

**COOPERATIVE AGREEMENT**

**COMBAT Grant Match**

**(January 1, 2012, through December 31, 2012)**

**AN AGREEMENT** by and between **Jackson County, Missouri**, a Constitutional Home Rule Charter County, hereinafter referred to as "the County," and **MT. PLEASANT EDUCATION AND DEVELOPMENT CORPORATION d/b/a FREEDOM SCHOOL COLLABORATIVE**, 2201 Olive Street, Kansas City, Missouri 64127 (a Missouri not-for-profit corporation), hereinafter referred to as "**Organization**."

**WHEREAS**, the voters in Jackson County approved and renewed a quarter cent sales tax for the purpose of providing revenue to combat illicit drug use in our community; and,

**WHEREAS**, the voters and the Jackson County Legislature authorized the County Executive to contract with qualified not-for-profit community organizations to fund programs or services for the purpose of treating or preventing illegal drug use and drug-related offenses; and,

**WHEREAS**, Organization has been awarded a grant by **Kauffman Foundation**; and,

**WHEREAS**, COMBAT Administration has carefully reviewed the **Organization's** proposal for 2012 funding; and,

**WHEREAS**, the Jackson County Legislature's Anti-Drug Committee has recommended the expenditure of **\$10,000.00**, of COMBAT Anti-Drug Sales Tax funds (hereinafter referred to as "COMBAT funds") to provide a local match to **Organization's** grant award;

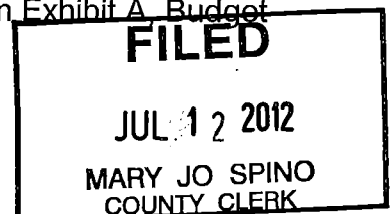
**NOW THEREFORE**, in consideration of the foregoing and the terms and provisions herein contained, the County and **Organization** respectively promise, covenant and agree with each other as follows:

**I. SERVICES**

**Organization** shall use COMBAT funds solely for the purpose of providing substance abuse treatment and prevention services, as is more fully set forth in **Organization's** proposal, attached hereto and incorporated herein as Exhibit A; and,

**Organization** shall collaborate and cooperate with COMBAT Administration in its efforts to provide for the substance abuse needs of those who are returning to Jackson County from correctional institutions; and,

**Organization** has agreed to use COMBAT funds only as set forth in Exhibit A, Budget and Pricing Page, attached hereto.



## II. PAYMENT

The County agrees to pay to the **Organization** a total amount not to exceed **\$10,000.00**. Upon execution of this contract, an advance payment equal to one-quarter of the contract amount, totaling **\$2,500.00** will be submitted to **Organization**.

**This award is contingent upon collection of sales taxes as budgeted at the time of the contract award. If COMBAT funds are reduced, contractor will be informed of necessary contract revisions, as provided for in this Agreement.**

**Organization** understands that no payment shall be made under this Agreement until **Organization's** 2012 COMBAT contract has been fully reconciled, if applicable.

**Organization** agrees to submit a monthly expense report on forms provided by COMBAT Administration by the 20<sup>th</sup> of the following month. All payments will be processed within 30 days of receipt of invoice, if the invoice is complete and accurate. Any reports that are incorrect will delay payment. The remaining contract amount will be paid in a monthly amount equal to:

- (1) 1/12<sup>th</sup> of the 2012 contract amount or
- (2) Expenses year to date, whichever is the lesser of the two.

**Organization** agrees to submit quarterly program reports on forms provided by COMBAT Administration by the 20<sup>th</sup> of the month following the quarter's end. All April, August, and October payments will be detained until quarterly program reports are received and accurate.

The County reserves the right to audit all invoices and to reject any invoice for good cause. The County retains the right to deduct from an invoice of **Organization** any overpayment made by the County on a prior invoice. The County retains the right to make invoice corrections/changes. The County will not reimburse sales tax expense.

The final payment will not be processed until the agency's annual program report has been completely reconciled.

## III. ANNUAL REPORT/OTHER DOCUMENTATION

**Organization** shall submit annual reports and other documentation as requested by the County's Director of Finance and Purchasing, or by such other manager as designated in writing by the County Executive, to show that funds paid to **Organization** by the County were used for the purpose set forth in this Agreement.

The annual report for 2012 shall be submitted no later than January 20, 2013.

**Organization** must notify COMBAT Administration in writing on **Organization** letterhead, within five working days of the following changes:

- a) **Organization** name, address, telephone number, administration, or board of directors
- b) **Organization** funding that will affect the program under this contract
- c) Liability insurance coverage
- d) Management or staff responsible for providing services pursuant to this contract
- e) Any proposed or actual merger or acquisition either taken by the **Organization** or towards the **Organization**
- f) Changes to program and/or services that might affect Outcome Measurement Framework chart.

#### IV. EVALUATION REQUIREMENTS

**Organization** agrees that evaluative outcomes shall be given priority status. COMBAT Administration or its designee will monitor the **Organization** to assure that not only are the terms of this Agreement being fulfilled, but also to monitor the program's impact on drug use. The **Organization** agrees to participate in an effectiveness evaluation of the **Organization's** program objectives and an overall evaluation of specific core items, as required by the COMBAT Administration. **Organization** further agrees to utilize an agency specific evaluation document. **Organization** agrees to participate in and respond to periodic COMBAT Administration evaluations, assessments, and data inquiries,

The COMBAT Administration will evaluate **Organization's** performance periodically based on the **Organization's** quarterly performance reports and compliance with contractual provisions. The County reserves the right to terminate this Agreement pursuant to paragraph 17 if the **Organization** does not meet stated performance measures and contractual requirements.

#### V. AUDIT

The County reserves the right to examine and audit the books and records of **Organization** pertaining to the finances and operations of **Organization**.

**Organization** agrees to establish and adopt such accounting standards and forms as may be recommended by the County's Financial Advisor prior to receipt of the County's first distribution of funds under the terms of this Agreement. The forms used to document the expenditure of these funds may be changed from time to time upon mutual agreement.

#### VI. DEFAULT

If **Organization** shall default in the performance or observation of any term or condition herein, the County shall give **Organization** ten (10) days' written notice setting forth the default. If said default shall continue for ten (10) days after written

notice thereof, the County may at its election terminate the contract and withhold any payments not yet made to **Organization**. Said election shall not in any way limit the County's right to sue for breach of contract.

