

## Kindergarten Readiness Application Form

Please be sure that you have read and are in agreement/compliance with the Policies and Procedures for Funded Agencies prior to completing this application. A copy of the policies is included in the application section of the United Way of Southern Kentucky (UWSK) website ([www.uwsk.org/what-we-do/partner-funding-process.html](http://www.uwsk.org/what-we-do/partner-funding-process.html)).

Each program must have a separate application and each county must have a separate application, even if for the same program. No application will be accepted after the closing date.

Please download ("copy" or "save as") this form as a PDF document to your own computer. We ask that you name your completed form as the name of your program prior to uploading as part of the application process. For example: If the name of your program is XYZ, the document would be renamed XYZ.pdf.

After you download a copy to your own computer, click in the box to begin typing –boxes should expand automatically.

### Part I: Executive Summary

Program Name:

Simpson County Little Cats Program and Jump Start Academy

Organization Name:

Simpson County Schools at Franklin Elementary

Organization Address:

211 South Main Street, Franklin, KY 42134

Organization Phone:

270-586-3241

Executive Director (Name, title, office/cell phone, and email):

Dr. James Flynn, Superintendent, 270-586-8877, [james.flynn@simpson.kyschools.us](mailto:james.flynn@simpson.kyschools.us)

Grant preparer contact (Name, title, office/cell phone, and email):

Rachel Wright, Principal, 270-586-3241 [rachel.wright@simpson.kyschools.us](mailto:rachel.wright@simpson.kyschools.us)

Primary Program contact (Name, title, office/cell phone, and email):

Rachel Wright, Principal, 270-586-3241 [rachel.wright@simpson.kyschools.us](mailto:rachel.wright@simpson.kyschools.us)

Amount being requested in this application: \$7500.00

Funds requested in this application specifically for this county (choose only one):

☐ Allen ☐ Barren ☐ Butler ☐ Edmonson ☐ Hart

☐ Metcalfe ☐ Monroe ☐ Logan ☒ Simpson ☐ Warren

Did you attend one of the Application Training Sessions?

☐ YES

☐ NO

*If you are applying for funding for an existing program that is not currently receiving United Way funding, in the space provided, please explain how you will utilize UWSK funding to expand or improve the existing program. What additional elements would you add to the existing program? How will the additional funds allow you to serve more clients or improve your delivery of services?*

n/a

*In some cases, United Way may not be able to fully fund all proposals. In the space provided, summarize how your proposal will be affected if United Way can only provide partial funding of the amount that you have requested. Would you be able to implement the proposal by utilizing other funding sources? If you would be required to make adjustments to the proposal, what would it entail?*

If this program is not fully funded, there is not an additional revenue stream to supplement the costs of this program. This loss of funding would require that we do not have the Jump Start Academy or provide Kindergarten Readiness materials to students.

## Part II: Program Focus Area

**Three Key Points:** As you begin the application, please make three things clear: 1) how the work targets and serves a disadvantaged population; 2) which Strategy your program addresses within the Category of Kindergarten Readiness and 3) how the organization and program demonstrates IMPACT: Innovative, Measured, Partnered/ Collaborative, Accountable, Community-centered and Transformative.

**All counties to be served by this program (check all that apply - including the county requesting funds in this application):**

- |                                |                                   |                                 |   |                                 |
|--------------------------------|-----------------------------------|---------------------------------|---|---------------------------------|
| <input type="checkbox"/> Allen | <input type="checkbox"/> Barren   | <input type="checkbox"/> Butler | <input type="checkbox"/> Edmonson           | <input type="checkbox"/> Hart   |
| <input type="checkbox"/> Logan | <input type="checkbox"/> Metcalfe | <input type="checkbox"/> Monroe | <input checked="" type="checkbox"/> Simpson | <input type="checkbox"/> Warren |

Please select One strategy that your program will deliver

### **Kindergarten Readiness**

Children start school at levels of physical, social-emotional & intellectual development needed for school success.

