

GLOBAL GRANTS COMMUNITY ASSESSMENT RESULTS

Use this form to report community assessment findings to The Rotary Foundation when you apply for a global grant.

Assessing the strengths, weaknesses, needs, and assets of the community you plan to help is an essential first step in designing an effective and sustainable global grant project. See [Community Assessment Tools](#) for full instructions and helpful tips.

This form will help you report the results of your community assessment, and it's required when you apply for any humanitarian or vocational training team grant. Complete a separate form for each beneficiary community (e.g., school, health care system, or village), using information that is both current and specific to each community. Remember, you can't use global grant funds to cover the cost of doing an assessment, but you can use district grant funds.

Beneficiary community or institution

Live the Victory, Inc DBA The Matthews House – non-profit organization located in Fort Collins, CO is the beneficiary organization. The City of Fort Collins is the beneficiary community.

Groups in the community that would receive a clear, direct, and immediate benefit from the project

The Restaurant Ready program focuses on marginalized populations- Opportunity Youth (16-24 years old), who have barriers to employment. In Larimer County, far too many children, families and neighborhoods are vulnerable. They do not have the support and opportunities to become a vital part of our community. The overall poverty rate in Larimer County is 13.7%. Of these, 12.3% were children under the age of 18 years of age (census.gov, 2015). Kids Count in Colorado indicated that in the fall of 2015 33% of Larimer County students qualified for free lunch. In the school year 2015-2016, 739 students in Poudre School District were in the McKinney Vento Program. Young adults coming out of generational poverty or foster care/juvenile justice system often have not obtained the life skills necessary for living independently of parenting future children and are at risk of cycling into the adult systems of care. Youth living in impoverished environments also have much higher rates of high school drop outs than those living in nurturing environments. The National Youth in Transition Database (NYTD) reported that almost 100,000 youth and young adults in the U.S. required at least one service to help transition from foster care to adulthood in the fiscal year 2013. Over half (52%) of these youth were between the ages of

18-21, and 44% were between the ages of 14-27 (NYTD, 2014). The Matthews House is the only organization in Larimer County using a holistic approach in serving at risk youth and families helping in areas of housing , education, employment, well being and life skills. With the addition of the Restaurant Ready program, we will be able to further support youth in their ability to obtain and maintain employment and development positive skills in how to interact with others which will enable them to succeed in all areas of life.

Beneficiaries' demographic information, if relevant to the project

Opportunity Youth (16-24 years of age) 85% of the participants

Other (single parents, ect) 15% of the participant

We annually serve 125 low-income (0-30% AMI) youth ages 14-21. With the expansion of our programming to include Restaurant Ready, we will have the opportunity to youth up to 24 years old. Participants in our program are low-income (0-80% AMI). 66% of the overall participants are Caucasian, 27% Hispanic, 5% African American and 2% Native American. The typical presenting issues 89% housing/homelessness, 56% job readiness needs, 36% domestic violence, 15% substance abuse, 45% parenting needs, and 21% legal needs. Approximately 75% of youth stay involved until age 21 or until reaching self-sufficiency.

Indirectly, restaurant customers will benefit from the program when they receive quality service from a skilled and trained restaurant staff. Restaurants will also benefit in having an increase in productivity and increase in staff retention.

Who conducted the assessment? (check all that apply)

- ☒ Host sponsor members
- ☐ International sponsor members
- ☐ A cooperating organization
- ☐ University
- ☐ Hospital
- ☐ Local government
- ☐ Other Click or tap here to enter text.

Assessment dates

December 8, 2017.

What methods did you use? (check all that apply)

- ☐ Survey
- ☐ Community meeting
- ☒ Interview
- ☐ Focus group
- ☐ Asset inventory
- ☐ Community mapping
- ☐ Other Click or tap here to enter text.

Who from the community participated in the assessment?

Nicole Armstrong (Building Community Director) and Justin Kruger (Building Employment Skills Coordinator)

List the community needs you identified that your project would address.

1. Increased job skills and income for opportunity youth and other marginalized populations.
2. Soft skills training with supportive services to provide stability and resilience to participants.
3. Improved quantity and quality of restaurant industry work force within our community
4. Increased economic stability to both participants and our community by moving low income populations into living wage jobs.

List any needs you identified that your project would not address.

1. Services to other populations not mentioned in the above demographics
- 2.
- 3.

List the community's assets, or strengths.

1. An existing collaborative spirit within business and non profits in our community
2. A strong restaurant industry looking to partner with The Matthews House to reduce turn over within their business
3. A desire to break down silos to better serve marginalized populations in our community

Considering the needs and assets you listed, explain how you determined the project's primary goal.

