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Absolute Priority

Berea College, Berea Independent School District and multiple community partners have designed and **will implement this Full Service Community School program in three schools that are eligible for schoolwide programs.** Our consortium includes one LEA (Berea Independent School) and multiple community-based and nonprofit organizations (See Memorandum of Agreement for detailed description) **and thus meets the requirements to be an eligible entity.**

Our consortium, the eligible entity, will provide comprehensive services at three school sites and will provide services to the 1,092 students enrolled in these school sites as follows:

- Berea Independent Elementary School, preschool through 5th grade, 513 students;
- Berea Independent Middle School, 6th through 8th grade, 244 students;
- Berea Independent High School, 9th through 12th grade, 335 students.

Our program is a district-wide program and includes all schools and students within the district.

Berea Independent Schools qualifies for district wide, 100% free and reduced lunch, with 87% of the students living within the school district boundaries eligible for free or reduced-price lunch.

Thus, the Berea Independent School District is eligible for schoolwide FSCS services.¹ ***Our consortium, comprised of the eligible entity, and our partners, will focus our services only on schools eligible for a schoolwide program.*** Should the status of any of our three FSCS sites change, we will immediately connect with the US Department of Education and address the impact of the change.

We have designed a Berea FSCS project that meets all the program requirements of a Full Service Community School, Figure 1.

Figure 1. FSCS Requirements Addressed within Proposal	
Requirement	Page Numbers Addressing Requirement
Description of Eligible Entity	1, 37-43
MOU among all partners in the eligible entity	37-42, Appendix C
Capacity of the eligible entity to coordinate and provide pipeline services at two or more FSCS	4, 8, 42-45
Comprehensive Plan that includes:	
Student, family and school community to be served, including demographic information	11-19
A needs assessment that identifies the needs of students, families and community residents	11-22
Annual measurable performance objectives and outcomes, including an increase in the number and percentage of families and students to be targeted for each year, in order to ensure that children are 1) prepared for Kindergarten, 2) Achieving academically; and 3) Safe, healthy, and supported by engaged parents	7-11
Pipeline services, including existing and additional services, to be coordinated and provided by the entity, including 1) why services have been selected; 2) how services will impact student academic achievement 3) how services address the objectives and outcomes	7, 22-36
Plans to ensure that FSCS site has:	
a full-time coordinator, a description of funding source for the coordinator	7, 55-56
plans for professional development of staff	48-49
plans for joint utilization and management of school facilities	49-50
Plans for annual evaluation based upon attainment of the objectives and outcomes	55-63
Plans for sustaining the programs and services beyond the grant period	44-46
Assurance that the eligible entity and partners will focus services on schools eligible for a schoolwide program	1

Competitive Preference Priority 1--Rural Districts

Berea Independent School District is eligible under the Rural and Low-Income School.

Twenty-six percent of the children ages 5 through 17 years served by Berea Independent Schools

are from families with incomes below poverty; and all the schools are designated with a school locale code of 32.²

Competitive Preference Priority 2--Broadly Representative Consortiums

Our consortium is a multi-sector representation of the organizations that support student success in our rural community. The consortium membership represents the following sectors: public schools, postsecondary education, health and mental health providers, financial services provider, family engagement, out-of-school time and safety providers, and educational advocacy organizations. The rural nature of our community means that the sectors represented may seem more limited than you would find in an urban or suburban area. For example, no private or charter schools serve students living in our rural community. We have no Boys and Girls Clubs or YMCAs within our community. No community foundation is focused on the success of Berea students and their families. Due to the rural nature of our community, many of our consortium members are regional or statewide organizations that provide services across a broad swath of rural communities.

Our consortium members include:

- Berea College (an institution of higher education)
- Berea Independent School District (a local educational agency)
- Appalachian Community Federal Credit Union (a nonprofit banking institution)
- Kentucky Center for School Safety (a statewide safety collaborative)
- KentuckyOne Health Foundation (a regional healthcare foundation)
- Kentucky Out of School Alliance (a statewide organization supporting out-of-school time)

- Prichard Committee (a nonpartisan advocacy organization and provider of family engagement programs)
- White House Clinic (a healthcare organization)

Additional information is provided on each partner in the Adequacy of Resources section on page 37.

Competitive Preference Priority 3--History of Effectiveness

Our consortium members have a long history of working together to impact children and families in Berea. In rural communities like ours, where there are few organizations working to support students and success, the organizations that do the work collaborate. A recent example of effective collaboration is the consortium's success in securing a 21st CCLC program for Berea Independent High School and a Striving Readers program for Berea Independent Elementary. The consortium designed these programs, prepared the grant applications and submitted the applications. The applications were funded and the consortium is providing the vision and leadership for the work in anticipation of a fall launch of the programs. The partnership development and collaboration required to design, submit and receive this funding will be helpful as we implement the FSCS program at three Berea sites. Most importantly, through FSCS the consortium will have the ability to coordinate these programs and others into a seamless pipeline of services that will positively impact students and families.

Another example of our consortium's work is our collaboration around the GEAR UP college access and success program. Our work with GEAR UP has a larger footprint than FSCS and involves other school districts. However, the consortium's local coordination of the GEAR UP work was essential for program success. During GEAR UP 2005, from years 2005 to 2009, there was an increase of 17% in middle school students at or above grade level in math and a

growth in reading of 3%. Success was had in closing achievement gaps for low-income students, who are identified by their eligibility for free/reduced-priced lunch (FRPL). In 2004 (baseline), there was gap of 11% in math between FRPL students and non-FRPL students for our GEAR UP project. By 2008, the gap decreased to 9%. In reading, the gap of 10% between FRPL students and non-FRPL students in 2004 narrowed to 8% by 2008.³

Competitive Preference Priority 4--Evidence-Based Activities, Strategies, or Interventions

Our proposed FSCS is supported by promising evidence as defined by the US Department of Education. A key project component included in our logic model (Check and Connect) is informed by research and evaluation findings that suggest the project component is likely to improve relevant outcomes. More importantly, in addition to meeting the standards required for *promising* this key project component of our design meets the more stringent definition of *moderate evidence*.

In the context of federal education law and regulations, “evidence-based” means the

Definition of "Evidence-Based" in the Every Student Succeeds Act (ESSA)

The top 3 levels require at least one study that found a **statistically significant effect** on improving student outcomes or other relevant outcomes. The specific level of evidence (1-3) depends on the study's design:

- (1) Strong** •• At least 1 well-designed and well-implemented **experimental** study (i.e., randomized)
- (2) Moderate** •• At least 1 well-designed and well-implemented **quasi-experimental** study (i.e., matched)
- (3) Promising** •• At least 1 well-designed and well-implemented **correlational** study with statistical controls for selection bias

The 4th level of evidence includes ideas that do not yet have an evidence base qualifying for the top 3 levels. Given the requirement in the 2nd bullet below to examine the effects of these ideas, this level can be referred to as "evidence-building."

- (4) "Evidence-Building"** •• **Demonstrates a rationale** based on high-quality research or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes
- Includes **ongoing efforts to examine the effects** of such activity, strategy, or intervention

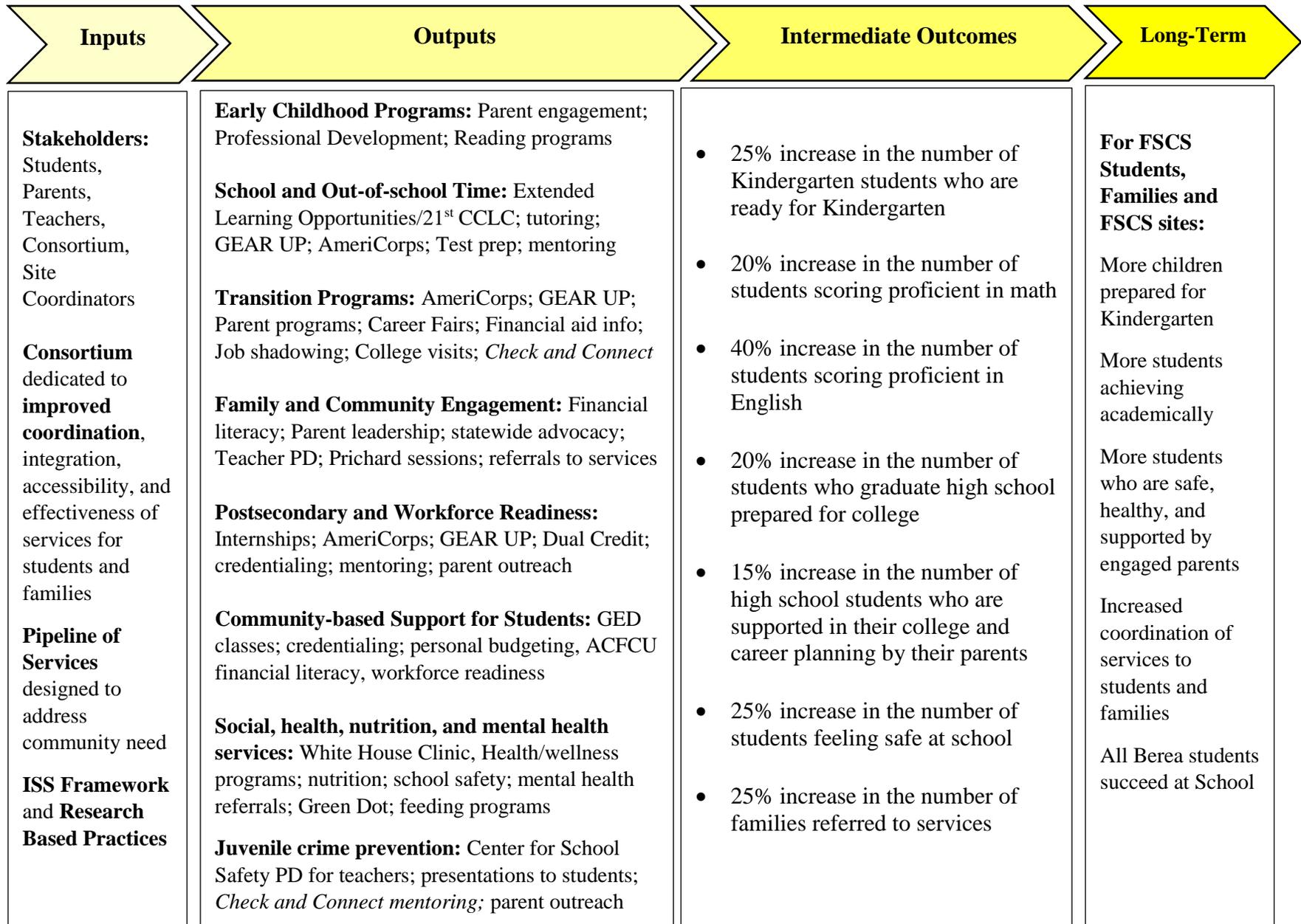
proposed project component is supported by one or more of levels of evidence with the first level of evidence being the most significant. Evidence classified as *promising* is the 3rd level of evidence. Evidence that qualifies as