**Big Bold Goal:**

**Increase BRADD Area Kindergarten Readiness Scores to 75% by 2020.**

- ☐ Improve early learning environments and increase access to high quality licensed child care programs for children and families, particularly those of low-income and educational risk.
- ☐ Increase early learning opportunities, including early literacy and language development.
- ☒ Provide resources, education and other needed supports for families and caregivers to bolster their child's age-appropriate development.
- ☐ Collaborate to create and implement a comprehensive high quality approach to school readiness.

### Part III: Organizational Information

**Organization Mission:**

Vision: To be a world-class educational system empowering all students to graduate LIFE-READY  
• academically and socially prepared for college and/or careers! Mission: To develop each child to their fullest potential and prepare them for the next level of life!

**Organization Overview:** *In the space provided, please provide a brief overview of the organization's history, programs and activities.*

Our schools consist of Franklin Elementary (Pre-K and K), Simpson Elementary (1-3), Lincoln Elementary (4-5), Franklin Simpson Middle School (6-8) and Franklin Simpson High School (9-12). Because all students attend each school, they encounter several transitions before they even enter high school. We have a total enrollment of 2,887 students. Of that total, Franklin Elementary hosts over 400 students on a daily basis with an average 68% free/reduced lunch students. Simpson County currently provides pre-Kindergarten programming and services through Kids First Daycare that serves 50 children ages two through kindergarten entry. This daycare is housed at Franklin Elementary with three teachers as well as support staff in each classroom. Additionally we house the Community Action program, Simpson County Head Start which serves 33 students. Finally, Franklin Elementary has seven sessions of state funded preschool with an enrollment of 140 students.

## Program Description

**\*Program for which you are requesting funding:**

Staff Size: 60 Full Time: 60 Part Time: 0 Volunteer: 25

Number of board meetings during thereport year: 12 regular Average attendance at board meetings: 15-20

**\*\*Please provide a listing of your organization's Board of Directors on page 16.**

In the space provided below, please describe:

### 1) How will your program be implemented?

The Little Cats Kindergarten Entry program is an existing program that was implemented in 2007 and as a school we have decided to grow the program to include a Jump Start Academy to meet the needs of our underrepresented populations as much as possible. The Little Cats Kindergarten Entry program is a 3 session informational meetings for families regarding their child's entry into Kindergarten and readiness skills needed for Kindergarten. The program is open to all incoming Kindergarten students. The Little Cats Jump Start Academy is a short camp in the summer preceding school starting for those incoming Kindergarten students who scored not ready on their Kindergarten Screening. The Little Cats Jump Start Academy is offered to approximately 25 students who are entering Kindergarten in the Fall of that year.

### 2) How will outcomes be measured (qualitative data, quantitative data, etc)?

The program will be measured using attendance at all three Little Cats Kindergarten Readiness sessions, our Little Cats Health Fair and our Little Cats Jump Start Academy. Per the nature of the program our desire is that anyone who comes to the first three sessions have the resources provided to not need the Jump Start Academy and we can offer the Academy to the students who were not identified as incoming Kindergarten students during any other program or information source. Additionally, using Brigance data analysis will be used to determine growth for student groups that need more focus in our pre-kindergarten readiness efforts.

### 3) How will the service make meaningful progress toward the Community Impact goals set by United Way?

The Little Cats Kindergarten Entry and Jump Start Academy will contribute to the Kindergarten Readiness goal directly by providing the information needed by Simpson County families with pre-Kindergarten age children.

### 4) How will your program not only impact the target population but the community as a whole?

Research is clear that a stronger start in Kindergarten through quality pre-Kindergarten experiences leads to a stronger finish in all grades. Social skills, early interventions, and language development are critical for the success of students and through the Little Cats program FES provides those experiences for students indiscriminate of their skill level.

### 5) If you are applying under the Education Focus Area, please include information about how your program will impact the **Big Bold Goals** that have been established.

Through the Little Cats classes and Jump Start Academy, students will be provided with the opportunity to learn literacy skills, as well as, language development needed to be successful in school. Classes will be provided to orient and teach necessary skills that are needed to be successful in school. Students will be given a screener to determine skills needed to enter Kindergarten successfully. Families will be provided with sticker books, resources and other material to track student progress and level of Kindergarten readiness. Backpacks and school supplies will be provided as needed.

