

IN THE COUNTY LEGISLATURE OF JACKSON COUNTY, MISSOURI

A RESOLUTION authorizing the County Executive to execute agreements with Mt. Pleasant Education and Development Corporation d/b/a Freedom School Collaborative and the Kansas City Public School District for anti-drug related activities, to provide a local match to federal, state, local, and/or private grant funds, at an aggregate cost to the County not to exceed \$20,000.00.

RESOLUTION #17937, June 25, 2012

INTRODUCED BY James D. Tindall, County Legislator

WHEREAS, the Jackson County Drug Commission has recommended agreements with Mt. Pleasant Education and Development Corporation d/b/a Freedom School Collaborative for the Freedom School Initiative project, at a cost to the County not to exceed \$10,000.00 and with the Kansas City Public School District for the Northeast High School Success Court project in an amount not to exceed \$10,000.00, for services from January 1, 2012, to December 31, 2012; and,

WHEREAS, these funds will provide a local grant match to federal, state, local, and/or private grant funds for these projects; and,

WHEREAS, the execution of agreements for the services of these agencies, at an aggregate cost to the County not to exceed \$20,000.00, is in the best interest of the health, welfare and safety of the citizens of Jackson County; now therefore,

BE IT RESOLVED by the County Legislature of Jackson County, Missouri, that the County Executive be, and hereby is, authorized to execute agreements with Mt. Pleasant Education and Development Corporation d/b/a Freedom School Collaborative and the Kansas City Public School District, at an aggregate cost to the County not to exceed \$20,000.00, in a form to be approved by the County Counselor; and,

BE IT FURTHER RESOLVED that the Director of Finance and Purchasing be, and hereby is, authorized to make all payments, including final payment on the agreements.

Effective Date: This Resolution shall be effective immediately upon its passage by a majority of the Legislature.

APPROVED AS TO FORM:

Greg D. Hallen
Chief Deputy County Counselor

W. [Signature]
County Counselor

Certificate of Passage

I hereby certify that the attached resolution, Resolution #17937 of June 25, 2012, was duly passed on *July 2*, 2012 by the Jackson County Legislature.

The votes thereon were as follows:

Yeas *8*

Nays *0*

Abstaining *0*

Absent *1*

7.2.12
Date

Mary Jo Spino
Mary Jo Spino, Clerk of Legislature

There is a balance otherwise unencumbered to the credit of the appropriation to which the expenditure is chargeable and there is a cash balance otherwise unencumbered in the treasury to the credit of the fund from which payment is to be made each sufficient to provide for the obligation herein authorized.

ACCOUNT NUMBER: 008 4405 56798
ACCOUNT TITLE: Anti-Drug Sales Tax Fund
Grant Match
Matching Funds
NOT TO EXCEED: \$20,000.00

June 20, 2012
Date

[Signature]
Director of Finance and Purchasing

REQUEST FOR LEGISLATIVE ACTION

Completed by County Counselor's Office:

Res/~~Ord~~ No.: 17937

Sponsor(s): James D. Tindall

Date: June 25, 2012

<p>SUBJECT</p>	<p>Action Requested <input checked="" type="checkbox"/> Resolution <input type="checkbox"/> Ordinance</p> <p>Project/Title: <u>A resolution authorizing the County Executive to execute agreements with certain outside agencies funded by the County's Anti-Drug Sales Tax Fund for the 2012 fiscal year, which are engaged in anti-drug activities and purposes, to provide a local match to federal, state, local and/or private grant funds, at an aggregate cost to the county not to exceed \$20,000.00</u></p>										
<p>BUDGET INFORMATION <i>To be completed By Requesting Department and Finance</i></p>	<table border="1" data-bbox="326 674 1263 1014"> <tr> <td>Amount authorized by this legislation this fiscal year:</td> <td>\$20,000.00</td> </tr> <tr> <td>Amount previously authorized this fiscal year:</td> <td>\$885,420.00</td> </tr> <tr> <td>Total amount authorized after this legislative action:</td> <td>\$905,420.00</td> </tr> <tr> <td>Amount budgeted for this item *:</td> <td>\$910,970.00</td> </tr> <tr> <td>Source of funding (name of fund) and account code number: Anti-Drug 008, Grant Match 4405, 56798 Matching Funds</td> <td>\$20,000.00</td> </tr> </table> <ul style="list-style-type: none"> • If account includes additional funds for other expenses, total budgeted in the account is: \$910,970.00 <p><input type="checkbox"/> No budget impact (no fiscal note required)</p> <p>Prior Year Budget (if applicable): Prior Year Actual Amount Spent (if applicable):</p>	Amount authorized by this legislation this fiscal year:	\$20,000.00	Amount previously authorized this fiscal year:	\$885,420.00	Total amount authorized after this legislative action:	\$905,420.00	Amount budgeted for this item *:	\$910,970.00	Source of funding (name of fund) and account code number: Anti-Drug 008, Grant Match 4405, 56798 Matching Funds	\$20,000.00
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Source of funding (name of fund) and account code number: Anti-Drug 008, Grant Match 4405, 56798 Matching Funds	\$20,000.00										
<p>PRIOR LEGISLATION</p>	<p>Prior ordinances and (date): Prior resolutions and (date): #17808, January 30, 2012</p>										
<p>CONTACT INFORMATION</p>	<p>RLA drafted by: Dave Fleming, Planning & Development Administrator, 881-3572</p>										
<p>REQUEST SUMMARY</p>	<p>A resolution authorizing the County Executive to execute agreements with certain outside agencies funded by the County's Anti-Drug Sales Tax Fund for the 2012 fiscal year, which are engaged in anti-drug activities and purposes, to provide a local match to federal, state, local and/or private grant funds, at an aggregate cost to the county not to exceed \$20,000.00</p> <p>Exhibit A indicates the outside agencies and funding levels as recommended by the Jackson County Drug Commission for the 2012 fiscal year.</p> <p>Background: The Anti-Drug Sales Tax fund authorizes the County to execute agreements and contracted service for the purpose of providing substance abuse treatment, prevention, grant match, and other anti-drug initiatives in the community. These recommendations are based upon applications submitted by community providers for grant match funding. Each applicant must indicate that they receive federal, state, local, or private funding requiring a funding match. These funding recommendations were approved and adopted by the Jackson County Drug Commission on June 12, 2012, with the recommendation that they be presented to the Jackson County Legislature.</p>										

	Agencies and Proposed Program:	
	Freedom School Collaborative Summer School Program	\$10,000
	Kansas City Public School District "Success Court"	\$10,000
CLEARANCE	<input type="checkbox"/> Tax Clearance Completed (Purchasing & Department) <input type="checkbox"/> Business License Verified (Purchasing & Department) <input type="checkbox"/> Chapter 6 Compliance - Affirmative Action/Prevailing Wage (County Auditor's Office)	
ATTACHMENTS	Exhibit A; Freedom School Collaborative Application; Kansas City Public School District Application	
REVIEW	Department Director:	Date: 6-19-2012
	Finance (Budget/Approval): <i>If applicable</i>	Date: 6-19-2012
	Division Manager:	Date: 6-19-2012
	County Counselor's Office:	Date:

Fiscal Information (to be verified by Budget Office in Finance Department)

- This expenditure was included in the annual budget.
- Funds for this were encumbered from the _____ Fund in ____.
- There is a balance otherwise unencumbered to the credit of the appropriation to which the expenditure is chargeable and there is a cash balance otherwise unencumbered in the treasury to the credit of the fund from which payment is to be made each sufficient to provide for the obligation herein authorized.
- Funds sufficient for this expenditure will be/were appropriated by Ordinance # _____
- Funds sufficient for this appropriation are available from the source indicated below.