VII. **SUBMISSION OF DOCUMENTS**

No payment shall be made under this contract unless the contracting agency shall have submitted to COMBAT Administration (1) a written proposal setting out in detail the intended use of the County's funding, including the target population to be served; (2) a statement of the agency's total budget for its most recent fiscal year; and, (3) a detailed explanation of actual expenditures of County funds (pertains to final payments and payments on contracts for future years.) Any document described herein which was submitted to COMBAT Administration, as a part of an application for funding need not be resubmitted to qualify for payment. No payment shall be made if the contract agency is out of compliance on any County contract, including previous COMBAT contracts.

VIII. **INDEMNIFICATION**

**Organization** shall indemnify, defend, and hold the County harmless from any and all claims, liabilities, damages, and costs (including reasonable attorney's fees directly related thereto) to the extent caused by the negligence or willful misconduct of **Organization** or its employees, agents or representatives.

IX. **INSURANCE**

**Organization** shall maintain the following insurance coverage during the term of this Agreement.

A. **Organization** shall maintain Commercial General Bodily Injury and Property Damage Liability insurance, each in a combined single limit of One Million Dollars (\$1,000,000) each occurrence for bodily injury and property damage liability. **Organization** agrees to name the County as Additional Insured on such policies, but only to the extent of **Organization's** negligence under this Agreement and only to the extent of the insurance limits specified herein.

B. **Organization** shall maintain, if any motor vehicles are used in the performance of the Services, Commercial General Bodily Injury and Property Damage Liability insurance, and Automobile Liability insurance including owned, non-owned, or hired vehicles, each in a combined single limit of One Million Dollars (\$1,000,000) each occurrence for bodily injury and property damage liability. **Organization** agrees to name the County as Additional Insured on such policies, but only to the extent of **Organization's** negligence under this Agreement and only to the extent of the insurance limits specified herein.

C. **Organization** agrees to provide the County with certificates of insurance evidencing the above described coverage prior to the start of Services, and annually thereafter, if required by the County. Such certificates shall provide that the applicable insurance policies have been endorsed to provide a minimum of thirty days advance notice to the County in the event of cancellation, non-renewal, or reduction in limits by endorsement.

X. **STANDARD OF CARE**

**Organization** shall exercise the same degree of care, skill, and diligence in the performance of the Services as is ordinarily possessed and exercised by professionals operating under similar circumstances.

XI. **TERM**

The term of this Agreement shall commence as of January 1, 2012, and shall continue until December 31, 2012, unless sooner terminated pursuant to paragraph 6, 17, or 25 hereof.

XII. **NO REPLACEMENT REVENUE**

It being recognized by the parties that the purpose of the COMBAT funds is to improve the quality and effectiveness of drug treatment and prevention services in Jackson County, it is therefore declared as the express intent of the parties that the services to be rendered hereunder shall be in addition to those deemed necessary and required to maintain the efficient and effective operation of **Organization** in its normal duties.

XIII. **CONFLICT OF INTEREST**

**Organization** warrants that no officer or employee of the County, whether elected or appointed, shall in any manner whatsoever be interested in or receive any benefit from the profits or emoluments of this Agreement.

XIV. **FINANCIAL CONTACT**

**Organization** shall designate a fiscal representative to act as a liaison between the parties to resolve any problems, complaints, or special circumstances encountered in the billing of the services agreed upon here.

COMBAT Administration

Fiscal Representative

Troy Thomas

415 E. 12<sup>th</sup> Street, Suite 100

Kansas City, MO 64106

Mt. Pleasant Education and  
Development Corporation d/b/a  
Freedom School Collaborative  
Agency's Fiscal Representative

Interim Executive Dir. Title

Rev. Darren Faulkner Name

(816) 483-3717 Telephone #

XV. INFORMATIONAL REPORTING

A designated representative of the organization shall attend meetings of the County Legislature and COMBAT Administration activities when so requested by either entity.

XVI. PUBLICITY

If **Organization** receives or obtains any media attention because of this project, **Organization** is required to acknowledge that funding for the project is from COMBAT funds. Printed material involving this program shall contain the COMBAT logo and a COMBAT sign shall be posted at the program site(s) for the duration of the contract.

XVII. TERMINATION

This Agreement may be terminated for any reason or no reason by either of the parties upon thirty (30) days' written notice to the other party's designated fiscal representative. All services and payments shall continue through the effective date of termination. Termination of this Agreement shall not constitute a waiver of the rights or obligations which the County or **Organization** may be entitled to receive as provided in this Agreement, or be obligated to perform under this Agreement for services prior to the date of termination. Should this Agreement terminate, all County written materials of any kind must be delivered and returned by **Organization** to the County within ten (10) days of the termination of this Agreement.

XVIII. UNSPENT ALLOCATION

Any appropriated funds under this Agreement not invoiced by **Organization** within 45 days from the expiration of this Agreement shall not be paid but shall remain in the COMBAT funds. These funds shall be subject to reappropriation. Such funds refer only to those funds that have not been committed for costs or purchases by purchase order, contract, or other formal documentation.

XIX. GRANT FUNDING

If at any time during the term of this Agreement **Organization's** grant is terminated by **Kauffman Foundation** or if **Organization** is otherwise found to be out of compliance with the grant's requirements, then this Agreement shall terminate and **Organization**

shall promptly refund COMBAT funds to the County. However, if this Agreement is terminated, **Organization** shall be entitled to receive just and equitable compensation for work completed pursuant to the requirements of the grant prior to the effective date of termination.

XX. **MINORITY HIRING**

**Organization** shall have a twenty percent (20%) goal for minority hiring and employment regarding all positions funded out of the proceeds of COMBAT funds.

XXI. **APPROPRIATION OF FUNDS**

**Organization** and the County recognize that the County intends to satisfy its financial obligation to **Organization** hereunder out of funds annually appropriated for that purpose by the County. County promises and covenants to make its best efforts to appropriate funds in accordance with this Agreement. In the event no funds or insufficient funds are appropriated and budgeted, or are otherwise unavailable by any means whatsoever for payments due hereunder, County shall immediately notify **Organization** of this occurrence and this Agreement shall terminate on the last day for which appropriations were received, without penalty or expense to the County of any kind whatsoever, except as to the portions of the payment amounts herein agreed upon for which funds shall have been appropriated and budgeted or are otherwise available, or at any time after the last date that County has paid for the Services, if earlier.

