

KENTUCKY DEPARTMENT

21st Century Community Learning Centers Cycle 18 RFA

Application Cover Page

Submission Deadline: December 9, 2020 4:00 ET

Check application type (Must be indicated in order for application to be reviewed.)

- ☒ New Applicant (\$150,000)
- ☐ Continuation Applicant (\$100,000)
- ☐ Continuation off of an Expansion (\$100,000)
- ☐ Expansion Applicant (\$100,000)

Fiscal Agent DUNS #: 92-692-9852

Fiscal Agent SAMS CAGE Code#: 4S1T3

One grant may serve a maximum of two schools. Each site must meet all RFA requirements.

All information below, except signatures, must be typed.

School #1: Meyzeek Middle School

Physical Address: 828 S. Jackson Street, Louisville KY 40203

Target Grades: 6, 7, and 8

School #2: N/A

Physical Address: N/A

Target Grades: N/A

Fiscal Agent: Family & Children's Place, Inc.

Superintendent/Chief Executive Officer: Pam Darnall (President/CEO)

Physical Address: 525 Zane Street, Louisville KY 40203

E-mail: pdarnall@famchildplace.org

Co-applicant: Jefferson County Public Schools

Superintendent/Chief Executive Officer: Dr. Martin "Marty" Pollio

Physical Address: VanHoose Education Center, 3332 Newburg Road, Louisville KY 40218

E-mail: theresa.white2@jefferson.kyschools.us

Grant Writer: Michael Weinrauch

Agency: Family & Children's Place, Inc.

Phone #: (502) 855-6049

Email: mweinrauch@famchildplace.org

As confirmed by the signature(s) below, I/we confirm that the attached application was reviewed and approved for implementation by authorized representatives of all agencies connected with this application, including local school board(s), school site-based council(s), and the governing board(s) of other public and private organizations. I/We further confirm: (1) the information in this application is correct and complete; (2) failure to comply with all requirements and assurances, as listed in the RFA, will negatively impact funding and/or eligibility to apply for future grant opportunities; and (3) 21st Century Community Learning Centers will operate in accordance with current federal laws and regulations and the provisions of this application as approved. If funded, the Superintendent will submit the grant to the Jefferson County Board of Education for review and approval.

Fiscal Agent: Superintendent/Chief Executive Officer

Date

Co-applicant: Superintendent/Chief Executive Officer

Date

Notary Public:

Date

Notary Seal (My Commission Expires):

02-20-2022

Assurances for Applicant and Co-applicant

The fiscal agent, co-applicant, and principal(s) of the school to be served, must initial on each assurance.

1. Meet the minimum number of hours and days as required under program operations. JD MPB
2. Begin program no later than three weeks after school starts and end no sooner than two weeks prior to school ending. JD MPB
3. Must provide dedicated space in the school(s) served for Site Coordinator to use daily. Space must be provided during program hours of operation for the entire academic school year and summer months. Programming space must be sufficient in size for the number of students to be served. JD MPB
4. A minimum of two certified teachers must serve in the program a minimum of 8 hours each per week per teacher or a combination of certified teachers may be used to meet the 16 hours required weekly per site served. JD MPB
5. Utilize the federal USDA snack program or the Child and Adult Care Food Program. Alternative funding sources must be used to pay for program snacks and/or meals. 21st CCLC funds may not pay for snacks or meals. JD MPB
6. Must immediately notify the KDE of a change in Site Coordinator. The district must designate an alternate person to ensure there is no lapse in programming. The alternate person must submit required reporting, complete data entry, and meet all state and federal requirements as outlined in the RFA. (BELOW)
 - a. Prior to the departure of the Site Coordinator, the district must ensure all pertinent information is accessible for the alternate person. This must include a copy of the grant application, inventory list, program schedule, training timeline, CAYEN access for data entry, list of all program staff, Advisory Council meeting schedule and minutes, partners, USDA snack program and distribution of snacks to participants. JD MPB
7. Must uphold the parameters of the agreement with the Co-applicant as outlined in the original application. JD MPB
8. Must provide equitable opportunities for the participation of both public and private school students served by the award. JD MPB
9. The applicant must assure it afforded reasonable opportunity for public comment on the application. Public feedback must be collected and considered prior to submitting the application. JD MPB
10. The applicant assures it has described steps to ensure it will make equitable access to and equitable participation in the programs/activities to be conducted with such assistance as addressing the special need of students, staff, and other program beneficiaries in order to overcome barriers to equitable participation, including barriers to gender, race, color, national origin, disability, and age. (Per the General Education Provision Act (GEPA), page 6 Section 427). JD MPB
11. Must administer the 21st Century Community Learning Centers (CCLC) project in accordance with all applicable statutes, regulations, program plans, and applications. JD MPB
12. Appropriate program staff must attend required trainings. The budget must support staff attendance at all required trainings outlined in the RFA and/or any other trainings required by the KDE. JD MPB
13. CEO or FBO applicants must submit an annual external audit each year of the grant. JD MPB

must maintain the original level of programming and services to the same number of students.

26. Assurance Regarding Applicant Ending Grant - If the applicant withdraws mid-cycle from a successfully funded grant, the applicant will be unable to reapply for a future grant to serve the identified school(s) for the remainder of the grant cycle. This period will be no less than five years from the date of termination. At that time, the grantee may reapply as a continuation applicant (if all eligibility requirements are met), but will be ineligible for any priority points awarded to continuation applicants.

27. Assurance Regarding Termination Process - By written notice, the KDE may terminate the grant award for non-performance by the sub-grantee at any time during the term of the award. Examples of non-performance/non-compliance include the failure to:

- Provide a high-quality program with evidence of academic progress
- Implement the program as described in the application
- Serve the number of regular attendance students as stated in the application
- Meet the minimum hours of operation (hours/days/weeks/summer)
- Adhere to assigned assurances
- Submit required reports and documentation in a timely manner
- Use funds in a reasonable and appropriate manner
- Resolve a non-compliance audit/monitoring finding
- Submit required data within the given time frame
- Implement a required Corrective Action Plan

28. Uphold these assurance regardless of change of individual's serving the in the role or capacity of representative signing the application (School District, CBO's, FBO's).

29. Assurance Regarding Appeals Process - The 21st Century Community Learning Centers (21st CCLC) program is authorized under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) of 2015. The KDE is responsible for the administration and supervision of the 21st CCLC program. One aspect of the administration of the program is to ensure that funds are awarded to eligible entities on a competitive basis through a rigorous peer-review process (ESSA, Sec. 4203 (a)).

(b) -

The KDE follows a two-step process for reviewing and awarding application:

- Employees of the KDE who are familiar with the programs and activities under Title IV, Part B, review all applications for completeness and applicant eligibility (ESSA, Sec. 4201 (b)(5)(A)).
- The KDE selects peer reviewers to review and rate the applications based on an established scoring rubric to determine the extent to which the applications meet the application requirements (ESSA, Sec. 4201 (b)(5)(C)).

Award decisions are made by a peer review committee based on the scoring rubric and merit of each application. The KDE's Grants Management Branch role is to facilitate the review process in accordance with state and federal statutes and regulations. Appeals based on a disagreement with the professional judgment of the peer reviewers will not be considered. Peer reviewers are non-KDE employees and are recruited based on background and expertise in providing effective academic, counseling, youth development, and related services to children (ESSA, Sec. 4201 (b)(5)(B)).

Appeals are limited to the grants that the KDE failed to correctly apply the standards and process for reviewing the application as specified in the Request for Application Guidance and supporting documents.

30. Assurance regarding Letter to Appeal - Eligible entities that wish to appeal a grant application decision, must submit a full and complete written appeal, include the issue(s) in dispute, or other basis for the appeal position, and the remedy sought. The letter must be on an applicant's letterhead and include an original signature of the authorized applicant representative and be notarized.

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21st CCLC Logic Model
Not to exceed four pages

List Performance Goals:

1. Improve academic achievement of participating students in math, reading, and science
2. Improve non-cognitive indicators of success in participating students
3. Meet or increase the proposed number of students who will attend the program 30 days or more during the academic year
4. Increase access to high-quality programming
5. Increase access to Transition Readiness for middle school students
6. Increase literacy and other educational opportunities, that are meaningful and intentional, to support parents and working families

List Performance Indicators:

- 1.1 75% of regularly attending students will improve their grade or maintain a "C" or above in Reading/Language Arts from fall to spring semester grading periods (SGP)
- 1.2 75% of regularly attending students will improve their grade or maintain a "C" or above in Science from fall to spring SGP
- 1.3 70% of regularly attending students will improve their grade or maintain a "C" or above in Math from fall to spring SGP
- 1.4 60% of regularly attending students will improve overall academic performance from fall to spring (teacher end of year survey)
- 2.1 70% of regularly attending students will have no in-or-out of school suspensions each academic year (per behavior records)
- 2.2 80% of participating families/caregivers will report that their child is making better decisions (end of year parent survey)
- 2.3 Teachers of regular attending youth will report that 70% showed improvement in classroom behavior from fall to spring (survey)
- 2.4 60% of students will report the program taught them anger management skills from fall to spring (end of year youth survey)
- 3.1 The number of regularly attending students each school year will increase 35% over prior year (from current baseline of 15)
- 3.2 Daily program capacity will expand to accommodate up to 60 participants by August 2021 (measured by student/staff ratio)
- 3.3 Beginning in Year 2, 90% of regularly attending students will be absent from school less than 10% of the school year annually
- 4.1 A minimum of 200 regularly attending students will be provided high quality programming by 2025 (attendance records)
- 4.2 Beginning Year 2, the number of regularly attending students participating in Positive Action will increase 10% each year
- 4.3 Beginning Year 2, the number of regularly attending students engaging in STEM activities with STEAM Exchange will increase 10% each year
- 5.1 Beginning August 2021, weekly program enrichment activities focused on transitioning to high school, higher education, and/or career readiness will be offered during the academic year and logged in CAYEN Data Management Software
- 5.2 Beginning May 2022, 80% of regularly attending youth report each year that the program prepares them for their future (survey)
- 5.3 Beginning May 2022, 80% of parents will report each year that the program prepares their child for future success (survey)
- 6.1 The number of families participating in 3 or more adult skill-building sessions will increase 10% each year beginning in Year 2.
- 6.2 Beginning May 2022, 75% of adult-skill building participants will report each year (end of year survey) that the program offered meaningful adult educational activities relevant to their daily lives.
- 6.3 A minimum of 75 unduplicated adult family members will attend at least one adult skill-building session by 2025 (attendance records)

Describe the participants to be served by the program:

The population targeted will be Meyzeek students, grades 6-8, who (1) score in the KPREP novice range in reading, math, or science; (2) have a history of chronic absenteeism (missing 10% or more of enrolled academic year); or (3) have a history of chronic behavior events (prioritizing those with 3 or more incidents). While the program will be available to all students who are eligible, priority will be given to those students who face the highest risks for not reaching full potential, as evidenced by demographic, academic, and behavioral indicators - namely, those students who are homeless, economically disadvantaged, have disabilities, or are African American.

Performance Indicators (Objectives)	Resources	Activities	Targeted Participants	Data Source Used to Document Improvement	Performance Measures (Outcomes)
<u>ACADEMIC ACHIEVEMENT</u> 1.1 75% of regularly attending students will improve their grade or maintain a "C" or above in Reading/Language Arts from fall to spring semester grading periods (SGP)	*Kentucky Academic Standards *Certified teachers (*CONTINUES BELOW*)	*Daily homework Assistance *Daily academic remediation and acceleration instruction by two certified teachers (*CONTINUES BELOW*)	All students aged 6 th -8 th grade below proficiency levels in Reading, Science, or Math Regularly attending youth and their families	Report Cards Mid-term progress reports (*CONTINUES BELOW*)	% of students increasing grade or maintaining a "C" or above in Reading/Language Arts

<u>PARTICIPANTS</u> 3.1 The number of regularly attending students will increase 30% by 2025	Certified Teachers	Quarterly meetings with advisory council to discuss attendance strategies	All students aged 6 th -8 th grade, including targeted priority students such as those who evidence a history of absenteeism issues, those with disabilities, and those who have demographic or behavior risks	School Attendance Records Cayen data management system	% of increase in regularly attending students (year 1)
	2 Additional agency staff in daily program				% of increase in regularly attending students year over year (2-4)
	Community Advisory Council	Formal referral recruitment system between program staff and Community School			% of regularly attending students present for school 90% or more days
3.2 Program capacity will increase 30% by August 2021	Youth Service Center and school faculty	Monthly attendance at faculty and YSC meetings	Regularly attending youth and their families		
3.3 90% of regularly attending students will be absent from school less than 10% of the school year by May 2022	Community Partners	Monthly check-ins with families - or more frequently as needed			
	Weikart Youth Program Quality Standards	Evaluation			
	Transportation (bus)				
	Youth, Parent, and Teacher Surveys (to identify interests and needs)				
<u>PROGRAMMING</u>	Weikart Quality Standards	Afterschool and summer services offering homework assistance, academic remediation and acceleration instruction, and research-based enrichment strategies and activities facilitated by staff and community partners	All students aged 6 th -8 th grade, including targeted priority students such as those who evidence a history of absenteeism issues, those with disabilities, and those who have demographic or behavior risks	CAYEN data management system (attendance)	The number of youth regularly attending each year
4.1 A minimum of 200 regularly attending students will be provided high quality programming by 2025	Certified Teachers				
4.2 Beginning in 2022, the number of regular attending students participating in Positive Action will increase 10% each year	Project staff				
	Volunteers, including student interns from schools of social work, to assist with operations				
4.3 Beginning in 2022, the number of regularly attending students engaging in STEM activities with STEAM Exchange will increase 10% each program year	Professional Development opportunities as per plan - offered by KDE and BLOCS, others	Summer service learning project developed and led by participating students using project-based learning concepts	Regularly attending youth and their families		The percent of parents who agree that the program provides high-quality services
					The percent of youth who report learning new things in the program

Part I: Need **Intent/input:** The applicant met with the co-applicant and potential partners, and posted a notice of intent (11/12/20) on its social media outlets (followers: 5,000, monthly impressions: 20,000). This included details and availability of the application and sought public input from affected stakeholders: families in the school's attendance zone (including area private /home schools), neighborhood leaders and elected officials, and youth-serving entities. We sent emails to community contacts in a variety of sectors as well as parents of youth enrolled in current after school programming. Calls for input were posted on social media for 3 weeks and ads were targeted/optimized to residents of the neighborhood. **Planning/involvement:** In the posted announcement, we provided details to an (evening) online information session (11/19) featuring a question & answer period and semi-structured focus group, in which we provided initial plans and solicited input on community/school needs, available resources, barriers to accessing services, and desired aspects of after school programs beneficial to youth and meeting needs of working families. For those unable to attend, contact details were provided for direct comment. A web survey link was posted (11/19), in which stakeholders could provide input on specific questions (regarding youth/family needs, availability of resources/barriers to accessing) or free-form comments, or express interest in the Community Advisory Council. The call for input was renewed during November through follow-up communications and posts on our social media.