Account Number:	Account Title:	Amount Not to Exceed:
008-4405-56798	Matching Funds	\$ 20,000.00

- This award is made on a need basis and does not obligate Jackson County to pay any specific amount. The availability of funds for specific purchases will, of necessity, be determined as each using agency places its order.
- This legislative action does not impact the County financially and does not require Finance/Budget approval.

Exhibit A

2012 COMBAT Grant Match Funding Recommendation

<u>Agency</u>	<u>2011 Funding</u>	<u>2012 Funding Rec.</u>
Freedom School Collaborative	\$ -	\$ 10,000
Kansas City Public School District	\$ -	\$ 10,000
		<u>\$ 20,000</u>

2012 COMBAT Grant Match Allocation	\$ 910,970
2012 Funding Recommended	\$ 20,000
Previous 2012 Funding Approved	\$ 885,420
Balance	<u>\$ 5,550</u>

Grant Match Cover Page

Name of Organization:

Address of Organization:

Telephone Number:

Contact Person:

Email Address:

Federal ID Number:

Program Name:

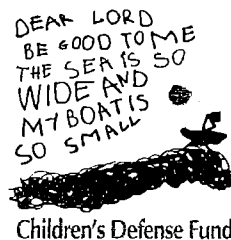
Please Indicate the type of funding you are applying for:

Grant Match Treatment:

Grant Match Substance Abuse Prevention:

Grant Match Violence Prevention:

Press Release



CDF Contact:

Patti Hassler

phassler@childrensdefense.org

(202) 662-3554

FOR IMMEDIATE RELEASE

October 27, 2011

Kansas City Freedom Schools Initiative Receives First Children's Defense Fund Freedom Schools® Challenge Grant

(Washington, D.C.) – Today, Marian Wright Edelman, president of the Children's Defense Fund (CDF), announced the Kansas City Freedom School Initiative (KCFSI) will receive the first \$50,000 CDF Freedom Schools® Challenge Grant, for the purpose of providing more support to Kansas City's eight *CDF Freedom Schools* summer programs. The *CDF Freedom Schools* Challenge Grant will match every dollar raised by KCFSI —up to \$50,000 —in its 2012 fund appeal.

"The Kansas City model has been and continues to be a leader in the *CDF Freedom Schools* family," said Marian Wright Edelman. "We are grateful and proud of our partnership with Kansas City stalwart, Dwayne Crompton, who has advised us on national programming initiatives and led innovative and creative program development in the Greater Kansas City area including forging a partnership with the highly touted Kauffman Foundation. Last year, Kansas City Freedom Schools introduced the Saturday Leadership Academy which we hope to replicate nationwide. With this *CDF Freedom Schools* Challenge Grant, we are recognizing the impact of the Kansas City model on children and hoping to stimulate more economic support for these critically needed programs from the local community."

Since KCFSI's inception in 1995, over 15,000 children and youth in the Greater Kansas City area have been served. The goal of the *CDF Freedom Schools* program, a summer and after-school literacy program developed by the Children's Defense Fund, is to help children fall in love with reading and boost their motivation to achieve. Children are taught using a research-based multicultural curriculum that supports children and families around five components: high quality academic enrichment; parent and family involvement; civic engagement and social action; intergenerational leadership development; and physical and mental health. Additionally, *CDF Freedom Schools* programs help connect the needs of children and families to the resources in their communities.

Currently, the KCFSI also is offering the Saturday Leadership Academy which includes three core components: Literacy, Leadership, and College Preparation. The Academy features the *CDF Freedom Schools* award-winning Integrated Reading Curriculum and a leadership course developed from the book The 7 Habits of Highly Effective Teens by Sean Covey of the Franklin-Covey Institute. In 2004, *CDF Freedom Schools* received the first Excellence in Summer Learning Award presented by the Johns Hopkins University Center for Summer Learning. The award recognizes individuals and organizations working to improve the quality and availability of summer learning opportunities for children and youth.

A 2010 evaluation to determine the program's impact on the reading ability of students enrolled in the *CDF Freedom Schools* programs in Charlotte, N.C., conducted by the Center for Adolescent Literacies at the University of North Carolina-Charlotte, confirmed the program stanches summer learning loss and benefits children by helping them maintain or improve their reading ability. While meeting with CDF earlier this year, U.S. Secretary of Education Arne Duncan praised the *CDF Freedom Schools* program for improving child literacy, providing positive role models through mentoring from college students, and creating a pipeline to increase the number of Black and Latino men into the classroom.

Secretary Duncan said, "I've been to hundreds and hundreds and hundreds of schools around the country and I will tell you my visits to Freedom Schools have been amongst my most inspiring and the most memorable. When I see success, I just want more students to have those kinds of opportunities and what I consistently see there is remarkable for children."

The *CDF Freedom Schools* program is modeled after the Mississippi Freedom Summer Project of 1964, when the Student Nonviolent Coordinating Committee (SNCC) began teaching children and youth as part of the movement for civil rights and voter registration. As part of the Freedom Summer initiative, activists created 30 "Freedom Schools" in Mississippi, taught by college students and using a curriculum focused on reading, arithmetic, Black history and the philosophy of social change. Edelman concluded, "Freedom Schools are proudly rooted in the American Civil Rights Movement and the courageous efforts of college youth to make a difference." Since 1995, 90,000 K-12 children have experienced *CDF Freedom Schools* and more than 12,000 college students and young adult staff have been trained to deliver this empowering model.

For more information about the Children's Defense Fund Freedom Schools® program, contact Dr. Jeanne Middleton Hairston, National Director at 202.662.3546 or visit www.freedomschools.org. For information on the Kansas City Freedom Schools Initiative, please contact Rev. Darren Faulkner, Program Director at 816.241.4573 Ext. 18 or visit the website at www.kcfreedomschools.org.

The Children's Defense Fund Leave No Child Behind® mission is to ensure every child a *Healthy Start, a Head Start, a Fair Start, a Safe Start and a Moral Start* in life and successful passage to adulthood with the help of caring families and communities.

2012 COMBAT Grant Match Funding Application

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

Kansas City Freedom School Initiative	Freedom School	\$15,000
Executive Director	Address of Agency	Agency Phone:
Rev. Darren Faulkner	2201 Olive, KCMO 64127	816.483.3717
Program Manager	Address of Program Location:	Program Phone:
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 8th, 10th and 12th 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.

Culture and community conditions influence child learning.

Appreciation and knowledge of one's culture

engenders self worth and the ability to live in

community with others.

Education, teachers, and mentors are transformative agents.

Literacy is essential to personal empowerment and civic responsibility.

Effective teaching requires planning, creativity, and implementation, with reflection and processing.

Learning communities that offer a sense of safety, love, caring, and personal power are needed for transformative education.

Classroom discipline and management are integral parts of instructional practice.

Parents are crucial partners in children's learning and agents. need supports to become better parents.