County further agrees:

- A. That any funds authorized or appropriated for services rendered under this Agreement shall be applied to the payments hereunder until all such funds are exhausted.
- B. That County will use its best efforts to obtain authorization and appropriation of such funds including, without limitation, the inclusion in its annual budget, a request for adequate funds to meet its obligation under this Agreement in full.

XXII. **EQUAL OPPORTUNITY EMPLOYMENT**

**Organization** shall maintain policies of employment as follows:

A. **Organization** and **Organization's** subcontractor(s) shall not discriminate against any employee or applicant for employment because of race, religion, color, sex, age, disability, or national origin. **Organization** shall take affirmative action as set forth to ensure that applicants are employed and employees are treated without regard to their race, religion, color, sex, age, disability, or national origin. Such action shall include, but not be limited, to the following: recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeship. **Organization** agrees to post in conspicuous places, available

to employees and applicants for employment, notices setting forth the policies of non-discrimination.

A. **Organization** and **Organization's** subcontractor(s) shall, in all solicitation or advertisements for employees placed by them or on their behalf, state that all qualified applicants will receive consideration for employment without regard to race, religion, color, sex, age, disability, or national origin.

XXIII. **EMPLOYMENT OF UNAUTHORIZED ALIENS PROHIBITED**

Pursuant to §285.530.1, RSMo, **Organization** assures that it does not knowingly employ, hire for employment, or continue to employ an unauthorized alien to perform work within the State of Missouri and/or Jackson County, and shall affirm, by sworn affidavit and provision of documentation, its enrollment and participation in a federal work authorization program with respect to the employees working in connection with the contracted services. Further, **Organization** shall sign an affidavit, attached hereto and incorporated herein as Exhibit B, affirming that it does not knowingly employ any person who is an unauthorized alien in connection with the contracted services.

XXIV. **INSPECTION OR AUDITS BY THE COUNTY**

The performance of this Agreement shall be subject to review by the County. The County Compliance Review Officer shall review this contract according to his responsibilities as set out in Chapter 6 of the Jackson County Code. **Organization** shall file annual compliance reports as required by the County Compliance Review Office. The County may provide to **Organization** a list identifying specific areas funded by COMBAT funds which are to be inspected or audited by the County, and the definition and scope of a review audit of each specific area indicated.

**Organization** shall conduct internal audits of each specific area identified and shall provide its findings to the County and/or COMBAT Administration. If the County and/or COMBAT Administration desire additional study, after the in-house audit provided above, the County and/or COMBAT Administration and **Organization** shall engage a mutually agreed upon outside auditing firm to conduct further audit of each specific area identified, and shall share the costs of the outside auditor equally. The County warrants that all books, records, accounts, and any other documents in the possession of the County relative to COMBAT funds are public records open for inspection in accordance with Chapter 610, RSMo.

XXV. **REMEDIES FOR BREACH**

**Organization** promises, covenants, and agrees to faithfully observe and perform all of the terms, provisions, and requirements of this Agreement, and **Organization's** failure to so observe and perform in accordance with said Agreement represents and constitutes a breach of this Agreement. In such even, **Organization** consents and agrees as follows:



A. That the County may without prior notice to **Organization** immediately terminate this Agreement; and,

B. In addition to the foregoing, the County shall be entitled to collect from **Organization** all payments made by the County for which **Organization** has not yet rendered services in accordance with this Agreement, and may also be entitled to reasonable attorney's fees, court costs, and other expenses if it is necessary to bring legal action to recover such amount.

XXVI. **SEVERABILITY**

If any term of this Agreement is invalid, or incapable of being enforced by reasons of any rule of law or public policy, all other conditions and provisions of this Agreement shall nevertheless remain in full force and effect and no covenant or provision shall be deemed dependent upon any other covenant or provision unless so expressed herein.

XXVII. **TRANSFER AND ASSIGNMENT**

**Organization** shall not assign or transfer any portion or the whole of this Agreement without the prior written consent of the County.

XXVIII. **COMBAT CONTACT**

For the purpose of this Agreement, the COMBAT Administration, or person designated by COMBAT Administration, shall act as the COMBAT Contact. The COMBAT Contact shall be responsible for overseeing the performance of the services to be rendered under this Agreement. The COMBAT Contact shall be authorized to accept minor changes in services rendered as long as they are not material nor do they substantially alter the services to be performed. Any substantial or material changes in the services provided under this Agreement must be approved by the COMBAT Administration and the County.

XXIX. **ORGANIZATION IDENTITY**

If **Organization** is merged or purchased by another entity, the County reserves the right to terminate this Agreement. **Organization** shall immediately notify the County in the event it is merged or purchased by any other entity.

XXX. **INCORPORATION**

This Agreement contains the entire understanding and agreement of the parties, and modifications hereto shall be enforceable only if in writing, signed by the parties hereto.

IN WITNESS WHEREOF, this Agreement has been executed this 12 day of July, 2012.

APPROVED AS TO FORM:

By: W. Stephen Nixon  
W. Stephen Nixon  
County Counselor

JACKSON COUNTY, MISSOURI

By: Michael D. Sanders  
Michael D. Sanders  
County Executive

ATTEST:

MT. PLEASANT EDUCATION AND  
DEVELOPMENT CORPORATION d/b/a  
FREEDOM SCHOOL COLLABORATIVE

Mary Jo Spino  
Mary Jo Spino  
Clerk of the County Legislature

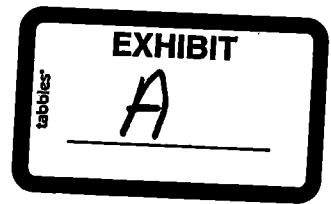
By: Ree Dorrera Faulkner  
Title: Interim Executive Dir.  
FIN: 41-2094619

**REVENUE CERTIFICATE**

I hereby certify that there is a balance otherwise unencumbered to the credit of the appropriation to which this contract is chargeable, and a cash balance otherwise unencumbered in the treasury to the credit of the fund from which payment is to be made, each sufficient to meet the obligation of **\$10,000.00**, which is hereby authorized.

July 11, 2012  
Date

D. J. [Signature]  
Director of Finance and Purchasing  
Account No.: 008-4405-56798  
44052012018



## Grant Match Cover Page

**Name of Organization:**

**Address of Organization:**

**Telephone Number:**

**Contact Person:**

**Email Address:**

**Federal ID Number:**

**Program Name:**

**Please Indicate the type of funding you are applying for:**

Grant Match Treatment:

Grant Match Substance Abuse Prevention:

Grant Match Violence Prevention:

**2012 COMBAT Grant Match Funding Application**

**Directions:** Please complete application in the shaded boxes provided. The text boxes will expand to accommodate your responses.