moderate is the 2nd level of evidence as illustrated above.⁴

Check and Connect, a key component within our logic model, meets the What Works Clearinghouse (WWC) standard required for *promising* and *moderate evidence* of effectiveness as follows in Figure 2:

Figure 2. Check and Connect Satisfaction of Criteria for Meeting Promising Evidence	
Criteria	WWC Review of Check and Connect Studies
Based on high quality research or positive evaluation that such intervention is likely to improve student outcomes	Two studies are randomized controlled trials that meet WWC group design standards without reservations: Sinclair, Christenson & Hurley, C. M. (1998). Dropout prevention for youth with disabilities: Efficacy of a sustained school engagement procedure. <i>Exceptional Children</i> , 65(1), 7–21. Sinclair, Christenson & Thurlow, M. L. (2005). Promoting school completion of urban secondary youth with emotional or behavioral disabilities. <i>Exceptional Children</i> , 71(4), 465–482.
At least one study meets the WWC Evidence Standards without reservations	Two studies meet WWC group design standards: <ul style="list-style-type: none"> • Sinclair, Christenson & Hurley, 1998 • Sinclair, Christenson, & Thurlow, 2005
A statistically significant favorable impact on a relevant outcome (with no statistically significant unfavorable impacts on that outcome for relevant populations in the study or other studies reviewed by and reported on by the WWC)	The WWC review for the Dropout Prevention area includes student outcomes in the domain of staying in school as follows: *The Sinclair (1998) study reported that 9 th grade students in Check & Connect were statistically significantly less likely than similar comparison group students to drop out of school by the end of 9 th grade. *The Sinclair (2005) study reported Check & Connect students were statistically significantly less likely to have dropped out at the end of the 4th follow-up year. *For the progressing in school domain, both showed statistically significant positive effects, resulting in an improvement index of +30. *For the staying in school domain, both studies showed statistically significant positive effects, resulting in an improvement index of +25. Result: WWC rating of positive effects, with small extent of evidence
Includes a matched sample that overlaps with the populations or settings proposed to receive the process, product, strategy, or practice.	<p style="text-align: center;">Check and Connect Study Populations</p> <ul style="list-style-type: none"> *Included 238 students who attended Minneapolis high schools & entered program in the beginning of 9th grade. *Included students receiving special education services. <p style="text-align: center;">Our Mentoring Program Population</p> <ul style="list-style-type: none"> *Includes rising 9th grade students *Includes students receiving special education services.

Our rationale is demonstrated by our logic model, which follows:



I. Quality of the Project Design

A. The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable

Our consortium developed Berea Full Service Community School (Berea FSCS) to meet the needs of the students and families in rural Berea, Kentucky. Berea College, the lead applicant, is in its last year of successfully implementing a Full Service Community School program in rural Knox County, Kentucky (Knox FSCS). Several of the Berea FSCS consortium were actively engaged in the Knox FSCS project. The Berea FSCS consortium has reviewed information from Knox FSCS, talked with the program's staff and has learned from their experience. Knox FSCS was successful. Each year, Knox FSCS met and significantly exceeded the program's GPRA measure related to the percentage of students and families targeted for services that receive services, annually. For the 2018 annual performance report, Knox FSCS served an unduplicated 94% of its target population. Knox FSCS met academic achievement performance measures in both math and in English with a 26.7% improvement in math and 26.9% in English as measured by Kentucky's student assessment. The consortium is building Berea FSCS on the foundation, the lessons learned and the practices of Knox FSCS.

Like the work in Knox FSCS, our program design is influenced by the Coalition for Community Schools' research and their results framework.⁵ The Berea FSCS consortium will collaboratively work toward the result that *All Berea Students Succeed at School* and has established objectives and performance measures to measure progress toward this result (*Figure 3*). Our logic model, page 7, illustrates our theory of change.

Figure 3 illustrates the goals, objectives and outcomes to be achieved by our project. Our specific performance measures will ensure that we are on track to achieve each objective. During the first quarter of implementation, our project director, partnership councils and evaluator will

work to establish baselines in the areas where they are needed and will set annual targets for each performance measure to ensure that we are on track for achieving the objectives by the end of the project period. Baseline data was established using the best available data at the time of the needs assessment.

Figure 3: Goals, Objectives and Outcomes		
Objectives	Baseline Data for Objective	Outcome Performance Measures
Goal 1: To increase the number and percentage of children prepared for kindergarten.		
Obj 1.1: 25% increase in the number of students ready for Kindergarten.	2017 – 2018 Baseline Brigance, Kindergarten Readiness <ul style="list-style-type: none"> 53.4% (39 students) of students not ready 	PM 1.1.1: #/% students and #/% of parents participating in transition to K programs PM 1.1.2: #/% students at kindergarten readiness on Brigance
Goal 2: To increase the number and percentage of students achieving academically.		
Obj 2.1: 20% increase in the number of students scoring proficient in math.	2016 – 2017 Baseline K-PREP Math #/% Proficient or above <ul style="list-style-type: none"> 31.9% (87 students) Elementary students 29.5% (72 students) Middle school students EOC Alg. II, #/% Proficient or above <ul style="list-style-type: none"> 26% (27 students) of Algebra II students 	PM 2.1.1: #/% of students participating in math tutoring, test prep, and other academic support activities PM 2.1.2: #/% of students and #/% of family members who participate in programs focused on transition -- elementary to middle, middle to high, high to college and career PM 2.1.3: #/% chronically absent students receive mentoring, supportive services PM 2.1.4: #/% at Proficient or above in math on Kentucky assessment PM 2.1.5: #/% at Proficient or above in Algebra II end-of-course exam
Obj 2.2: 40% increase in the number of students scoring proficient in English.	2016-2017 Baseline K-PREP Language Mechanics #/% Proficient or above <ul style="list-style-type: none"> 36.4% (32 students) Elementary students 38.4% (33 students) Middle School students EOC English II, #/% Proficient or above <ul style="list-style-type: none"> 53% (48 students) English II students 	PM 2.2.1: #/% of students participating in English tutoring, test prep, and other academic support activities PM 2.2.2: #/% of students and #/% of parents participating in programs focused on transition -- elementary to middle, middle to high, high to college PM 2.2.3: #/% chronically absent students receive mentoring, supportive services PM 2.2.4: #/% Proficient and above in Language Mechanics on state assessment PM 2.2.5: % at Proficient and above in English end-of-course exam