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 Gredham 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

Information Dissemination, Distribute materials such as brochures, resource directories, public service announcements, speakers and presentations. (Universal/Targeted)	Provide awareness and knowledge of the nature, extent and effects of substance use/abuse or of violence and consequences on individuals, families, and communities.
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)	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.
Alternatives/Community service activities, and other training for parents and youth. (Targeted)	Participation in healthy and constructive activities that offset the attraction to alcohol/drugs and meet the needs usually filled by these substances.

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 patters 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 very 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; <i>Local & Natl Training of staff at Haley Farm</i>	\$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
TOTAL PROPOSED BUDGET	10000	823025		\$883025

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 C

LOGIC MODEL

Need (Problem) Statement		What will you do?				Outcomes	
Objective	Need/Problem	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				
		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		Improved School Performance

Kansas City Missouri School District

2012 COMBAT Grant Application:
Northeast High School Success Court

Section One:
County Required Documents

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 Index and Checklist

All items must be submitted in the order listed.

Section One County required documents

- X Cover Sheet (Page 1)
- X 2012 Checklist (Page 2)
- N/A Compliance Report Form completed and signed, or copy of current certificate
- N/A Copy of Paid Property tax receipt or current exemption certificate
- X Copy of evidence of liability insurance coverage

Section Two COMBAT required documents

- X Funding Application
- X Exhibit A and Exhibit A-1 (Agency Budget and Program Budget)
- X Exhibit B - Contact Listing
- X Exhibit C – Logic Model
- X Exhibit D – Outcomes Framework
- X Exhibit E – Staff Qualifications
- X Exhibit F –Proposed Service Sites
- N/A Exhibit G –Program Impact
- X Current list of Agency Board of Directors
- X Copy of current IRS Form 990 (within past two fiscal years) or extension letter
- X Copy of Certified Financial Audit (within past two fiscal years)
- N/A Copy of letter indicating current IRS 501(c)3 tax-exempt status (if applicant is not a governmental agency, e.g., city, school district or court in Jackson County)
- N/A Certificate of Good Standing from the Missouri Secretary of State (if non-governmental agency)



CERTIFICATE OF LIABILITY INSURANCE

3/1/2012

DATE (MM/DD/YYYY)

12/20/2011

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Lockton Companies, LLC-1 Kansas City 444 W. 47th Street, Suite 900 Kansas City MO 64112-1906 (816) 960-9000	CONTACT NAME:	
	PHONE (A/C, No, Ext):	FAX (A/C, No):
	E-MAIL ADDRESS:	
INSURER(S) AFFORDING COVERAGE		NAIC #
INSURED 1342466	SCHOOL DISTRICT OF KANSAS CITY, MO 1211 MCGEE SUITE 535 KANSAS CITY MO 64106	INSURER A: Lexington Insurance Company INSURER B: Hartford Insurance Group INSURER C: Employers Insurance Company of Wausau INSURER D: INSURER E: INSURER F:
		19437 21458


COVERAGES KANC126 MF CERTIFICATE NUMBER: 11563694 REVISION NUMBER: XXXXXXXX

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDSUBR INSR WVO	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	GENERAL LIABILITY <input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR <input checked="" type="checkbox"/> BI DEDUCTIBLE: \$25K <input checked="" type="checkbox"/> PD DEDUCTIBLE: \$25K GEN'L AGGREGATE LIMIT APPLIES PER. POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC	N N	013136059	3/1/2011	3/1/2012	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ Excluded MED EXP (Any one person) \$ Excluded PERSONAL & ADV INJURY \$ Excluded GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMP/OP AGG \$ Excluded \$
B	AUTOMOBILE LIABILITY <input checked="" type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> HIRED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> NON-OWNED AUTOS	N N	37UENTZ3632	12/1/2011	12/1/2012	COMBINED SINGLE LIMIT (Ea accident) \$ 2,000,000 BODILY INJURY (Per person) \$ XXXXXXXX BODILY INJURY (Per accident) \$ XXXXXXXX PROPERTY DAMAGE (Per accident) \$ XXXXXXXX \$ XXXXXXXX
	UMBRELLA LIAB EXCESS LIAB DED <input type="checkbox"/> RETENTION \$ <input type="checkbox"/>		NOT APPLICABLE			EACH OCCURRENCE \$ XXXXXXXX AGGREGATE \$ XXXXXXXX \$ XXXXXXXX
C	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N N N/A	TBD	7/1/2011	7/1/2012	<input checked="" type="checkbox"/> WC STATUTORY LIMITS OTHER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)
RE: ROBERTA BLACKBURN, EAST HIGH SCHOOL, FBLA STUDENT FUNCTION.

CERTIFICATE HOLDER**CANCELLATION**

11563694 PLEASANT VALLEY BAPTIST CHURCH 1600 N 291 HIGHWAY LIBERTY, MO 64068	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
	AUTHORIZED REPRESENTATIVE 

Kansas City Missouri School District

2012 COMBAT Grant Application:
Northeast High School Success Court

Section Two:
COMBAT Required Documents

2012 COMBAT Grant Match Funding Application

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

Agency Name	Name of Program	Amount Requested
Kansas City Missouri School District	Success Court	\$12,500.00
Executive Director	Address of Agency	Agency Phone:
Luis Cordoba, Ed.D.	1211 McGee, KCMO 64106	816-419-8844
Program Coordinator	Address of Program Location:	Program Phone:
Samuel T. Johnson	1211 McGee, KCMO 64106	816-699-8604

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 Success Court is a partnership between Jackson County Family Court and KCMSD, with a goal to address student challenges that contribute to the significant truancy problem at Northeast High School (NHS). NHS is a comprehensive high school, serving nearly 1100 students from 7th to 12th grade. This critical intervention engages 7th and 8th grade students in a structured environment that promotes education, crime prevention, and social correctness for students within the Kansas City School District.

Success Court consists of weekly sessions for 15-20 students during each semester of the school year, directed at reducing risky behaviors including truancy and school dropout that have proven links to youth substance abuse. A Circuit Court Judge presides over the sessions at Northeast High School - originally designed as a legal magnet school - in the onsite a courtroom. Space for sessions is provided by KCMSD. Success Court activities include: weekly court sessions, incentive programming, Family Nights, home visiting, and case management.

Students at NHS are referred to the Success Court if they meet one of the following:

- Seven days of absence (not related to documented health issue) per semester
- Attendance rate lower than 85% in the prior academic year
- Significant decrease in academic performance and/or an increase in behavior problems
- Lack of parental involvement in school activities and/or family dysfunction

Identification of students is done by the Student Action Team. The Student Action Team is a multi-disciplinary group that meets weekly to identify at-risk students and identify needed services or resources.

Once a student is identified, the Youth Worker is responsible for (a) securing student and families to participants - including obtaining parental permission, (b) facilitating the weekly Success Court sessions, (c) facilitating the Family Nights, (d) providing follow up services to ensure the success of the student after the semester session is completed, and (e) providing triage services to those students with developing attendance concerns. To ensure a seamless transition between school years, the Youth Worker maintains consistent contact

with the youth, parents, and school during the summer months. Family services including clinical mental health and social services will be provided by the school's Case Manager and supporting staff.

Through Success Court, students and families learn skills that enable academic and social success, are provided with professional and peer support, and engage in incentivized opportunities that promote the of change risky behaviors. Success Court activities are modeled after proven programs and evidence based practice for reduction of truancy and drop out rate, both indicators of increased risk of substance abuse for our youth.

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

Other Summer Only

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 poipulation in yoru selected geographic area.

Discuss relevant protective factors and avariables 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 your have identified?