<b>2012 COMBAT Grant Match Funding Application</b>		
Kansas City Freedom School Initiative	Freedom School	\$15,000
<b>Executive Director</b>	<b>Address of Agency</b>	<b>Agency Phone:</b>
Rev. Darren Faulkner	2201 Olive, KCMO 64127	816.483.3717
<b>Program Manager</b>	<b>Address of Program Location:</b>	<b>Program Phone:</b>
Tia Patrick	2201 Olive, KCMO 64127	816.483.3717

**Summary of Program:** Briefly but thoroughly describe your program (*no more than 500 words*). If funded, this will be the program description used by COMBAT. Include the purpose, target population, services/activities to be provided, and expected outcome of your program. Be sure to specify whether the program will provide substance abuse treatment, substance abuse prevention or violence prevention.

**Summary:**

The mission of the Kansas City Freedom Schools Initiative (KCFSI) is to provide a safe environment for operations of a literacy based summer program managed by caring adults who utilize teaching techniques that nurture, build self-esteem, foster leadership, promote a love of reading, and empower Children. KCFSI provides six weeks of summer classes to help inner city, largely diverse but largely minority children ages 5 – 17 from the Kansas City, MO School District enjoy reading, increase self-esteem, and develop positive attitudes toward learning. The children, referred to as scholars, are taught using a curriculum model that centers around five essential components: high quality academic enrichment; parent and family involvement; civic engagement and social action; intergenerational leadership development; and nutrition, health and mental health. In addition, KCFSI's Servant Leader Intern component provides meaningful summer work opportunities for college-aged students who are hired and trained to work with small groups of KCFSI scholars. We are also proud of our partnership with the Hickman Mills School District which began in Fall (2011) and continues Spring (2012), during which KCFSI provides a Saturday Leadership Academy (SLA) to some 100 scholars in the Smith Hale Middle School. The Academy consists of Literacy, Leadership, College Preparation, and Self Esteem Boosting initiatives. It also has a Parent Involvement component. The Academy runs for six weeks in the Fall and another six weeks in the Spring.

With 5 Jackson County sites serving approximately 520 scholars - during the summer of 2012, plus the continued Saturday School in Hickman Mills School District, KCFSI provides a proven environment for capturing the attention of at risk children. Although our strategies to lessen erosion of educational achievement over the summer months and enhance Hickman Mills students, this year we seek to add an emphasis on math. Strong educational bonding and achievement goals assist in establishing effective strategies for drug prevention. With the

addition of partners to work with Parents at required meetings and provide additional drug prevention for children specifically at risk for drug exposure in their families and neighborhoods, we will be able to enhance effective drug prevention in these higher risk families.

Program Delivery: (please check all that apply to indicate when your proposed program will be offered).

Year Round  Special  
Events only

At school, during the 9-month school period  After School hours

One or more evenings per week  Weekends x

Other  Summer Only x

Specify when:

**Evidence of Need** – Prepare a problem statement, incorporating local data, to identify the needs of your selected target population and/or community

**Discuss relevant risk factors.** Describe the incidence and prevalence of alcohol and other drug use, or violence, and their effects on the target population in your selected geographic area.

**Discuss relevant protective factors and variables which, if addressed, can be expected to reduce alcohol and other drug-specific abuse problems, or violence.**

**What are the gaps in current resources that are in the community and available to work on the problems you have identified?**

**Need Statement**

The target zip codes in which Jackson County sites KCFSI are housed include 64110, 64111, 64124, 64127, and 64128. Demographics of this zip codes include high crime and poverty rates, which includes violence and high single parent house-holds. High concentrations of drugs are also the norm. However, since these are church sites, they draw children from all over Jackson County. Participants from 2011 were from households including but not limited to the following zip codes: 64110, 64111, 64127, 64128, 66109, 66101. The latest Missouri Student Survey which measured drug use among 8<sup>th</sup>, 10<sup>th</sup> and 12<sup>th</sup> graders, found that in Jackson County students were more likely to use marijuana within the past month than students throughout the state of MO in general.

Risk factors of minority children that can increase the possibility of drug abuse that will be addressed by KCFSI include:

Community – Availability of Drugs; Norms Favorable to Drug Use, Firearms and Crime; Community Disorganization; Media Portrayal of Violence.

Individual - Early Intervention to the Problem Behavior; Friends who may Engage in the Problem Behavior.

Family – Family Conflict; Family History of Problem Behavior; Family Management problems; Parental Attitudes and Involvement in Drug Use, Crime and Violence

School – Academic Failure beginning in Elementary School; Lack of Commitment to School; Early

and Persistent Antisocial Behavior.

On the other hand, Protective Factors can be enhanced by the strategies utilized in the KCFSI: Community - Opportunities for Participation as Active Members of the Community, Cultural Norms that set High Expectations for Youth; Social Networks/support Systems with the Community.

Individual - Opportunities for pro-social involvement; Rewards/recognition for pro-social involvement; Healthy beliefs and clear standards for behavior; Positive relationships with adults; Negative attitudes about drugs; Association with peers who are involved in school recreation, service, religion, or other organized activities; Resistance to peer pressure, especially negative.

Family - Bonding (positive attachments); Healthy Beliefs/Clear Standards for Behavior; High parental Expectation; Positive Family Dynamic

School - Opportunities for Pro-social Involvement; Rewards/Recognition for Pro-Social involvement; Healthy Beliefs and Clear Standards for Behavior; Caring and Support from Teachers and Staff; Positive Instructional Climate.

The KC Freedom School Initiative's major Prevention strategies revolve around School, Individual and Family Protective Factors. Research has demonstrated that participation in academic enrichment programs during the summer can improve a student's achievement in school. Typically, learning loss occurs during the summer months when students are not in school. This is particularly true among low income students(2), while more advantaged children often have access to opportunities during the summer that advance their academic learning, less privileged children's academic achievement is more likely to remain stagnant or decrease. Studies have shown, however, that participation in academic enrichment programs during the summer can reverse this trend.(3) Harris Cooper and his colleagues reviewed thirteen studies of summer learning loss conducted between 1975 and 1994.(4) They found that, on average, the difference between more and less economically advantaged children amounted to an estimated three-month achievement gap annually. Between the first and sixth grade this would amount to an estimated year and a half of learning loss.(5) As a result of this loss, lower income children enter middle school seriously behind their peers.

