PROPOSAL SUBMITTAL FORM

Agency Information

Agency Name: Common Good Community Development Corporation

Mailing Address: 1015 North Limestone Lexington, KY 40505

Street Address: Same

Phone: (859) 379 - 9443

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: commongoodlex.org

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

Laura Gallaher, Executive Director, 859-333-5336, laura@commongoodlex.org

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

Karissa Porter, Development Director, 859-338-3935, Karissa@commongoodlex.org

Program Information

Name of program for which funds are being requested: After-School Program

Total Funding Amount Requested: $ 80,000

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.

11% of Fayette County residents lack a high school diploma. That number rises to 37% for residents in Lexington's North End. Countywide, 18% of households live on less than $25,000/year. That jumps to 30% in the North End (2017 North Limestone Cultural Plan). Since 2011, Common Good (CG) has worked with families, schools, and the community to give North End children and youth an opportunity to overcome these odds. Of the 39 students enrolled in CG's elementary after-school program: 27 attend Arlington, 3 William Wells Brown, 3 Northern, 3 Ashland, and 3 Coventry Oaks. 2019 test scores put Arlington in the bottom 5% of elementary schools statewide. Arlington consists of 38% Hispanic children, 30% black, 27% white; 94% qualify for free/reduced lunch. In CG's youth program, 13 attend Bryan Station Middle, 4 LTMS, 1 Morton, 1 Winburn, 7 Bryan Station High, 6 Frederick Douglas, 4 STEAM, 1 Lafayette, and 1 Tates Creek. CG families who move out of the neighborhood can continue enrolling students if they provide transportation and attendance meets guidelines. The schools where CG students attend have programs geared towards enhancing student engagement and increasing test scores. Very few programs offer students and families ongoing mentorship or wholistic assistance in removing barriers. 82% of CG families are non-native English speakers, making access to services especially challenging. CG desires to help remove those barriers and does so through programming focused on education, recreation, leadership development, and spiritual formation, promoting thriving children, strong families, and flourishing neighborhoods.

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.

Daily programming: Monday - Thursday, 2:40 - 6pm, 34 weeks/year. 79 students receive educational enhancement, leadership development, recreational activities, and mentoring. Three staff members provide two hours/week of in-school literacy tutoring for 34 weeks/year. CG's youth program director provides accountability to middle/high school students.

Elementary Program Clubs: Three times/week for 34 weeks/year. Many students attend schools with no extracurricular opportunities, and most families cannot afford these privately. CG's club times rotate access to cooking, Urban Ninja, gardening, and art.

Mission: Transition (College Readiness): Two hours/week for 34 weeks/year. High school juniors/seniors meet with staff/mentors to pursue post-high school opportunities. Many students in under-resourced neighborhoods, and particularly immigrant students, are not aware of opportunities and resources available to them. CG provides support to families navigating the post-graduation process and ongoing mentorship for high school graduates in college, working, or still discerning next steps. Two graduates have joined CG's staff.

Parent Leadership Development: Two hours/month for eight months/year. CG provides parenting support, leadership development, and help with school communication. These meetings engage parents who might not be involved in school because of linguistic/cultural barriers.

Matchstick Goods: CG's social enterprise and economic development arm launched in 2019. Matchstick creates opportunities for CG students and graduates, including first/second generation immigrants, to express their unique and creative voices in their current cultural context. Students work 4-8 hours a week learning skills related to running a business and design/creation of home goods.

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.)

CG programs are neighborhood-based: most clients receiving services live around or very near the program's physical location. Families pay $10 per school year per child for the after-school program, and $10 per child for the six-week summer program. This contribution gives parents a buy-in without being cost-prohibitive to anyone. CG does not financially screen participants but staff awareness of participating families suggests 95% of families in the program live at or below the poverty level.

The expectations for students in the after-school program include regular attendance (the attendance policy is reviewed with students and parents at the beginning of the program); respect for staff, volunteers, and property; and respect for each other. CG has a behavior system that rewards positive behavior and effort with "CG Bucks" (a micro-economy where students can earn and spend the "bucks" in CG's store) and discourages negative behavior through buck removal. The expectations for CG students are high, but there are strong support structures in place to help them understand the social and emotional implications of their actions. Students are treated with respect for their own personhood as they navigate the complexities of growing up. CG staff are trained in trauma-informed care and Safe Sanctuaries, and all mentors are given thorough training on CG policies before spending time with students.

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.

CG practices asset-based community development. This practice brings those most impacted by marginalization and societal challenges to the forefront, empowering them to effectuate their own personal and community development. Community development studies have repeatedly shown that sustainable development involves those most impacted and must rely on the skills and strengths of the community. (https://resources.depaul.edu/abcd-institute/resources/Pages/default.aspx). To help identify strengths and invest in the common good, CG prioritizes geographic proximity among staff. All full-time CG staff are required to live in the service area.