The restaurant industry identified 13 competencies needed for entry level staff, including 1) Come to work on time and be prepared to work, 2) Demonstrate a positive attitude 3) Maintain open lines of communication, 4) Respond appropriately to positive and negative feedback 5) Be pleasant, courteous, and professional when dealing with customers, 6) Work as part of a team, 7) Interact respectfully and cooperatively with others, 8) Demonstrate sensitivity to the needs and feelings of others, 9) Desire and show willingness to learn new assignments, 10) Treat unexpected circumstances as opportunities to learn, 11) Display responsibility in fulfilling obligations, 12) Comply with organizational rules, policies, and procedures, 13) Maintain appropriate personal hygiene and grooming.

Each competency has 8-12 behaviors that must be demonstrated on the job to achieve the “met status” of the competency. Once all 13 competencies are met, the student earns the National Restaurant Association Education Foundation (NRAEF) Restaurant Ready Certificate.

The selection of the RR Facilitator is important in that he/she will provide the catalyst for the participants to be successful in learning and achieving the competencies. The Matthews House RR facilitator will allow participants to assume responsibility for their own learning by having the skills to moderate and run sessions where knowledge is shared by and extracted from the participants. The facilitator will have specific knowledge and practical experience in the subject of training and sharing information in a way that matches participants learning styles. The teaching will be a mixture of lecture, interactive, role playing, and more.

The observers will be trained in the 13 competencies of RR and will be able to observe participants ability to demonstrate the competencies in a restaurant setting. They will be neutral observers and will therefore be able to offer impartial and valuable feedback to RR participants during the observation period.

Lifelong Learning has developed the RR curriculum to be taught in all types of learning styles. The RR Facilitator will assess each participants learning style as well as competency level prior to the start of the training. This allows for a youth to participate in the group classes or one on one facilitation as needed.

How would your project’s activities accomplish this goal?

Westat will be conducting research and determining the outcomes for the pilot of Restaurant Ready. The trained evaluator will observe the participant demonstrate a specific set of behaviors from an Observation Checklist for each of the 13 competencies. The participant will pass a competency if 75% of the behaviors were sufficiently observable and if 100% of competency-specific behaviors met expectations. If only 50-75% of behaviors were observed sufficiently and the participant met expectations on 100% of these, then the assessment can be supplemented with at least 2 role play or scenario assessments for the designated competency. A participant will

pass the competency if 100% observation behaviors and the responses to all role plays/scenarios met expectations. Each participant will be assessed and Westat will look at outcomes of whether the participant met expectations, did not meet expectations, or if there were insufficient number of behaviors observed. Westat provide a report to the NRAEF and The Matthews House. The data will dictate whether or not any adjustments are needed to the program.

For the continuation of the program, our outcomes will be monitored by assessing participants based off of competencies being fulfilled along with measuring success by an increase in job readiness, the ability to obtain and maintain employment, obtain and maintain housing, and an increase in natural supports. In 2016 in our Empowering Youth program, 77% of youth increased in job readiness skills, 55% acquired a job within 6 months of being in our program, 76% were in a safe living situation, and 79% identified a minimum of three healthy, sustainable supports in their lives.

Of the youth we serve in Restaurant Ready, we hope to see 90% increase in job readiness skills by completing the 13 competencies, 75% obtain and maintain employment, 75% earn sustainable living wages to obtain and maintain housing, and 90% identify three or more natural supports.

What challenges have prevented the community from accomplishing the project's goals?

The lack of supportive services needed to help move marginalized populations from crisis to thriving has been nonexistent. Many folks who have lived in generational poverty and been affected by past and present trauma are not able to maintain employment. Research indicates that by providing the supportive services not only during the pre-employment stage but while on the job helps low income populations maintain employment while also being upskilled.

How is the community addressing these challenges now?

There is no other program in our community providing a focus on the restaurant industry and working with Opportunity Youth.

Why are the project's activities the best way to meet this community need?

The Matthews House highly values collaboration with local nonprofits to help provide resources for the youth and families we serve. The Matthews House Community Life Centers collaborate with Poudre School District and the Larimer County Department of Human Services. We partner with well over twenty organizations, local Workforce Center, Front Range Community College and Colorado State University in order to bring about collective impact in our community. We continue to reimagine our infrastructure,

service models, approaches and relationships to best meet the needs of our clients and our community at large. We were honored at our local United Way's State of the Community event for our collaborative work. Northern Colorado Community Foundation also awarded us \$13,000 for our innovative work in our recent merger that brings holistic case management to another level by also providing job training and career pathway opportunities to young adults in our community.

The Matthews House works closely with schools in the area for many of our other programs. We will partner with local schools and the Workforce Center to get referrals and identify youth who may be appropriate for Restaurant Ready. Local, nonprofit coffee shops will hire youth to be a part of their volunteer barista team. This will allow the Restaurant Ready instructor to observe youth in a business and work environment.

We will be working with the Colorado State University School of Hospitality and Management Program to provide undergraduate students the opportunity to mentor Restaurant Ready participants. The Matthews House already has strong relationships with CSU as we get many interns and volunteers from the Human Development and Family Studies department. We will now have the opportunity to expand that partnership and collaborate with the Hospitality and Management Program to have students guide, support, and encourage our RR participants to help them gain the skills necessary to be successful.