Out-of-school-time programs (after-school, summer, and weekend) have been shown to have a modest, but significant, impact on reading achievement among low achieving and at-risk students. Patricia Lauer and her associates conducted a meta-analysis of twenty-seven programs and found that, on average, reading abilities increased about one-tenth of a standard deviation.(6) That small gain contrasted with an expected decline among students not engaged in a program. It did not make a difference whether the program operated after-school or during the summer. While much of the research has focused upon the importance of academic enrichment programs, there is evidence that participation in quality out-of-school time programs that focus more on personal and social skills also promote academic performance. Programs that are sequenced, active, focused, and explicit are consistently successful in producing self-confidence, positive social behaviors, higher school grades, and higher achievement test scores.(7) The following conclusions emerge from these studies:

The reading skills of lower income and minority students decline during the summer leaving them behind their middle income and white peers when they return to school in the fall.

Quality summer programs may be able to prevent this decline and even produce a modest learning gain.

As children age, they interact with an increasing number of people - family members, peers, teachers, and others - in varied settings and situations. Some children skillfully navigate these social encounters effortlessly, while others lack the ability or motivation to use positive social behaviors

when interacting with others. Well-developed social skills contribute to academic success and the learning environment for everyone. Students with these skills tend to pay better attention to speakers, work more cooperatively with others, ask for help when needed, and behave more responsibly. Conversely, social skills deficits can lead to poor academic outcomes and may result in later social adjustment problems or serious psychopathology. Importantly, social skills can be developed and improved. Without intervention, social skills deficits usually persist. Thus, identifying and intervening with students with social skills deficits is important for educators, psychologists, and others who work with children.

**Target Population** – Be very specific and link to above need.

Describe Age, Ethnic Breakdown, Gender, Geographic area(s) to be served.

Describe your outreach strategy and how clients will be recruited. If referred from other agency(ies), you must include a letter stating that these agencies are aware that they will be part of a COMBAT project, as an Appendix to your proposal.

#### **Target Population**

The target population for Freedom Schools 2012 will be scholars between the ages of five (5) and seventeen (17) years of age. These scholars should live within the Kansas City Missouri School District boundaries encompassing but not limited to the following zip codes in Kansas City, MO; 64110, 64111, 64124, 64127 and 64128. Scholars targeted will be those considered to be low income according to federal income guidelines (though no scholar will be turned away on this basis alone). The target population reflects those who live in communities where high concentration of drugs and violence is the norm. Our target population also includes those who live in single parent house-holds and those who may be below grade level in reading and math.

Estimated number to be served: 520

Estimated cost per person: 1040

#### **Justification of program or practice**

Describe the evidence based programs or practices will be used? *Cite Source—see links before Attachments begin on p.*

If you are using a well-researched program that is not included as an evidence-based practice, a model program or promising program, cite and discuss the source that shows it is justified for use with your target population, for your expected results.

Cite evidence that justifies the use of the program/practice that you will use with your target population, for your expected results.

#### **Evidence based practice or research of effectiveness of practice, with citations.**

There are four key elements in the *CDF Freedom Schools* model:  
Educational Enrichment and Cultural Awareness. The CDF Freedom Schools program

utilizes an Integrated Reading Curriculum to foster a love for reading and a love of reading within young scholars.(4)

*Parental Involvement.* Weekly workshops are offered to parents to increase their understanding of child development and provide them with skills to assist their children to succeed. Parents are invited to help in the schools as chaperones, Harambee readers, and assistants.

*Intergenerational Leadership.* CDF Freedom Schools sites are staffed by at least one college-aged intern for every ten scholars. The interns participate in an extensive training program before *CDF Freedom Schools* begin each summer. This training promotes the importance of community development, social action, and coalition building.

*Community Involvement and Social Action.* The theme of the *CDF Freedom Schools* program is *I Can and Must Make A Difference!* Scholars are encouraged to explore the problems facing their communities and to become active in working toward solutions. They take part in social action projects that address these problems. In 2005, for example, Kansas City *CDF Freedom Schools* scholars developed and carried out a rally addressing the problem of violence in Kansas City.

*Transforming Predominant Educational Paradigms* This approach works best when instructional leaders fully embrace high expectations and a genuine belief in all children. Every school classroom and instructional leader offers a different learning environment for our children. The ever-growing achievement gap signifies the evidence of dynamics that have not always fared well with minority, urban youth. Nationally, this population suffers from learning experiences that have yet to eliminate achievement gaps, or even systematically improve annual outcomes amongst this demographic. CDF Freedom Schools® are restorative, transformational learning environments where every child's strengths and abilities are encouraged. It denounces child deficit models and remedial activities that do not value or celebrate a child's potential. Our program is guided by the following core beliefs:

- |  |  |
|--|--|
| All children are capable of learning and achievement at high standards.  | Effective teaching requires planning, creativity, and implementation, with reflection and processing.                        |
| Culture and community conditions influence child learning.   | Learning communities that offer a sense of safety, love, caring, and personal power are needed for transformative education. |
| Appreciation and knowledge of one's culture engenders self worth and the ability to live in community with others. | Classroom discipline and management are integral parts of instructional practice.  |
| Education, teachers, and mentors are transformative agents.  | Parents are crucial partners in children's learning and agents. need supports to become better parents.                      |
| Literacy is essential to personal empowerment and civic responsibility.  | As citizens, children and adults have the power to make a difference in their communities and be advocates for themselves.   |



Describe your Proposed Program, including Services and Activities

State whether this is an existing program of your agency.

Describe how you will accomplish your program.

Describe your partners and what will they will do.

For programs targeting violence prevention, please clearly describe the criteria that will be used for eligibility for services. How will violence be defined? How will risk for violent behavior be clearly determined?

**Program Description, Services and Activities.**

The *CDF Freedom Schools Model* provides a summer program for children between the ages of five and 15. Host organizations, usually churches, are responsible for managing the schools. A Project Director oversees each school and is the liaison between the school and the host. Site Coordinators manage the daily operation of the schools and supervise the college-aged interns who work directly with the scholars.

Mornings in *CDF Freedom Schools* are dedicated to reading enrichment. After breakfast, the scholars gather for a half-hour of Harambee, the opening, which includes the reading of a story often by an outside member of the community. There are two sessions of Integrated Reading using literature which has a strong Afrocentric orientation. This, plus the learning activities prepared by the interns, are designed to engage the scholars and motivate them to want to read. The morning ends with DEAR time (Drop Everything and Read) when scholars read silently to themselves.