Figure 3: Goals, Objectives and Outcomes		
Objectives	Baseline Data for Objective	Outcome Performance Measures
<p>Obj 2.3: 20% increase in number of students who graduate high school prepared for college.</p>	<p>Baseline: 2016-17 ACT Math, #/% at benchmark</p> <ul style="list-style-type: none"> 43% (37 students) at benchmark in math) <p>ACT English, #/% at benchmark</p> <ul style="list-style-type: none"> 52.3% (45 students) at benchmark in English <p>AFGR Graduation rate, #/% of graduates</p> <ul style="list-style-type: none"> 81% (87 students) graduate on time <p>College Readiness, #/% of high school graduates</p> <ul style="list-style-type: none"> 45% (39 students) of high school graduates do not graduate college ready 	<p>PM 2.3.1: % of students at/above benchmark on ACT in English and in Math PM 2.3.2: #/% of students and their families who participate in transition from HS to college activities PM 2.3.3: #/% of disconnected youth who are re-connected to school PM 2.3.4: #/% of youth who reenter school from juvenile justice</p>
<p>Goal 3: To increase the number of students that are safe, healthy, and supported by engaged parents.</p>		
<p>Obj 3.1: 15% increase in number of high school students supported in college and career planning by their parents.</p>	<p>Baseline: Will be established during first quarter of FSCS program via a survey to all high school students.</p>	<p>PM 3.1.1: #/% of parents participating in college and career planning activities PM 3.1.2: #/% parents who complete FAFSA PM 3.1.3: #/% students reporting, via survey, feeling supported by parents PM 3.1.4: #/% of students and #/% of family members who participate in programs focused on transition from high school to college and career</p>
<p>Obj 3.2: 25% increase in the number of students feeling safe at school.</p>	<p>Baseline: Will be established during first quarter of FSCS program via a survey to all high school students.</p>	<p>PM 3.2.1: #/% of students who report having an adult to talk to about concerns PM 3.2.2: #/% of students and #/% of family members who participate in programs focused on transition from elementary to middle school and from middle school to high school PM 3.2.3: #/% chronically absent students who receive mentoring, supportive services PM 3.2.4: #/% of disconnected students who are reconnected PM 3.2.5: #/% of students who feel school is a safe place</p>

Figure 3: Goals, Objectives and Outcomes		
Objectives	Baseline Data for Objective	Outcome Performance Measures
Obj 3.3: 25% increase in the number of families referred to services.	Baseline: Will be established during first quarter of FSCS program via a survey to all high school students.	PM 3.3.1: # of programs at FSCS for family members PM 3.3.2: #/% of families who participate in FSCS programs PM 3.3.3: #/% of families referred to services

In addition to establishing annual measurable performance objectives and outcomes, we have established measurable outcomes for the increase in the number and percentage of families and students targeted for service each year of the program in order to ensure that our three goals are met, Figure 4. Our outcomes were based on: 1) our experience successfully implementing a Full Service Community School program in rural, Appalachian Knox County Kentucky that was of similar scope and size; 2) the number and percentage of students living within the school district boundaries that qualify for free and reduced lunch (87%), and; 3) the needs assessment highlighting the gaps and weaknesses in services to students and families.

Figure 4. Number and percentage of families and students targeted each year for services						
		Number and Percentage of Students and Families to be Served Each Year by FSCS				
	Baseline 2017-18	#/% Year one	#/% Year Two	#/% Year Three	#/% Year Four	#/% Year Five
Students	1092	799 (75%)	841 (77%)	863 (79%)	885 (81%)	907 (83%)
Family Member	1092	437 (40%)	459 (42%)	481 (44%)	502 (46%)	525 (48%)

B. The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs

There are many tough places in this country: the ghost cities of Detroit, Camden and Gary, the sunbaked misery of inland California and the isolated reservations where Native American communities were left to struggle. But in its persistent poverty, Eastern Kentucky—land of storybook hills and draws—just might be the hardest place to live in the United States. Statistically speaking.

Annie Lowery, “What’s the Matter with Eastern Kentucky?”
New York Times, 6/29/2014

From January–April 2018, consortium members reviewed school plans, ACT and state assessment data, community level data and student and parent survey data; and interviewed community members, administrators, counselors, and teachers. From this comprehensive needs assessment, we have identified the needs, gaps and weaknesses in services that will be addressed in our Full Service Community Schools project design.

Community Level Data

To fully understand the students we serve, one must understand the challenges of rural Appalachia. Of the poorest 250 counties in the United States, 244 are rural. One in four of America's public schools are rural. One in five poor children in this country live in a rural area.⁶ *The Forgotten Fifth: Child Poverty in Rural America*, notes that this group of vulnerable young Americans is seldom on the minds of the public or policy makers when they talk about child poverty in the United States:

*Rural poverty is...widespread and diverse. Rural poverty encompasses impoverished rural hollows in the Appalachian Mountains, former sharecroppers' shacks in the Mississippi Delta, and desolate Indian reservations on the Great Plains. The lack of a single image of rural poverty makes it more difficult to describe and discuss.*⁷

Our community puts a face on rural poverty and emphasizes the dire need for increased services to students in rural Appalachia. Poverty levels are high; educational attainment and income are low, all exacerbated by the rural nature of the area. Economic and educational problems are deeply embedded. The Appalachian Regional Commission (ARC) created an index of county economic status that ranks all counties in the nation. The index, based on three-year average unemployment rate, per capita market income, and poverty rate, ranks Madison County, where Berea is located, in the bottom 37% of all counties in the nation.⁸ Berea is the most distressed area within Madison County. A distressed area is one that ranks in the

bottom 10% of all areas in the nation. ARC has designated one census tract in Madison County as distressed, and that census tract is within the city of Berea and that tract encompasses roughly 30% of Berea Independent School District’s territory. Figure 5 contains socio-economic information for Berea.⁹

Figure 5. Socio-Economic Information for the Community			
Region	% of Below Poverty	Per Capita Income	% US Poverty Rate
Berea FSCS	22% children, 15% families	\$22,271	141%
Nation	21% children, 11% families	\$ 29,829	100%

Persistent childhood poverty, like the poverty experienced in our rural Appalachian community, has been linked to academic failure, school dropout, and reduced rates of college attendance and graduation.¹⁰ Students living in poverty, on average, start their educational experience significantly behind their peers in terms of the precursor reading and mathematics skills and the knowledge they bring to school. Differential experiences during the summers between grades widen these gaps. As they grow older, students in poverty tend to have less academic background knowledge and more limited vocabularies, which further challenge the pace with which they read and absorb academic material.¹¹

Our community is under-educated. Twenty-nine percent of the residents of Madison County have a bachelor’s degree or higher.¹² These adults are the caretakers for our children and our youth.

Our rural parents do not have the information necessary to assist their children with educational planning including financial planning for college. Contrary to popular stereotypes depicting Eastern Kentucky parents who do not want their children to attend college for fear of losing the children or that the children “will get above their raising,” we find that most parents ***do*** want their children to succeed at school and attend college. In a 2018 Berea College survey of

8,097 parents of Eastern Kentucky youth, 92% had spoken to their children about attending college and 70% believed their children will receive four-year degrees. However, the survey revealed that the majority of parents do not have information to assist their children with college planning—56% reported that no one had ever spoken with them about college entrance requirements, and 59% reported having no information about financial aid for college.

Our families need information about financial planning to prepare for their children’s education. In our high poverty community, the unemployment rate is 8% (7% in the nation).¹³ Building up even a small amount of savings is a challenge. According to Corporation for Enterprise Development 2018 data, 46% of households in the Berea FSCS area, as compared to 44% in the nation, are “liquid asset poor,” meaning they have less than three months of savings to live at the poverty level if they suffer an income loss.¹⁴ With liquid-asset poverty comes a lack of capacity on the part of families to financially plan for their children’s education.

“College is more of a dream than a reality for most students here. When college cost more than a family makes, sending a kid to college is not an option. In addition to cost, being first generation college students can be stressful. The college process is difficult to navigate even with support, and most of us students do not have a support system to help.”

Berea High School Senior, June 2017

Parents do not have the skills needed to assist their children in planning for higher education, including financial planning. Our survey of school leaders reveals schools provide parents with limited information regarding college planning and financial aid availability. Less than 50% of parents receive postsecondary information, and no programs provide low-income parents the skills necessary for supporting their child in identifying and financing higher education pathways.¹⁵

Many of our youth experience homelessness and inadequate housing. In high poverty areas such as ours, housing insecurity impacts student outcomes. Severe housing problems are defined as homes that lack complete kitchen facilities, lack complete plumbing, are severely overcrowded, or severely cost burden the residents. In our community, 17% of households live with severe housing problems as compared to 9% in the nation.¹⁶ Four percent of children in our community experience homelessness, a rate that parallels that of Kentucky which is ranked 42nd of all states (with 1st being the best) in overall performance related to youth homelessness.¹⁷ *America's Youngest Outcasts* researchers found that homeless children were more likely to experience moderate to severe acute and chronic health problems.¹⁸

We face a generational cycle of substance abuse. Appalachian Kentucky is known for artistry, unique culture and rolling landscapes, but it is also known as the nation's *painkiller belt*. Our war on *prescription opioids* has been reported nationally. People from all walks of life are battling addictions to pills that are legal and distributed by medical professionals. Over the last five years, the opioid crisis has ravaged our community impacting those most vulnerable, our children and youth. As one youth stated:

*"Drugs are just a part of the eastern Kentucky town I grew up in, passed down like the poverty that ran through its veins. As each year of high school went by, I watched more and more of my classmates and friends give up the fight for an education and drop out, my class size diminishing by roughly two hundred students."*¹⁹

The 2016 Kentucky Incentive Prevention Survey (KIP) found that many students in our region report concerning rates of substance and alcohol abuse at 10th grade. The report identified the following rates of substance abuse in our region:

- 20.2% of 10th graders reported using alcohol one or more times in the past 30 days.
- 12.6% of 10th graders reported using marijuana one or more times in the past 30 days.²⁰

Youth who abuse drugs or alcohol are at greater risk of academic failure and high school dropout.²¹

There is a need for a better understanding of mental health services and the availability of the services. The needs assessment of elementary and middle school students ranks anxiety and attention issues as the top two social and emotional issues that interfere with learning.²² A recent survey shows that 39% of middle and high school respondents report assistance is needed to manage stress and that 30% think school is an unsafe place.²³ Teachers listed professional development on helping students and parents with social and emotional traumas as a top need.²⁴

School Level Data

Our schools are failing our children: In 2016, two of our three FSCS sites – Berea Independent Elementary School and Berea Independent Middle School – were ranked in the bottom 30th percentile of all schools within the state by the Kentucky Department of Education (KDE).²⁵ As a result, Berea Independent Elementary School and Berea Independent Middle School were labeled by KDE as “needs improvement” and receive mandated technical assistance from the state.

