



City of Lawrence

2013 Social Service Funding Application – Non-Alcohol Funds

SECTION 1. APPLICANT INFORMATION

Legal Name of Agency: Van Go, Inc.
Name of Program for Which Funding is Requested: JAMS: Jobs in the Arts Make Sense
Primary Contact Information (must be available by phone 5/16 and 5/23 from 2 p.m. to 6 p.m.)
Contact Name and Title: Lynne Green, Executive Director
Address: P.O. Box 153, 715 New Jersey
Telephone: 842-3797 Fax: 842-4628
Email: lynne@van-go.org

SECTION 2. REQUEST INFORMATION

- A. Amount of funds requested from the City for this program for calendar year 2013:
B. Will these funds be used for capital outlay (equipment or facilities) in 2013? If so, please describe:
C. Will these funds be used to leverage other funds in 2013? If so, how:
D. Did you receive City funding for this program in 2012? If so, list the amount and source for funding (i.e. General Fund, Alcohol Fund, etc.):
1. How would any reduction in city funding in 2013 impact your agency?
2. If you are requesting an increase in funding over 2012, please explain why and exactly how the additional funds will be used:

SECTION 3. PROGRAM BUDGET INFORMATION

- A. Provide a detailed budget for the proposed program using the following categories: personnel (list each staff position individually and note if new or existing), fringe benefits, travel, office space, supplies, equipment, other.
B. What percent of 2013 program costs are being requested from the City?
C. Provide a list of all anticipated sources of funding and funding amount for this program in 2013:

SECTION 4. STATEMENT OF PROBLEM / NEED TO BE ADDRESSED BY PROGRAM

- A. Provide a brief statement of the problem or need your agency proposes to address with the requested funding and/or the impact of not funding this program. The statement should include characteristics of the client population that will be served by this program. If possible, include statistical data to document this need.
B. How was the need for this program determined?
C. Why should this problem/need be addressed by the City?
D. How does the program relate to one or more of the goals of the City Commission (see page one)?

SECTION 5. DESCRIPTION OF PROGRAM SERVICES

- A. Provide a brief description of the service you will provide and explain how it will respond to the need you identified in Section 4. The description should include how many clients will be served, and should describe as specifically as possible the interaction that will take place between the provider and the user of the service.
B. What other agencies in the community are providing similar types of services. What efforts have you made to avoid duplication or coordinate services with those agencies?

SECTION 6. PROGRAM OBJECTIVES

Please provide three specific program objectives for 2013. Objectives should demonstrate the purpose of the program and measure the amount of service delivered or the effectiveness of the services delivered. A time frame and numerical goal should also be included. Examples include, "75% of clients receiving job training will retain their job one year after being hired," "increased fundraising efforts will result in a 15% increase in donations in 2013," "credit counseling services will be provided to 600 clients in 2013," etc. Applicants will be expected to report their progress toward meeting these objectives in their six-month and annual reports to the City.

Section 2. Request Information

2A. \$35,000

2B. These funds will not be used for capital outlay

2C. Van Go plans to leverage this funding by using it as a portion of matching funds that are required for grant applications, specifically the Kansas Health Foundation to help fund the Go! Healthy component and an NEA Challenge grant to fund the Spring 2013 mural project.

2D. 2012 funding from the City: \$44,000 Special Alcohol Tax Fund, \$35,000 Social Service Funding.

1. Any reduction in City funding would negatively impact our agency. If the reduction was significant the Finance Committee would convene to determine the best course of action, likely a combination of reduced services and increased fundraising efforts.

2. Van Go is not requesting an increase in funding over 2012.

Section 3. Program Budget Information

3A. Budget: \$446,832

\$299,137	Personnel (all positions are existing)
	○ Youth Wages
	○ Executive Director
	○ Asst. Executive Director/Program Director
	○ Social Worker
	○ Office Manager
	○ Art Instructor
	○ Woodshop Instructor (pt)
	○ Marketing Manager (pt)
\$14,285	Contracted Labor
\$34,185	Payroll Taxes & Fringe Benefits
\$ 2,690	Transportation/Vehicle
\$ 43,948	Supplies (program and art)
\$ 9,104	Food/Go! Healthy Costs
\$ 5,524	Equipment
\$20,314	Insurance
\$ 20,335	Misc.