The KCFSI differentiates itself from other summer programs in its focus on civic engagement and social action. The intention given to pro-social behavior is motivated by the body of literature supporting the finding that greater academic gains are found in children who are competent in their application of social skills. As stated by the SSI Rating Scales Manual designed by scientist-practitioners, Dr. Frank Gresdham and Dr. Stephan Elliot: Social skills are critical to successful functioning in life. As children age, they interact with an increasing number of people – family members, peers, teachers, and others – in varied settings and situations. Some children skillfully navigate these social encounters effortlessly, while others lack the ability or motivation to use positive social behaviors when interacting with others. Well-developed social skills contribute to academic success and the learning environment for everyone. Students with these skills tend to pay better attention to speakers, work more cooperatively with others, ask for help when needed, and behave more responsibly. Conversely, social skills deficits can lead to poor academic outcomes and may result in later social adjustment problems or serious psychopathology. Importantly, social skills can be developed and improved. Without intervention, social skills deficits usually persist. Thus, identifying and intervening with students with social skills deficits is important for educators, psychologists, and others who work with children.

To accomplish our work, the program utilizes energetic young adults who are committed to these beliefs and can demonstrate a personal commitment to making life better for children. KCFSI hires 200+ college students each year to serve in the capacity of Servant Leader Intern to provide an enriching summer experience for our scholars. Since 1995, thousands of local children and families have been touched by the Kansas City Freedom School Initiative. The Kansas City community gains

invaluable benefits from the thousands of college students who have been trained to deliver this empowering model that promotes a commitment to youth, social responsibility, and a strong ethic of civic engagement.

#### Parental Involvement

As children are nurtured, parents also gain support through their participation in weekly parent meetings designed to strengthen their parenting and child advocacy skills. Parents enhance their skill sets through weekly seminars where values of academic excellence, civic engagement, and social responsibility are reinforced. Recognizing the power of family-based education, the program adheres to a strict parental involvement policy. Parents of each scholar are required to commit to attending four weekly parent empowerment seminars designed to empower parents in their roles. The workshops encompass various topics and are community-based parent educators who work with children and families in various capacities. A vast majority of parents attended these informative seminars. In any given week 235 parents participated at sites across Freedom Schools, with as many as 1,137 attending these parent-enrichment classes across the total program.

This year the KC Freedom School is adding a focus on math, and with the help of COMBAT, Drug Prevention will accompany math and reading. Drug Prevention skills have been assimilated in the past into the program of one of our sites, Grace United. From their experience, we have learned the important components that can be added to the summer program for both scholar and parents. We will incorporate information dissemination, presentations from Niles Home and other COMBAT Prevention providers such as Synergy and First Call (as can fit into their schedules).

2012 Kansas City CDF Freedom School Sites:  
Christian Fellowship CDF Freedom School  
4509 Troost, KCMO 64110  
Rev. Stan Archie, Executive Director

Friendship Baptist CDF Freedom School  
3530 Chelsea Drive, KCMO 64128  
Mrs. Prentice H. Terrance, Executive Director

Grace United CDF Freedom School  
801 Benton Blvd., KCMO 64124  
Rev. Sharon Garfield, Executive Director

Learning Zone CDF Freedom School  
1700 E. Linwood Blvd, KCMO 64111  
Pastor Kimberly Young, Executive Director

Mt. Pleasant Baptist CDF Freedom School  
2201 Olive Street, KCMO 64127  
Pastor L. Henderson Bell, Executive Director

Describe each of your proposed Strategies.

Describe frequency of each strategy.

Add more if necessary

Information Dissemination	Ongoing – weekly for six weeks
Prevention Education	Ongoing
Alternatives	Ongoing

Identify whether the strategy is Universal/Primary Prevention, Selective/Targeted/Secondary Prevention, or Individualized/Tertiary Prevention (see Attachment 3)

Add more if necessary

<p>Information Dissimination, Distribute materials such as brochures, resource directories, public service announcements, speakers and presentations. (Universal/Targeted)</p> <p>Prevention Education/classroom, small group sessions for persons of any age; example parent meetings, special activities aimed to affect critical life and social skills: decision-making, refusal skills, conflict resolution, critical analysis, etc. (Targeted)</p> <p>Alternatives/Community service activities, and other training for parents and youth. (Targeted)</p>	<p>Provide awareness and knowledge of the nature, extent and effects of substance use/abuse or of violence and consequences on individuals, families, and communities.</p> <p>Two-way communication that distinguishes from information dissemination strategy by the fact that interaction between the education/facilitator and participants is the basis for the activities.</p> <p>Participation in healthy and constructive activities that offset the attraction to alcohol/drugs and meet the needs usually filled by these substances.</p>
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What evidence-based Prevention strategies from Attachment 4 will you use?

Information Dissemination

Identify Domains to be addressed, and Risk and Protective Factors to be addressed for each Domain (Attachment 5).

Add more if necessary

Family	Improve parent education as it relates to parenting, budgeting, violence prevention.
Individual/Peer	Improve social, emotional, and behavioral patterns of scholars and peers. Involvement in prevention education of substance use/abuse
School	Re-establish the fun in learning, and teach appropriate behavior concepts for school setting

**Outcomes and Evaluation**

If this is an existing program, please discuss your evaluation results and outcomes achieved for the past year. *NA if not an existing program.*

**Results if current COMBAT program.**

Evaluations of KCFSI have shown that its Scholars benefit in many ways as a result of their participation in Kansas City *CDF Freedom Schools* program.

*LESSON 1: Scholars' reading abilities benefit directly from participation in the Kansas City CDF Freedom Schools program.* One of the most exciting findings is the scholar's positive reading gains. While the gains are not large, they are real. The reading skills of comparison students not enrolled in any other academic program declined over the summer. Reading gains among Kansas City *CDF Freedom Schools* scholars are greatest among some of the hardest to serve groups. Middle school students gained more than younger students and scholars from low income families gained more than those who were more affluent. Reading *abilities* of Kansas City *CDF Freedom Schools* scholars also significantly improved over the summer. Reading abilities of scholars improved more than similar students not in the Kansas City *CDF Freedom Schools* program; the reading abilities of students not enrolled in any academic summer program declined. Gains in reading were greater for:

- older scholars in grades 6 through 8;
- girls;
- scholars from lower income families;
- scholars who attended multiple years; and

scholars attending schools that implemented the *CDF Freedom Schools* model best.