Target: The population targeted are Meyzeek students, grades 6-8, who (1) score in KPREP novice range in reading, math, or science; (2) have a history of chronic absenteeism (missing 10% or more of enrolled academic year); or (3) have a history of chronic behavior events (3+ incidents). The program will be available to all eligible students, but priority will be given to students who face highest risk for not reaching full potential, as evidenced by demographic, academic, and behavioral indicators - namely:

responses of students at other county schools.^{xi} **Needs of working families:** Census data^{xii} reflects a higher rate of female-headed single-parent households with children in the school area (63.2%) compared to state (46.2%) and county (38.6%) averages. Combined with the perception of a lack of available resources in the area (which we learned of in parent focus groups held in July, 2020), and **lower educational attainment in the community** (11.2% of the county population, or nearly 86,000 adults, have less than a high school education)^{xiii}, the need is amplified for opportunities for adult skill-building and engagement activities which meet the needs of working families. **Mobility and transportation** are issues, with higher reliance on public transportation and rate of households with no available vehicles (43.6% in zip code; 9.6% in county, 7.4% statewide).^{xiv} Finally, the area has documented^{xv} health disparities within the county, including a shorter life expectancy^{xvi} and increased mental^{xvii} and physical distress^{xviii} levels. Due to social vulnerability, health, and demographic factors, the community has a disproportionately elevated risk (measured by the COVID Local Risk Index score) over the national average.^{xix} **Growth of English learners:** the county rate of families speaking a language other than English at home (10.3%) outstrips the state (6.0%), and this trend is seen in the school as well, with the count of English learners having doubled in 2 years.^{xx} **Data components - school:** Total school enrollment, and the key demographics of **sub-populations/groups** (all data from KDE School Report Card^{xxi}, unless otherwise indicated) are summarized in the table below:

School Enrollment	Number	%
Total	1069	
<u>Free/Reduced Lunch</u>	801	74.6%; rate among African American students:85.8%. ^{xxii}
Nonwhite	704	65.9%
African American	365	34.1%
Economic Disadvantaged	587	54.9%
Exceptional Child Education (Disabilities w/IEP)	101	9.4%
ECE % econ. disadv.	77 (+14 in 2 years)	76.2% of disability subgroup

review of academic/non-academic education data at the school, district, and state levels, as well as outside community sources (census, etc.); (4) initiation of an 8-question online survey circulated to a variety of stakeholders (11/19/20; included questions on youth and family needs/community resources); (5) convening an online focus group (11/19/20) as follow-up to both parent and youth groups in July, 2020 (feedback included discussion of a technology divide and lack of resources for socialization and emotional health, as well as a transportation gap preventing students from accessing valuable services); and (6) promoting availability and soliciting phone/e-mail feedback from the community. **Resources:** The school is located in a historically segregated, poor community which boasts many positive qualities of life, but lacks resources. This presents barriers to wellbeing and challenges the ability to achieve positive educational outcomes. Census data cited above indicates 49.8% of households in the zip have no internet, or a computer device with no internet, which gives rise to concerns about equitable educational services being available for vulnerable youth as we respond to the pandemic. Further, the lack of transportation resources documented (more families having no cars) makes it more difficult to access after school programs that do not provide transportation. The school does have some activities after school (music lessons and basketball, as well as a religious-affiliated program providing homework help); however, our surveys and focus groups revealed that parents and community members perceive a service gap in the key after-school hours, outside of the applicant's successful but limited current programming, along with the community partnerships and collaborations it brings. A focus on academics and the provision of transportation and outcomes-driven partnerships through 21C funding to remove barriers would be transformative. **Consultation with private/home schools:** In attempting to include all youth in the area served, and their families, we were intentional involving area private and home schools, at the earliest possible date. While the sole

Strategies will be supported by analysis of data such as report cards, progress reports, and KPREP scores - to target specific individual needs. Indicators for this goal:

1.1 75% of regularly attending students will improve their grade or maintain a "C" or above in Reading/Language Arts from fall to spring semester grading periods
1.2 75% of regularly attending students will improve their grade or maintain a "C" or above in Science from fall to spring semester grading periods
1.3 70% of regularly attending students will improve their grade or maintain a "C" or above in Math from fall to spring semester grading periods
1.4 60% of regularly attending students will improve overall academic performance from fall to spring semester grading periods (teacher end of year survey)

Goal 2. Improve non-cognitive indicators of success in participating students: we will offer weekly evidence-based curricula (e.g. Positive Action; Teaching Tolerance) which focus on emotional literacy, building empathy, understanding the value of self-control, and positive conflict resolution. All staff will be trained in a Restorative Practices approach to behavior management that aims to strengthen relationships and support positive change. Student-led daily Restorative Discussion Circles provide space for student voice and the opportunity to build relationships. The Weikart Staff Rating of Youth Behavior, teacher surveys, Parent Surveys, and student assessments will provide important data as to the impact of programming on non-cognitive indicators as well as highlighting areas in need of more focus. Indicators for this goal:

2.1 70% of regularly attending students will have no in-or-out of school suspensions each academic year (evidenced by behavior records)
2.2 80% of participating families/caregivers will report that their child is making better decisions (end of year parent survey)
2.3 Teachers of regularly attending students will report that 70% showed improvement in classroom behavior from fall to spring (end of year teacher survey)
2.4 60% of students will report the program taught them anger management skills from fall to spring (end of year youth survey)

Goal 3. Meet or increase the proposed number of students who will attend the program

30 days or more during the academic year: the program adheres to a staff-to-student ratio of 1:15, and currently operates with only 1 full-time paid staff member. Program capacity would increase with the addition of 5 staff members including 2 certified teachers. Recruitment will be enhanced with addition of personnel, as well as the opportunity that funding would allow to offer transportation. Associated indicators:

educational needs among parents/caregivers will occur prior to the start of the program year to determine if activities more relevant to the population are needed. A post-assessment will be distributed at the end of each cycle to determine impact. Indicators:

6.1 The number of families participating in 3 or more adult skill-building sessions will increase 10% each program year beginning in Year 2.
6.2 Beginning May 2022, 75% of adult-skill building participants will report each year (end of year survey) that the program offered meaningful adult educational activities relevant to their daily lives.
6.3 A minimum of 75 unduplicated adult family members will attend at least one adult skill-building session by 2025.

Academic Activities **Meeting Standards:** All staff will be familiar with pertinent Kentucky Academic Standards (KAS) and well-equipped to adhere. The assistance from certified school-day teachers during program will enhance services and allow for formal, consistent communication with teachers to maintain connection with the individual classroom curriculum. Development of academic interventions and remediation activities, as well as enrichment, will involve KAS and district/school curricula as guides to assess areas of need and focus on closing existing learning gaps. Staff will work closely with school administrators and faculty in developing activities linked to and complementing/providing continuity with school day learning and aligned with KAS in reading, math, and science.

Program Component	Kentucky Academic Standard	District Standard
<ul style="list-style-type: none"> Read Naturally Homework assistance or alternate academic activity (for those with no homework, or finished) Acceleration/remediation led by certified teachers Staff classroom visits, parent-teacher conferences, and case management with families 	<p>KAS RL.6-8.1: Cite textual evidence to support analysis.</p> <p>KAS RL.6-8.2: Determine central ideas of a text (paraphrasing/summarizing)</p> <p>KAS RL.6-8.2.: Determine the meaning of words and phrases as they are used in a text.</p>	<p>6th Grade: Students learn the importance of using evidence from reading to make inferences and support their thinking.</p> <p>7th Grade: Students use a variety of strategies to understand and analyze how the author shapes the reader's thinking.</p> <p>8th Grade: Students engage in analysis of text, noting how word choice, points of view, and structure convey key concepts.</p>
<ul style="list-style-type: none"> Kentucky Numeracy Project Homework assistance or alternate academic activity (for those with no homework, or finished) Acceleration/remediation led by teachers 	<p>KY.6.NS.2: Fluently divide multi-digit numbers using an algorithm.</p> <p>KY.6.NS.3: Fluently add, subtract, multiply and divide multi-digit decimals using an algorithm.</p> <p>KY.7.NS.1d: Apply properties of operations as strategies to add and subtract rational</p>	<p>6th Grade: Completing understanding of division of fractions and decimals.</p> <p>7th Grade: Developing and understanding of operations with rational numbers and working with expressions and linear equations.</p> <p>8th Grade: Formulating and reasoning about expressions and equations, and</p>

	<p>C.M.6: Explain how skills (both academic and technical) necessary for a variety of pathways may be gained.</p> <p>C.M.11: Explain the relationship between personal behavior and employability.</p> <p>FL.M.6: Evaluate financial management resources and how they are needed to meet the goals of individuals and families.</p>	establish a foundation for economic independence.
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Beyond homework help: We will operate an engaging program Monday through Thursday. Each day will begin with a restorative informal circle in which youth transition from the school day, followed by 3 hours of academic and enrichment content prior to processing the day. In addition to 30 minutes of homework help, 50% (1.25 hours each) will be dedicated to additional tutoring and academic instruction; and enrichment programming facilitated by program staff and/or community partners. See schedule table, p.13). The partnership will provide a variety of student and family services through the school's YSC Coordinator and multiple community partners. **Evidence-Based:** Staff will offer hands-on, engaging enrichment activities daily, and based on student interest. Quality enrichment programming will focus on a variety of learning objectives, throughout the week, designed to reinforce what is being taught in the classroom, as well as strengthen social-emotional competencies, college and career awareness, community engagement, and cultural/global awareness. Evidence-based curricula:

Strategy	Description
Weikart Center's standards for Youth Program Quality	"A validated instrument designed to evaluate the quality of youth experiences and empowers youth workers to enhance program quality by providing a shared language for performance measures that highlight any barriers that may impede the achievement of intended outcomes."
Restorative Practices and Responsive Classroom approach	involving opening meetings, problem-solving, and positive redirections, this practice is correlated with increased math and reading test scores, improved student attitudes, and decreased behavior events. Staff trained in a Restorative Practice approach create an environment which exposes youth to a community of respect and caring, and reframes mistakes/infractions as learning opportunities. Each program day begins and ends with a student-led informal Restorative Circle, in which students are provided space to share thoughts and ideas, and recognize the accomplishments of peers
Read Naturally	web-based series of interventions that develops and supports the five essential components of reading identified by the National Reading Panel,

activities is providing youth freedom to problem-solve through trial-and-error; a strategy not always conducive to a classroom setting. This helps build patience, resilience, critical thinking skills, and confidence: vital characteristics needed to be successful in STEM-related fields. **Comprehensive School Improvement Plan (CSIP):** We will play a role in supporting the school's long-term goals of increasing student reading (2023 goal: 73.2%) and math (67.1%) proficiency as outlined in the 2019-20 CSIP. Staff will collaborate with faculty and administrators, through meetings and written communication, to identify/enroll youth at risk of scoring below proficiency in reading, math, and science - as well as supporting objectives pertaining to attendance and suspension rates. The program will advance strategies included in the CSIP by providing academic and behavioral supports and activities that require practicing skills in areas outlined. Staff will actively be involved with the monitoring and updating of the plan and ensure we are in the best possible position to implement it. **Schedule:** The program operates after school hours, and is described. The program begins with staff-monitored youth reflection to provide a transition from school and ends with a similar circle of reflection prior to dismissal. Students arrive to the program following the end of the school day and review their school planner with staff who greet each student by name and engage in informal conversations with students.