## IMPACT Criteria

Each application will be evaluated based on how well it demonstrates IMPACT - an acronym capturing six guiding principles: the organization must be: 1) "Innovative", 2) "Measured", 3) "Partnered/Collaborative", 4) "Accountable", 5) "Community-centered", and 6) "Transformative".

### **Criteria #1: Innovative & Transformative**

(Vision, initiative, creativity, and leadership in solving pressing community challenges. Program is influencing and serving a larger population, is systematic and deeply entrenched.)

*In the space provided, explain how your program is different from other interventions that currently and previously have addressed the Community Impact Priority Focus Area/Strategy that you are addressing. What creative ideas and new methods are you implementing that set your program apart from the other applicants? also explain how your program is transformative. How is this program entrenched in the community? Is the program embraced by community leaders?*

The Little Cats Kindergarten Entry program is an existing program that was implemented in 2007 and as a school we focus on preparing students eligible for Kindergarten in multiple and different ways for each incoming student. Little Cats is for all incoming Kindergarten students and provides, pre-registration, Kindergarten readiness information and Kindergarten screenings to ascertain their child's Kindergarten readiness level. Franklin Elementary's primary focus is on the students who have not had any exposure to pre-Kindergarten program or are still showing few indicators of Kindergarten readiness. The struggle to find those students who have not been formally enrolled in preschool or daycare is one hurdle that FES had to find ways to overcome by partnering with multiple community agencies and resources. FES has found that to impact our goal of providing resources, education and other supports for families, we have to spend just as much time finding the families who most need assistance in preparing their child for school. To assist in finding these students we have used "recruiting" techniques including poster and flyers to high traffic places, (Health Department, Walmart, Daycares, Dr. Offices, etc.) and also using social media to push our message out to as many families as possible in Franklin.

Once we have identified students readiness level using our Kindergarten screener, we offer support services on an individualized basis. All students and parents receive an individual conference with an administrator following their screener and are given a summary of their child's readiness. Students who do not meet Kindergarten readiness levels on our screener are provided with additional materials and a mini-session on how to help their child using the readiness kit. Additionally, students are offered a space in our Little Cats Jump Start camp in the summer. The camp mirrors the day of a typical Kindergarten students and gives students time to experience "school" prior to starting their school year.

As a program, the Little Cats Kindergarten Entry program is transformative because it has grown and has moved from being a program that only served those who came to three information sessions with little focus on Kindergarten Readiness. to a program that recruits as many incoming Kindergarten students as possible. Another change in the past three years is the Little Cats Kindergarten Readiness Program utilizes a community push to find and involve as many incoming families as possible. With even further efforts, the program is looking for students birth to Kindergarten entry age in order to give families information and access to as many Kindergarten and early childhood resources as possible. FES knows that each year we will average 210 incoming families and for the 2018-19 school year we have 242 students) and have over the years learned that we can rely on finding approximately 130 students through our internal partners (preschool, Kids First Daycare, and Head Start) and approximately 40 students through our external partners. Those students are easy to locate, assess their readiness levels and contact to participate in the entire Little Cats Program. It is the students who do not attend any formal Early Childhood setting that are difficult to find, assess and get to participate in the programming offered to incoming students. It is our relationships with community agencies, use of targeted recruiting and utilizing multiple advertising platforms that help us identify those other students. Unfortunately, we are still not finding all the incoming Kindergarten students and we continue to find ways to get to as many incoming students as possible.

**The Next 2 Pages of This Application Are Critical.**

**Please read carefully. It is very important to be as detailed and specific as possible. You will need to include numerical data for the measured outcomes from the previous year and explain as thoroughly as possible how your agency plans to obtain program goals and outcomes for the 2019-2020 funding cycle.**

“Measured” will be exhibited by the program being anchored in data and demonstrating outcomes. Think of “Measured” in terms of horizontal (over time) and vertical (across outcome levels): Applications should demonstrate that the program is measured horizontally in that data have informed the entire life cycle/duration of the program (from design, implementation, and administration all the way through to evaluation and continuous improvement); and measured vertically in that data are used to demonstrate that the program is moving the needle across individual-, organizational-, and community-level outcomes.