CG also has a strong mentorship model. Mentors assist with homework, play, pour into students' lives, listen, and advise. CG requires after-school program mentors to commit to serving the same day, once a week for three hours, for a full semester. This commitment may seem daunting, but it provides students with needed consistency from caring adults. This has been CG's model for eight years, and some mentors have been with us for all eight years. This school year, CG has 56 mentors, and these mentoring relationships are key to CG's work. Mentors come from all walks of life, and CG intentionally recruits mentors whose stories and life experiences represent the demographic of CG students. Recruiting local community mentors as well as mentors of color is critical to success and has been proven the most effective mentoring model (nationalmentoringresourcecenter.org). Specifically, CG currently has 22 mentors of color and seven graduates who have returned to the program to mentor.

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?

Sense of security: Many CG families are in tenuous situations due to financial stress, immigration status, and/or trauma. CG desires to be a safe place where each student and his/her entire family feel welcomed.

Post-secondary opportunities: CG wants all students to know available options. Barriers are real, but so is the support system and ability to reach their goals. CG has 12 graduates pursuing post-secondary options; two graduates have completed BA's and one student has completed an AA.

Increased academic performance: CG provides tutoring and additional accountability by checking, monthly, students' grades, behavior, and school attendance. From Fall 2019 to Winter 2020, 26/39 elementary students made gains of two+ reading levels.

Access to extracurricular opportunities: CG provides access to extracurriculars for students facing economic and/or transportation barriers. Elementary students participate in weekly extracurricular club times, and older youth partner with Transylvania's Community Education Through the Arts and Lexington Community Radio to enhance their social awareness.

CG defines success for current students as being engaged in the program, attending regularly, desiring success for themselves, and making academic and social gains. More broadly, CG wants students and families to remain engaged in programming for years to come. A specific goal is for participants to willingly give back to the program. This long-time goal is being achieved. CG recently hired two program graduates as staff members; graduates and 5-7 current students serve as summer program employees every year; and a parent of CG graduates serves on the board.

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.)

Navigating post-secondary decisions is difficult enough without cultural, linguistic, and economic barriers. Fortunately, CG's wholistic programming can uniquely assist students and families with this process.

Jonathan was born in the USA but moved to Mexico as a young child. He re-entered US schools in fifth grade as an ELL student. Jonathan and his two younger sisters joined CG in high school, and he began to see college as an option for himself. His father was also engaged and desired to help as much as he could. Jonathan received a scholarship to attend Asbury University, but the transition to college as a first-generation student was not easy. Jonathan felt disconnected, and his grades suffered. After two semesters, he decided not to return and moved home to work. However, Jonathan's family remained deeply connected to CG, and his two sisters went on to graduate and attend Berea College. After moving home, Jonathan began to mentor at CG and support his sisters. He shared openly about his struggles at Asbury, and his experience has helped other CG students transition more smoothly.

Years later, Jonathan now works for CG as the Creative Director for Matchstick Goods, and he is re-enrolled in college at BCTC. What could seem like a "failure" from Jonathan's first college attempt has instead become a springboard for growth for him and his family. Through Jonathan's experience, and that of many others, CG knows that deep, long-term commitment and mentorship transforms families and, ultimately, entire communities.

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.**

39 elementary students will take reading assessments at the beginning and end of each semester through the Reading A-Z assessment. This will allow CG staff to evaluate gains in literacy for both native English speakers and students who are enrolled in English Language Learner (ELL) services. Based on this year's growth, CG's goal is for 28/39 elementary students to make gains of at least one level from the beginning of the fall semester to the end of the spring semester. The assessment results will inform the structure of CG's after-school program literacy component.

CG program staff will meet with teachers biannually to discuss students' academic gains and struggles. These meetings will inform the curriculum implemented during programming.

CG has 42 families represented in our 79 students. The goal is for one parent/guardian from 25 different families to attend at least two Parent Leadership Team meetings annually. Parents/guardians will be given surveys in April 2021 to rank their evaluation of the after-school program, including an evaluation of Parent Leadership Team meetings. These evaluations will help guide programming.

Youth will maintain a consistent 65% attendance rate, and elementary students will maintain a consistent 80% attendance rate. This will be tracked through weekly attendance records.

CG's 14 college students will receive support through letters, phone calls, mentoring, care packages, and retreat opportunities.

Matchstick Goods will employ four to six students in 2020 and pay them the fair wage of $10.50/hour. These student-employees will learn valuable lifelong skills.

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.

Brenda Vanegas - Senior Program Director. Brenda joined the staff in September 2016. She has a B.A. in psychology. Originally from Mexico, she is a native Spanish speaker. Brenda embodies many experiences of CG families: being a DACA recipient and first generation college graduate. She oversees all programming.

Noranne Hendricks - Elementary Program Director. A first generation college graduate, Noranne studied Community Leadership Development before joining CG's staff in August 2017. Born and raised in Louisville, she understands the dynamics of growing up as a woman of color in Kentucky. Noranne works with organizational partners to implement club times.