There are no systems in place to identify and provide interventions to students academically at risk. Our schools offer limited data-driven interventions targeted to individual student needs. Even though schools have good data at their fingertips, they lack systems to ensure that students are on target to graduate high school college ready. Schools are not using assessment data to target academic interventions to students not at college readiness benchmark. When schools were asked how they use data to monitor student progress over time, schools did not have a definitive plan.²⁶

Many of our children are behind before they start school. The majority of children in our community are entering Kindergarten not ready to learn and only 36% are enrolled in formal

preschool programs.²⁷ In August 2017, all children entering kindergarten in our Berea FSCS (73 children) were assessed by the Brigance Kindergarten Screen, a developmentally appropriate early learning measure adopted by Kentucky.²⁸ Fifty-three percent of those assessed (39 children) were not ready for Kindergarten and they lacked age-appropriate motor, language and concept development functioning.²⁹

Many of our youth are at risk of academic failure. Kentucky's state assessment describes how students' work compares to a fixed level of performance. The goal is to get all students to proficient. Large numbers of students are scoring below proficient in English and math. In 2016-17, 64% of 3rd grade students in our community were below proficient in reading (KY 44%), and 74% were below proficient in math (KY 49%).³⁰ Fifty-one percent of Berea 8th grade students scored below proficient in reading (KY 43%) and 76% scored below proficient in math (KY 51%).³¹ Forty-seven percent of Berea 11th grade students taking the ACT scored below benchmark in reading (KY 47%) and 57% scored below benchmark in math (KY 56%).³²

Across all grade levels and subject areas, the vast majority of the students in the community scoring below proficient were low-income. In 8th grade reading, 82% of students scoring below proficient were low-income.

There are no interventions designed to meet the needs of low-income students. The available intervention programs are primarily for students who take the initiative to attend. Little or no time is spent guiding students to participate in academic interventions, particularly low-income students. No school staff is responsible for connecting with parents to advise them of their students' academic needs, sharing the availability of academic interventions or inviting them to enroll their students.³³

Large numbers of our students are dropping out of high school. The Kentucky Department of Education defines chronic absenteeism as missing 10 percent or more of school days in the academic calendar. Research from Attendance Works indicates that with every year of chronic absenteeism, a student’s likelihood of dropping out of school increases.³⁴ In 2016, 19% of students in Berea Independent Schools were chronically absent as compared to 15% of students in Kentucky.³⁵ Nineteen percent of students who enrolled at Berea Independent High School in 9th grade in 2013 (21 students) failed to graduate four years later. This dropout rate is calculated using the Average Freshman Graduation Rate (AFGR) method, Figure 6.³⁶ Only 81% of students graduate from high school on time.³⁷

Figure 6. AFGR Graduation Rate and Dropout Rate				
	# of 9th graders enrolled in 2013	# of 12th graders graduating spring 2017	Graduation rates	Dropout Rates
Berea Independent	108	87	81%	19%
Nation (2015-16 Most recently available data–public schools)			84%	16%

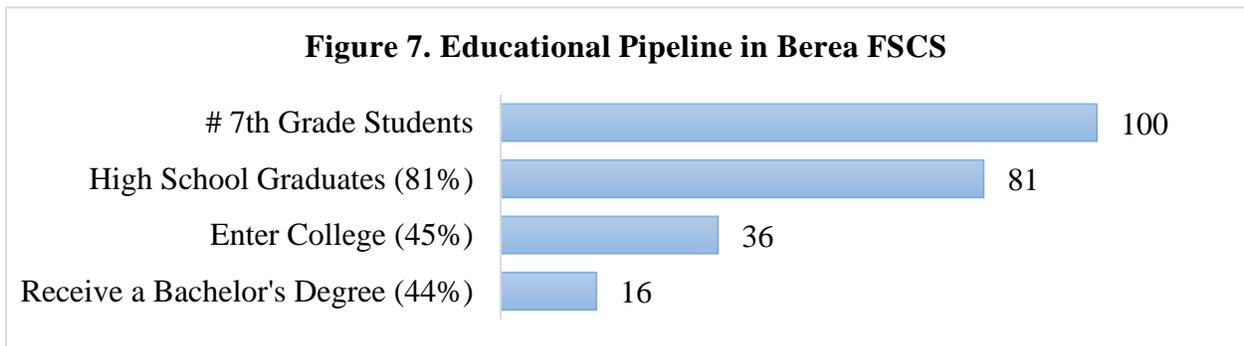
A lack of comprehensive advising, counseling and academic interventions exists. A 2018 Berea College Survey reports that our FSCS school district is **unable** to provide comprehensive advising, counseling and academic interventions to over half of the students.³⁸ Less than half of the students receive tutoring, study skills, mentoring, college admission information, postsecondary financial aid information, individual counseling on postsecondary options or summer academic opportunities. Overwhelmingly, school leaders indicated that schools do not have a comprehensive advising program in place. Guidance counselors indicated that their counseling typically deals with issues such as 504 plans and student discipline.³⁹

Many of our students who graduate high school are not college ready. Forty-five percent of our 2017 graduates were not college ready when they graduated from high school.⁴⁰ More alarming, 61% of the low-income students were not college ready upon high school graduation.⁴¹

Few of our graduates are entering college and very few attain a bachelor’s degree.

Only 45% of our 2015 high school graduates entered college as compared to the nation (68%).⁴² Kentucky’s six-year baccalaureate graduation rate is 51.3%.⁴³ Thus even after enrollment in postsecondary education, it is expected that close to one-half of students will drop out of postsecondary education. The expectation is even direr if we look at data related to the colleges most attended by our Berea Independent Schools graduates. In 2015, the most recent year for which data is available, 35 students enrolled in postsecondary education. Forty-three percent enrolled at Eastern Kentucky University, which has a 41% graduation rate; 20% enrolled at Western Kentucky University and at University of Kentucky (with 43% and 62% graduation rates, respectively). The combined average graduation rate for our three top-attended colleges in our region is 44% which is much less than the Kentucky college graduation rate of 51.3%.⁴⁴

The status quo predicts a dire future for our youth. If we maintain status quo, only 16 out of 100 7th-graders will receive a bachelor’s degree, Figure 7.



To respond to these gaps and weaknesses, we have developed a comprehensive array of services. A research-based, continuous improvement assessment model will ensure our services have the desired impact. Our program will result in systemic change and will ensure that **All Berea Students Succeed at School.**

Figure 8 connects our clearly specified and measurable goals, objectives and performance measures to the identified gaps and weaknesses in our FSCS sites.

Figure 8. Goals, Objectives and Outcomes connected to Need	
Objectives	Gaps & Weaknesses Addressed
Goal 1: To increase the number and percentage of children prepared for kindergarten.	
Obj 1.1: 25% increase in the number of students ready for Kindergarten.	36% enrolled in preschool; No programs, for students or parents, focused on transitioning students into Kindergarten; 53.4% Kindergarteners not ready for Kindergarten; 58% of parents do not read to pre-K child daily.
Goal 2: To increase the number and percentage of students achieving academically.	
Obj 2.1: 20% increase in the number of students scoring proficient in math.	Low performing schools; School district is unable to provide comprehensive advising, counseling and academic interventions to over half of the students; 74% of 3 rd grade students < proficient in math; 31.9% Elementary students at proficient in math; 76% of 8 th grade students < proficient in math; 29.5% Middle school students proficient in math; 74% HS students < proficient, EOC Algebra II exam; 19% of students chronically absent; 45% not college ready at high school graduation.
Obj 2.2: 40% increase in the number of students scoring proficient in English.	Low performing schools; School district is unable to provide comprehensive advising, counseling and academic interventions to over half of the students; 64% of 3 rd grade students < proficient in reading; 36.4% Elementary students at proficient in language mechanics; 51% of 8 th grade students < proficient in reading; 38.4% Middle School students proficient in language mechanics; 47% HS students < proficient, EOC English II exam; 19% of students chronically absent; 45% not college ready at high school graduation.
Obj 2.3: 20% increase in number of students who graduate high school prepared for college.	Rural poverty, 22% children in poverty; Housing insecurity; Less than half of the students receive tutoring, study skills, mentoring, college admission information, postsecondary financial aid information, individual counseling on postsecondary options or summer academic opportunities; 47% HS students < proficient, EOC English II exam; 52.3% at benchmark in ACT English; 74% HS students < proficient, EOC Algebra II exam; 43% HS students at benchmark, ACT math; 19% of students chronically absent; 81% of students graduate on time; 45% not college ready at high school graduation;