Summarize, in the space provided on the next two pages, the program outcomes from the current and upcoming years.

**BE SPECIFIC AND PROVIDE DETAILED LANGUAGE.**

**Please include quantitative metrics for measuring.**

<p><b>Criteria #2: Measured Outcomes from the Current Year (7/1/18-6/30/19)</b>  <b>(Quantitative and qualitative data have informed the design, implementation, evaluation, and continuous improvement of the program and demonstrates measurable outcomes.)</b></p>
<p><b>1) What were your measurable outcomes?</b></p> <p>1. An increase in the percentage of Little Cats Kindergarten Entry Program participants over the 2017-2018 school year.</p> <p>2. An increase in the Kindergarten readiness scores of the Little Cats Jump Start Academy Participants from their screener to a post academy assessment.</p> <p>3. A baseline set of information determining the way parents learned about Little Cats, the helpfulness of the information provided and what information they feel would be beneficial for preparing their child for Kindergarten.</p> <p>OUTCOME: The data indicate of the students who attended Little Cats and participated in Kindergarten Screeners, those students had a readiness level of roughly 78%. The students who did not attend Little Cats had a much lower readiness rate, leading to an overall readiness rate of 53% for the 2018-2019 school year.</p>
<p><b>2) What client level/ community level outcomes did you track?</b></p> <p>1. The number of students who attend a Little Cats Kindergarten Entry Program vs. the number of students enrolled on the first day of school. This comparison will provide the percentage of students reached through our programing and provided with Kindergarten Readiness information.</p> <p>2. The number of students who attend the Little Cats Jump Start Academy and their Kindergarten screener scores before and after the Academy.</p> <p>3. The overall Kindergarten readiness scores for all students and the increase in readiness from their Kindergarten screener and the Brigance.</p> <p>Community Level Outcomes:</p> <p>1. An increase in the readiness of students coming from our community daycares and childcare services.</p> <p>2. A baseline set of data indicating the communication tools utilized to learn about the program and participate in the</p>
<p><b>3) What were your goals? Were your goals stated in a numerical fashion so it was easy to determine goal obtainment? If no, why?</b></p> <p>Goals are stated in a way that either provide a percentage or are stated that we gather information in order to better meet the needs of our families via client/community feedback.</p>
<p><b>4) What were your timeline/benchmarks to achieve your overall goal? How was your achievement in relation to your goals?</b></p> <p>Reaching families to encourage Kindergarten Readiness will be ongoing to reach new incoming Kindergarten students each year. However, the goals can be measured and results will be available in October each year to determine the level of readiness for all students.</p>



**Criteria #2: Measured Outcomes from the Current Year (7/1/2018-6/30/2019)**

In the space provided below, please provide detailed quantitative data in the categories/indicators that align most closely with your program's service.

**Kindergarten Readiness**

% of children (0-5) served achieve developmental milestones

% of children testing ready on Kindergarten Readiness Screeners

**Criteria #2: Measured Outcomes for the Upcoming Year (7/1/19-6/30/20)**

Summarize in the space provided how the program will be measured. **BE SPECIFIC AND USE DETAILED LANGUAGE.**

**1) What additional outcomes does your program measure other than the indicators listed above?**

1. An increase in the percentage of Little Cats Kindergarten Entry Program participants over the 2017-2018 school year.
2. An increase in the Kindergarten readiness scores of the Little Cats Jump Start Academy Participants from their screener to a post academy assessment.