Need Statement

There is a great need for Success Court for youth in the Kansas City, Missouri School District. The District has been battling high truancy and rising juvenile crime rates, which have led to an increased amount of first time referrals to local youth courts and Family Court. Further, unemployment and poverty have created limited resources for families through out the District.

A significant part of the youth population at NHS is at risk of criminal activity due to the school's: 1) low attendance rate (79.8 percent), 2) high suspension rate (39.4 percent), and 3) high drop out rate (15.8 percent). Over 84 percent of NHS students receive meals through the Free and Reduced Lunch Plan, an indication of severe poverty. In addition increased gang activity and violence is exacerbated by the criminal activity of parents; frequently coupled with domestic violence, substance abuse and estrangement. Since January 2011, the Jackson County sytem has received 573 referrals for crimes within the NHS zipcode and surrounding school service area; an average of just over one incident per-day. **Drugs are often easily accessible in students homes.** The children of incarcerated parents are particularly at risk. The lack of educational advancement, and lack of support and encouragement for both youth and their parents are major impediments to choosing to stay or to remain drug free.

The Success Court attempts to improve attendance and graduation rate, keeping students in school, and thus mitigating the violence and drug abuse to which youth are exposed outside of school. In 2011, NHS reported

that only 5 percent of incident reports were related to drug, alcohol, or tobacco – an indication that school has become an escape from an environment rich with substance abuse. **Unfortunately, the overall incident rate and subsequent suspension rates are high for NHS; last year the school reported 379 incidents that resulted in Out of School Suspension for 10 days or more, which averages to 7 per-week in a 270 day school year.** Youth out of school are missing credit hours, lose out on social opportunity, ultimately become disenfranchised with the school setting, and remain in their community where the lure of drugs, gangs, violence and other criminal activity is all too real.

Community partnerships have created a foundation for district-wide improvements. The local police department is heavily invested in the safety of our youth – officers are assigned to schools free of charge and problematic students are often referred to alternatives agencies rather than Family Court. Health service providers Swope Health Services, Samuel U. Rodgers Health Center, and Mattie Rhodes Behavioral Healthcare assist with mental health evaluations of youth who are uninsured or underinsured. Beyond individual student need, the District works collaboratively with many safety net healthcare providers for referrals for care of indigent families. The Jackson County Family Court and KCMSD have a longstanding successful partnership focused on reduction truancy and school drop-out.

Despite collaborative efforts and desire to assist struggling students and families, gaps exist in funding for programs that intercept youth at critical stages in their social and academic environment. The Success Court specifically targets students within these stages (7th and 8th grade), supplying interventions and avenues for change before disruptive and destructive behaviors become a habit.

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 will include both boys and girls and are middle school students in 7th and 8th grade that attend NHS. The ethnic breakdown of all 1086 students enrolled at NHS is as follows: Asian 4%, Black 53%, Hispanic 32%, White 10%, Other 1%. The geographic area served is defined by the District boundaries and surrounding areas; students that attend NHS can reside anywhere in the district, very few travel from outside of the area.

Students will be referred for the Success Court by the Student Action Team, who assess student data from the previous school year. A direct referral is provided if a student meets one or more of the following criteria:

- Seven days of absence (not related to documented health issue) per semester
- Any student with attendance lower than 85% in the prior academic year
- Significant decrease in academic performance and/or an increase in behavior problems
- Lack of parental involvement in school activities and/or family dysfunction

We do not anticipate that students will be referred from outside agencies.

Once a student and/or family is referred to the Success Court, the Youth Worker provides outreach and recruitment to get the families engaged. Specifically, the Youth Worker will use written letters, phone calls, and home visits to reach the families of students who are referred. The benefits of the program will be outlined, including incentives for student progress and graduation from the Success Court program. Incentives include educational and recreational items that will continue to promote healthy minds and healthy bodies

beyond the nine week Success Court program.

Estimated number to be served: the goal is at least 100 each year

Estimated cost per person: \$130

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.

The Jefferson County Truancy Diversion Project, developed in Louisville, KY., is a judicially-driven school and community initiative created to improve school attendance and enhance family function and behavior, thereby reducing risk factors that lead to substance abuse. Initiated in 1997, this program brings the judge and community resources directly to the schools and students for a hands-on, no-efforts-spared intervention. Now a national model, this program has far-reaching implications in the prevention of juvenile delinquent behavior, drug use and abuse, and in the establishment and preservation of safe and permanent homes for children.

The National Outcome Measure (NOMs) domains, synonymys with intended Success Court outcomes, and demonstrated by the Jefferson County Truancy Diversion Project are:

- Education, with the outcome of improved school attendance as measured by attendance rates prior to the program compared to at completion;
- Crime and Criminal Justice, with the outcome of no involvement with or further penetration into the justice system as measured by referral data to Family Court;
- Social Connectedness, with the outcomes of increased youth and parental involvement with the school, forming a bond as measures through attendance rates month to year and participation in program events; and
- Access/Capacity, with the outcome of individuals and families served through the program and partner referrals as measured through monthly statistical data.

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 preveniton, please clearly describe the criteria that will be used for eligiblity for services. How will violence be defined? How will risk for violent behavior be clearly determined?

Program Description, Services and Activities.

The Success Court is a well structured program to encourage student retention and decrease truancy. It is a new

program for KCMSD, with similar models outside the district harboring great success. The planned services and activities of the program are as follows:

1. The Student Action Team - including School Counselor, School Nurse, School Resource Officer, Social Worker, Attendance Drop-out Specialist, Assistant Principal, and Principal - identifies students who meet the criteria for referral to Success Court.
2. The Success Court Team - including the Youth Worker (new hire funded by this request), Family Court Program Coordinator (Jonni Wright), Circuit Court Judge, School Administrator (Principal, Assistant Principal or Counselor), school faculty, and Case Management Team member (Case Manager or Social Worker) - will review the student referral from the Student Action Team to ensure student eligibility.
3. If it is determined the youth is appropriate for the Success Court program, a letter from the Youth Worker will be sent to the parents/guardian advising them of the Team's recommendation. A copy of the Missouri Statute regarding mandatory school attendance and a brief description of the Success Court will accompany the letter.
4. The Youth Worker and/or Case Manager will follow-up with a phone call and a home visit. The service-oriented climate of a personal visit helps persuade and encourage parents to seek, accept, and follow through on the treatment intervention that is offered.
5. Once they have committed to participating, parents and students sign an agreement to attend the weekly sessions.

Once enrolled in the program, weekly Success Court sessions are the pivotal activity of the project. Both parents and students are required to attend the weekly sessions each semester. Court sessions are held in the school and each family will appear before the Judge individually or in groups depending on the needs of the student and family. Each week the Judge gives a specific assignment based on the particular socio-educational needs of each individual student. These assignments are individualized and might include a research project where the student is required to visit the school library, research a subject and write a short essay. This assignment promotes a spirit of learning, encourages the youth to use school facilities and resources, and improves the student's sense of self worth.

Monthly Family Nights are another activity of the Success Court program, providing a fun atmosphere where students and parents can bond with their school and the Success Court Team. At these events students and parents are recognized by the Judge and other members of the team for their progress both at school and at home. At Family Night events students are given tangible rewards for every measure of progress they exhibit, in addition to verbal praise and recognition. These incentives range from school supplies to gift cards and other items.