Parents reported that their children demonstrated:

- greater love of learning;
- greater appreciation of their culture;
- greater conflict resolution skills;
- greater acceptance of responsibility; and
- greater social adjustment.

Parents of comparison students did not report similar growth.

*LESSON 5: Freedom School College Interns also were positively affected by their participation.* College-aged students were selected to be interns because they demonstrated leadership, community involvement, political awareness, and contributions to charity before they became interns. These interns were more likely to: retain their involvement at follow-up than comparisons were; increase their interest in the news and political involvement, while these decreased among comparisons; and plan to become teachers after they graduate from college.

*LESSON 5: Continued participation in the Kansas City CDF Freedom Schools program increases the impact on reading achievement.* Scholars who participated for at least three years increased their reading skills by 2.2 grade equivalents; compared to 1.4 for those who participated two years, and 0.2 for those who participated only one. The average student does not advance a full grade equivalent in an average school year. (16) However, a scholar who was in the *Kansas City CDF Freedom Schools* program just one summer increased 0.2 grade equivalents on average, a scholar who attended a *Kansas City CDF Freedom Schools* site for two summers with a school year in between increased an average of 1.4 grade equivalents (a full year plus 0.4) and a scholar who attended for three summers with two years in between increased an average of 2 years plus 0.2 grade equivalents. The average student in the comparison group increased less than a grade equivalent each year. Scholars who attended a *Kansas City CDF Freedom Schools* site for three years demonstrated gains almost twice the size of those in the comparison group.

*LESSON 6: Freedom School students improved in social skills and reduction of problem behaviors as well.* Overall, scholars who participated in the 2011 *Kansas City Freedom Schools Initiative* experienced positive social skill changes throughout their time in the six-week program. Statistical tests showed a decrease internalizing behavior, defined as feeling anxious, sad, lonely, and exhibiting poor self-esteem. The decrease was most pronounced for the younger scholars ages 8 – 12. The older scholars, ages 13 – 17, increased their level of assertion, defined as initiating behaviors such as asking others for information, introducing oneself, and responding to the actions of others, their level of cooperation, defined as helping other, sharing materials, and complying with rules and directions, and their level of communication, defined as taking turns and making eye contact during a conversation, using appropriate tone of voice and gestures, and being polite by saying “thank you” and “please.” The largest gain was found in the older scholars who showed a significant and positive increase in their overall social skills score.

Scholars were tested as a whole for significant changes in their social skills and problem behaviors. The multivariate regression model found, holding all other variables constant, for each additional year of school the child had completed, the scholar’s communication score went up by roughly 41%. This held constant regardless of the site attended. Also females had a positive and statistically significant increase in the category of Engagement.

**IF YOUR PROGRAM IS A PREVENTION PROGRAM - List which COMBAT Outcome Measures of Interest of the National Outcome Measures (see Attachment 1) will your program address**

**Add more if necessary**

**Prevention Outcome Measures.**

Employment/Education – improve or reduce summer slippage of student scores in Math and Reading

Social Connectedness – students and interns exhibit later community service and interest in community involvement

Access/Capacity – improve the capacity of Student Interns by providing summer employment and increasing their interest in education and social service careers. Also, increase the capacity of the communities served by Freedom Schools by “seeding” these environments with positive activities and the Interns who often come from these environments.

**Evaluation Plan – Please discuss your evaluation plan, based on the Logic Model that you complete in Exhibit D. Be sure to show how your evaluation plan includes the COMBAT Prevention Outcome Measures of Interest from the National Outcomes Measures, or the Treatment National Outcome Measures. Also, be sure to address the measures and indicators that will be used to evaluate the program outcomes described in Exhibit E.**

**Evaluation Plan**

Pre- and Post-initiative assessment of Math and Reading scores, based on information provided by Kansas City and Hickman Mills School Districts (both have current agreements to provide individual student test data).

Post survey of students (Interns and Freedom School attendees) to determine their involvement in community service and other community improvement activities, at the beginning of the next year of Freedom School. This is possible because so many students participate year after year, both Interns and attendees.

**Evaluator –**

**Who will conduct the evaluation?**

**What are the credentials of this person?**

**What similar evaluations have they conducted?**

**Evaluator**

KC Area Education Consortium, a collaborative of social science, science and education

researchers from Kansas State University, University of MO-Columbia, University of MO-Kansas City, and the University of Kansas that works with many school districts in the Kansas City metropolitan area to study and improve student achievement across the region. This provides a tool for building a culture of data-driven educational policy research, evaluation and implementation. KC-AERC also compiles datasets of out-of-school initiatives, student demographics, achievement and behaviors.

AERC has performed the evaluation of Freedom School in the past. Other evaluations include the Kansas City STEM Alliance; Math Matters – Transition from K-12 to Post-secondary Education, and the recently completed the commissioned report of Kansas City Teen Plaza issues.

### Organization

Describe the mission of your organization and explain how this program fits into the organizational mission as well as the purpose of COMBAT Substance Abuse Prevention, Violence Prevention, or Substance Abuse Treatment as appropriate.

Describe the past experience and expertise of your organization in the areas of your proposal. For those applicants whose proposals include initiation of new violence prevention programs, the organization must demonstrate existing relationships with organizations that work in the field of law enforcement or violence prevention.

### Organization

As part of our mission, we engage youth, parents, young adults, caring community leaders, and credible organizations [such as COMBAT] to create a supportive and nurturing world that sets high expectations for all children, strengthens their sense of self-worth, and affirms that they are loved and valued by caring adults. We believe that through our mission we fit very well into the Combat purpose of Substance Abuse Prevention, and Violence Prevention. We believe that even though a child grows up in a community where drugs and violence are all around them, setting high expectations for them improves their outlook on life and provides them a chance at another way of life.

Our organizational focus is academic, however, we seek to meet the needs of the whole child where they are. Past successes have yielded improved overall behavior at home and in school, improved readiness to learn by eradicating summer learning loss and making learning fun, improved confidence and self-esteem preparing them less likely to be influenced by negative peer pressure(s), improved performance on standardized tests, as well as developing leadership skills in the areas of community involvement and civic engagement.

**Staff Expertise and Experience**

Describe the experience and expertise of key staff for the proposed project (in Prevention proposals, include the person who will be the Prevention Coordinator/COMBAT Program Contact and other Prevention staff).