Figure 8. Goals, Objectives and Outcomes connected to Need	
Objectives	Gaps & Weaknesses Addressed
	61% low-income students not college ready at high school graduation; Only 45% of our 2015 high school graduates entered college; The combined average graduation rate for our three top-attended colleges in our region is 44%.
Goal 3: To increase the number of students that are safe, healthy, and supported by engaged parents.	
Obj 3.1: 15% increase in the number of high school students who are supported in their college and career planning by their parents.	Under-education of community, 29% of adults have bachelor’s degree or higher; No school staff is responsible for connecting with parents to advise them of their students’ academic needs, sharing the availability of academic interventions or inviting them to enroll their students; 56% of parents self-report no one had ever spoken with them about college entrance requirements; 59% of parents have no information about financial aid for college; 52% of students report infrequent discussions at home about after high school careers; Only 45% of our 2015 high school graduates entered college; The combined average graduation rate for our three top-attended colleges in our region is 44%.
Obj 3.2: 25% increase in the number students feeling safe at school.	Students rank anxiety and attention issues as the top two social and emotional issues that interfere with learning; Housing insecurity; rural poverty; exposure to substance abuse; 39% of middle and high school students report assistance needed to manage stress; 30% middle and high school students think school is an unsafe place; Teachers listed professional development on helping students and parents with social and emotional traumas as a top need; 20.2% of 10th graders reported using alcohol one or more times in the past 30 days; 12.6% of 10th graders reported using marijuana one or more times in the past 30 days.
Obj 3.3: 25% increase in the number of families referred to services.	Rural poverty, under-education; 15% families live in poverty; 29% of adults have BA degrees; 8% unemployment rate; 46% households liquid asset poor; 4.2% children homeless; 17% severe housing issues; Opioid crisis racking the community.

II. Quality of the Project Services

Strategies for ensuring equal access and treatment for all project participants

Berea FSCS has a well-developed plan to ensure equal access and treatment for all participants including those that are members of groups that have been underrepresented based on race, color, national origin, gender, or disability. Upon notification of funding, the principal investigator will work with schools and partners, including the local newspapers and radio stations, to announce Berea FSCS and its services. Annually, FSCS will mail a letter to each student informing them that they are eligible for FSCS services and that special accommodations will be made for participants with disabilities. A translated version of this letter will be sent to all students identified as Limited English Proficiency. In addition, copies of the letter, in flyer format, will be placed in locations throughout the community and a digital version will be placed on community Facebook and social media pages. Examples of accommodations may include instructional materials tailored to meet the needs of vision- or hearing impaired, English as a Second Language participants or special transportation resources provided to accommodate wheelchair-bound participants. Our Early Warning System will ensure particular attention is paid to evaluating the progress of participants with special needs to determine if their needs are being met or if modifications in services should be made.

A. The likely impact of the services to be provided by the proposed project on the intended recipients of those services

Our FSCS services reflect up-to-date knowledge from research and effective practice.

To determine the appropriate services for FSCS we conducted an extensive research and literature review of best practices for improving academic achievement in rural, high-poverty schools with needs similar to ours. We completed a needs assessment of the community and we solicited input from students, parents, educators, partners, and policy-makers. Analysis of the

needs assessment, stakeholder input and the research and literature review led the consortium to adopt a research-based framework for delivering services with supporting activities that reflect best practices for improving academic outcomes of low-income, rural students. Efforts focus on identifying activities that yield the most promising results in rural communities. **Our comprehensive research and literature review, the community needs assessment and stakeholder input are the foundation for why we selected the services to be coordinated and provided by Full Service Community School sites.** The components of our research-informed, proactive response to our community’s current educational pipeline are as follows:

Standards for a college-going culture: We adopt a set of standards or conditions, with research based attributes, that we believe must exist in schools to achieve and maintain a college-going culture—a key indicator of student academic success.⁴⁵ These are shown in Figure 9.

Figure 9. Standards for a College-Going Culture	
Aspiration	School setting that inspires and supports students’ college and career goals. Schools provide all students access to advising and activities linking school, personality and aptitude to career and college.
Rigor	College and career success are intricately linked to preparation in the school. All students assured opportunities and support to acquire core knowledge and skills that provide them the best chance for success in college.
Expectation	School provides clear indicators of college readiness, which are focused on both college knowledge and college-ready coursework to close the gap between aspiration and college-going. Students advised on progress toward readiness and provided support.
Accountability	School makes decisions about student readiness and school improvement using data to create a profile and uses data to gauge progress over time.
Sustainability	School focuses on transforming culture to attain lasting success.

All FSCS programs, services and activities are aligned with these overarching standards or conditions.

Framework of Integrated Student Supports: Evidence suggests that the implementation of our framework of Integrated Student Supports (ISS) at the three FSCS sites will lead to

increased student achievement. Child Trends is a nonpartisan, nonprofit research center focuses exclusively on improving the lives of children and youth by conducting rigorous research and sharing the resulting knowledge with key stakeholders. Child Trends conducted a comprehensive and rigorous review of the theoretical, empirical, practice, and evaluation findings that underlie ISS as an approach. In their study, they drew on research in child and youth development, examined the empirical research on the factors that affect school success, conducted additional quantitative analyses, examined existing program evaluations, and interviewed numerous leading practitioners in the ISS field. They found “*there is emerging evidence, especially from quasi-experimental studies, that ISS can contribute to student academic progress as measured by decreases in grade retention and dropout, and increases in attendance, math achievement, reading and ELA achievement, and overall GPA.*”⁴⁶ Key to this finding was high-quality implementation of the following critical characteristics of the integrated student support model:

- ISS staff conduct needs assessments, develop or locate needed supports in the community, and work with providers to coordinate those supports so that students receive a set of mutually reinforcing supports tailored to their individual needs.
- Supports address both academic and non-academic barriers to student success; these include supports to a student’s family.
- ISS programs seek close partnerships with school leadership and staff to enhance program effectiveness, so ISS staff are based in schools, or at least within the school district.
- ISS staff are data-driven and track student needs and outcomes over time for the students they serve.

Our FSCS design, our evaluation plan, and our model of ensuring continuous feedback and modification, will ensure we implement the Integrated Student Support model with fidelity and quality.

Engaging Families: Research has consistently linked school achievement with the influence of families.⁴⁷ Our strategy to ensure that all students succeed includes activities to link family engagement efforts to student learning and create programs that will support families in guiding their children’s learning. For instance, family counseling, starting in the 7th grade, will center on the importance of enrollment in college-ready curriculum.

Research base: Our program is designed to provide students with services necessary to ensure they graduate high school academically prepared to enter higher education **without the need for remediation**. Our students, their families, and their teachers face the impact of pervasive poverty each day. In *Overcoming the Poverty Challenge to Enable College and Career Readiness for All: The Crucial Role of Student Supports*, Robert Balfanz points out that the poverty challenge must be addressed differently in schools like ours where the majority of students live in poverty.⁴⁸ With the appropriate program design, the challenges of poverty can be overcome and all students will be ready for higher education without the need for remediation. Figure 10 further illustrates the research base of our framework and the related effective practices that we will replicate.

Figure 10. Research Basis and Replication of Effective Practices	
Research Basis	Replication of Effective Practices
Amass the Additional People Needed to Provide Coordinated, Consistent, Direct, Evidence-Based Student Supports ⁴⁹	We recognize the importance of consistent caring individuals providing evidence-based support . Our site coordinators, AmeriCorps members and volunteers will provide direct services, academic and non-cognitive, to all students and will implement research-based and promising practices.
Use Data to Identify Students’ Needs ⁵⁰	Through our partnership with our schools, site coordinators and school personnel will utilize data in real time to determine whether students meet college and career readiness performance targets , to evaluate student needs, and to ensure they receive appropriate services.
Implement Early Warning Systems (EWS) ⁵¹	Our Early Warning System , based on real-time data, signals that a student is falling off track to graduating without the need for remediation in postsecondary. Site coordinators and

Figure 10. Research Basis and Replication of Effective Practices	
Research Basis	Replication of Effective Practices
	AmeriCorps members will regularly monitor the early warning system to ensure students get on track.
Adopt Preventative, Real Time Intervention and Rapid Recovery Student Support Strategies ⁵²	⁵³ Site coordinators are key to our tiered intervention system . Their continual review of student progress enables rapid intervention. For example, if an 8 th grader is below benchmark on math, which puts them “off track” for graduating without the need for remediation, the site coordinator will ensure math supports are immediately provided and will monitor to ensure they move back “on track.”
Employ a Disciplined Multi-tiered Approach with Built-in Continuous Improvement Tools ⁵⁴	We employ a tiered intervention system : At 1 st level, strong prevention practices are in place school-wide. At 2 nd level, school and program staff use targeted, small group interventions. At 3 rd level, AmeriCorps members undertake one-on-one, efforts. Site coordinators continually review data to determine level of interventions.
Deploying Volunteers to Provide Coordinated, Consistent, Student Supports ⁵⁵	Berea FSCS utilizes trained volunteers and AmeriCorps members to provide support to our students. One example is our use of the Check and Connect evidence-based intervention to support students in the transition from 8 th to 9 th grade.