Schedule (academic year)	Monday	Tuesday	Wednesday	Thursday
2:20pm	Snack/Opening Circle	Snack/Opening Circle	Snack/Opening Circle	Snack/Opening Circle
Discussion led by students, reviewing expectations for the day. Founded on Restorative Practices approach to provide space for student voice and strengthening of relationships between peers & staff.				
2:40pm	Acceleration/ Remediation	Acceleration/ Remediation	Acceleration/ Remediation	Acceleration/ Remediation
Students split into groups based on Reading and Math levels, receiving instruction led by certified teachers for 75 minutes. This may include one-on-one or small group intervention as needed.				

strategies to retain the continued participation of youth and families: (1) Provide structured quality programming that adheres to the Weikart Center's standards of quality youth programming; (2) Enhancing the social portion of programming by providing structured and meaningful social interaction through interactive play, group processing, open discussions, and teambuilding games. The social aspect is often the most attractive for students, as it offers an opportunity to make new friends, and interact with peers they may not normally see during the school day. (3) Provide, through case management, regular communication (at least monthly but more often as needed) with families through phone calls, home visits, and parent engagement events. This results in a greater sense of belonging and ownership of the program on the part of parents; and (4) Provide safe, reliable daily bus transportation to students who need it and who would otherwise not be able to attend. Lack of transportation or scheduling conflicts with transportation can be a deterrent to participation and retention. **Linkage to the Regular School Day - Formal Process:** Staff act as liaisons between school day teachers and parents. The program will be introduced to teachers through a summer in-service prior to the academic year. Daily/regular ongoing, in-person communication with teachers is vital to program success and allows staff to align to the school day, address specific needs of individual students during the program, and inform/reinforce parents of those needs. Staff have access to data including grades, behavior events, and attendance. This is used to monitor progress, and we schedule meetings with teachers as is indicated pertaining to student progress. In addition, the site supervisor has been a consistent and recognized presence at the school for 6 years, and is available to teachers during and after school day hours (arriving to a school-based office no less than 90 minutes prior to program daily in order to be accessible, or earlier for scheduled meetings). All faculty and administrators have the Site Supervisor's contact information. Periodic monitoring of communications and needs are achieved through annual

sessions planned for year 1 are described below. These are subject to change in subsequent years based on identified community or parent/caregiver needs.

Date	Skill/Activity	Summary
September 2021	Communication with Teachers, and Advocating for Youth	Accessing school and community resources, parent/caregiver role as advocates. Additional discussion of Advisory Council and desired future skill building topics
October 2021	Technology Tutorial (incl. Infinite Campus)	District administrator facilitates a session familiarizing families with navigating education platforms/building technology skills
November 2021	Financial Literacy	Bank partner identifies and develops skills, and discusses resources and knowledge needed for financial literacy
February 2022	Health, Wellness and Nutrition Night	Representatives from our health partner agencies will lead a skill-building session on health and nutrition, including "food literacy"
March 2022	Building Resilience	Statewide experts on trauma will process the impact of Adverse Childhood Experiences, and discuss mitigation strategies for improved academic performance, and social/emotional growth
April 2022	Job Skills & Resume Building	Human resource experts will assist to develop knowledge and skills to assist with career/job search, make connections with available community resources and training, preparing for employment

Summer Programming **Description:** Summer programming to begin in June 2022 will take place five hours per day for 8 days over 2 weeks. This will include a combined 2.5 hours of reading and math instruction daily, and activities will include an age-appropriate summer service-learning project developed and facilitated by the youth enrolled. **Detailed Schedule:** The day will begin with a USDA approved snack and student-led Opening Circle discussion before students transition to pre-determined instructional Reading and Math groups. Led by certified teachers, students are placed in groups based on level of need determined by report cards, KPREP scores, and teacher feedback. Simultaneous Reading and Math classes will begin at 9:20; the groups will rotate at 10:35. Lunch will be provided via the USDA Lunch program, and physical activity (kickball, wiffle ball, basketball, relay races, teambuilding, etc.) will take place daily prior to Closing Circle and dismissal. Enrichment which begins at 12:20 will focus on a summer-long service learning project to be chosen, developed, and led by

-2 nd Parent Orientation (if necessary) -Program Newsletter -Practice of emergency drills -School break, last 2 weeks of month (anticipated) -Self-assessment/improvement plan	-Metro United Way external assessment (pre) -2 nd Adult-Skill Building Event -Continued student recruitment -Practice of emergency drills	-Program Newsletter -Continued student recruitment -Practice of emergency drills	week of month (anticipated) -Mid-year surveys and assessments are distributed -External post-evaluation	-Student Service Learning Project begins -Post-surveys: youth, parent, teacher
May 2022	June 2022	July 2022	August 2022	September 2022
-Student Service Learning Project continues -Academic year program last day: 5/12/22. -Practice of emergency drills -Last day of school, anticipated: 5/26/22. -Student recruitment for summer session. -Staff program planning for summer	-School break -Summer program operation, dates: 6/6/20-6/16/20 (times: 9:00-2:00) -Student Service Learning Project implemented and evaluated	-School break -Advisory council #5 -Planning of academic year programming	-School break; first day of school, anticipated: 8/11/22. Work with school & YSC to promote the program and to recruit priority students -Begin enrollment process -Program start date: no less than 3 weeks after school starts -Practice of emergency drills -All pre-surveys and assessments are distributed	Program Planning -Adult skill-building session #7. -Continued student recruitment - Practice of emergency drills

Staffing Certified teachers: We will ensure that 2 certified teachers will serve in the program a minimum of 8 hours per teacher for the program site weekly. We will work with the principal to recruit teachers to participate in daily programming. **Staffing chart:**

Position	Responsibilities	Qualifications
Program Director (salary paid by non-KDE funding sources)	<ul style="list-style-type: none"> Oversees program, including internal business management of FSS, reports, budgets, evaluation and supervision. Supervises staff, and provides direct service as needed. Plans and achieves annual objectives for service improvement in keeping with the mission, vision, and strategic plan. 	<ul style="list-style-type: none"> Bachelor of Arts (WKU) 11 years of school-based youth development exp. 5 years exp. with 21C Served in every agency school-based position Trained in CPR/First Aid
Associate Director (salary paid by non-KDE funding sources)	<ul style="list-style-type: none"> Assists staff with responsibilities related to grant compliance, program quality, data, fiscal management, provides direct service as needed. 	<ul style="list-style-type: none"> Child & Youth Care certified, 5 years of youth development experience Trained in CPR/First Aid
Site Supervisor (salary paid by non-KDE funding sources)	<ul style="list-style-type: none"> Supervise staff/interns to ensure delivery of services is in line with program and school standards Leads pre-program and team meetings 	<ul style="list-style-type: none"> Bachelors of Social Work (University of Louisville) 9 years of youth development experience

around the neighborhood, than outside other schools, it is vital that staff have safety as top priority. Youth who do not feel safe in their physical environment cannot concentrate on learning. All staff are trained through the school outreach coordinator, maintain awareness of and act in accordance with the school's Safety and Emergency Procedures Plan, which contains detailed protocols and is disseminated to all stakeholders. Guided by the district's Safety Department template, this outlines procedures and provides for extensive training and drills in emergency procedures (including fire, severe weather, intruder, earthquake, etc.) Access to the school is restricted throughout the school day: the school uses advanced security systems to control entry, and has an Emergency Alert Radio System connected directly to the District Operations Center (a system which is tested monthly). The district works in partnership with the police to alert school officials when unsafe conditions exist nearby. Staff adhere to policies, procedures, and guidelines required by the agency and co-applicant in preparing for potential emergency health services during program hours.

CPR-Certified Staff: The program policy assures that at least 1 CPR-certified staff member will be present during program at all times. **Full-time Site Coordinator** The applicant employs a full-time site coordinator year-round who meets all federal/state requirements. **Training/Background Checks** HR staff and the Program Director work together in recruiting, hiring, and training additional program staff and volunteers, with relevant experience, to assist the program. All potential employees (and volunteers) are required to provide a resume and professional and personal references, be interviewed by the Program Director and Site Supervisor, and provide results of a negative tuberculosis and drug screen. Agency policies and systems ensure criminal background checks occur prior to hire (or volunteer placement), in compliance with all grant award requirements. In addition, HR assures child abuse/neglect checks and Out of State/fingerprint checks as required. Beyond new hire orientation, all staff are required

IN-KIND: Basic Restorative Practices (Circles)	Program Director, Associate Director, Site Supervisor, Afterschool Coordinators, Instructional Assistant, Certified Teachers
Restorative Practices Certification	Site Supervisor, Afterschool Coordinator II
IN-KIND: Standards-Based Trainings & PD Relevant to Teacher's Academic Area & Need	Certified Teachers, Instructional Assistant

Health & Safety **Standard Operating Procedures:** As a school-based program, and as per written procedures in the school's safety/security/emergency plan, our top priority is the safety of youth and staff. We conduct monthly fire and lockdown drills; other drills (e.g. severe weather, earthquake) are conducted quarterly. All are conducted within the first 30 days of programming and on an ongoing basis. **Copies of**

Meal/Snack Menus: The site supervisor will maintain copies of all snack menus, which meet all USDA guidelines as per the School Lunch Program. **Log of Drills:** Drills based on the school's procedures occur after school, the same day as practiced during the school day, are announced and posted in the program space, and logged/records maintained by program staff along with copies of emergency procedures, and dates.

Evacuation Routes: As per school and district policy, staff ensure that program space maintains posted evacuation routes throughout. **Training Documentation** The program director maintains copies of CPR and First Aid Training/Certification for all staff in agency files. **Communication:** Each year, we conduct an initial orientation session in August for parents and caregivers. As new enrollees are brought in throughout the year, individual orientation occurs continuously. These sessions allow us to inform and answer questions about emergency guidelines, sign-in/sign-out procedures, field trips, and behavior policies. This is also addressed with school stakeholders through our formal communication process and informational sessions/regular participation in meetings with teachers and annually as we address progress with the principal.

Supervision: Youth safety is of utmost importance; all students are supervised and accompanied at all times by trained staff who are required to have cell phones on their person and have up-to-date CPR and First Aid certification. Each entrance is camera-

ends. The school facility is a three-story brick building. An elevator is available for use. Future new students not familiar with the space will be oriented to procedures. **ADA Compliance:** The school and program space are fully ADA-complaint and accessible to those with physical disabilities (and meets all standards of the state Fire Marshall's code). **Dedicated Space: Site Coordinator:** The site supervisor has daily access to a dedicated office, equipped with necessary supplies, housed within the YSC portion of the school building, in close proximity to the school administration offices and which allows for close ongoing collaboration. **School-Based Resources:** The program and all participating youth have access to a variety of resources located in the school. The school provides sufficient space for afterschool activities and offers 35 classrooms, a library, media center, 2 gyms with equipment, and 2 computer labs. Operations primarily take place in the cafeteria which has a maximum capacity of 150 people. 2 basketball courts and a grassy play area are located on the school's campus.

Part IV: Collaboration and Partnerships: Documents/forms are attached per the RFA.

Advisory Council Membership: An Advisory Council (AC) will meet quarterly to discuss program objectives, progress, and determine the needs of students and their families. The AC will consist of community partners, school faculty, parents/caregivers, at least 1 youth, and will be staffed by the program director. Parents will be made aware and recruited for AC during initial orientation. Community posts, our information session, and surveys conducted during proposal development also sought participation and interest in serving on the formal AC upon post-award implementation. **Proposal**

Development: The proposal was shaped by the local school and district along with the ~~community~~ and partners, serving as an interim group representative of the makeup of a post-award AC. It was informed by efforts of an existing community coalition involving 12 sectors of the community (including youth, parents, schools, law enforcement, health, business, media, substance abuse agencies, and others) who assisted in the

Meeting Goals & Indicators: All staff will monitor progress of each student continuously in academic and non-cognitive areas. If a student does not show improvement by the 2nd grading period, we will work together to determine reasons for lack of progress and develop a plan which may include altering or increasing tutoring time, revising activities, providing daily 1 on 1 intervention with a focus on the need, and meeting with teachers/families to develop/implement a more effective plan. Pre- and post-program meetings are convened by staff daily to discuss, staff, monitor, and consult. Further, an external specialist assesses program twice per year, focusing on 4 main program components: Safe Environment, Supportive Environment, Staff and Youth Interaction, and Engagement. Following the initial assessment, program staff develop an action plan to address program areas in need of quality improvement.

Advisory Council Involvement: Quarterly evaluation occurs between the program director and AC; data updates will be a standing agenda item for meetings. As we will be a cross-section of the community (including an evaluation specialist, subject matter experts, and laypeople), we will present effectiveness information in a variety of methods (infographics, raw data, etc.) in order for all to be able to usefully assess effectiveness/provide substantive guidance. **Timeline:**

Season (Months)	Data Collected
Summer, 2021 (July, August)	<ul style="list-style-type: none"> • Pre-surveys: Parent, Teacher, Student • Substance Abuse Survey • Adult Skill Building Interest Survey
Fall, 2021 (September, October, November)	<ul style="list-style-type: none"> • Report Cards • Internal Quality Assessment • Previous spring's KPREP Scores • Staff Rating of Youth Behavior Assessment (pre)
Winter, 2021-2022 (December, January, February)	<ul style="list-style-type: none"> • Weikart External Quality Assessment
Spring, 2022 (March, April, May)	<ul style="list-style-type: none"> • Report Cards • Mid-year surveys: Parent, Teacher, Student
Summer, 2022 (June, July, August)	<ul style="list-style-type: none"> • Report Cards
Fall, 2022 (September and beyond)	<ul style="list-style-type: none"> • Weikart External Quality Assessment • Post-Substance Abuse Surveys
	<ul style="list-style-type: none"> • Report Cards • Staff Rating of Youth Behavior Assessment (post)

Weikart's Youth Program Quality tool will provide staff with data to develop and implement an action plan for improvement. Staff will consult with 21C's evaluation specialist, who collects and analyzes data that will assist staff in strengthening the link between programming and intended outcomes.