Additionally, students and families are provided the opportunity to meet with the Case Management Team – including Case Managers and/or Social Workers. In this capacity the Case Management Team, in conjunction with the Youth Worker, provides strength-based, preventative services to families such as family visits, individual and family counseling, and appropriate referrals as necessary to community service partners. They may also assist families who may have transportation problems getting to court. Interaction with the Case Management Team is voluntary.

Through Success Court activities, weekly reports are generated by the Student Action Team (school faculty), Case Management Team and the Youth Worker, and provided to the Judge. Reports unveil information regarding attendance, academics, and behavior of the student. At the end of each semester, a graduation ceremony is held. This is generally similar in nature to the Family Night event. Some larger incentives are usually presented to the students during this program.

Scheduling and logistics of the program – including the booking and preparation of space for program activities, management of needed supplies, etc. - is handled by the NHS Administrative staff.

A pivotal partner in the Success Court program is the Jackson County Family Court – responsible for providing

the Judge and Youth Worker to the program.

The participation and involvement of the Judge is of paramount importance to the success of the program. The presence and degree of interest of the Judge is a significant influence and imparts positive change in the overall behavior of the youth. A Judge will also assure more significant involvement by parents. The Judge's position of authority, commitment to this project and recognition of improvements empowers and encourages students' progress. The Judge looks for all sources of strength to build on. This approach is the most powerful stimulus for inspiring improvement and responsibility for both parents and their student. This type of activity continues for nine weeks to assist the child and family in internalizing and reinforcing the values presented by the Judge. The progress of each child is reported and recognized by the Judge and the other members of the Success Court Team on a weekly basis. Educational and recreational items are awarded to those who have demonstrated achievement. These incentives are individualized and serve as positive reinforcement. The Youth Worker assists the Judge by preparing reports on each student, for the judges review, and acting as liaison between the school and the Success Court.

The Youth Worker acts as the critical link between the Success Court Team, the Student Action Team (NHS staff), and the student and families. Each week, the Youth Worker collects reports and prepares students files to be presented to the Judge during weekly Success Court sessions. The files contain information pertaining to student attendance, grades, and any discipline information. The Youth Worker prepares the "courtroom" for the session - including food and drinks, and a display of incentives available - and is responsible for maintaining order in the "courtroom" throughout the session. During Family Night events the Youth Worker will plan and facilitate interactions that are strength-based and encourage team building.

Student retention services coordinated by the Youth Worker are an important part of the program since the Success Court has set a goal for major behavioral change within its students. The Youth Worker will provide active services to keep participants engaged throughout the 9 week program in addition to follow-up services for at least six months following graduation. These follow-up services include:

- A letter of encouragement from the judge
- Weekly attendance monitoring
- Weekly contact with school Case Management Team
- Monthly attendance at Success Court sessions
- Documentation (monthly progress reports detailing attendance, behavior, and casework activities)

Additionally responsible for outreach and support services for all participants, the Youth Worker often operates in close collaboration with the Case Management Team to ensure referred students become engaged in the program and receive proper case management services - including referrals for needed resources and advocacy with other agencies. This ensures that all program service goals are continually met.

Jackson County Family Court will also assist with providing a an evaluation specialist, as well as data management through the Juvenile Information System for the Success Court program; both outlined in later sections.

Describe each of your proposed Strategies. Describe frequency of each strategy.

Add more if necessary

Strategy	Frequency
Prevention Education: Success Court Sessions	weekly
Alternatives: Incentive Based Programming; Family Nights;	

Recognition of student achievements	weekly; monthly
Community Based Processes: Monthly Family visits, individual and family counseling; Appropriate referrals as necessary to community service partners	monthly; On-going as necessary
Problem Identification and Referral: Monthly Family visits, individual and family counseling; Appropriate referrals as necessary to community service partners	Monthly; On-going as necessary

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

Add more if necessary

Strategy	Frequency
Prevention Education: Success Court Sessions	Individualized/Tertiary Prevention
Alternatives: Incentive Based Programming; Family Nights; Recognition of student achievements	Individualized/Tertiary Prevention
Community Based Processes: Monthly Family visits, individual and family counseling; Appropriate referrals as necessary to community service partners	Individualized/Tertiary Prevention
Problem Identification and Referral: Monthly Family visits, individual and family counseling; Appropriate referrals as necessary to community service partners	Individualized/Tertiary Prevention

What evidence-based Prevention strategies from Attachment 4 will you use?

Prevention Education, Alternatives, Community Based Processes, and Problem Identification and Referral.

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

Add more if necessary

Domains	Risk or Protective Factors
Family Domain	<p>Protective factors include bonding (positive attachment); healthy beliefs/clear standards for behavior; a sense of basic trust; positive family dynamic</p> <p>Protective factors include opportunities and rewards for pro-social</p>

Individual/Peer Domain	involvement; healthy beliefs and clear standards for behavior; positive relationships with adults; association with peers involved in school or other organized activities; resistance to peer pressure, especially negative
School Domain	Protective factors include rewards for pro-social involvement; healthy beliefs and clear standards for behavior; caring and support from teachers and staff; positive instructional climate

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.

The Success Court is not currently a COMBAT program.

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.

The National Outcome Measure (NOMs) domains addressed through the Success Court program include:

- Education, with the outcome of improved school attendance as measured by attendance rates prior to the program compared to at completion;
- Crime and Criminal Justice, with the outcome of no involvement with or further penetration into the justice system as measured by referral data to Family Court;
- Social Connectedness, with the outcomes of increased youth and parental involvement with the school, forming a bond as measures through attendance rates month to year and participation in program events; and
- Access/Capacity, with the outcome of individuals and families served through the program and partner referrals as measured through monthly statistical data.

IF YOUR PROGRAM IS A TREATMENT PROGRAM - List which National Outcome Measures (see part 2 of Attachment 1) will your program address

Add more if necessary

Treatment Outcome Measures.

The Success Court program is not a treatment program.

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

The evaluation of the Success Court program will include data collected from referral information on Juvenile Information System (JIS). Information is gathered through Success Court reports including NHS attendance and incident reports, home visit contacts, weekly Court sessions, and Family Night participation. All data are collected on a monthly basis and analyzed month to year. This evaluation encompasses National Outcomes Measures in the areas of education, crime and criminal justice, social connectedness, and access/capacity, as outlined above. Indicators of success include a reduction in new referral rate to the Success Court and Family Court; school attendance above 90% and reduction in school suspensions; increased parental involvement in child's academic success; and improved academic performance.

Evaluator –

Who will conduct the evaluation? What are the credentials of this person? What similar evaluations have they conducted?

Evaluator

The evaluation is conducted monthly by the KCMSD and Jackson County Family Court. The Family Court employs a full-time Manager of Data Analysis, Pam Behle, Ph.D. Dr. Behle has been with the Court for 12 years and is responsible for data collection and research projects relevant to the mission of Family Court Services. Dr. Behle assesses monthly information with the Program Manager and ensures data sets are reliable. She also runs independent analysis through the Court's JIS system to cross reference youth in Success Court with current referral data. This helps identify youth who may have a family member, a sibling, already receiving formal services as well as to provide additional social history that may otherwise be unavailable to the the school. Dr. Behle produces the Annual Report for Jackson County Family Court Services, a roughly 300 page document that is distributed throughout the state with a complete analysis of all Family Court Services Programs, recidivism rates, and new initiatives. She is very knowledgeable and very effective in producing quality evaluations.