Philip Manga - Youth Program Director. Philip joined CG's staff in January 2018 working with youth and Mission: Transition. He has a B.A. in Sociology. A native of the Democratic Republic of Congo, Philip is fluent in Swahili, Lingala, and French. His refugee experience and being a first generation college graduate resonates with CG families.

Dor'cas Kaindu - Assistant Elementary Program Director. Dor'cas graduated from CG in 2015. After graduating from college, she joined the CG staff in Fall 2019. Her family is from the Democratic Republic of Congo and she is a native Swahili speaker. Dor'cas tutors at Arlington and works with CG's second/third graders.

Jonathan Gomez - Cofounder and Creative Director of Matchstick Goods. Jonathan graduated from CG in 2015 and joined the staff in Spring 2019. Jonathan's family is from Mexico and he speaks Spanish fluently. Jonathan helps train Matchstick's student-employees and brings creative and cultural passion to the staff.

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.

CG programming provides a safe, equitable space for students and families, a need previously lacking in Lexington's North End. While other after-school programming exists in CG's service area for elementary students, it is often unaffordable, and there is a significant gap in services for area middle and high school students. The majority of youth in CG's program attend because they desire to participate, not because a guardian requires them to do so. This buy-in from youth is essential to their individual success and program-wide success.

CG has many established partnerships including Seedleaf, Urban Ninja, local schools, Transylvania's Community Education Through the Arts program, Lexington Community Radio, Lexington Art League, UK College of Pharmacy, God's Pantry, Centenary UMC, and Embrace UMC.

CG has an engaged board of directors. Four of our 12 board members volunteer with programming weekly. The board provides programming and staffing advice and oversees the Executive Director. Volunteers are also crucial to the program's success. For the 2020 spring semester, CG has 56 weekly mentors and 18 volunteer cooks.

CG worked diligently in 2019 to increase corporate sponsors, onboarding five corporate sponsors during the year, increasing CG's total corporate sponsors to 14. Individual donors contribute 80% of the budget. In October 2019, CG received $86,000 in pledges and donations for 2020. CG also hosts an annual walk fundraiser every June. This raised over $20,000 last year. Further, the after-school program is partially funded by the Early Childhood Literacy and HSG Art grants from BGCF.

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?

Because CG is neighborhood-based, students and families do not need to own a vehicle or access public transportation to arrive at the program's location. CG works with some of the most marginalized populations in Lexington. Currently, the student population includes 41 Latino students, 34 African or African-American students, and four white students. 30% of CG's students receive ELL services at school, and 82% of CG families are non-native English speakers. Importantly, CG's staff represents the families served. Among staff members, language capacities are Spanish, French, Swahili, and Lingala. This allows CG to provide services in multiple languages and helps families to feel welcomed. CG's fee structure of $10/child for the entire school year, regardless of income, creates equity among participants. CG's daily meal is provided by God's Pantry through the Kid's Cafe program, and any child who needs a meal is welcome to eat here. CG's ratio of adult mentors to students is very low: there is typically one mentor for every three students. This enables students with high needs to receive individualized attention (for example, CG serves students with 504 plans and IEP's) while still allowing all students to receive needed time and attention from mentors and staff. CG's space is handicap accessible with ramps and an elevator to accommodate students/parents/volunteers with physical limitations. CG very intentionally strives to be a place of welcome and belonging, and CG is a place where individuals and families can come to see their assets as beneficial to the 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.)* **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: Common Good Community Development Corporation

Program Name: After-school 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)	6	160,490	45,000	115,490
Part-Time	4	38,000	15,000	23,000
Total Salaries		198,490	60,000	138,490
3. Consultant Services	$	4,000	2,500	1,500
list details	Payment of contracts with Club time partners: Seedleaf, Urban Ninja, Nigel Vinegar and Art On the Move			
4. Space/Facilities	$	3,600	3,600	0
list details	rent payment to Embrace Church for studio space for Matchstick Goods. $300 x 12			
5. Operating Expenses	$	23,000	9,400	13,600
list details	Internet, phone, background checks, printing, office supplies, insurance payments. Portion of Development Director's salary for grant and program management, $15,000.			
6. Scholarships / Stipends	$	4,500	1,500	3,000
list details - numbers & amounts	CG provides a $1500 scholarship to each graduating senior. Anticipating 3 of those in 2021.			
7. Other	$	6,000	3,000	3,000
list details	Supplies and equipment for Matchstick Goods (slab roller, molds, wax, and clay), food and supplies for Parent Leadership Team, snacks and supplies for Mission: Transition, supplemental food for meal times, books for classrooms and program supplies.			
8. TOTAL FY21 PROGRAM BUDGET *(Program budget will be the same for FY22; no increase in award for Year 2 of the grant)*	$	239,590	80,000	159,590

Cost per Program Participant: $ 1,197.95

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)*: Karissa Porter

Title: Development Director **Date**: 03/24/2020