Part VI: Budget Capacity: Our applicant agency will be the source of startup/operation costs. Having demonstrated capacity to successfully implement multiple government grants across several program areas over 135 years as an established non-profit agency, our budget surpasses \$10,000,000 annually, an indicator of the ability to manage valuable public grant dollars. Staff will ensure program management in concert with budget staff, as is practice for stewardship of funding. \$1.2 million in private giving (including \$140,000 in-kind contributions) has been received in the past year, and fiscal resources include \$50,000 cash, a \$1,000,000 line of credit, and emergency loans. These provide evidence of capacity to secure any necessary funding for unanticipated implementation expenses. Resources are listed in the audit attached. **Forms:** RFA forms attached. **Supplement:** Funding will be used to supplement/scale an existing project in order to reach unserved youth. To meet assessed needs and increase capacity, significant new program aspects are included. We receive a small amount of city budget funding for a site supervisor and United Way for support of supplies beyond the scope of the proposed project. We assure that no funding will pay for past/existing levels of service- nor will these be replaced with 21C funds. The budget categories proposed are distinct/supplements rather than supplants. We plan on funding different positions and services not previously offered in the past or current program and providing new services for more enrolled youth. **Separate Accounting of Funds:** We use Netsuite software (cloud-based, with timely updates) to record all transactions program and funding delineations. Invoices are coded by the appropriate program supervisor, with relevant funding sources identified. Finance reviews invoices and

Reference Page

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BUDGET NARRATIVE - YEAR 1

BUDGET NARRATIVE MUST BE COMPLETED FOR YEAR 1, YEAR 2, AND YEAR 3 AND SUBMITTED WITH THE APPLICATION.

Budget Category	Amount Requested
1. Personnel (School Year)	\$58,900
<p>Full and part-time staff to be employed with grant funds X Estimated Salary for each = Total School Year Personnel Costs (If paid a daily rate, multiply rate by number of days for each staff person). A minimum of two school day certified teachers must work in the program a minimum of 8 hours each per week. If grant is serving two schools, each site must meet staffing requirements.</p> <p>After School Coordinator II @ \$14/hour x 37.5 hours/week x 48 weeks* = \$25,200 After School Coordinator I @ \$12/hour x 15 hours/week x 48 weeks* = \$8,640 (22.5 hours/wk are in-kind= \$14,040 for year 1) Instructional Assistant @ \$21/hour x 15 hours/week x 30 weeks = \$9,450 Certified Teachers by contract (2 total equaling 16 hours per week) @ \$50.04/hour x 8 hours/week x 30 weeks (instruction) + \$15/hour x 8 hours/week x 30 weeks = \$15,610</p> <p>Funds will be used to provide 2 agency program staff to implement program, ensure compliance, and oversee enrichment activities, an instructional assistant 15 hours per week, and 2 certified teachers by contract, who will provide a combination of 16 hours per week of academic instruction/interventions during the school year. *Note: full-time staff who work 52 weeks per year are allocated as follows based on approximate time spent in preparation for, work in, and follow up from program services - 48 weeks for school year (actual program length: 30 weeks) and 4 weeks for summer (actual programming length: 2 weeks). Academic staff (instructional assistant and certified teachers) are allocated as follows - 30 weeks for academic year and 4 weeks for summer.</p> <p>Other project staff as described on chart (project director, associate director, site supervisor, and 0.6FTE of ASC I not allocated to this grant) are paid from other federal, state, and local grant sources. The 0.6 FTE of the ASC I is listed as in-kind and represent an annual total inclusive of the academic year and summer.</p>	
2. Personnel (Summer)	\$6,082
<p>Full and part-time staff to be employed with grant funds X Estimated Salary for each = Total Summer Personnel Costs (If paid a daily rate, multiply rate by number of days for each staff person). A minimum of two school day certified teachers must work in the program a minimum of 8 hours each per week. If grant is serving two schools, each site must meet staffing requirements.</p> <p>After School Coordinator II @ \$14/hour x 37.5 hours/week x 4 weeks = \$2,100 After School Coordinator I @ \$12/hour x 15 hours/week x 4 weeks = \$720 (22.5 hours/wk are in-kind) Instructional Assistant @ \$21/hour x 15 hours/week x 4 weeks = \$1,260 Certified Teachers (2 teachers) @ \$50.04/hr x 2.5 hrs/day x 8 days = \$2,002</p> <p>Funds will be used to provide 2 agency program staff to implement program, ensure compliance, and oversee enrichment activities, an instructional assistant 15 hours per week, and 2 certified teachers by contract, who will provide academic instruction/interventions during the summer. *Note: full-time staff who work 52 weeks per year are allocated as follows based on approximate time spent in preparation for, work in, and follow up from program services - 48 weeks for school year (actual program length: 30 weeks) and 4 weeks for summer (actual programming length: 2 weeks). Academic staff (instructional assistant and certified teachers) are allocated as follows - 30 weeks for academic year and 4 weeks for summer.</p>	
3. Fringe Benefits	\$14,927
<p>List benefit and estimated cost or portion of cost for each staff person employed through the grant.</p> <p>After School Coordinators: FICA, Worker's Comp, Unemployment, Health, Retirement (@ 24%): \$8,798 Instructional Assistant: Statutory benefits and no health insurance: calculated at 20%: \$2,142 Teacher 1 & Teacher 2: Medicare Match, Retirement, Unemployment, Workers' Comp: \$3,987</p> <p>In-kind sum represents 0.6 FTE share of ASC I not paid by this grant award.</p>	
4. Travel (Staff)	\$7,151

Budget Category	Amount Requested
<p>*Bounce Coalition will facilitate trauma-informed trainings, interactive student projects, and adult skill-building sessions to build resilience for youth enrolled in the 21CCLC program and their families. This expense is inclusive of staff time and materials for trainings which will allow staff to implement practical trauma-informed approaches to further the mission of protecting and healing children and families. The sessions are adaptable to the needs of the organization and creates opportunities for sequencing training and professional development in a way that matches the style and delivery of the program. Costs of separate events include \$500 per event x 3 events \$1500 per year.</p>	
<p>*Louisville Visual Art is our partner who will provide their customized "Open Doors" program to youth enrolled in after school program services, including curriculum-related visual arts education and services providing engaging, in-depth arts experiences with a focus on project-based learning. The cost of \$2,500 per program year includes 10 sessions (5 each school academic semester) including contact time, planning, set-up, cleanup and other associated costs as quoted and budgeted.</p>	
<p>*MPRUV-U, Inc.: this local organization will be contracted to provide custom transition readiness programs for after school youth, based on individual and group need, to strengthen written and verbal skills while preparing youth for transition to higher education and the workforce. The quoted expense of \$4,000 in Year 1 is based on the contract rate for monthly sessions in year 1 specific to the needs of the program youth.</p>	
<p>*STEAM Exchange. The expense of \$4,000 per grant year is based on an hourly rate of \$200/hr inclusive of 2 staff and associated costs, times 20 hours. This supports staff and family training, and the facilitation of arts-related STEM projects with students enrolled in programming</p>	
<p>*Voice of the Drum will provide, by contractual agreement, outreach services focused on enrichment through arts and educational enhancement, to youth enrolled in after school program services. Rate of \$250/hr x 8 hrs per program year = \$2,000.</p>	
<p>Additionally, honoraria in the amount of \$100 are allocated for skilled professional facilitators of adult skill-building sessions who offer services without charge. These are calculated at \$100 x 6 events = \$600 throughout the program year.</p>	
<p>9. Indirect Cost</p>	\$12,000
<p>LEA's must use the district rate. CBO/FBO use no more than 8%. Itemize administrative expenses such as phones, postage, advertising, etc.</p>	
<p>As a CBO, we are using the 8% indirect rate to offset administrative costs of doing business and expenses incurred including annual depreciation, utilities, repair and maintenance, bond/mortgage interest and other categories.</p>	
<p>10. Summer Programming Supplies & Materials</p>	\$1,000
<p>Summer supplies include those related to the costs of educational and enrichment programming - including a service-learning project, recreational activities and other services between school years as per the achievement of goals and outcomes, and are budgeted at \$20/student x 50 students.</p>	
<p>11. Transportation (School Year, Summer, Field Trips)</p>	\$27,200
<p>Estimate mileage costs and include related costs such as bus rental, bus drivers, etc.</p>	
<p>Bus transportation by contract with school transportation provider. For academic year, travel from school site to student home @ \$195/day x 120 program days = \$23,400. For summer session, travel to/from home and school @ \$225/day x 8 program days = \$1,800. Student field trips as pre-approved by KDE @ \$1,000 each (\$20/student x 50 students). Rates in future years estimated at 5% increase over prior year to account for increase gas and maintenance/other operational costs.</p>	
<p>12. Other (Specify)</p>	\$0
<p>No other costs not allocated in the categories above.</p>	
<p>Donated supplies are indicated as in-kind in the form of holiday gift cards provided to families. Volunteer contribution of social work graduate students at a volunteer rate of \$20/hr x 3 hrs/wk x 32 weeks per school year is calculated and indicated as in-kind: \$1,920</p>	
<p>TOTAL AMOUNT REQUESTED</p>	\$150,000

Budget Category	Amount Requested
<p>In state – You <u>must</u> allocate funds for at least two project staff to attend mandated trainings as outlined in the RFA. Estimate the number of miles at the current state approved mileage reimbursement rate, per mile, per staff person. For Level I & II, if overnight lodging is required, itemize lodging at district allowance per night, registration fee per person and per diem based on district rates.</p> <p>Out of State – Itemize travel (air fare or mileage), per diem, lodging, and registration costs.</p>	
<p>In-state meetings (6 KDE-required meeting days x3 staff) = \$3,225 annually</p> <ul style="list-style-type: none"> Level I Orientation: \$1023.75 Mileage \$153.75 (375 miles x 41 cents/mile) \$690 lodging (2 nights x 3 staff @ 115/nt) Meals \$180 (2 staff x 3 days @ \$30/day) Aplus Training: \$588.75 Mileage \$153.75 (375 miles x 41 cents/mile) \$345 lodging (3 staff @ \$115/nt) Meals \$90 (3 staff x 1 day @ \$30/day) Level II: \$1023.75 Mileage \$153.75 (375 miles x 41 cents/mile) \$690 lodging (2 nights x 3 staff @ 115/nt) Meals \$180 (2 staff x 3 days @ \$30/day) Regional: \$588.75 Mileage \$153.75 (375 miles x 41 cents/mile) \$345 lodging (3 staff @ \$115/nt) Meals \$90 (3 staff x 1 day @ \$30/day) <p>Out of State – (3 KDE-required meeting days x 3 staff - Multistate CCLC annually) = \$1926 Mileage @ 41 cents/mile, Lodging = 9 nights (3 staff x 3 nights @ \$115/nt) Registration = \$375 (3 x \$125) Meals @ (\$30/day x 3 days x 3 staff)</p>	
5. Equipment	\$0
NA; no equipment costs are expected following Year 1	
6. School Year Supplies & Materials	\$5,883
<p>As per year 1, additional \$450 for annual subscription of Positive Action purchased as in-kind in Year 1</p> <p>Other costs in this category include those costs in Year 2 associated with a specific academic year service-learning project in coordination with our non-public school partner (as per agreement). This project will be developed by students in accordance with the evidence-based Project Based Learning approach and is expected to involve learning about history and archaeology as well as aspects such as disabilities and inclusion, as well as public policy and advocacy. Costs are calculated at \$17.20/student x 50 students, inclusive of materials and equipment, training, education and prep, expert guidance, and any other fees or expenses as are allowable under guidelines.</p>	
7. Adult Skill Building	\$1,500
<p>1% of grant funds, yearly as required by RFA. This category includes those costs as allowable by KDE for the implementation of at least 6 annual skill building sessions, including those listed in the proposal.</p>	
(In-kind partner contribution is calculated at a rate of \$200/hr x 6 for donated expert time as would otherwise be contracted)	
8. Contractual	\$13,600
<p>Itemize such costs as consultant fees and related expenses such as travel, lodging, meals, training room, etc.</p> <p>Contractual costs for Year 2 include continuation of collaborative efforts from prior year with those partners who possess expertise and a history of education and prevention services and initiatives specifically related to the target population. This includes the following agencies:</p> <p>*Bounce Coalition will facilitate trauma-informed trainings, interactive student projects, and adult skill-building sessions to build resilience for youth enrolled in the 21CCLC program and their families. This expense is inclusive of staff time and materials for trainings which will allow staff to implement practical trauma-informed approaches to further the mission of protecting and healing children and families. The sessions are adaptable to the needs of the organization and creates opportunities for sequencing training and professional development in a way that matches the style and delivery of the program. Costs of separate events include \$500 per event x 3 events \$1500 per year.</p> <p>*Louisville Visual Art is our partner who will provide their customized "Open Doors" program to youth enrolled in after school program services, including curriculum-related visual arts education and services providing engaging, in-depth arts experiences with a focus on project-based learning. The cost of \$2,500 per program year includes 10 sessions (5 each school academic semester) including contact time, planning, set-up, cleanup and other associated costs as quoted and budgeted.</p> <p>*MPRUV-U, Inc.: this local organization will be contracted to provide custom transition readiness programs for after school youth, based on individual and group need, to strengthen written and verbal skills while preparing youth for transition to</p>	

BUDGET NARRATIVE - YEAR 3

BUDGET NARRATIVE MUST BE COMPLETED FOR YEAR 1, YEAR 2, AND YEAR 3 AND SUBMITTED WITH THE APPLICATION.