**2) What client/community level outcomes will you be tracking?**

1. The number of students who attend a Little Cats Kindergarten Entry Program vs. the number of students enrolled on the first day of school. This comparison will provide the percentage of students reached through our programing and provided with Kindergarten Readiness information.
  2. The number of students who attend the Little Cats Jump Start Academy and their Kindergarten screener scores before and after the Academy.
  3. The overall Kindergarten readiness scores for all students and the increase in readiness from their Kindergarten screener and the Brigance.
- Community Level Outcomes:
1. An increase in the readiness of students coming from our community daycares and childcare services.
  2. A baseline set of data indicating the communication tools utilized to learn about the program and participate in the program. (Flyers and Posters, Social Media, Community Partners, etc.)

**3) Is your goal stated in a numerical fashion so it is easy to determine goal obtainment? If no, why?**

Goals are stated in a way that either provide a percentage or are stated that we gather information in order to better meet the needs of our families via client/community feedback.

**4) Timeline/benchmarks to achieve your overall goal?**

Reaching families to encourage Kindergarten Readiness will be ongoing to reach new incoming Kindergarten students each year. However, the goals can be measured and results will be available in October each year to determine the level of readiness for all students.

**5) How will you demonstrate that you are impacting the BIG BOLD GOALS that have been established?**

Our most important measure is the increase in participants of our Little Cats Program because every new family that is exposed to any information regarding readiness has a greater potential to help their child prepare to enter school. This increased number of families participating in readiness activities impacts the Big Bold Goal of having 75% of all students ready for Kindergarten by 2020 making sure they have access to information necessary to be successful.

**6) How will you be able to measure the program's impact on the community as a whole within the funding period?**

The impact for Kindergarten Readiness is very long-term for the community, however, for the school we find daily evidence that they students who came to school prepared for Kindergarten are inherently more successful both academically and socially. Most of the students who come in unprepared are able to meet benchmarks but behind the timeline for those who came into Kindergarten ready.

**Criteria #3: Partnered/Community-Centered**

**Collaboration** is a structured, mutually beneficial relationship between two or more organizations that work toward a common goal by sharing resources, responsibility, authority and accountability for achieving results. **It is more than agencies cooperating, responding to requests or referring clients.** Collaborations demonstrate a shared decision making, communication, planning, monitoring, and evaluating the outcomes and deliverables of the project.

Community-Centered programs will demonstrate how the input of the local community/and beneficiaries of the program has been included in the design, implementation, administration, evaluation, and continuous improvement of the program, and how this community-based input has contributed to better outcomes.

*In the space provided please describe how your program is community-centered, then list partnering organizations including the roles and contributions, outcomes and deliverables, how you're able to better help your target population, and how this partnership will help you meet United Way goals.*

**\*\* Please attach a Collaboration Agreement (Attachment A) for each of your partnering agencies.**

**Summarize in the space below how your organization is community-centered and collaborative. How does your program involve the community? The clients?**

The FES Little Cats program will be partnering with multiple community agencies, however, none of the partnerships are considered formal but rather a source of information to provide parents and the community with Kindergarten Readiness information and opportunities. An abbreviated list of partners include: 1. Simpson County Preschool, CASOKY Head Start and Kids First who are all housed at FES communicate with families regarding the program sessions, times and dates. 2. FES Kiddie Kats Program is a collaboration of local childcare providers and early educators. Meeting to discuss Kindergarten Readiness those collaborators will communicate with their families about the Little Cats program.

**Partner #1, role, and describe:**

see above

**Partner #2, role, and describe:**

**Partner #3 role, and describe:**

**Partner #4, role, and describe:**

**Criteria #4: Accountable**

(Good governance, including sound financials, strategic leadership, strong management, and stable operations, which contribute to high-performing programs and overall accountability.)

Non-profit organizations are responsible for safeguarding assets and serving charitable interests. High-performing non-profit organizations – characterized by good governance, sound financials, strategic leadership, strong management, and stable operations – have comprehensive infrastructure in-place to ensure accountability. The most competitive applicants will demonstrate mature capacity across all aspects.