Organization

Describe the mission of your organization and explain how this program fits into the organization's 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

The mission of the Kansas City Public Schools is to achieve, in a way that is unencumbered by excuses, our vision for education by ensuring that all children benefit from teaching and learning. The school district will do this through:

- Inquiry-based instruction that involves active-learning, and is project-oriented, collaborative, student-centered, and facilitated by meaningful professional development;
- Successful instructional settings where teachers continually coach each child to develop deep understanding and educational proficiency, while meeting all Adequate Yearly Progress goals;
- Cooperative planning among principals and teachers to ensure attainment of district goals;

- Substantial autonomy to each learning community; and
- Accountability for executing and achieving the school district's vision, goals, and objectives articulated in the KCMSD Accountability Plan.

The COMBAT program strategy recognizes that an effective battle against substance abuse requires not only strict law enforcement and prosecution, but also prevention and the determent of risky behaviors. KCMSD Success Court and the mission of the district are perfectly aligned with the purpose of COMBAT's Substance Abuse Prevention efforts. Success Court will identify individuals at risk of substance abuse, based on truancy and drop out risk at the 7th and 8th grade level, and provide them with a series of intervention activities. These activities and wrap around services will allow the student to get the help they need without the impact of incarceration or other severe actions.

KCMSD has strong working relationships with both law enforcement, and the court system as well as with public health agencies. Most recently, the district worked with KCPD to introduce stronger truancy prevention and intervention laws. As a result of these efforts, the Kansas City - City Council introduced new daytime curfews to provide the legal support the district needed to enforce truancy intervention efforts. KCPD also provides law enforcement personnel to the district on a full time basis. KCMSD has worked with the court system on many initiatives over the years and in regard to this request, Family Court is eager to launch this effort. KCMSD has partnered with many community agencies to provide wrap around services to district families including: Truman Medical Center and Behavioral Health Center, Swope Health Services, Jewish Vocational Service, Rose Brooks, Samuel U. Rodgers Health Center and others.

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

The following individuals represent key staff members for the Success Court program:

Dr. Luis Córdoba - Executive Director of Student Intervention Programs, Kansas City Public Schools

Dr. Córdoba is a committee member of the U. S. Attorney, Western District of Missouri, Gang Assessment Task Force. He also is an internationally certified and state licensed substance abuse counselor. Dr. Córdoba volunteers his time teaching race relations to cadet classes for the Kansas City, Missouri Police Department and is a former appointed member to the Kansas City, Missouri Mayor's Commission on Violent Crimes. He serves on various community and national advisory boards and has been a consultant for such agencies as the U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention. As a result of his experiences, Dr. Córdoba has been an invited speaker in over 300 national presentations. Dr. Córdoba has earned the following credentials:

- * Doctor of Education in Educational Leadership and Policy Analysis
- * Master of Science in Elementary and Secondary Education with an emphasis in multicultural urban settings
- * Bachelor of Arts in Substance Abuse Counseling
- * Kansas Licensed Addictions Counselor (LAC)
- * Missouri Certified Reciprocal Alcohol Drug Counselor (CRADC)

* International Certified Alcohol and Drug Counselor (ICADC)

Dr. Cordoba will provide administrative oversight of the Success Court program and will not be included in Exhibit E per instructions to omit administrative personnel.

Samuel T. Johnson – Team Leader in Student Intervention Services, Kansas City Public Schools

Samuel Johnson came to the Kansas City Public Schools over 11 years ago. Within those 11 years Mr. Johnson has received a Bachelor's of Arts degree from Park University in Business Administration/Management and received his Masters of Arts from Webster University in Management & Leadership. Samuel is currently enrolled at the University of Missouri working on his (MA) Education Specialist degree. Mr. Johnson is also a graduate of the 2012 L.I.T.E Academy; this program was started by the Kansas City Public Schools, an ever-growing network of highly respected and influential professionals within K-12 education nationwide. Mr. Johnson will serve as the COMBAT Program contact.

Mr. Johnson will provide administrative oversight of all KCMSD activities including Student Action Team and the Case Management Team. He will not be included in Exhibit E per instructions to omit administrative personnel.

Jonni Wright - Program Manager, Jackson County Family Court

Jonni has 13 years experience working with at-risk youth and families, developing and implementing youth and family focused programs, and providing in-depth analysis of program components.

Ms. Wright will provide administrative oversight of all Jackson County Family Court activities including the Success Court Team, Judge, and Youth Worker. She will not be included in Exhibit E per instructions to omit administrative personnel.

To Be Hired – Youth Worker, Jackson County Family Court

Please see Exhibit E for a list of qualifications for this position.

To Be Assigned – Case Manager, Kansas City Public Schools

The Case Manager for NHS is currently not assigned. This position will not appear in Exhibit E per instructions to include only positions to be funded by this COMBAT request.

To Be Assigned – Circuit Court Judge, Jackson County Family Court

The Circuit Court Judge for NHS Success Court is currently not assigned. This position will not appear in Exhibit E per instructions to include only positions to be funded by this COMBAT request.

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.

Agencies applying for grant match funds for treatment services must complete Exhibit A and Exhibit A-1 and include them with their completed application.

Links:

Crime Solutions: Program Review and Ratings

http://www.crimesolutions.gov/about_starttofinish.aspx

Blueprints for Violence Prevention, <http://www.colorado.edu/cspv/blueprints/>

Substance Abuse- See SAMHSA's National Registry of Evidence Based Programs and Practices
<http://www.nrepp.samhsa.gov/>;

Violence Prevention - See Youth Violence: A Report of the Surgeon General
<http://www.surgeongeneral.gov/library/youthviolence/chapter5/sec1.html>;
Youth Violence: Best Practices of Youth Violence Prevention gives tips for interventions
http://www.cdc.gov/violenceprevention/pub/YV_bestpractices.html;

Attachment 1:

policy on late submissions

Agencies are expected to meet the 2:00 PM submission deadline set in the Funding Announcement in order to be considered in the evaluation process.

COMBAT recognizes certain unforeseen events may interfere with adherence to that deadline and will accept late proposals only under the following conditions:

Late proposals will be accepted only within 24 hours of the deadline.

Late proposals must be submitted directly to COMBAT staff, at 415 E. 12th St., 9th Floor, Kansas City, MO 64106. Proposals will be date stamped and time recorded, according to COMBAT time.

Proposals accepted during this time frame, if approved for funding, will receive an automatic 10% reduction. This reduction will remain in place throughout the contract and any extensions.