Budget Category	Amount Requested
1. Personnel (School Year)	\$62,487
Full and part-time staff to be employed with grant funds X Estimated Salary for each = Total School Year Personnel Costs (If paid a daily rate, multiply rate by number of days for each staff person). A minimum of two school day certified teachers must work in the program a minimum of 8 hours each per week. If grant is serving two schools, each site must meet staffing requirements.	
2. Personnel (Summer)	\$6,452
Full and part-time staff to be employed with grant funds X Estimated Salary for each = Total Summer Personnel Costs (If paid a daily rate, multiply rate by number of days for each staff person). A minimum of two school day certified teachers must work in the program a minimum of 8 hours each per week. If grant is serving two schools, each site must meet staffing requirements.	
3. Fringe Benefits	\$15,836
List benefit and estimated cost or portion of cost for each staff person employed through the grant.	
As per year 1; each subsequent year includes 3% increase.	
4. Travel (Staff)	\$5,151
<p>In state – You <u>must</u> allocate funds for at least two project staff to attend mandated trainings as outlined in the RFA. Estimate the number of miles at the current state approved mileage reimbursement rate, per mile, per staff person. For Level I & II, if overnight lodging is required, itemize lodging at district allowance per night, registration fee per person and per diem based on district rates.</p> <p>Out of State – Itemize travel (air fare or mileage), per diem, lodging, and registration costs.</p> <p>In-state meetings (6 KDE-required meeting days x3 staff) = \$3,225 annually</p> <ul style="list-style-type: none"> • Level I Orientation: \$1023.75 Mileage \$153.75 (375 miles x 41 cents/mile) \$690 lodging (2 nights x 3 staff @ 115/nt) Meals \$180 (2 staff x 3 days @ \$30/day) • Aplus Training: \$588.75 Mileage \$153.75 (375 miles x 41 cents/mile) \$345 lodging (3 staff @ \$115/nt) Meals \$90 (3 staff x 1 day @ \$30/day) • Level II: \$1023.75 Mileage \$153.75 (375 miles x 41 cents/mile) \$690 lodging (2 nights x 3 staff @ 115/nt) Meals \$180 (2 staff x 3 days @ \$30/day) • Regional: \$588.75 Mileage \$153.75 (375 miles x 41 cents/mile) \$345 lodging (3 staff @ \$115/nt) Meals \$90 (3 staff x 1 day @ \$30/day) <p>Out of State –</p> <p>(3 KDE-required meeting days x 3 staff - Multistate CCLC annually) = \$1926</p> <p>Mileage @ 41 cents/mile, Lodging = 9 nights (3 staff x 3 nights @ \$115/nt) Registration = \$375 (3 x \$125)</p> <p>Meals @ (\$30/day x 3 days x 3 staff)</p>	
5. Equipment	\$0
NA; no equipment costs are incurred following Year 1	
6. School Year Supplies & Materials	\$4,986
Expenses are same as listed in Budget Year 2 (with the exception of the additional year 2 cost of \$860 for service-learning project, which is not expected in Year 2)	
7. Adult Skill Building	\$1,500
1% of grant funds, yearly as required by RFA. This category includes those costs as allowable by KDE for the implementation of at least 6 annual skill building sessions, including those listed in the proposal.	
(In-kind partner contribution is calculated at a rate of \$200/hr x 6 for donated expert time as would otherwise be contracted)	
8. Contractual	\$10,600
Itemize such costs as consultant fees and related expenses such as travel, lodging, meals, training room, etc.	
Contractual costs for Year 3 are identical to those listed Year 2, with the planned phase-out of the MPRUV-U collaboration,	

BUDGET PAGE (New Applicants)

Year One 2021-2022	Year Two 2022-2023	Year Three 2023-2024	Year Four 2024-2025	Year Five 2025-2026
\$150,000 max	\$150,000 max	\$150,000 max	\$125,000 max	\$100,000 max
\$150,000	\$150,000	\$150,000	\$125,000	\$100,000

BUDGET PAGE (Continuation or Expansion Applicants)

Year One 2021-2022	Year Two 2022-2023	Year Three 2023-2024	Year Four 2024-2025	Year Five 2025-2026
\$100,000 max.	\$100,000 max.	\$100,000 max.	\$95,000	\$95,000
\$	\$	\$	\$	\$

ORGANIZATIONAL CAPACITY STATEMENT FORM

(Required for non-governmental agencies) Not to exceed 1 page

Applications from a non-governmental agency will be screened to determine capacity to administer the program based on the information provided on this form.

1. The applicant must include a copy of the following, attached immediately behind this page:

- 501(c)(3) IRS Verification Letter
- Agency organizational chart
- Proven fiduciary responsibility as demonstrated through annual audits (attach copy of the most recent audit – annual audits must be sent to the KDE each year between June – August)
- Demonstrate administrative capacity to successfully manage a program and list fiscal resources (cash, line of credit, emergency loans, etc.) the agency has or can access to cover initial startup and operating costs necessary for program operation.

2. Describe the organizational history and structure, including length of existence. Include general information on governing body.

Established in 1883, the agency has evolved in response to the changing needs of families and individuals in its service area to become an accredited member of the Council on Accreditation (COA) – an international, independent, nonprofit, human service accrediting organization. An 20-member Board of Directors oversees agency governance and promotes mission and direction. Staff are credentialed and licensed as appropriate.

The agency's mission is to protect and heal children and families, and the agency uses current standards of best practice/ evidence-based models to deliver prevention and intervention services. Quality and effectiveness are maintained through monitoring and evaluation, continuous quality improvement, and professional development. Current services include: out-of-school services for elementary and middle school youth; early education and home visitation programs for young families; trauma interventions for children and adults; and medical and mental health services for children who are reported as sexually abused. Outcomes are established for all services with measurement conducted on a quarterly basis. An average of 5,300 individuals receive services annually.

3. List previous experience with grant funding at the city, state, federal or private/foundation level.

Financial support for the agency is provided by Metro United Way and other community service organizations, grants, foundations, businesses, individuals, special event fundraising, as well as local, state, and federal governments. FCP's budget is made up of a mix of government funding as well as a significant portion from the private sector: United Way, foundations, corporations and individuals. Experience on the federal level includes grants from Head Start, OJJDP, and SAMHSA. FCP is the current recipient of a multi-year grant for the provision of Head Start/Early Head Start early childhood education services in a partnership in which FCP is the lead agency and coordinates the in-home portion of the project. FCP has received grants from both Kentucky and Indiana for child welfare services, mental health, and out-of-school time programs. FCP receives grant funding from local government for child sexual abuse and out-of-school time programming. FCP has operated a middle school 21st CCLC program in Indiana since 2009 and an elementary school program in Kentucky since 2019, and consistently meets program goals and objectives.

4. List previous experience in delivering educational or related services including a clear plan of communication and linkage with the school district and school.

Agency OST programs meet COA's high standards for Youth Development. The Program Director completed all three stages of the Youth Program Quality Assessment (YPQA) training, which includes internal and external assessments, and Planning With Data. Current programs are implemented based on the strategies and feedback provided by best practices. An essential strategy for collaborating with schools and linking program components to the school day curriculum is by housing staff at the school site. Offices are located within the school so that students, parents, and teachers have access to them outside of program hours. The staff of the after school programs use various methods to link programming to school day curricula, including communicating with teachers via email, obtaining homework assignments, attending faculty meetings and observing classes. There is an established protocol in the policy and procedures manual for interactive, purposeful and engaging programming that promotes social and academic success. Weekly and monthly schedules are submitted with accompanying lesson plans to ensure program activities are aligned with the school day curriculum and core standards. Our program has continually achieved high scores from CEEP site reviews (we scored the highest rating possible for school day linkages). Additionally, contact with school staff, community partners and families allows program staff to receive feedback regularly. This feedback, along with input from the students, is used to implement purposeful, interactive activities and interventions that promote learning. Consequently, programs create an environment that inspires confidence, intrinsic motivation and hope for the future.

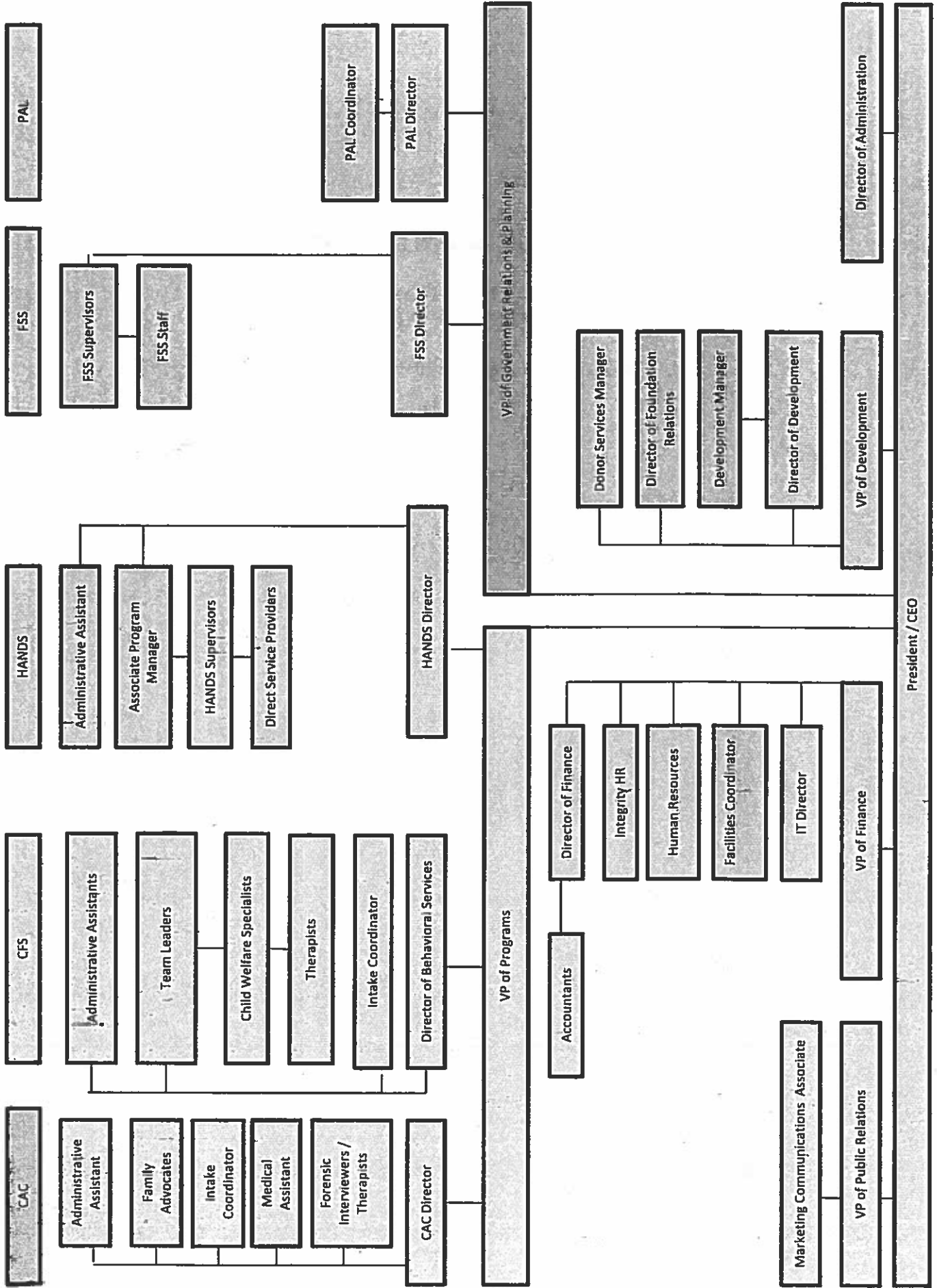


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Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Family & Children's Place, Inc. as of June 30, 2019 and 2018, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Other Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditures of federal awards, as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated December 16, 2019, on our consideration of Family & Children's Place, Inc.'s internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Family & Children's Place, Inc.'s internal control over financial reporting and compliance.

Deming, Malone, Lussary & Petroff

Louisville, Kentucky
December 16, 2019

Liabilities and Net Assets	2019	2018
Current Liabilities		
Checks issued in excess of cash on deposit	\$ 23,444	
Line of credit	127,880	\$ 205,363
Current maturities of note payable	209,297	203,094
Accounts payable	42,495	37,027
Accrued expenses and other current liabilities	<u>281,988</u>	<u>329,981</u>
Total current liabilities	<u>685,104</u>	<u>775,465</u>
 Long-Term Liabilities		
Note payable, less current maturities	2,417,081	2,615,870
Accrued pension cost	<u>2,360,591</u>	<u>1,865,641</u>
	<u>4,777,672</u>	<u>4,481,511</u>
Total liabilities	<u>5,462,776</u>	<u>5,256,976</u>
 Net Assets		
Without donor restrictions	3,149,701	3,501,115
With donor restrictions	<u>2,248,212</u>	<u>2,626,450</u>
	<u>5,397,913</u>	<u>6,127,565</u>
Total liabilities and net assets	<u>\$ 10,860,689</u>	<u>\$ 11,384,541</u>

2018		
Without Donor Restrictions	With Donor Restrictions	Total
\$ 2,305,402		\$ 2,305,402
1,197,741		1,197,741
691,780	\$ 1,054,017	1,054,017
168,239	433,383	1,125,163
18,895	90,033	168,239
(1,121,736)		108,928
	1,286	(1,121,736)
		1,286
3,260,321	1,578,719	4,839,040
1,297,527	(1,297,527)	
201,686	(201,686)	
1,499,213	(1,499,213)	
4,759,534	79,506	4,839,040
1,584,286		1,584,286
1,003,634		1,003,634
1,589,912		1,589,912
413,838		413,838
188,593		188,593
262,717		262,717
40,000		40,000
5,082,980		5,082,980
571,448		571,448
512,524		512,524
6,166,952		6,166,952
(1,407,418)	79,506	(1,327,912)
1,367,235		1,367,235
(40,183)	79,506	39,323
3,541,298	2,546,944	6,088,242
\$ 3,501,115	\$ 2,626,450	\$ 6,127,565