- ***Please attach the following:***
  1. ***Annual financial statements (audit, review, or compiled financial statements)***
- ***If you have not been a funded agency, or a MEMBER agency of United Way since 2011 or your current information on file at United Way is no longer accurate, please submit the following:***
  1. ***Non-profit status***    2. ***Articles of Incorporation***    3. ***Bylaws***

*Summarize in the space provided how the organization is accountable.*

Attached is the Simpson County Schools Federal Grant Policy which covers this criteria.

**Case History/Closing Statement:**

Provide one case history from the previous year that highlights the success of your program. Utilize this space to explain why your organization and program are the most effective in meeting the Priority Focus Area and Strategy that you have identified? Include any additional closing comments on what makes your program unique and why this program should be funded?

As I have reflected on the impact of the Little Cats program, I can see there are multiple impacts on our students. One of the biggest impacts is that we have the information to prepare to meet each students needs on an individual level at the time they enter Kindergarten, day one. So not only are parent's armed with information to prepare their child, but we are prepared to meet that child day one and move them academically and socially to the next level. This illustrates why our Little Cats Kindergarten Entry program is effective in meeting Education Priority focus area and strategy that we have a identified. Getting information and resources to parents in helping parents understand kindergarten readiness, turn this information helps parents understand what it means to be kindergarten ready. Parents are now armed with the information necessary to bring questions and concerns and utilize resources to help their child become ready for kindergarten or make decisions regarding their childcare options. This program is unique because in Simpson County there is only one school that services kindergarten and we have to work hard in order to capture as many students coming to kindergarten as possible prior to their entry in order to give them information and so FES can prepare for our diverse student needs as soon as possible. Without that funding we won't have the ability to meet the needs of those students who we haven't had the opportunity to have in our building as pre-Kindergarten students and not be able to help the community achieve that kindergarten readiness goal that we really want to have for Simpson county.

☐ I certify I am the duly authorized officer or representative of the requesting organization and to the best of my knowledge, the information provided in this application is accurate. I understand and agree to provide additional documentation in support of the information provided if requested by United Way of Southern Kentucky.  
**(Representative must check box or application will not be valid)**

The agency Executive Director and Board of Directors have read and are in agreement/compliance with the Policies and Procedures for Funded Agencies document including the Minimum Standards for United Way Funded Agencies.

By signing and submitting this Application Form, I confirm my organization's understanding and acceptance of the rules and conditions for application. The information in this Application Form is true to the best of my knowledge.  
*Applications without a valid signature will not be considered.*

<div style="border: 1px solid black; height: 30px; width: 100%;"></div> Signature of CEO / Executive Director	<div style="border: 1px solid black; height: 30px; width: 100%;"></div> Date
<div style="border: 1px solid black; height: 30px; width: 100%;"></div> Print Name	<div style="border: 1px solid black; height: 30px; width: 100%;"></div> Title

**\*\*Remember-Prior to submitting the application, please be sure that you have attached the following documents:**

1. Attachment A – Collaboration Agreement for **each** collaborating agency
2. Annual financial statements (audit, review, or compiled financial statements), based on the size of your organization
3. Attachment - B Budget Spreadsheet

**In addition, if you are not a currently funded agency or your information is no longer current, please submit the following:**

1. Non-profit status
2. Articles of Incorporation
3. Bylaws

**BOARD OF DIRECTORS:**

(List : First Name, Last Name, Affiliation, Mailing Address, Board Position, Date Term Expires)

Simpson County Board of Education: Dr. James Flynn, Superintendent, and Elected Board Members:  
Mr David Webster,  
Chairperson, and Board Members Mrs. Jennifer Stone, Mrs. Heidi Estes, Mrs. Nancy Uhls and Mrs.  
Bridgette Crawford.  
Mailing Address is 430 South College Street.



**BUDGET NARRATIVE** Please see Attachment B for budget spreadsheet & instructions.

This page offers you the opportunity to explain any significant increases in revenue and expenditures. In the space below, please answer all questions to the best of your ability.

**1) Itemize significant (over \$1,000) miscellaneous/other expenditures**

Attached is the most recent Simpson County Schools Audit Report.