3B. Van Go's request of \$35,000 is 8% of the program budget.

3C. Anticipated Funding Sources: \$446,678

\$296,334	Grants
\$ 89,015	Contributions
\$20,277	Product Sales
\$37,371	Fundraisers
\$ 3,681	Other

Section 4. Statement of Problem/Need To Be Addressed

4A. Over 80% of youth served in JAMS live in poverty (100% of federal poverty guidelines), 53% have a mental health diagnosis, and 20% have had some involvement with the court system. 83% have never had a job before, making our work essential, as it sets the foundation for what success in a job looks like. Van Go uses art to attract the at-risk kids in our community who have few opportunities to express themselves or to shine. We build their resiliency by giving them hope, especially for success in future employment.

1) Need: Job training & work opportunities for at-risk teens

Most youth served at the Van Go worksite live in poverty, therefore it is likely they have **never** been exposed to or seen the benefit of a positive and satisfying work experience. That's why Van Go provides a valuable service by teaching vital job skills that not only benefit youth, but also the community as a whole. Youth who are employed or involved in activities leading to employment are less likely than their unemployed peers to engage in negative behavior, including dropping out of school, becoming teen parents, or using illegal drugs.¹

2) Need: Skill-building for successful work opportunities

Teenage unemployment is at an all-time high; the current teen unemployment rate in Kansas is 16.8%, compared to the adult unemployment rate of 6.1%. It may seem fair that teenagers, most of whom are not supporting families, should be the first to lose work opportunities. However, researchers at the Center for Labor Market Studies report that unemployment during the teen years follows a person throughout life; the more work experience a person has, the higher the wages at subsequent jobs. The report also found that kids who are already at-risk are the most affected.²

4B. A great strength of Van Go has always been our ability to meet the needs of the community we serve. We began after-school programs at targeted elementary schools 15 years ago, long before the arrival of 21st Century funds. We started the JAMS program for at-risk teens in 1999 as a response to needs cited in the 7th Judicial District's Comprehensive Plan, which called for more after-school and vocational training for

¹ Economic Policy Institute, *Crime and Work: What We Can learn From the Low-Wage Labor Market*, Executive Summary, <http://www.epinet.org/content.cfm>

² Center for Labor Market Studies, Northeastern University, 2010

teens. In 2010 Van Go moved to the forefront again to serve disadvantaged older teens and young adults through the Arts Train program. The Arts Train targets disconnected youth who teeter on the precipice of adulthood yet need guidance to successfully transition to personal, economic, and social maturity.

4C. JAMS meets the City's goal of Economic Development, by creating work and employment training to an underserved population. Now more than ever the job skills and personal support Van Go provides are essential to the success of the young people, enabling them to become productive, employed members of our community.

The City benefits in two important ways from the services provided by Van Go:

1. Van Go Training: Readyng the Workforce

- For JAMS youth, “soft skills” are honed as apprentice-artists partner with local business to design and create commissioned art bench through an interview process with clients (a firm handshake and good eye contact are stressed and practiced).

- Attendance, punctuality, time management, goal-setting, teamwork and task completion are charted, measured, evaluated and rewarded.

- Life skills are practiced in sessions on topics such as fiscal responsibility, transition planning, health and employment issues.

2. Van Go Employment: Economic Development

- In 2012, Van Go will bring \$242,000 into the Lawrence economy, 75% of which will be used for salaries for Lawrence residents (both youth and staff wages).** That's 7 times as much as were requesting from the City! Thus, Van Go leverages the City's financial support to help generate additional dollars that directly benefit our at-risk youth and community.