2018

	Program Services					Supporting Services			
	Kosair Charities					Management and General			
	Child and Family Services	Child Advocacy Center	HANDS	Family and School Service	PAL Program	Family Stabilization	Shared Services	Total Program Services	Total Expenditures
Salaries and Employee Benefits									
Salaries	\$ 946,980	\$ 561,111	\$ 1,016,163	\$ 254,000	\$ 94,179	\$ 146,634		\$ 3,019,067	\$ 3,597,850
Health Insurance	68,093	50,528	88,980	25,416	5,892	13,664		252,573	286,093
Retirement	98,231	39,433	70,093	12,285	2,576	14,725		237,343	273,982
Other benefits	12,551	9,413	17,258	2,615	1,569	2,092		45,498	55,434
Payroll taxes	70,261	41,473	75,729	19,044	7,041	12,698		226,246	268,927
Total salaries and employee benefits	1,196,116	701,958	1,268,223	313,360	111,257	189,813		3,780,727	4,482,286
Professional fees	106,859	70,624	72,675	11,043	23,323	4,659		289,183	368,729
Office supplies and expense	7,290	15,016	13,251	2,784	1,072	2,195		41,608	57,309
Telecommunications	33,279	8,637	27,547	5,070	1,463	2,086		78,102	94,495
Postage	1,622	424	1,253	445	265	597		4,606	7,272
Occupancy	101,485	62,030	23,631	6,352	3,668	2,444		199,610	249,493
Outside printing	1,965	2,519	2,237	1,391	711	1,361		10,184	15,204
Local travel	14,296	4,999	59,466	4,407	977	2,113		86,258	89,636
Conferences and staff development	8,195	5,958	7,542	2,866	990	646		26,197	29,020
Memberships and dues	2,947	4,137	1,513	1,497	1,493	2,246		13,833	20,814
Public relations	1,456	1,456	1,456	1,456	728	1,456		8,008	12,133
Other expenses	18,514	24,175	37,603	42,031	30,453	28,844	\$ 40,000	221,620	301,960
Interest	1,912	28,986	20,586	7,352	4,411	10,294		73,541	110,293
Depreciation and amortization	88,350	72,695	52,929	13,784	7,782	13,963		249,503	328,408
Total expenses	\$ 1,584,286	\$ 1,003,634	\$ 1,589,912	\$ 413,838	\$ 188,593	\$ 262,717	\$ 40,000	\$ 5,082,980	\$ 6,166,952

See Notes to Financial Statements.

	<u>2019</u>	<u>2018</u>
Reconciliation of Net (Decrease) Increase in Total Net Assets to Net Cash Provided By Operating Activities		
Net (decrease) increase in total net assets	<u>\$ (729,652)</u>	<u>\$ 39,323</u>
Adjustments to reconcile net (decrease) increase in total net assets to net cash provided by operating activities:		
Depreciation and amortization	259,327	328,408
Debt issuance cost amortization	9,136	9,136
Change in allowance accounts	9,815	(1,907)
Change in discount on promises to give	(57,836)	(29,358)
Net realized and unrealized gains on investments	(29,811)	(49,517)
Loss on sale of property and equipment		1,121,736
Change in beneficial interest	(86)	(1,286)
Change in cash value of life insurance	(897)	(919)
Contributions received for long-term purposes	(2,100)	(5,000)
Contribution of land		(45,000)
Pension adjustment	669,950	(1,122,015)
Changes in assets and liabilities:		
(Increase) decrease in:		
Cash - shared services		278,526
Cash - unemployment reserve	400	(6,996)
Cash - capital campaign	115,006	131,113
Metro United Way receivable	334,652	(25,228)
Accounts receivable	(190,988)	305,270
Contributions receivable	144,731	70,590
Prepaid expenses and other assets	(8,963)	44,485
Increase (decrease) in:		
Checks issued in excess of cash on deposit	23,444	
Accounts payable	5,468	8,709
Accrued expenses and other current liabilities	(47,993)	(223,202)
Accrued pension cost	(175,000)	(230,205)
Total adjustments	<u>1,058,255</u>	<u>557,340</u>
Net cash provided by operating activities	<u>\$ 328,603</u>	<u>\$ 596,663</u>

Supplemental Schedule of Noncash Investing and Financing Transactions

In-kind land acquisition	<u>\$ 45,000</u>
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NOTES TO FINANCIAL STATEMENTS

Net assets with donor restrictions: Net assets subject to donor-imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity.

Contributions:

Contributions that are restricted by the donor are reported as increases in net assets without donor restrictions if the restrictions expire (that is, when a stipulated time restriction ends or purpose restriction is accomplished) in the reporting period in which the revenue is recognized. All other donor-restricted contributions are reported as an increase in net assets with donor restrictions. When a restriction expires, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statement of activities as net assets released from restrictions.

Gifts of long-lived assets with explicit restrictions that specify how the assets are to be used and gifts of cash or other assets that must be used to acquire long-lived assets are reported as restricted support. Absent explicit donor stipulations about how long those long-lived assets must be maintained, the Organization reports expirations of donor restrictions when the donated or acquired long-lived assets are placed in service.

Donated goods are recorded at fair value in the period received. Donated services that require specific expertise and would normally have been purchased, and donated services that create or enhance nonfinancial assets are recorded at fair value. Those donated services that do not meet these specific criteria are not reflected in the financial statements. For the years ended June 30, 2019 and 2018, the Organization received donated counseling services of \$9,550 and \$6,000, respectively, within the Child and Family Services program.

Cash and cash equivalents:

For purposes of the statement of cash flows, the Organization considers all highly liquid investments with a maturity of three months or less to be cash equivalents. Cash and cash equivalents designated for specific purposes or received with donor-imposed restrictions limiting their use are not considered cash and cash equivalents for purposes of the statement of cash flows.

NOTES TO FINANCIAL STATEMENTS

Income taxes:

The Organization is exempt from federal, state and local income taxes as a not-for-profit corporation as described under Internal Revenue Code Section 501(c)(3). The Organization files an informational tax return in the U.S. federal jurisdiction. However, income from activities not directly related to the Organization's tax-exempt purpose is subject to taxation as unrelated business income. Accordingly, the Organization also files an exempt organization business income tax return.

As of June 30, 2019 and 2018, the Organization did not have any accrued interest or penalties related to income tax liabilities, and no interest or penalties have been charged to operations for the years then ended.

Functional allocation of expenses:

The financial statements report certain categories of expenses that are attributed to more than one program or supporting function. Therefore, expenses require allocation on a reasonable basis that is consistently applied. Certain expenses are allocated on a square footage basis or on the basis of estimates of time and effort.

Estimates:

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Accounting changes

In August 2016, the Financial Accounting Standards Board (FASB) issued ASU 2016-14, *Not-for-Profit Entities (Topic 958) – Presentation of Financial Statements of Not-for-Profit Entities*. The standard addresses net asset classification, information about liquidity and availability of resources, and the type of information provided about expenses and investment return. The Organization has adjusted the presentation of these items accordingly. The ASU has been applied retrospectively to all periods presented. Total net assets were unchanged as a result of the retrospective application.

NOTES TO FINANCIAL STATEMENTS

Note 3. Cash - Unemployment Reserve

The Organization participates in a self-insured unemployment trust. Quarterly deposits are made to a prepayment account, and unemployment claims are paid from the trust as they arise. As of June 30, 2019 and 2018, the Organization had a prepayment account in the amount of \$69,188 and \$69,588, respectively, on deposit with the trustee.

Note 4. Contributions Receivable

In 2013, the Organization completed the construction and renovation of the Kosair Charities Child Advocacy Center and the Family Service Center. The approximate cost of the completed project was \$7.25 million and was substantially funded by a capital campaign which began in 2009. Capital campaign pledge payments collected are placed in a separate account designated for use in making payments on the related debt incurred to construct and renovate the new facilities. Amounts in this account are reflected in the cash - capital campaign balance on the statement of financial position.

Additionally, the Organization has an annual campaign to raise operational funds for the Organization.

Total pledges receivable as of June 30, 2019 and 2018 were as follows:

	<u>2019</u>	<u>2018</u>
Capital campaign	\$ 901,835	\$1,060,112
Annual campaign	<u>262,164</u>	<u>248,618</u>
	1,163,999	1,308,730
Less unamortized discounts	(12,880)	(70,716)
Less allowance for uncollectible promises to give	<u>(65,400)</u>	<u>(57,400)</u>
	<u>\$1,085,719</u>	<u>\$1,180,614</u>
Amounts due in:		
Less than one year	\$1,064,521	\$ 435,023
One to five years	<u>99,478</u>	<u>873,707</u>
	<u>\$1,163,999</u>	<u>\$1,308,730</u>

Contributions receivable due in more than one year are reflected at the present value of estimated future cash flows using discount rates of 4% - 5.375%.

Of the total gross pledges receivable of \$1,163,999 and \$1,308,730 as of June 30, 2019 and 2018, respectively, one donor accounts for approximately 69% and 75%, respectively, of the gross receivable.

NOTES TO FINANCIAL STATEMENTS

Note 7. Fair Value Measurements

The framework for measuring fair value provides a fair value hierarchy that prioritizes the inputs to valuation techniques used to measure fair value. The three levels of the fair value hierarchy are described as follows:

- Level 1 - Inputs to the valuation methodology are unadjusted quoted prices for identical assets or liabilities in active markets.
- Level 2 - Inputs to the valuation methodology include: quoted prices for similar assets or liabilities in active or inactive markets; inputs other than quoted prices that are observable for the asset or liability; inputs that are derived principally from or corroborated by observable market data by correlation or other means. If the asset or liability has a specified (contractual) term, the level 2 input must be observable for substantially the full term of the asset or liability.
- Level 3 - Inputs to the valuation methodology are unobservable and significant to the fair value measurement.

The Organization's Level 1 assets have been valued using a market approach. Level 3 assets have been valued using the income approach. Following is a description of the valuation methodologies used for assets measured at fair value. There have been no changes in methodologies used at June 30, 2019 and 2018.

Cash equivalents and mutual funds – valued at the closing price reported in the active market in which the security is traded.

Beneficial interest – valued as determined by the fund manager of the underlying assets held by the community foundation.

The following table sets forth by level, within the fair value hierarchy, the Organization's assets measured at fair value as of June 30, 2019 and 2018:

	June 30, 2019		
	<u>Level 1</u>	<u>Level 3</u>	<u>Total</u>
Mutual funds	\$1,899,406		\$1,899,406
Cash equivalents	30,242		30,242
Beneficial interest in assets held by The Community Foundation of Louisville		<u>\$22,786</u>	<u>22,786</u>
	<u>\$1,929,648</u>	<u>\$22,786</u>	<u>\$1,952,434</u>

NOTES TO FINANCIAL STATEMENTS

	<u>2018</u>	
	<u>Without Donor Restrictions</u>	<u>With Donor Restrictions</u>
		<u>Total</u>
Donor-restricted endowment funds		\$1,231,959
Donor-restricted endowment funds (beneficial interest in assets held)		22,700
Board-designated endowment funds	\$668,893	<u>668,893</u>
	<u>\$668,893</u>	<u>\$1,254,659</u>

Changes in endowment net assets for the years ended June 30, 2019 and 2018 are as follows:

	<u>2019</u>	
	<u>Without Donor Restrictions</u>	<u>With Donor Restrictions</u>
		<u>Total</u>
Endowment net assets, beginning of year	\$668,893	\$1,254,659
Contributions		2,100
Transfers - operations/capital	(74,500)	(74,500)
Reclassifications	60,572	(60,572)
Net investment return	35,292	65,904
Change in beneficial interest		<u>86</u>
Endowment net assets, end of year	<u>\$690,257</u>	<u>\$1,262,177</u>

	<u>2018</u>	
	<u>Without Donor Restrictions</u>	<u>With Donor Restrictions</u>
		<u>Total</u>
Endowment net assets, beginning of year	\$ 313,560	\$1,236,453
Contributions	407,660	5,000
Transfers - operations/capital	(147,552)	(147,552)
Reclassifications	78,113	(78,113)
Net investment return	17,112	90,033
Change in beneficial interest		<u>1,286</u>
Endowment net assets, end of year	<u>\$ 668,893</u>	<u>\$1,254,659</u>

NOTES TO FINANCIAL STATEMENTS

Spending policy and how the investment objectives relate to spending policy:

It is the Organization's policy to transfer a minimum of 5% of the fair value, as determined on March 31 each year, to be used for general operations. From time to time, additional distributions may be required for special projects. At no time shall withdrawals be made if the fair value of the endowment falls below the donor restricted balance held in perpetuity. In establishing this policy, the Organization considered the long-term expected return on its endowment. Accordingly, over the long term, the Organization expects the current spending policy to allow for both growth of income and growth of endowment principal. This is consistent with the Organization's objectives to maintain the purchasing power of the endowment assets held in perpetuity or for a specified term, as well as to provide additional real growth through new gifts and investment return.

Return objectives, risk parameters and strategies:

The Organization has adopted investment and spending policies for its endowment assets that are intended to provide a predictable stream of funding to programs supported by its endowment while seeking to maintain the purchasing power of the endowment assets. Total endowment assets include those assets of donor-restricted funds that the Organization must hold in perpetuity or for a donor-specified period in addition to funds for donor-specified purposes and board-designated funds.

Note 9. Beneficial Interest in Assets Held by The Community Foundation of Louisville

In 1986, the Organization made an irrevocable transfer of \$10,000 to an endowment fund maintained by The Community Foundation of Louisville (Foundation). The Organization is an income beneficiary, receiving a distributable amount calculated in accordance with the Foundation's spending policy.

