps for instruction) and reading achievement will be received from classroom teachers each semester. Pre- and post-tests will measure student knowledge at the beginning and at the completion of enrichment classes among students participating in at least four classes. These surveys and data will directly impact on the improvement for our extended learning opportunities.

Additionally, attendance will be taken during family nights. Parents will be surveyed to assess the goals to be developed. Quantitative and qualitative data will be evaluated by our leadership team, assessing areas of improvement and setting goals and objectives. These goals and objectives will match desired outcomes and programming will mirror these improvements.

5.3 Capacity & Sustainability

5.3.1 Staff Qualifications & Experience **5 Points**

Provide information on the key/primary individuals that will be involved in the provision of services and demonstrate that they have the capacity to address the stated need. List each position by title and name of employee, if available. Describe the anticipated roles and responsibilities for each person as it relates to this project. Describe the experience, expertise, and capacity of each individual to address the proposed activities.

Program Coordinator: Casey Coyle, since June 2019. Fluent in Spanish, Background in education, Skills and experience needed to connect with students and families. Program Oversight: Recruit families, establish learning environment, oversee planning and implementation. Leadership: Develop focused programs to achieve agreed upon goals and objectives. Establishes helpful and strategic partnerships. Volunteer Recruitment and Management: Works to recruit volunteers. Screens, empowers, equips, communicates and invests in volunteers to adhere to safety policies and to determine best fits for service. Administration: Direct program budget, establish program calendar, maintain consistent contact with staff, board, supporters and network. Apply for grants in conjunction with the Program Director.
Program Director: Meghan Talley, since January 2017. 15 years of experience working with children & youth, launched an after-school program at The Foundry Christian Community Center in Bowling Green, KY, developed NM's extended learning opportunities. Support: Weekly meeting with staff, provide training and guidance. Accountability: Ensure goals and objectives are met. Sustainability: apply for grants and secure funding.
Social Worker: Stephanie Martinez, since January 2020. Fluent in Spanish, Experience in social work. Communication with families through home visits and phone calls. Assist families in setting goals. Connect families to resources as needed. Office Administrator: Pauline Acosta, since January 2020. Fluent in Spanish. Administrative tasks such as communication pieces and translation of documents.
School Year & Summer Camp Intern: Assist with leading program: all activities and behavior management.
Summer Teacher (Reading): Develop curriculum and teach lessons.

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.

As we have formed relationships in our community, our desire has been to build on what is currently available. Some of these organizations are Partners for Youth that leads Neighborhood Youth Council and Community Partners Meeting, Lexington Public Library Village Branch, that functions as a bridge into the community, Cardinal Valley Park Activities Board, that actively looks for activities for children, and school administrators and teachers, who have welcomed us to use their space.
We have built and will continue building a great network that has helped us throughout the past three years. Enrichment program partners include: Carnegie Center, Bluegrass Greensource, Eastern KY STEM, Lexington Storytellers, Kentucky State Beekeepers, Lexington Police Officers, Food Chain, Lexington Public Library, Seedleaf, UK Extension Office, Bricks 4 Kids, and the Raptor Rehabilitation of Kentucky. CVES provides healthy meals and the building at no cost. Cardinal Valley Park Activities Board provides access to their community building at no cost.
As a United Methodist (UM) ministry, we are connected throughout the Lexington District to 70 churches, 13 actively serving/giving. Also we are connected to 8 other non-UM churches that provide volunteers/financial support. This year we have been intentional about forming relationships with college students who provide volunteer support. From our staff, volunteers, and board, we have developed a leadership team that provides accountability, leadership, and program directives.
Summer enrichment camps have been supported by a Partners for Youth's Grassroots Grant. Individual supporters have sponsored our students through a scholarship campaign for after-school programming.

5.3.3 Outreach & Inclusion Strategy **15 Points**

Demonstrate how the program will ensure services are available and accessible by all potential participants, especially related to language barriers for persons with limited English proficiency; persons with physical or other disabilities; and persons impacted by poverty and economic distress.

Has your organization enacted any policies (or employs any standard operating procedures) to ensure equitable service opportunity and / or benefit program to a diverse cross-section of the greater community?

Knowing transportation is a barrier, programs are held at school and the park, where parents are able to easily pick up their students or the students are able to simply walk home. When it comes to physical or other disabilities, we are at an advantage of being in facilities (school and park) that provide reasonable access and accommodation for all.

School administrators and teachers are our main source of recruitment, but all students are invited to be a part of the program. We rely on the school's knowledge of students and families to connect us to the most vulnerable at CVES. In response to the need, we have been intentional about hiring 3 staff who are fluent in Spanish to help bridge the language gap. If a parent speaks another language, we rely on school support to begin the relationship with families. Once this relationship is established, we seek out support from Access Language Solutions to provide translators (by phone or schedule appointment) as well as translation of documents for students and families who are non-English or -Spanish speaking.

Many children who are underserved and at-risk have unhealthy or concerning behavior. We are committed to meeting children where they are and equipping staff and volunteers to do so as well. Training includes learning about common sources of childhood trauma, how trauma affects learning and is manifested in students, receiving tools and techniques to help students manage their social and emotional behavior, learning about self-care, and handling compassion fatigue.

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 **The Nathaniel Mission**

Program Name **Extended Learning Opportunities**

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	40,000	13,500	26,500
Part-Time	3	90,500	47,000	42,900
Total Salaries		130,500	60,500	70,000
3. Consultant Services	$	2,000	2,000	0
list details	Access Language Solutions: Translation by phone ($2/min), by appointment ($40/hour, min. of 2 hours) and of documents (est. for 3 families - each: 2 appointments, 1 hour by phone= $840 and 9 families night events = $720, document translation = $440.			
4. Space/Facilities	$	5,520	0	5,520
list details	Use of CVES school and Valley Park are free of charge. Non-ESR budget includes office space for staff.			
5. Operating Expenses	$	10,500	10,500	0
list details	After-school Curriculum, Resources, and Supplies $3,000. Summer Enrichment Camp Curriculum, Resources and Supplies: $4,000; Guest/Enrichment Speakers/Programs: $2,000 Volunteer Recruitment, Screening: $500; Training: $1,000			
6. Scholarships / Stipends	$	5,600	5,600	0
list details - numbers & amounts	1 - School Year Intern: $4,000 1 - Summer Camp Intern: $800 1 - Summer Camp Reading Teacher: $800			
7. Other	$	0		
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)*	$	154,120	78,600	75,520

Cost per Program Participant: $ **3,082.40**

I understand that this document in its entirety is incorporated into my grant Agreement with the Lexington-Fayette Urban County Government.

Authorized Representative *(typed name)*: Daniel Baer

Title: Executive Director **Date**: 04/02/2020