- Van Go youth attending Lawrence public high schools can receive one hour of credit toward graduation through their participation in Van Go programs, encouraging graduation. A KU School of Social Work research project found that *JAMS participants are twice as likely to graduate from high school than their peers (2008)*. And as data shows, earning a high school diploma increases employability and is a key determinant of future job prospects. Data from that research also shows how effective our efforts have been. According to the most recent JAMS Alumni Survey:

 - 77% reported better job preparedness

 - 74% reported that they learned to be more responsible from JAMS

 - 64% reported better subsequent job performance

Section 5. Description of Program Services

A. Van Go addresses the need of at-risk youth having work opportunities and job training by serving 90 youth through the **JAMS (Jobs in the Arts Make Sense)** program. JAMS is Van Go's year-round, nationally-award winning youth employment program for at-risk teens ages 14 – 18. This real world, earn-while-you-learn program teaches job and life

skills, as well as addressing the need for high-risk youth to have meaningful employment opportunities. Van Go works closely with community partners, most of whom have been referring youth to Van Go for over a decade, to interview and hire teens based on at-risk status: poverty, court involvement, placement in foster care, or having an IEP at school. Teens are hired for three 8-week work sessions annually and, working with professional teaching-artists, are paid minimum wage to create art objects that are sold in the student-run gallery, where all proceeds go back to support the program. In addition to teaching the all-important “soft” skills like task completion, punctuality, responsibility, and teamwork, JAMS includes life skills training using community volunteers.

Youth hired by Van Go are taught skills that employers demand: showing up and on time, attention to detail, task completion, teamwork, setting and reaching goals, meeting deadlines, and cooperating with colleagues and supervisors. A recent Lawrence Chamber of Commerce Employers survey indicated that these “soft skills” are essential for employment success.

A recent workforce readiness brief reports that a large percentage of the children and youth who will enter the workforce over the next two decades are lacking enough of the “soft” or applied skills – such as teamwork, decision-making, and communication – that will help them become effective employees and managers. The report goes on to say that 40% of employers indicated that the high school graduates they hire lack enough of the “soft” skills needed even for entry-level jobs. The report claims the impact on the community is that it will take significant financial investments to provide remedial training for young people who enter the workforce without enough of the skills companies need.³

Van Go teaches, models, and evaluates these soft skills every single day; it is the core of our employment training philosophy. Youth practice communication by meeting with clients and participating in daily goal-setting activities. They are assigned to teams, and some are assigned to be team leaders, where joint tasks are completed and group decisions are made. Van Go is actively and successfully tackling this “soft skills gap,” improving the likelihood that the community will benefit in many ways, especially financially.

5B. Van Go works with community partners to ensure coordination of prevention services and to avoid duplication. Those collaborations include the following agencies:

Bert Nash Community Mental Health Center - WRAP social workers refer students to Van Go. WRAP staffers are essential in Van Go’s effort to make sure that at-risk children are being identified and that services offered during the school day are continued after school.

Douglas County Youth Services – DCYS staff and juvenile court personnel refer youth to the JAMS program.

³ America’s Promise Alliance, *Under-Equipped and Unprepared: America’s Emerging Workforce and the Soft Skills Gap*, Issue Brief, 2007

The Lawrence/Douglas County Housing Authority – Because many of our low-income youth live in public housing, the Housing Authority sponsors Summer JAMS apprentice-artists' salaries for their residents.

USD #497 – The partnership between Van Go and the school district is strong. Local junior high school students have attended career exploration events at the Van Go facility, and JAMS participants earn high school credit for their involvement with Van Go. School counselors and social workers are important partners referring and recruiting students as well as communicating grades, attendance, and discipline problems so that a coordinated effort can be made on behalf of each child.

Independence Inc. – Van Go has met with program staff at Independence Inc. to explore future collaboration.

Section 6. Program Objectives

1. Workforce training through the arts will be provided to 67 at-risk youth and , ages 14-18 in 2013 in the JAMS program.
2. 90% of youth will show an improved score on their employee evaluation scores, as measured by workplace evaluations conducted at weeks 2 and 8.
3. Youth will receive 32 life skills lessons in 2013.