As of June 30, 2019 and 2018, the Organization's interest in the fund was \$22,786 and \$22,700, respectively, and is recorded as a beneficial interest in assets held by The Community Foundation of Louisville.

NOTES TO FINANCIAL STATEMENTS

Debt issuance costs are amortized by the effective interest method over the term of the loan. Amortization is included in interest expense.

Total interest expense, inclusive of the line of credit, note payable, and amortization of debt issuance costs, for the years ending June 30, 2019 and 2018 was \$112,015 and \$110,293, respectively.

Note 13. Pension Plan

The Organization has a defined benefit pension plan which covers certain of its employees. Effective August 27, 2008, the Organization elected to freeze the plan to future entrants. Also, effective December 31, 2008, the Organization amended the plan to freeze all future accruals.

The following sets forth the plan's funded status and amounts recognized in the financial statements as of and for the years ended June 30, 2019 and 2018:

	<u>2019</u>	<u>2018</u>
Change in Benefit Obligation		
Benefit obligation at beginning of year	\$ 6,866,894	\$ 8,024,141
Service cost	75,000	75,000
Interest cost	267,401	294,829
Actuarial loss (gain)	412,214	(1,211,126)
Benefits paid	<u>(357,947)</u>	<u>(315,950)</u>
Benefit obligation at end of year	<u>7,263,562</u>	<u>6,866,894</u>
Change in Plan Assets		
Fair value of plan assets at beginning of year	5,001,253	4,806,280
Actual return on plan assets	84,665	280,718
Employer contributions	175,000	230,205
Benefits paid	<u>(357,947)</u>	<u>(315,950)</u>
Fair value of plan assets at end of year	<u>4,902,971</u>	<u>5,001,253</u>
Funded status at end of year	<u><u>\$(2,360,591)</u></u>	<u><u>\$(1,865,641)</u></u>
Accrued pension cost recognized in the statement of financial position	\$(2,360,591)	\$(1,865,641)
Accumulated benefit obligation	\$ 7,263,562	\$ 6,866,894
Amounts Recognized in Change in Unrestricted Net Assets Separate from Expenses But Not Yet Included in Net Periodic Benefit Cost		
Net loss	<u>\$ 1,833,980</u>	<u>\$ 1,200,377</u>

NOTES TO FINANCIAL STATEMENTS

It is assumed that the plan's investment portfolio will be adjusted periodically to maintain the current ratios of debt securities and equity securities. Additional consideration is given to the plan's historical returns as well as future long range projections of investment returns for each asset category.

Plan Assets

The fair values of the plan's assets at June 30, 2019 and 2018, by asset category, are as follows:

	2019		Total
	Level 1	Level 2	
Cash and cash equivalents	\$ 324,842		\$ 324,842
Common stocks	2,514,310		2,514,310
Corporate bonds		\$1,276,072	1,276,072
Equity mutual funds	<u>787,747</u>	<u> </u>	<u>787,747</u>
	<u>\$3,626,899</u>	<u>\$1,276,072</u>	<u>\$4,902,971</u>

	2018		Total
	Level 1	Level 2	
Cash and cash equivalents	\$ 295,208		\$ 295,208
Common stock	2,330,764		2,330,764
Corporate bonds		\$1,281,318	1,281,318
Equity mutual funds	<u>1,093,963</u>	<u> </u>	<u>1,093,963</u>
	<u>\$3,719,935</u>	<u>\$1,281,318</u>	<u>\$5,001,253</u>

The investment objective is to ensure, over the long-term life of the plan, that an adequate level of assets is available to support the benefit obligations to participants and retirees. The Organization seeks to achieve a high level of investment return consistent with a prudent level of portfolio risk.

NOTES TO FINANCIAL STATEMENTS

Note 15. Net Assets with Donor Restrictions

Net assets with donor restrictions are restricted for the following:

	<u>2019</u>	<u>2018</u>
Subject to expenditure for specified purpose:		
Family centered services	\$ 23,097	\$ 21,528
Child abuse services	20,000	
Other programs	19,090	693
Non-programmatic expenses	<u>75,000</u>	<u>15,481</u>
	<u>137,187</u>	<u>37,702</u>
Subject to passage of time:		
Metro United Way	719,365	1,054,017
Pledges receivable	<u>103,648</u>	<u>253,639</u>
	<u>823,013</u>	<u>1,307,656</u>
Held in perpetuity to support:		
Training and scholarship	442,847	442,847
Family centered services	504,695	500,858
Child abuse services	63,178	63,178
Property maintenance	5,000	5,000
Non-programmatic expenses	249,506	246,509
Beneficial interest in assets held by The Community Foundation of Louisville	<u>22,786</u>	<u>22,700</u>
	<u>1,288,012</u>	<u>1,281,092</u>
	<u>\$2,248,212</u>	<u>\$2,626,450</u>

Note 16. Operating Leases

The Organization leases office space under an operating lease expiring in January 2020. Future minimum rental commitments under the lease at June 30, 2019 are as follows: -

Year ending June 30, 2020	<u>\$17,881</u>
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Total rental expense was \$30,653 and \$57,850 for the years ended June 30, 2019 and 2018, respectively.

FAMILY & CHILDREN'S PLACE, INC.

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

Year Ended June 30, 2019

<u>Federal Grantor/Program Title</u>	<u>Pass-Through Entity Identifying Number</u>	<u>Federal CFDA Number</u>	<u>Passed Through to Subrecipients</u>	<u>Federal Expenditures</u>
U.S. Department of Health and Human Services: Drug-Free Communities Support Program Grants	5H79SP020278-09 5H79SP020278-10	93.276		<u>\$ 128,123</u>
U.S. Department of Justice: Passthrough: Kentucky Justice and Public Safety Cabinet Crime Victim Assistance	2018-Family&- C00036 2017-Family&- C00043	16.575		478,813
Passthrough: Indiana Criminal Justice Institute Crime Victim Assistance	15VA5524 15VA5487 2018-00073 2018-00040	16.575		<u>305,349</u>
				<u>784,162</u>
U.S. Department of Justice: Passthrough: National Children's Alliance Domestic Trafficking Victim Program	LOUI-KY-TD TVF18 LOUI-KY-TD TVF19	16.834		<u>33,722</u>
Improving the Investigation and Prosecution of Child Abuse and the Regional and Local Children's Advocacy Centers	LOUI-KY-MDE19	16.758		<u>15,439</u>
U.S. Department of Education: Passthrough: Indiana Department of Education Twenty-First Century Community Learning Centers	20705	84.287		<u>182,823</u>
				<u>\$1,144,269</u>



**Independent Auditors' Report on Internal Control Over Financial Reporting
and on Compliance and Other Matters Based on an Audit of Financial Statements
Performed in Accordance with *Government Auditing Standards***

To the Board of Directors.
Family & Children's Place, Inc.
Louisville, Kentucky

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Family & Children's Place, Inc. (Organization) (a nonprofit organization), which comprise the statement of financial position as of June 30, 2019, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated December 16, 2019.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered Family & Children's Place, Inc.'s internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Family & Children's Place, Inc.'s internal control. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.



**Independent Auditors' Report on Compliance for Each Major Program
and on Internal Control Over Compliance Required by the Uniform Guidance**

The Board of Directors
Family & Children's Place, Inc.
Louisville, Kentucky

Report on Compliance for Each Major Federal Program

We have audited Family & Children's Place, Inc.'s compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of Family & Children's Place, Inc.'s major federal programs for the year ended June 30, 2019. Family & Children's Place, Inc.'s major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditors' Responsibility

Our responsibility is to express an opinion on compliance for each of Family & Children's Place, Inc.'s major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Family & Children's Place, Inc.'s compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of Family & Children's Place, Inc.'s compliance.

FAMILY & CHILDREN'S PLACE, INC.

SCHEDULE OF FINDINGS AND QUESTIONED COSTS
Year Ended June 30, 2019

Section 1 – Summary of Auditors' Results

1. The auditors' report expresses an unmodified opinion on whether the financial statements of Family & Children's Place, Inc. were prepared in accordance with GAAP.
2. Internal control over financial reporting:
 - Material weakness identified? Yes X No
 - Significant deficiency identified? Yes X None reported
3. No instances of noncompliance material to the financial statements of Family & Children's Place, Inc., which would be required to be reported in accordance with *Government Auditing Standards*, were disclosed during the audit.
4. Internal control over major programs:
 - Material weakness identified? Yes X No
 - Significant deficiency identified? Yes X None reported
5. The auditors' report on compliance for the major federal award programs for Family & Children's Place, Inc. expresses an unmodified opinion on all major federal programs.
6. The audit did not disclose audit findings required to be reported in accordance with 2 CFR section 200.516(a).
7. The program tested as a major program included the following:

<u>Federal CFDA Number</u>	<u>Name of Major Federal Program</u>
16.575	U.S. Department of Justice: Crime Victim Assistance
8. The dollar threshold used to distinguish between Type A and Type B programs was \$750,000.
9. Family & Children's Place, Inc. qualified as a low-risk auditee.

List of Fiscal Resources
Supplement to Organizational Capacity Form

Please refer to the annual audit report preceding for detailed financial statements of financial position, including the budget total.

As discussed in the project narrative, the agency's administrative capacity to manage the proposed program is demonstrated by past performance in grant and budget stewardship, and the agency offers as further evidence the following list of fiscal resources to include the approximate amounts:

Individual/corporate contributions:	\$170,000
Cash and cash equivalents:	\$200,000
Investments:	\$2,000,000
Line of credit:	\$1,000,000
Emergency Loans:	As needed for continued operation

Staffing Chart

Position	Responsibilities	Qualifications
Program Director (salary paid by non-KDE funding sources)	<ul style="list-style-type: none"> Oversees program, including internal business management of FSS, reports, budgets, evaluation and supervision. Supervises staff, and provides direct service as needed. Plans and achieves annual objectives for service improvement in keeping with the mission, vision, and strategic plan. 	<ul style="list-style-type: none"> Bachelor of Arts (WKU) 11 years of school-based youth development exp. 5 years exp. with 21C Served in every agency school-based position Trained in CPR/First Aid
Associate Director (salary paid by non-KDE funding sources)	<ul style="list-style-type: none"> Assists staff with responsibilities related to grant compliance, program quality, data, fiscal management, provides direct service as needed. 	<ul style="list-style-type: none"> Child & Youth Care certified, 5 years of youth development experience Trained in CPR/First Aid
Site Supervisor (salary paid by non-KDE funding sources)	<ul style="list-style-type: none"> Supervise staff/interns to ensure delivery of services is in line with program and school standards Leads pre-program and team meetings Enrolls clients by consulting with school personnel Engages with youth and families and addresses any needs or concerns Ensures that activities are implemented in an effective and structured manner Plans and facilitates program activities including field trips and family engagement activities. Assists in hiring process for staff 	<ul style="list-style-type: none"> Bachelors of Social Work (University of Louisville) 9 years of youth development experience working in an afterschool setting 6 years of site supervisor experience in an afterschool setting Trained in CPR and First Aid
Afterschool Coordinators	<ul style="list-style-type: none"> Assist Site Supervisor with daily program activities including, daily program preparation, homework help, enrichment activities, and behavior management Plan and facilitate program enrichment activities Engages with youth and families and relays any needs or concerns to the Site Supervisor Assist Site Supervisor in enrolling clients, and planning and facilitation of family engagement activities 	<ul style="list-style-type: none"> Bachelor's degree in Education, Psychology, or Social Work (or) 2 years' experience working with youth Trained in CPR and First Aid
Afterschool Specialists (Certified Teachers)	<ul style="list-style-type: none"> Provide daily acceleration and/or remediation in the core subjects of reading, math, and science 	Active, current Kentucky teacher certification
Instructional Assistant	<ul style="list-style-type: none"> Assists with the delivery of daily acceleration and/or remediation Provides targeted support to improve the academic performance and social/emotional competence of program participants. Ensures that activities are implemented in an effective and structured manner 	Bachelor's degree in Education, Psychology, Social Work, or closely related field. Kentucky teaching certification is strongly preferred.
Volunteers	<ul style="list-style-type: none"> Assist Site Supervisor and staff with daily program activities including, preparation, homework help, enrichment activities, and behavior management 	<ul style="list-style-type: none"> Clear background check and Tuberculosis screen Youth development experience or desire to work in a youth development field is preferred.

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG- FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of the form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- (a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- (b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
- (c) The undersigned shall require that the language of this certification be included in the award documents for all sub awards at all tiers (including sub grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub recipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions as defined at 34 CFR Part 85, Sections 85.105 and 85.110:

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency; Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(b) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(c) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Section 85.605 and 85.610:

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about:

- (1) The dangers of drug abuse in the workplace;
- (2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that as a condition of employment under the grant, the employee will;

(1) Abide by the terms of the statement; and

PROGRAM SCHEDULE

Complete the following table for school year program operations:

The KDE requires that 21st CCLC programs offer services a minimum of 12 hours per week, with a required schedule of at least four days per week, three to four hours per day when school is in session, based on the services offered. The program must begin no less than three weeks after school starts and end no sooner than two weeks prior to school ending and four weeks in the summer.