**2) Explain variances (+/- 10% or \$5,000-whichever is lower) in 2018 (7/1/18 – 6/30/19) projected actuals versus 2019 (7/1/19 – 6/30/20) budget:**

Attached is the most recent Simpson County Schools Audit Report.

**3) Please provide explanations for budget line items 2,5,6,10, and 44:**

Attached is the most recent Simpson County Schools Audit Report.

**4) Identify committed sources of revenue such as program service fees, grants, contracted arrangements, income from government agencies and foundations, as well as corporate contributions:**

Attached is the most recent Simpson County Schools Audit Report.

**5) ITEMIZED LISTING OF HOW YOUR AGENCY WILL SPEND FUNDS AWARDED BY UWSK.**

## AGENCY FUNDRAISING PLAN

For each fundraising effort conducted in 2018 (7/1/18 – 6/30/19) and planned for 2019 (7/1/19- 6/30/20), provide beginning and ending dates, a description of the effort, the target group for solicitation and the actual (2018) and projected (2019) gross and net income from the effort. Please identify both program and agency income. Identify corporate sponsors for events.

Fundraising Effort #1

Beginning/End Dates:  -

Description:

As a school we do not participate in any fundraising in respect of our student's age and safety.

Target Group for Solicitation:

Actual or Projected Gross Net Income from Effort (Agency/Program): \$

Corporate Sponsors:

Fundraising Effort # 2

Beginning/End Dates:  -

Description:

Target Group for Solicitation:

Actual or Projected Gross Net Income from Effort (Agency/Program): \$

Corporate Sponsors:

Fundraising Effort # 3

Beginning/End Dates:  -

Description:

Target Group for Solicitation:

Actual or Projected Gross Net Income from Effort (Agency/Program): \$

Corporate Sponsors:

**DEMOGRAPHIC PROFILE FOR PRIMARY BENEFICIARIES OF PROGRAM** Record the unduplicated count (#) for each classification.

Please estimate and provide unduplicated client information for the outlined classifications. Client information should be provided only for the "primary beneficiary" of your program. The "primary beneficiary" is defined as the person(s) who most benefit from the services of the program. Please indicate who you define your "primary beneficiary" to be. Information should include your 2018 (7/1/2018-6/30/2019) projected actuals, and projections/goals for 2019 (7/1/2019-6/30/2020). ***This client profile is to be completed only for the program for which you are requesting United Way funding. You must indicate how your organization defines primary beneficiary.***

*NOTE: The numbers indicated should match the "primary beneficiary" data provided in Service Statistics section on the next page.*

**PRIMARY BENEFICIARY DEFINED AS:** Incoming Kindergarten Students

CLASSIFICATION	7/1/18 - 6/30/19 PROJECTED	7/1/19 - 6/30/20 GOAL
<b>GENDER:</b>		
Male	100	100
Female	100	100
Gender Unknown		
<b>TOTAL 200</b>	0	0
<b>ETHNICITY/RACE:</b>		
Asian/Pacific Islander		
Black/African American		
Native American		
Caucasian		
Hispanic/Latino		
Other		
Ethnicity Unknown	200	200
<b>TOTAL 200</b>	0	0
<b>AGE:</b>		
0-3 years		
4-5 years	200	200
6-10 years (elementary school)		
11-14 years (middle school)		
15-18 years (high school)		
18-64 years		
65 years and over		
Age unknown		
<b>TOTAL</b>	0	0
<b>INCOME:</b>		
At or Below Poverty Level		
Above Poverty Level		
Income Unknown	200	200
<b>TOTAL</b>	0	0

## SERVICE STATISTICS

Please provide service statistics for the **individual program you are requesting funding for**. Service statistics are to be provided for both the "primary beneficiary" and the groups of "other beneficiaries" of your program. "Other beneficiaries" are those groups of individuals who also benefit from the services of your program. Examples might include teachers in the classroom where you are providing services to the students, children of parents to who you provide services, etc. Data should be provided for each group of "other beneficiaries" that you define for the program. Please provide a separate table for each of those groups of "other beneficiaries".

Provide data for 2018 (7/1/18-6/30/19) projected actuals and 2019 (7/1/19-6/30/20) goals.