Additional information on the effective practices we will replicate follows:

Consistent caring individuals providing evidence-based support: Additional person power is essential to effectively implement student supports at the scale and intensity required in high poverty schools. As Balfanz states:

*In order for schools to fully integrate direct student supports at the scale and intensity their students require, especially in a tight fiscal environment, schools will have to harness the power of the nonprofit sector, well-trained community volunteers, and full-time national service members. These groups are uniquely positioned to cost-effectively deliver direct student supports that are aligned with classroom learning, rooted in student data, and integrated into each school’s design. Critical to the success of this deployment is employing different combinations of nonprofit organizations, community volunteers and fulltime national service members depending on the scale and intensity of student needs.*⁵⁶

Working with our schools, we developed a plan for deploying consistent caring individuals to provide evidence based supports. Our plan includes FSCS site coordinators, AmeriCorps members, volunteers and school personnel.

College and Career Readiness (CCR) Performance Targets: CCR performance targets are test scores that indicate a student is on track to be academically prepared for college by the time he or she finishes high school.⁵⁷ Once CCR performance targets have been set, students can be organized into academic preparation groups and services can be targeted to students based on the size of students' academic preparation gaps. Research shows the importance of early monitoring of student achievement and appropriate interventions. *Staying on Target* found that students who are monitored early are more likely to be college and career ready than those not monitored early, regardless of the high school they attend and their level of prior achievement.⁵⁸ In partnership with the Kentucky Department of Education and our partner schools, we utilize student level data to establish CCR targets for individual students and to monitor their progress.

Early Warning System: Research has shown that students who eventually leave high school before graduating exhibit strong predictive warning signs, such as infrequent attendance, behavior infractions, and course failure. These warning signs more accurately predict whether a student will drop out of high school than any socio-economic factors and can be used to predict high school graduation as early as the start of middle school.⁵⁹

In partnership with our schools and the Kentucky Department of Education, we will implement an early warning system that tracks individual student data: socio-economic status, school data, achievement data, CCR targets, and benchmarks. One of the core components of our EWS will be KDE's Persistence to Graduation Report. The early warning system dashboard will alert our FSCS site coordinators of this critical warning point. The staff will then determine the appropriate intervention and implement the best practice to offset these warning signs.

Tiered Intervention System: We have designed a FSCS model with a tiered intervention system based on the Response to Intervention (RTI) system followed in our classrooms. Many articles provide descriptions of RTI models in their entirety and data to support their effectiveness.⁶⁰ FSCS utilizes the philosophy and framework of RTI to ensure we provide the *right resources to the right students at the right time*. Our comprehensive model is built on the recognition that all students need varied levels of supports, targeted and intensive. Across all our services, FSCS utilizes tiered interventions to ensure each student receives supports at the *appropriate level*.

Check and Connect: Among the strategies integral to our project design is Check and Connect, a strategy that meets the evidence-level of *demonstrates a rationale and moderate evidence*. Check and Connect has two main components: “Check” and “Connect.” The “Check” component is designed to continually monitor student performance and progress (including the student’s attendance, incidence of suspensions, course grades, and credits). The “Connect” component involves mentors giving individualized attention to students. Site coordinators, school staff, AmeriCorps members and community volunteers will serve as our mentors and be trained in Check and Connect.

Check and Connect will focus on FSCS participants at that critical time of transition between 8th grade and 9th grade. Check and Connect mentors will begin mentoring these students at the beginning of their 9th grade year and continue mentoring them through the summer following their 9th grade year. By providing students with a mentor as they transition into, thru, and out of 9th grade, we are increasing the likelihood that these students will graduate high school and transition to postsecondary education without the need for remediation. Recognizing the importance of this intervention, **all** students will receive a Check and Connect mentor. We

have the staffing, community support and resources allocated to deploy a mentoring program of this size and scope.

We have developed a coordinated pipeline of services that will lead to improvements in the achievement of students as measured against rigorous academic standards. Our research-based and evidence-informed design for our coordinated pipeline of services, discussed in detail below, ensures that our program will lead to improvements of students in math and English. Our logic model, page seven, details the connection of services to improvements of achievement of students.

It is important to note that we are measuring improvement of achievement of students against valid and predictive academic assessments. See Figure 3 and Figure 19 for detailed information on our performance measures. To illustrate our usage of rigorous measures, incoming Kindergarten students will be assessed by the Brigance Kindergarten Screen, a developmentally appropriate early learning measure adopted by Kentucky. In grades 3–8, student achievement will be measured by the Kentucky Performance Rating for Educational Progress (K-PREP), a blended system of norm-referenced and criterion-referenced assessments. At grades 9–12, student achievement will be measured by state mandated End Of Course exams (EOCs) in English II and Algebra II. At 11th grade student achievement will be measured by ACT.

Our services are informed by research and will address the gaps and weaknesses in supports, infrastructure and services in our school and the community. Figure 11 provides detail on our continuum of services, the gaps and weaknesses to be addressed by these services, and the anticipated, measurable impact of the services.

Figure 11. Pipeline of Services to Be Provided by the Full Service Community School

Eligible Service	Needs the Service will address	Anticipated Impact of Services
High-quality early childhood education program	36% enrolled in preschool; No programs, for students or parents, focused on transitioning students into Kindergarten; 53.4% Kindergarteners not ready for Kindergarten; 58% of parents do not read to pre-K child daily.	Obj 1.1: 25% increase in the number of K students who are ready for Kindergarten.
High-quality school and out-of-school time programs	Low performing school; 74% of 3 rd grade < proficient in math; 76% of 8 th grade < proficient in math; 29.5% Middle school students proficient in math; 74% HS < proficient, EOC Algebra II; 43% HS students at benchmark, ACT math; 64% of 3 rd grade students < proficient in reading; 36.4% Elementary students at proficient in language mechanics; 51% of 8 th grade students < proficient in reading; 38.4% Middle School students proficient in language mechanics; 47% HS students < proficient, EOC English II exam; 52.3% at benchmark in ACT English; 19% of students chronically absent.	Obj 2.1: 20% increase in the number of students scoring proficient in math. Obj 2.2: 40% increase in the number of students scoring proficient in English. Obj 2.3: 20% increase in the number of students who graduate from high school prepared for college. Obj 3.2: 25% increase in the number of students feeling safe at school.
Support for a child's transition to elementary school, from elementary school to middle school, from middle school to high school, and from high school into and through	53.4% Kindergarteners not ready for Kindergarten; Low performing schools; School unable to provide comprehensive advising, counseling and academic interventions to over half of the students; 74% of 3 rd grade < proficient in math; 29.5% Middle school students proficient in math; 76% of 8 th grade < proficient in math; 74% HS < proficient, EOC Algebra II; 43% HS students at benchmark, ACT math;	Obj 1.1: 25% increase in the number of students who are ready for Kindergarten. Obj 2.1: 20% increase in the number of students scoring proficient in math. Obj 2.2: 40% increase in the number of students scoring proficient in English. Obj 2.3: 20% increase in the

Figure 11. Pipeline of Services to Be Provided by the Full Service Community School

Eligible Service	Needs the Service will address	Anticipated Impact of Services
<p>postsecondary education and into the workforce</p>	<p>64% of 3rd grade students < proficient in reading; 36.4% Elementary students at proficient in language mechanics; 51% of 8th grade students < proficient in reading; 38.4% Middle School students proficient in language mechanics; 19% of students chronically absent; 81% of students graduate HS on time; 64% of 3rd grade < proficient in reading; 47% HS students < proficient, EOC English II.</p>	<p>number of students who graduate from high school prepared for college. Obj 3.2: 25% increase in the number of students feeling safe at school.</p>
<p>Family and community engagement and supports, which may include engaging or supporting families at school or at home</p>	<p>Low performing schools; 53.4% Kindergarteners not ready for K; 64% of 3rd grade students < proficient in reading; 36.4% Elementary students at proficient in language mechanics; 51% of 8th grade students < proficient in reading; 38.4% Middle School students proficient in language mechanics; 74% HS students < proficient, EOC Algebra II; 43% HS students at benchmark, ACT math; 47% HS students < proficient, EOC English II exam; 56% of parents self-report no one had ever spoken with them about college requirements; 59% of parents have no information about financial aid for college; 52% of students report infrequent discussions at home about after high school careers; 15% families live in poverty; 29% of adults have BA degrees; 8% unemployment rate; 46% households are liquid asset poor.</p>	<p>Obj 1.1: 25% increase in the number of students who are ready for Kindergarten Obj 2.1: 20% increase in the number of students scoring proficient in math. Obj 2.2: 40% increase in the number of students scoring proficient in English. Obj 3.1: 15% increase in number of high school students supported in their college and career planning by their parents. Obj 3.3: 25% increase in the number of families referred to services.</p>
<p>Activities that support</p>	<p>43% HS students at benchmark, ACT math; 52.3% at benchmark in ACT English;</p>	<p>Obj 2.3: 20% increase in the number of students who graduate</p>