Weekday	Before School (Times of Operation)		After-school (Times of Operation)		Grand Total #hours/day
	Beginning Time	Ending Time	Beginning Time	Ending Time	
Monday			2:20 PM	5:50 PM	3.5
Tuesday			2:20 PM	5:50 PM	3.5
Wednesday			2:20 PM	5:50 PM	3.5
Thursday			2:20 PM	5:50 PM	3.5
Friday					
Saturday					
Sunday					

	Regular School Year	Summer
Total # of hours per day	3.5	5.0
Total # of days per week	4	4
Total # of weeks	30	2
First date of operation	8/30/21	6/6/22
Last date of operation	5/12/22	6/16/22

Specify beginning and ending time site is in operation other times of the year (When school is not in session):

Weekday	Summer		Holidays		Breaks	
	Beginning Time	Ending Time	Beginning Time	Ending Time	Beginning Time	Ending Time
Monday	9:00	2:00				
Tuesday	9:00	2:00				
Wednesday	9:00	2:00				
Thursday	9:00	2:00				
Friday						
Saturday						
Sunday						

PROGRAM SUMMARY PART 2

- Proposed # of regular attendees must not be entire school enrollment
- Must use lunch data as reported to the KDE for 19-20
- Programs must serve a minimum of 25% of the school enrollment or 50 students (whichever is less) on a regular basis

School Name: Meyzeek Middle School	
District Name: Jefferson County Public Schools	
Grade Levels to be Served: 6,7,8	Total Schoolwide Enrollment: 1084
<input checked="" type="checkbox"/> Urban <input type="checkbox"/> Rural <input type="checkbox"/> Suburban	Proposed # of Regular Attendees: 50
% Free or Reduced Lunch: 74.6%	

School Name:	
District Name:	
Grade Levels to be Served:	Total Schoolwide Enrollment:
<input type="checkbox"/> Urban <input type="checkbox"/> Rural <input type="checkbox"/> Suburban	Proposed # of Regular Attendees:
% Free or Reduced Lunch:	

1. **Applicant is a (please check one):**
 - ☐ Public School
 - ☒ Community Based Organization
 - ☐ Faith Based Organization
2. **Who will serve as the Fiscal Agent?** (Specify the name of the school district or the agency/organization.) Family & Children's Place, Inc.
3. **Is the applicant (school district or agency/organization) a previous recipient of other 21st CCLC funds?**
 - ☒ Yes
 - ☐ No
4. **If yes, were they:**
 - ☐ Federal funds
 - ☒ State funds

Award funding ended (month/year): Current KY 21CCLC Cycle 16 grant (funding anticipated through Academic Year 2024: 6/24), Current Indiana 21CCLC Cohort 10 grantee (through Academic Year 2025: 6/25)

Co-Applicant Agreement

Family & Children's Place, Inc.
and
Jefferson County Board of Education

Family & Children's Place, Inc ("FCP"), a Kentucky nonprofit corporation ("the Fiscal Agent") and Jefferson County Board of Education, a Kentucky local board of education doing business as the Jefferson County Public Schools ("JCPS", "the CO-APPLICANT"), hereby enter into this Co-applicant Agreement ("Agreement") to set forth in writing their mutual understanding regarding their intended use of the grant funds that may be awarded to FCP. The grant funds, if awarded, will enable FCP and the CO-APPLICANT to maximize resources to support and jointly coordinate services for children and families participating in the 21st Century Community Learning Centers Program (the "Program"). FCP and the CO-APPLICANT agree that this MOU shall be submitted as part of their application for such grant funds.

If the grant funds are awarded, they are subject to the provisions regarding the approval of the board members of FCP and the Jefferson County Board of Education (the "Board"), as described below, FCP and the CO-APPLICANT will accept and perform the following responsibilities and obligations to support the 21st Century Community Learning Centers Program.

Co-applicant Agreement Contribution Table

Description of Contribution	Supports
Recruit certified and classified teacher staffing for after-school and summer programming, with funding provided by FCP	Academic instruction and alignment with school curriculum
Provide program space, as permitted and available for students and FCP staff, including access to classrooms, cafeteria, computer & science labs, gym, etc. as needed to conduct activities, and other in-kind support	Assure academic & enrichment services are provided in a convenient, safe, and accessible location for participating youth, support Improvement of non-cognitive indicators of success in regularly participating students
Maintain communication with program, and provide support and guidance from school administration and teachers (including ECE specialists), Youth Service Center, and Community School, including representation on Community Advisory Council, and assistance with recruitment and retention strategies	Integration of project into, and linkage to, regular school day. Recruitment of students and families, assistance with resource coordination and access to high-quality programming for target youth, and ensure participating youth can access all services provided
Provide participants a snack during program as per KDE guidance as allowed by the USDA National School Lunch Program.	Support youth nutrition needs
Inclusion of project staff in relevant professional development activities	Integration of project into, and linkage to, regular school day

In performing the obligations described above, FCP and JCPS will focus on coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, the Co-

applicants will develop solutions and implement activities to improve student achievement and increase learning opportunities for families of participants.

To the extent that JCPS facilities are closed to students, those facilities will also be unavailable to FCP. During any periods of Non-Traditional Instruction or remote learning, JCPS facilities will not be available to FCP.

FCP and JCPS understand and agree that notwithstanding any representation to the contrary in the grant application, the parties are submitting the grant application subject to further approvals from their respective boards, if grant funds are awarded. FCP and JCPS further understand and agree that (i) if the grant funds are not awarded in response to the grant application, this Agreement will have no further effect, and (ii) if the grant funds are awarded in response to the grant application, the Superintendent of JCPS will be required by law and JCPS board policy to submit to the members of the Jefferson County Board of Education for their review and approval an agreement between FCP and JCPS that will set forth the responsibilities and obligations of the parties in more detail, and the responsibilities and obligations of JCPS as set forth in this Agreement are expressly conditioned upon such subsequent acceptance by the Board of the grant funds and such subsequent approval by the Board of the terms of such agreement.

21st CCLC programming and activities cannot occur before such an agreement is approved by the Board.



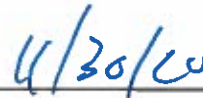
Pam Darnall, President/CEO
Family & Children's Place, Inc.
Fiscal Agent



Date



Martin A. Pollio, Ed.D., Superintendent
Jefferson County Public Schools
Co-Applicant



Date

COMMUNITY PARTNER AGREEMENT

Family & Children's Place, Inc.

And

Bounce Coalition, a Project of Kentucky Youth Advocates

Hereby enter into an agreement to enable the applicant, Family & Children's Place, Inc. ("FCP"), and supporting partner, Bounce Coalition, a Project of Kentucky Youth Advocates ("Bounce") to maximize resources to support and jointly coordinate services for students and families participating in 21st Century Community Learning Centers Program (CCLC).

Bounce thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. As a grant partner, our organization agrees to provide the following contributions to the 21st CCLC program:

Community Partner Agreement Contribution Table

Contribution Description	Supports
Using evidence-based models, facilitate trauma-informed trainings, interactive student projects, and adult skill-building sessions to build resilience for youth enrolled in the 21CCLC program and their families	Development of knowledge base and tools to foster resilience and effectively respond to adversity
Staff and family support	Consultation, training, and guidance for staff members (and families) working with youth, toward effectively implementing trauma-informed concepts, and supporting youth

It is agreed by both parties that this Community Partner Agreement will focus on coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. If the grant is awarded, Bounce will be notified immediately to begin the collaboration of services.

Partner Signature

Date

Applicant Signature

Date

COMMUNITY PARTNER AGREEMENT

Family & Children's Place, Inc.

And

Kentucky School for the Blind

Hereby enter into an agreement to enable the applicant, Family & Children's Place, Inc. ("FCP"), and supporting partner, the Kentucky School for the Blind ("KSB"), to maximize resources to support and jointly coordinate services for students and families participating in 21st Century Community Learning Centers Program (CCLC).

KSB thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. As a grant partner, our organization agrees to provide the following contributions to the 21st CCLC program:

Community Partner Agreement Contribution Table

Contribution Description	Supports
Collaboration including joint social advocacy service projects. Visits to campus for volunteering activities (such as Braille Challenge, White Cane Day, based on related project-based learning.	Participation of youth in building positive connections between community populations through youth-driven projects

It is agreed by both parties that this Community Partner Agreement will focus on coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. If the grant is awarded, KSB will be notified immediately to begin the collaboration of services.

Peggy Sinclair Morris
Partner Signature

11/20/2020
Date

Pam Darnall
Applicant Signature

12/08/2020
Date

COMMUNITY PARTNER AGREEMENT

Family & Children's Place, Inc.

And

Miller Transportation, Inc.

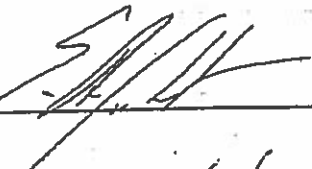
Hereby enter into an agreement to enable the applicant, Family & Children's Place, Inc. ("FCP"), and supporting partner, Miller Transportation, Inc. ("Miller") to maximize resources to support and jointly coordinate services for students and families participating in 21st Century Community Learning Centers Program (CCLC).

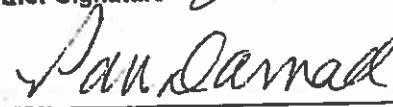
Miller thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. Service will be provided based on specifications in the contract that will be executed post grant award. **As a grant partner, our organization agrees to provide the following contributions to the 21st CCLC program:**

Community Partner Agreement Contribution Table

Contribution Description	Supports
Provide school bus transportation from school to home during academic year, and to and from school during the summer session	Overcome a barrier to accessing services: safe, secure, well-maintained and reliable transportation for youth pupils by trained drivers
Provide school bus transportation for field trips as approved by KDE	Allows for provision of learning activities and experiences tied to curriculum and programming

It is agreed by both parties that this Community Partner Agreement will focus on coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. If the grant is awarded, Miller will be notified immediately to begin the collaboration of services.

Eric A. Jacob for Miller Transportation  12/9/20
Partner Signature Date

Paul Damad  12/9/2020
Applicant Signature Date

Stephane Dickey

Partner Signature

12/8/2020

Date

Sam Darnall

Applicant Signature

12/9/2020

Date

COMMUNITY PARTNER AGREEMENT

Family & Children's Place, Inc.
And
Spalding University School of Social Work

Hereby enter into an agreement to enable the applicant, Family & Children's Place, Inc. ("FCP"), and supporting partner, Spalding University School of Social Work ("Spalding") to maximize resources to support and jointly coordinate services for students and families participating in 21st Century Community Learning Centers Program (CCLC).

Spalding thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. As a grant partner, our organization agrees to provide the following contributions to the 21st CCLC program:

Community Partner Agreement Contribution Table

Contribution Description	Supports
Provide opportunities for supervised placements/social work field education for Spalding students, in accordance with the Field Education Handbook and university policies	Program assistance and direct practice experience as per needs of enrolled students as well as student learning objectives

It is agreed by both parties that this Community Partner Agreement will focus on coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. If the grant is awarded, Spalding will be notified immediately to begin the collaboration of services.


Partner Signature

11/23/20
Date


Applicant Signature

12/08/2020
Date

COMMUNITY PARTNER AGREEMENT

Family & Children's Place, Inc.

And

University of Louisville Kent School of Social Work

Hereby enter into an agreement to enable the applicant, Family & Children's Place, Inc. ("FCP"), and supporting partner, the University of Louisville Kent School of Social Work ("U of L"), to maximize resources to support and jointly coordinate services for students and families participating in 21st Century Community Learning Centers Program (CCLC).

U of L thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. As a grant partner, our organization agrees to provide the following contributions to the 21st CCLC program:

Community Partner Agreement Contribution Table

Contribution Description	Supports
Provide opportunities for supervised placements/social work field education for Kent School students, in accordance with Field Education Handbook and university policies	Program assistance and direct practice experience as per needs of enrolled students as well as student learning objectives

It is agreed by both parties that this Community Partner Agreement will focus on coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. If the grant is awarded, U of L will be notified immediately to begin the collaboration of services.

Beth A. Beckman

11/18/20

Partner Signature

Date

Paula Durnall

12/09/2020

Applicant Signature

Date

PRIVATE/HOME SCHOOL CONSULTATION

Students who attend state recognized private schools or home schools, in the area to be served by the proposed program, are eligible to participate. If any state recognized private school or home school is located in the area to be served, the applicant is expected to consult with private/home school officials during the design and development of the program.

List all private/home schools that were consulted regarding the opportunity to have students participate. Print the name, title and phone number of the school that was consulted. Provide the date(s) and type(s) of consultation (e.g., face-to-face meeting, e-mail, fax, telephone-call, letter and videoconference). Indicate whether the school accepted or declined. If declined, indicate the reason(s). Private/home schools whose students will participate in the program must be listed on the Grant Proposal Abstract and list the Principals/Administrators.

The applicant can duplicate this table to add more if needed.

Private/Home School Name: St. Leonard		Phone #: (502) 897-5269
School Official Signature: (N/A: SCHOOL CEASED OPERATIONS)		E-mail: aforsthoefel@stleonardlouisville.org
Date of Consultation: 11/10/20		Type of Consultation: E-mail
<input type="checkbox"/> Participate <input checked="" type="checkbox"/> Declined	Reason: Fiscal agent emailed last contact but received no response. The school's website is no longer active. Fiscal agent confirmed that the school has permanently closed, and will not be in operation during the grant award period.	

State School Name: Kentucky School for the Blind		Phone #: (502) 897-1583
School Official Signature: <i>Peggy Sinclair Morris</i>		E-mail: peggy.sinclair-morris@ksb.kyschools.us
Date of Consultation: 11/17/20		Type of Consultation: Video Conference
<input checked="" type="checkbox"/> Participate <input type="checkbox"/> Declined	Reason: While KSB students will not participate in regular after-school programming in grant year 1, we are partnering with FCP formally in associated educational activities, as per the attached partner agreement. We will jointly consider inclusion of KSB students in subsequent years, should the project be funded.	

Private/Home School Name:		Phone #:
School Official Signature:		E-mail:
Date of Consultation:		Type of Consultation:
<input type="checkbox"/> Participate <input type="checkbox"/> Declined	Reason:	