*NOTE: The numbers indicated for your "primary beneficiaries" should match the "primary beneficiary" data provided in the Demographic Profile section on the previous page.*

	PRIMARY BENEFICIARY		OTHER BENEFICIARIES	
	Defined As:	Incoming Kindergarten Students participating in Little Cats	Defined As:	Kindergarten Teachers
	7/1/18 -6/30/19	7/1/19 - 6/30/20	7/1/18 - 6/30/19	7/1/19 - 6/30/20
# Served By County	PROJECTED	GOAL	PROJECTED	GOAL
Allen				
Barren				
Butler				
Edmonson				
Hart				
Logan				
Metcalfe				
Monroe				
Simpson	200	200	10	11
Warren				
Other				
Unknown				
Total Served	0 200	0 200	0 10	1 0 11

## AVERAGE COST PER PRIMARY BENEFICIARY

Provide the cost per primary beneficiary below ONLY for the program for which you are applying.  
Please provide for 2018 (7/1/18-6/30/19) projected actual and 2019 (7/1/19-6/30/20) projection/ goal.

### 7/1/18 - 6/30/19 Projected Actual

Total Program Expenses (cell A45 from Program and Agency Budget Supplemental Attachment) DIVIDED BY Total number Primary Beneficiaries

7500	DIVIDED BY	200	=	37.5
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### 7/1/19 - 6/30/20 Projected

Total Program Expenses (cell B45 from Program and Agency Budget Supplemental Attachment) DIVIDED BY Total number Primary Beneficiaries

7500	DIVIDED BY	200	=	37.5
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The Statement of Capital Purchases compares an agency's and a program's 2018 (7/1/18–6/30/19) projected actuals for capital purchases versus the 2019 (7/1/19 – 6/30/20) budget.

	7/1/18 - 6/30/19 Projected Program Actual	7/1/19 - 6/30/20 Program Budget	Dollar Variance	7/1/18 - 6/30/19 Projected Agency Actual	7/1/19 - 6/30/20 Agency Budget	Dollar Variance
<b>LAND, BUILDING &amp; EQUIPMENT PURCHASES</b> <b>(List all purchases over \$500)</b>						
			\$			\$
			\$			\$
			\$			\$
			\$			\$
			\$			\$
			\$			\$
			\$			\$
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			\$			\$
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			\$			\$
			\$			\$
			\$			\$
			\$			\$
			\$			\$
TOTAL	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

## STATEMENT OF FINANCIAL POSITION

Provide a comparison of the agency's Statement of Financial Position for the calendar as of 12/31/18 and 12/31/17.

TOTAL ALL FUNDS		
ASSETS	As of 12/31/18	As of 12/31/17
Petty Cash		
Checking Accounts		
Savings Accounts		
Short-Term Investments		
Accounts Receivable Less Allowance: _____		
Pledges Receivable Less Allowance: _____		
Supplies for Sale or Use		
Prepaid Expenses & Deferred Charges		
Due To or From Other Funds		
Other Current Assets		
Land, Building, & Equipment Less Accum Depreciation: _____		
Other Non-Current Assets		
<b>Total Assets</b>	<b>\$ 0.00</b>	<b>\$ 0.00</b>
<b>LIABILITIES</b>		
Accounts Payable		
Payroll Taxes Payable		
Accrued Expense		
Allocations Payable		
Grants Payable		
Other Current Liabilities		
Donor Support Designated for Future		
Due To or From Other Funds		
Land, Building & Equipment		
Other Non-Current Liabilities		
<b>Total Liabilities</b>	<b>\$ 0.00</b>	<b>\$ 0.00</b>
<b>NET ASSETS (= TOTAL ASSETS less TOTAL LIABILITIES)</b>		
Unrestricted for General Use		
Restricted		
<b>Total Net Assets</b>	<b>\$</b>	<b>\$</b>
<b>Total Liabilities &amp; Net Assets (= TOTAL ASSETS)</b>	<b>\$</b>	<b>\$</b>