Figure 11. Pipeline of Services to Be Provided by the Full Service Community School

Eligible Service	Needs the Service will address	Anticipated Impact of Services
<p>postsecondary and workforce readiness, which may include job training, internship opportunities, and career counseling.</p>	<p>45% not college ready at high school graduation; 29% of adults have bachelor’s degree or higher; 56% of parents self-report no one had ever spoken with them about college requirements; 59% of parents have no information about financial aid for college; 52% of students report infrequent discussions at home about after high school careers.</p>	<p>from high school prepared for college. Obj 3.1: 15% increase in number of high school students supported in their college and career planning by their parents.</p>
<p>Community-based support for students who have attended Berea Independent School facilitating their continued connection to the community and success in postsecondary education and the workforce.</p>	<p>43% HS students at benchmark, ACT math; 52.3% at benchmark, ACT English; 81% of students graduate on time; 45% not college ready at high school graduation; 15% families live in poverty; 29% of adults have BA degrees; 8% unemployment rate; 46% households liquid asset poor; 4.2% children homeless; 17% severe housing issues; Opioid crisis racking the community; 52% of students report infrequent discussions at home about after high school careers.</p>	<p>Obj 2.3: 20% increase in the number of students who graduate from high school prepared for college. Obj 3.3: 25% increase in the number of families referred to services.</p>
<p>Social, health, nutrition and mental health services and supports.</p>	<p>Students rank anxiety and attention issues as the top two social and emotional issues that interfere with learning; 39% of middle and high school students report assistance needed to manage stress; 30% middle and high school students think school is unsafe place; Teachers listed professional development on helping students and parents with social and emotional traumas as a top need;</p>	<p>Obj 3.2: 25% increase in the number of students feeling safe at school. Obj 3.3: 25% increase in the number of families referred to services.</p>

Figure 11. Pipeline of Services to Be Provided by the Full Service Community School

Eligible Service	Needs the Service will address	Anticipated Impact of Services
	20.2% of 10th graders reported using alcohol one or more times in the past 30 days; 12.6% of 10th graders reported using marijuana one or more times in the past 30 days.	
Juvenile crime prevention and rehabilitation programs.	47% HS students < proficient, EOC English II exam; 74% HS students < proficient, EOC Algebra II exam; 43% HS students at benchmark, ACT math; 52.3% at benchmark in ACT English; 15% families live in poverty; 29% of adults have BA degrees; 8% unemployment rate; 19% of students chronically absent; 81% of students graduate HS on time; 46% households liquid asset poor; 4.2% children homeless; 17% severe housing issues; Opioid crisis racking the community.	Obj 2.3: 20% increase in the number of students who graduate from high school prepared for college. Obj 3.1: 15% increase in number of high school students supported in their college and career planning by their parents. Obj 3.2: 25% increase in the number of students feeling safe at school. Obj 3.3: 25% increase in number of families referred to services.

B. The services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services

During our needs assessment, we identified community programs and assets that support the goals of FSCS. As we identified existing programs, we invited the leadership of these programs to become part of our Full Service Community Schools project. The vast majority of community leaders with whom we connected were eager to explore opportunities to braid and align their programs with Berea FSCS.

In discussion with community leaders and with parents, we realized that the services available to students and families are not well-coordinated. Persons working with the same client base – students and their families – were often unaware that others were working with the same group. Parents shared that service providers would often not know about other programs that provided complementary services. No council or group exists where stakeholders meet to discuss needs and programs. **Berea FSCS will spearhead this gap in service and create the Berea Partnership Council, which will focus on the result “All Berea students succeed at school.”** Community stakeholders have committed to active participation in this group, meeting regularly to coordinate efforts so all children and families are provided needed services to achieve the result. Berea FSCS will work closely with partners and their existing programs to maximize effectiveness of existing services.

A key role of Full Service Community Schools is the coordination of existing services.

Figure 12 summarizes the services that FSCS will coordinate immediately upon implementation.

Figure 12: Pipeline of Services to be Coordinated by FSCS Immediately		
Pipeline Service to be Coordinated	Consortium Member or Partner Providing Service	Description of Consortium Member or Partner Activities
Early Childhood Programs	Berea Independent Schools	Parent outreach; Pre-K; reading programs for parents; Family Resource Youth Service Center (FRYSC)

Figure 12: Pipeline of Services to be Coordinated by FSCS Immediately		
Pipeline Service to be Coordinated	Consortium Member or Partner Providing Service	Description of Consortium Member or Partner Activities
	Early Childhood Council	Provide professional development
	Madison County Public Library	Reading and literacy programs; feeding programs
School and Out-of-School Time Programs	Berea College	GEAR UP camps, tutoring, mentoring; AmeriCorps Check and Connect, mentoring, tutoring, test prep
	Eastern Kentucky University	Dual credit; summer STEM camps
	Kentucky Out Of School Alliance	Professional Development; advocacy/coordination; Funding
	Berea Independent Schools	21 st Century grant; Striving Readers; FRYSC
Transition Programs	Berea Independent Schools	Individual Learning plans; tutoring; FRYSC
	Berea College	GEAR UP transition sessions with parents and students; AmeriCorps; transition sessions with students
Family and Community Engagement	Prichard Committee	Parent leadership training; statewide advocacy
	Berea Independent Schools	FRYSC; Open House; Parent/Teacher conferences
	ACFCU	Financial Literacy; Financial Planning; College savings accounts; Personal budgeting and financing
Postsecondary and workforce readiness	Madison County Public Library	GED classes; computer classes; access to internet
	Berea Independent Schools	Tutoring; Infinite Campus/Early Warning review; Teacher PD; Individual Learning Plans; FRYSC; career fairs
	Berea College	Internships; GEAR UP camps, tutoring, mentoring, and ISS Framework; AmeriCorps; Check and Connect; STEM camps; ACT Prep; college visits
Community-based support	FAHE	Housing supports to address homelessness; Financial literacy
	ACFCU	Financial literacy; personal budgeting
	Madison County Public Library	GED classes; computer classes; access to internet
	Berea Independent Schools	FRYSC; Parent Education
	White House Clinic	Preventative screenings; Teacher PD; Mental health services

Figure 12: Pipeline of Services to be Coordinated by FSCS Immediately		
Pipeline Service to be Coordinated	Consortium Member or Partner Providing Service	Description of Consortium Member or Partner Activities
Social, health, nutrition, and mental health services	Kentucky One Health Foundation	Green Dot training; health and wellness programs; Teacher PD
	Kentucky Out Of School Alliance	Health and Wellness program funding in out-of-school settings
	Berea Independent Schools	School nurse; lunch and breakfast programs
	Madison County Public Library	Summer Feeding; Health and wellness programs
	Grow Appalachia	Summer Feeding; community garden
Juvenile Crime Prevention	Kentucky Center for School Safety	Programming on juvenile justice issues; PD for schools and teachers
	Berea Independent Schools	School safety officer; Teacher PD
	Berea City Police	Professional Development for schools; Student safety presentations

During our needs assessment, we identified gaps in services. To address these gaps, upon implementation Full Service Community School **will immediately provide these services:**

- Develop, coordinate, and implement **in-school and out-of-school programs** to support student achievement.
- Design and implement dynamic **transition programs** at all levels to increase awareness of the skills and knowledge needed to succeed across each grade level.
- Design and implement robust **family and community engagement** activities to ensure families have the information needed to help their child succeed.
- Work with each child to ensure they have developed an individual learning plan with a pathway to **college and career or workforce** and support students in finding internships, mentors or other resources needed to succeed.

III. Adequacy of Resources

Berea College will serve as the lead applicant and the fiscal agent for the Berea FSCS. Berea College offers a high-quality education to students, primarily from Appalachia. All Berea students demonstrate financial need and all receive a full-tuition scholarship and work in the college's labor program.⁶¹ We are consistently ranked as one of the leading private liberal arts colleges in the United States. We earn this recognition by focusing on rigorous academic programs and graduating first generation, low-income students with little or no student loan debt.

Berea College served as the lead applicant and fiscal agent for the 2014 Knox FSCS program. That program is on track to meet all goals and objectives.

A. The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project

Full Service Community Schools brings together a consortium dedicated to the success of the Berea Full Service Community Schools. Consortium members include: Berea Independent School District, Berea College, Appalachian Community Federal Credit Union, Kentucky Center for School Safety, KentuckyOne Health Foundation, Kentucky Out of School Alliance, Prichard Committee, and White House Clinic. In leading the design of the FSCS project, Berea College was intentional in building a consortium that included organizations who believe that schools must be the center of the community and who are vested in the success of the Full Service Community Schools initiative. To formalize our work, consortium members signed the Memorandum of Understanding that clarifies and outlines the roles and responsibilities of each partner related to the development and implementation of FSCS programs at three sites within the Berea Independent School District.