EXHIBIT A:

AGENCY/PROGRAM 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 – Salaries	\$18,200.00	\$18,200.00	KCMSD	\$36,400.00
Fringe Benefits – <i>no more than 10% of Salaries</i>	\$1,800.00	\$1,800.00	KCMSD	\$3,600.00
Program Operating Expenses	\$0.00	\$0.00		\$0.00
Auditing/Accounting Services	\$0.00	\$0.00		\$0.00
Evaluation	\$0.00	\$0.00		\$0.00
Postage	\$0.00	\$0.00		\$0.00
Printing	\$0.00	\$0.00		\$0.00
Meeting Expense	\$0.00	\$0.00		\$0.00
Mileage (Local Travel)	\$0.00	\$0.00		\$0.00
Training	\$0.00	\$0.00		\$0.00
Memberships	\$0.00	\$0.00		\$0.00
Insurance	\$0.00	\$0.00		\$0.00
Other*(Specify):	\$0.00	\$0.00		\$0.00
Food and Incentives	\$0.00	\$0.00		\$0.00
	\$0.00	\$0.00		\$0.00
	\$0.00	\$0.00		\$0.00
	\$0.00	\$0.00		\$0.00
	\$0.00	\$0.00		\$0.00
Indirect: <i>no more than 7% of amount for salaries</i>	\$0.00	\$0.00		\$0.00
TOTAL PROPOSED BUDGET	\$20,000.00	\$20,000.00		\$40,000.00

*Other--Expenses in this category require "approval" from COMBAT

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: AGENCY CONTACT INFORMATION

(Jan 1, 2012 – Dec 31, 2012)

Enter Agency Name

Agency/Corp Location	Kansas City Missouri School District 33
Address	1211 McGee
City, State, Zip Code	Kansas City, MO. 64106
Main Phone	816-418-7000
Main Fax	816-418-7766
Agency Web Address	www.kcpublicschools.org

Executive Director	Luis Cordoba, Ed.D.
Address	1211 McGee
City, State, Zip Code	Kansas City, MO. 64106
Phone	816-419-8844
Fax	816-418-7766
Email	lcordoba@kcpublicschools.org

COMBAT Program Director	Sam Johnson
Program Address	1211 McGee
City, State, Zip Code	Kansas City, MO. 64106
Phone	816-419.8844
Fax	816-418.7766
Email	sjohnso4@kcpublicschools.org

Financial Contact	Al Tunis
Address	1211 McGee
City, State, Zip Code	Kansas City, MO 64106
Phone	816-419-7295
Fax	
Email	atunis@kcmsd.net

Board Chair/President	Airick Leonard West
Address	1211 McGee
City, State, Zip Code	Kansas City, MO 64106
Phone	816-419-7000
Fax	
Email	airickleonardwest@gmail.com

EXHIBIT C

LOGIC MODEL

Objective	Need (Problem) Statement				What will you do?			Outcomes	
	Need/Problem	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		
Prevent juvenile referrals into the juvenile justice system	High truancy rate and rising juvenile crime rate	Community Rising crime rate including drug related offenses	Community School's no tolerance policies, home visits; referrals to community agencies	KCMSD, Jackson County Family Court, and supporting behavioral and medical health care providers	After school tutoring; monthly Family Nights, student incentives	Provide before and after school opportunities for tutoring and educational involvement	Reduction in referrals to Family Court or further penetration into the juvenile justice system		
Increase attendance and reduce suspensions		School Daily attendance below 85%	School Incentives to improve youth attendance; school's anti drug policy	KCMSD and Jackson County Family Court	Weekly court sessions; daily attendance monitoring; monthly competitions for incentives	Improve attendance rate weekly and reduction in out of school suspensions	Increase overall attendance to state required 93%		
Increase family support of academic achievement and involvement with school.		Family High risk factors. Lack of parental involvement in child's education	Family Support the family through strength based programming	KCMSD, Jackson County Family Court, and supporting behavioral and medical health care providers	Monthly Family Nights; monthly home visits; individual and family counseling; referrals to relevant services	Parental participation in weekly court sessions and monthly Family Night participation	Increased parental involvement and academic support		
Impose attendance and academic performance		Individual Lack of educational advancement; lack of support and encouragement	Individual Assistance with educational needs; conflict resolution; positive decision making	KCMSD, Jackson County Family Court, and supporting behavioral and medical health care providers	Daily contact and monitoring; individual counseling	Increased attendance and grades weekly	Increased attendance and improved academic performance		

EXHIBIT D

Outcome Measurement Framework Chart

Program Objective	What data will be collected?	How data will be collected?	When will data be collected?	Data analysis	Projected Outcome
Community: prevent juvenile referrals or further penetration into the juvenile justice system	Referral information	JIS reports through the court system	Monthly	The Success Court team and KCMUSD month to year	Reduction in new referral rate
School: increase attendance and reduce suspensions	Attendance and incident reports	Monthly reports through Student Action Team	Monthly	KCMUSD month to year	Attendance above 93% and reduction in school suspension
Family: increase family support of academic achievement and involvement with school	Home visit contacts; weekly court session attendance; Family Night participation	Weekly reports and individual contacts by Youth Worker and Case Manager	Weekly/Monthly	Judge at weekly success court meetings; KCMUSD month to year	Increased parental involvement in child's academic success
Individual: improve attendance, in school behavior and academic performance	Attendance and incident reports; grade reports; weekly court sessions	Weekly reports and individual contacts by Student Action Team	Weekly/Monthly	Judge at weekly success court meetings; KCMUSD month to year	Improved attendance rate and academic performance

EXHIBIT E – STAFF EXPERIENCE, QUALIFICATIONS & CERTIFICATIONS

Complete the following chart and include Job Descriptions for all positions to be funded with this COMBAT award (other than administrative staff).

Name: Complete for all employees who are providing direct services in the program (not administrative staff).

Degrees held: List all degrees (post secondary) held, including area of emphasis (i.e., BS/Social Work/Psychology).

Certifications held: List all professional designations earned (i.e., LCSW, LPC, CSAC II, etc.)

Training and development plan: Identify annual training requirements for the staff member in order to continue certification, accreditation, or qualifications.

Name:	To Be Hired – Youth Worker, Jackson County Family Court
Degrees held:	High School Diploma or equivalent with one year of work experience
Certifications held:	
Licensures held:	Valid Drivers License
Training & Development plan:	Please see attached training requirements for this position
Training/education date completed:	Must be completed within 6 months of hiring date
Notes:	<p>This position will be funded through COMBAT Program funds. The role of the Youth Worker in the Success Court is to ensure the safety and security of youth and assist in the execution of established youth treatment and service goals and Success Court orders. Directly supervise and monitor daily activities of youth, which may include school, recreation, meals, personal hygiene, sleep and work projects; provide guidance and assistance to youth in daily activities in order to develop and improve coping and competency skills and effectively modify attitude and behavior patterns; document youth behavior, activities, rule infractions, incidents and other occurrences and information, in narrative or report form basis; consistently ensure residential facility surroundings are safe and secure for both residents and staff and take appropriate action to correct deficiencies; help youth to respond constructively to treatment and service, and assist in development and stabilization of persona and social adjustment skills which may involve anger control, positive peer and family interaction, personal hygiene/grooming and implementing discipline; counsel with youth on an individual and group basis regarding problems and approaches relative to personal and social adjustment skills; provide written and oral input regarding youth progress, behavior, rule infractions and skills; conduct residential facility room checks and monitor behavior of youth to prevent disturbances or escapes, and search facility and grounds for missing youth; transport youth and make home, school and other field visits in personal or Court vehicle; (duties involving transportation of youth and/or travel will vary depending upon the facility, service area and/or shift assigned); attend work related meetings and training; may install and detach electronic surveillance equipment at youth's residence; may monitor youth's activities through surveillance equipment or phone calls to home, school, etc.; may work with community resources to identify and implement youth work programs and projects, which may involve participation; may perform body searches of youth, hand-out medication and mediate disagreements between youth; and perform work as required. Serve as a liaison for the Family Court. Support students and parents. Coordinate documentation with Judge/Commissioner.</p>

*Attach the organization's staff screening policies and procedures, position descriptions, and Organizational chart following Exhibit E. Number pages #a, #b, #c, etc.