Include Job Descriptions for each staff person described below in Exhibit E.

**Key Staff**

Interim Executive Director, more than 20 years of professional work experience, BA in Criminal Justice – 8 years in the corrections/counseling and substance abuse field, work experience at Federal, State, and County levels of corrections, Detox to Aftercare Substance Abuse experience, Drug Education Facilitator – 6 years experience, Anger Management Facilitator in correctional environment – 6 years, 6 years as a member of the Executive Team for KCFSI, more than 10 years administrative leadership experience

Program Manager, Certified Teacher – 3yrs, Site Coordinator – 2-years and more than 5 years professional work experience

Specify each site at which COMBAT program services will be conducted in Exhibit F.

**Complete Program Budget:**

Agencies applying for grant match funds for prevention services must complete Exhibit A and include it with their completed application.



Attachment 2

Substance Abuse and Mental Health Services Administration  
 Prevention National Outcome Measures (NOMs) - COMBAT Measures of Interest

Domain	Outcome	COMBAT Measures of Interest
Reduced Morbidity	Abstinence from AOD Reduction in Use Reduction in Violence	30-day use of alcohol or drugs
		Perceived risk of use
		Age at first use
		Perception of disapproval by parents, friends
		Violent Incidents or Behavior
Employment/Education	Increased/retained employment Return to/stay in school	Perception of workplace policy
		# of persons employed
		Suspensions and expulsions
		Attendance and enrollment
		Increase in math and reading grades/scores
Crime and Criminal Justice	Decreased Criminal Justice Involvement	Alcohol-related car crashes and injuries
		Drug-related crime
		Involvement with criminal justice system
Use of Evidence-based Practices*	Use of Evidenced-based Practices	Total number of evidenced-based programs and strategies
		# of staff trained and using evidenced based strategies

\* This Item may only be used in combination with other Measures.

EXHIBIT A: KC Freedom School (Jackson County Sites Only) BUDGET INFORMATION

(Jan 1, 2012 – Dec 31, 2012)

Budget Categories	Proposed COMBAT Program Budget	Other funding amount	Name of other funding sources	Total Program Cost
Personnel – Site Coors; Summer Intern Support	10000.00	453319	Match Funding; Kauffman Foundation; Fund-Raising	463319
Fringe Benefits – <i>no more than 10% of Salaries</i>	\$0.00	12931	"	12931
Program Operating Expenses:	\$0.00		"	5000
Auditing/Accounting Services	\$0.00	14625	"	14625
Evaluation	\$0.00	3750	"	3750
Postage	\$0.00	313	"	313
Printing	\$0.00	2187	"	2187
Meeting Expense	\$0.00	\$0.00		\$0.00
Mileage (Local Travel)	\$0.00	\$0.00		\$0.00
Training Teacher Prof Dev; Local & Natl Training of staff at Haley Farm	\$0.00	101719	"	101719
Memberships	\$0.00	\$0.00		\$0.00
Insurance	\$0.00	\$0.00		\$0.00
Other:	\$0.00	\$0.00		\$0.00
Curriculum	\$0.00	70625	"	70625
Food	\$0.00	20000	"	20000
Indirect: <i>no more than 7% of amount for salaries</i>	\$0.00	171556	" ; some in-kind	171556
<b>TOTAL PROPOSED BUDGET</b>	<b>10000</b>	<b>823025</b>		<b>\$883025</b>

1. Funds may not be used to provide capital improvements (Article 6, Section 23 of the Mo. Constitution).
2. Funds may not be used to pay salaries for functions that have traditionally been performed by volunteers.
3. Funds may not be used to pay rent, utilities, or equipment.

**EXHIBIT B**

**WORK AUTHORIZATION AFFIDAVIT**

As a condition for any service provided to the County, a business entity shall, by sworn affidavit and provision of documentation, affirm its enrollment and participation in a federal work authorization program with respect to the employees working in connection with the contracted services.

Business entity, as defined in section 285.525, RSMo pertaining to section 285.530, RSMo, is any person or group of persons performing or engaging in any activity, enterprise, profession, or occupation for gain, benefit, advantage, or livelihood. The term "business entity" shall include but not be limited to self-employed individuals, partnerships, corporations, contractors, and subcontractors. The term "business entity" shall include any business entity that possesses a business permit, license, or tax certificate issued by the state, any business entity that is exempt by law from obtaining such a business permit, and any business entity that is operating unlawfully without such a business permit.

Every such business entity shall complete the following affidavit affirming that it does not knowingly employ any person who is an unauthorized alien in connection with the contracted services. The completed affidavit must be returned as a part of the contract documentation.

This affidavit affirms that Mt. Pleasant Education and Development Corporation d/b/a Freedom School Collaborative is enrolled in, and is currently participating in, E-verify or any other equivalent electronic verification of work authorization operated by the United States Department of Homeland Security under the Immigration Reform and Control Act of 1986 (IRCA); and, Mt. Pleasant Education and Development Corporation d/b/a Freedom School Collaborative does not knowingly employ any person who is an unauthorized alien in conjunction with the contracted services.

In Affirmation thereof, the facts stated above are true and correct. (The undersigned understands that false statements made in this filing are subject to the penalties provided under section 575.040, RSMo.)

Rev. Darren Faulkner  
Authorized Representative's Signature

REV Darren Faulkner  
Printed Name

Anteria Executive Dir  
Title

7/6/12  
Date

Subscribed and sworn before me this 6<sup>th</sup> day of July, 2012. I am commissioned as a notary public within the County of Jackson, State of Missouri, and my commission expires on Feb 23, 2014.

Carol A Lillis  
Signature of Notary

7/6/12  
Date

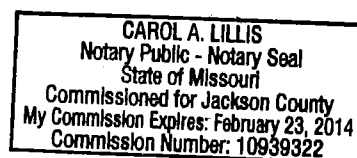


EXHIBIT C

LOGIC MODEL

Objective	Need/Problem/Statement	But Why Here? Fill in Risk Factors	Protective Factors Addressed in Program Objectives	Resources Who/Agency & Personnel	Activities	Short-Term or Interim	Long-term Impact
Improve School Performance	Students from At-Risk Neighborhoods have poorer achievement in Math and Reading than non-at risk students.	Community	Community				
		School	School				
		Family	Family				
		Individual	Individual	Freedom School provides a fun learning environment to address math and Reading, and teach appropriate school behavior	5 Freedom School Sites	Teaching modeling by Student Interns	