EXHIBIT E - TRAINING
Pg 1

Youth Worker, Juvenile Probation or Case Management Officer and Informal Adjustment Coordinator and Volunteer Coordinator	
PRIOR TO PLACEMENT AT JOB SITE	WITHIN FIRST SIX MONTHS OF EMPLOYMENT
Van Training - 8	New Officer Curriculum
Defensive Driving - 4	Mission, Ethics and Purposes
Observation and Documentation - 4	Community Resources
First Aid and CPR - 6	Services Overview
EQUIP - 16	Professionalism
Group Facilitation - 4	Case Management
Site Orientation - 3	Social Assessment and Risk Assessment
	Major Theories of Delinquency and Crime
	Mental Health Disorders
	Psychotropic Medications
	Substance Abuse and UA Collection
	Officer Safety
	Juvenile Code, Supreme Court Rules, Interstate Compact, Writing Complaints, Courtroom Presentation
	Child Abuse/Neglect and Mandatory Reporting
	Report Writing
	Contact Requirements
	Assessment and Treatment Plans
	Victim Empathy
	Restorative Justice
	Title 4
	DYS Protocols
	Fee Collection/Restitution Program
	Effective Communication I - 6
	Justice Information System (JIS) - 4
	Field Services Training Checklist
	Field Services Operational Rules

WITHIN FIRST YEAR OF EMPLOYMENT	SUBSEQUENT YEARS OF EMPLOYMENT
Parent Program - 4	Juvenile Code and Supreme Court Rules - 2
Gang Awareness - 8	Officer Safety Refresher - 4

EXHIBITE - TRAINING
Pg 2

Motivating Change - 12	Community and State Resources, Overview of Court Programs - 1
Conflict Resolution/Mediation - 2	Case Notes & Complaint Writing, every other year - 4
Family Court Policies	Justice Information System (JIS) - 4
	Case Management Current Trends - 2
	First Aid and CPR - 6
	Gang Awareness Refresher - 4
	Field Services Operational Rules and Family Court Policies
	Courses taken every other year after 2nd year of employment
	Van Driving Refresher - 4
	Defensive Driving - 4
	Mental Health Disorders - 3
	Effective Communication - 6
	Group Facilitation - 2
	Motivating Change - 4
	Parent Program Refresher - 4
	EQUIP Refresher - 4
	Child Abuse/Neglect and Mandatory Reporting - 2
	Conflict Resolution and Mediation - 2

EXHIBIT F

Site[s] of proposed services (use additional pages if needed for each proposed site where COMBAT funded services will be provided):

Community Based Agency Community Mental Health Center Substance Abuse Agency
 School Other: _____

Comments:

Address (Street, City, Zip Code): Northeast, 415 Van Brunt Blvd, Kansas City, MO 64132
Description of Services to be provided at this site:
Case management services, mock court activities to simulate Jackson County Family Court, student intervention programming, and student peer session.

Community Based Agency Community Mental Health Center Substance Abuse Agency
 School Other: _____

Address (Street, City, Zip Code):
Description of Services to be provided at this site:

Community Based Agency Community Mental Health Center Substance Abuse Agency
 School Other: _____

Address (Street, City, Zip Code):
Description of Services to be provided at this site:



Kansas City Public Schools Board of Directors

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Regarding IRS Form 990

The Kansas City Public Schools does not file a 990, as we are a local government not an organization and are exempt from income tax.

Thus, we are a local government and do not submit a tax return.



Independent Auditor's Report

To the Board of Directors
The School District of Kansas City, Missouri
Kansas City, Missouri

We have audited the accompanying financial statements of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information of The School District of Kansas City, Missouri (the District), as of and for the year ended June 30, 2011, which collectively comprise the District's basic financial statements as listed in the table of contents. These financial statements are the responsibility of the District's management. Our responsibility is to express opinions on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinions.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information of The School District of Kansas City, Missouri, as of June 30, 2011, and the respective changes in financial position and cash flows, where applicable, thereof for the year then ended in conformity with accounting principles generally accepted in the United States of America.

As explained in Note 2 to the basic financial statements, the District adopted GASB Statement No. 54, *Fund Balance Reporting and Governmental Fund Type Definitions*, which changed its method of accounting for governmental funds' fund balance classifications.

The management's discussion and analysis on pages 3 through 18, the budgetary comparison information on pages 57 through 65 and schedule of funding progress of the other postemployment benefits plan on page 66 are not a required part of the basic financial statements but are supplementary information required by the Governmental Accounting Standards Board. We have applied certain limited procedures, which consisted principally of inquiries of management regarding the methods of measurement and presentation of the required supplementary information. However, we did not audit the information and express no opinion on it.

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the District's basic financial statements. The combining and individual nonmajor fund financial statements and other schedules, listed in the table of contents as supplementary information, are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated in all material respects in relation to the basic financial statements taken as a whole.

The accompanying introductory and statistical sections, as listed in the table of contents, are presented for purposes of additional analysis and are not a required part of the basic financial statements. This information has not been subjected to the auditing procedures applied in the audit of the basic financial statements and, accordingly, we express no opinion on them.

McGladrey & Pullen, LLP

Kansas City, Missouri
November 11, 2011

Due to the size of the Kansas City Missouri School District Audit the document is difficult to send electronically. We encourage you to access a copy of our full Audit online at the following link to secure necessary information:

<http://www.kcpublicschools.org//site/Default.aspx?PageID=763>

If you have any questions regarding this process please feel free to contact us at any time.

Luis M. Cordoba, Ed.D

Executive Director for Office of Student Interventions

Kansas City Public Schools

1211 McGee Street

Kansas City, MO 64106

phone: 816-418-7555

fax: 816-418-7419

cell: 816-419-8844

www.kcpublicschools.org

Community Impact Committee
Thursday, June 14, 2012
11:30 am – 1:00 pm

REACH Healthcare Foundation
6700 Antioch - Suite 200
Merriam, KS 66204

- 11:30** **Welcome and Introductions**
Brenda Sharpe
- 11:35** ***Approval of Minutes from February 8, 2012**
Brenda Sharpe
- 11:40** **Product Development Overview**
Tami Greenberg
- 11:50** **Reports from the Impact Council Co-Chairs**
March Product Development Discussions
Education - Gene Johnson/Karen Daniel
Income - Jo Anne Gabbert/Steve Roling
Health - Linda Ward/Ray Kowalik
- 12:05** **New Initiatives in Education**
Jo Ann Gann
 Dolly Parton's Imagination Library
 Born Learning
- 12:15** ***New Agency Certification**
Connie Pyles
- 12:30** ***Agency Funding Transfer Request**
Jim MacDonald
 Lifeskills Management Center
 Catholic Charities of Northeast Kansas
- 12:35** **Contract Agency Report**
Jim MacDonald
- 12:50** **Health Day of Action in UNI**
Carol Smith
- 12:55** **Other Updates**
Alinda Dennis
 April All Agency Meeting
 Process to inform our Investment Plan for 2014 – 2016.
 5th Round of United for Hope Grants
 Data Book
 Community Change Strategies

R# 17937

Mary Jo Spino

From: Michele C. Ferguson
Sent: Thursday, June 28, 2012 12:10 PM
To: Mary Jo Spino
Cc: Thomas J. Wyrsh
Subject: Re: Compliance Status

Mary Jo.....FYI, the Freedom School Collaborative ~~compliance~~ report has been received, therefore their status is "in compliance".