This strong support of our FSCS by our consortium members and our partners is due in part to the fact that the theory of action of our partners is consistent with that of our FSCS. **Our**

FSCS theory of action is as follows: “A well-coordinated collaboration of partners working with parents, implementing well-designed programs and closely monitoring services will positively impact the lives of children. We believe that by collectively engaging in this intense effort to promote academic achievement; foster physical, social and emotional well-being; encourage family engagement and effective parenting; build healthy habits and environments; and nurture productive citizens, we will be able to create and sustain a community in which all children can thrive physically, educationally, socially and emotionally in preparation for productive, enjoyable lives as adults.”

The following are members of the FSCS Consortium and a summary of their commitment:

Berea Independent School District: A successful program depends in great part on a committed school partner. Berea Independent School District is an ideal fit for FSCS because of the: 1) high drop-out rates and low college-going rates; 2) high numbers of students living in poverty; 3) infrastructure in place for partnering with external organizations; 4) leadership that is prepared to make comprehensive changes and a financial commitment to the project, and 5) the proximity to Berea College. It is critical to the Full Service Community Schools project that the partnering school district work well with community organizations and with Berea College. In developing our partnership, we ensured the district shared a common leadership philosophy; had a history of successful collaboration with our organization; and had experiences of being in a “similar place” regarding the challenges faced with educating students in Appalachia.

Berea College: Since the late 1800’s Berea College has partnered with the community of Berea to improve educational outcomes by providing opportunities and resources to low-income youth. College Faculty will actively engage in the project providing services to our students and

families, and professional development to our teachers. Faculty representatives will serve on the Partnership Council and faculty in Education Studies, the STEM disciplines, African-African American Studies, and the Appalachian Center will advise our staff on effective curriculum, particularly in rigorous work, that will prepare our students to be college and career ready.

All college facilities available to Berea College students will be available to staff, teachers and students of the Full Service Community Schools grant and the college has committed an excellent campus location for Full Service Community School's on-campus activities and programs. The space is handicapped accessible and will be dedicated to supporting and improving educational initiatives in the community. The space contains two large classrooms, a mobile computer lab, and a resource library on K—16 school improvement and parent engagement opportunities. Sufficient meeting space exists for workshops for students, families, and teachers.

Appalachian Community Federal Credit Union (ACFCU): ACFCU is a Community Development Financial Institution (CDFI) that was established in 1932. To qualify as a CDFI, an organization must have a primary mission of promoting community development, providing financial products and services in a low-income target market and maintaining accountability to the community served. As part of our consortium, ACFCU will help families achieve financial independence by providing financial literacy workshops to students and parents, and ensure students understand financing options for higher education pathways. ACFCU will offer **community-based supports for students** as part of the pipeline of services and provide personal advisors for each student from account opening to college or workforce transition.

Kentucky Center for School Safety (KCSS): The Kentucky Center for School Safety was established in 1998 by the Kentucky General Assembly to ensure a statewide collaborative effort

was in place to address school safety issues. KCSS provides programs to address youth crime issues such as drug abuse, internet-based crimes, and youth criminal street gangs. KCSS is committed to providing students, teachers and families in Kentucky schools with the training, resources, information, and research needed to focus on providing a warm culture and climate for both students and staff conducive to high levels of productivity and outstanding academic performance. KCSS will offer **juvenile crime prevention** activities as part of our pipeline of services.

KentuckyOne Health Foundation (Saint Joseph Hospital Berea Foundation): The foundation is a non-profit organization that was established in 1989 to support health, wellness and hope in the communities served. The foundation is part of KentuckyOne Health, one of the largest and most comprehensive health systems in the Commonwealth of Kentucky. The foundation supports the healthcare network in transforming health care, care delivery and the health care professions so that individuals and families can enjoy the best of health and wellbeing. The foundation will offer **social, health, nutrition, and mental health** activities as part of our pipeline of services

Kentucky Out-of-School Alliance (KOSA): KOSA was established in 2007 to serve as an infrastructure organization that supports the coordination, continued growth, development, and accessibility of quality out-of-school programs. KOSA is a member of the National Afterschool Alliance Association and has a mission to ensure all children have access to high-quality out-of-school time programs that prepare them for success in school, work, and life. KOSA will offer activities to support **School and Out-of-School programs**.

Prichard Committee for Academic Excellence: Prichard Committee is an independent, nationally recognized organization working to improve education in Kentucky through early

childhood policy efforts, youth advocacy and direct service programs. The Prichard Committee was created in 1983 and was an outgrowth of a state government council. Prichard will provide information sessions to parents about higher education pathways, host a Commonwealth Institute for Parent Leadership and provide guidance necessary for policy changes that will improve outcomes for children. Prichard will offer activities to support **early childhood programs** and **family and community engagement** as part of our pipeline of services.

White House Clinic: The White House Clinic is a Federally Qualified Health Care Center. These centers are non-profit, consumer-directed health care organizations that provide comprehensive primary and preventative health care services. White House Clinic was established in 1973 and belongs to the National Association of Community Health Centers. The clinic strives to enhance the health of patients, employees, and the communities they serve by providing accessible and comprehensive high quality primary care services to underserved and uninsured. The White House Clinic will offer **social, health, nutrition, and mental health** activities as part of our pipeline of services.

Partners: In addition to our consortium members, we have pulled together an array of community partners including a non-profit housing organization and the public library to provide matching funds and to support the project to ensure the success of the Full Service Community Schools program. Upon notification of funding we will reach out to even more community partners and engage them formally in the work of FSCS. Our community conversations indicate that we have many more community organizations that will align with and support, both in time and treasure, the work of FSCS. Information about community partners is found in the letters of support in Appendix D.

We have obtained demonstrated commitment from consortium members and

partners that evidence their broad support and dedication to the long-term success. FSCS is composed of partners that are committed to our schools, our parents and our students. Collectively our consortium members and our community partners have committed non-federal dollars to match the FSCS federal funds at 17.4% percent. Documentation of matching contributions are included in Appendix D. In addition, the significant match contributions from partners signify their long-term commitments to the project. Letters of Commitment document each consortium members' commitment to the work as well as their financial commitment. **The Memorandum of Understanding (MOU) included in Appendix C describes each consortium members' role in coordinating and providing pipeline services.**

The success of our FSCS program will depend upon high quality collaboration between members of the consortium, partners, community members and beneficiaries of services. Berea College has extensive experience in managing formal and informal partnerships with multiple non-profit and government partners, both locally and nationally, through private and federally funded projects. In the past 20 years, Berea College has effectively implemented several major projects that demonstrate our experience effectively managing partnerships, holding partners accountable for outcomes, and managing federal and private grant-funded projects, including but not limited to, the following:

- The development and implementation of five U.S. Department of Education Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) partnership grants that engaged partners in more than 33 rural Appalachian school districts.
- Serving as the backbone education organization for the nation's first Promise Zone and integrating a shared results framework and data collection across eight rural counties.
- Launching a Performance Partnership Pilot in 2015 to serve 1,000 disconnected youth

that blended multiple federal funding streams to meet shared objectives.

- Implementation of three federally funded, rural Promise Neighborhood programs in five rural Kentucky counties.
- Implementation of a Full Service Community School program serving two sites in rural Knox County, Kentucky.

Each of these projects achieved its intended outcomes and held partners accountable through systems of formal and informal MOUs, contractual and reimbursement agreements, and continuous communication with our partner organizations. Additionally, we have strong experience managing effective partnerships in Berea as evidenced by the successful implementation of our GEAR UP grant and our AmeriCorps STEM grant in collaboration with Berea Independent Schools.

We go into this FSCS work prepared for success with the lessons we have learned in Knox FSCS. Figure 13 illustrates the lessons learned and our plans for maintaining and managing FSCS partnerships, both formal and informal.

Figure 13. Plan to Manage Partnerships within the FSCS	
Lessons Learned from Previous Partnership	Steps to Build Strong Partnership
Successful partnerships come together first and foremost to meet a need in the community and because they are committed to shared mission and vision.	We have created a shared mission, vision, theory of change and theory of action with our partners who are committed to achieving this vision. The Consortium members have strong, mutual accountability to our shared goals and will discuss our progress in an open, constructive forum with ample resources for building capacity to reach our shared vision. The Consortium Members will become the “holder” of the FSCS vision and culture for all involved.
Strong partnerships and accountability are built on consistent, clear communication, trust, follow-up and follow-through and structure	We will be clear in our agreements (MOUs, work plans and budgets), our mutual commitments and responsibilities. We will monitor results frequently and use data to continuously improve upon results and process. We will allocate time and resources to partnership development, coordination and evaluation to ensure that organizations have the resources to build strong partnerships.
Effective partnerships are mutually beneficial	Our system of coordination is designed to develop substantive relationships with staff of partner organizations and school districts

Figure 13. Plan to Manage Partnerships within the FSCS	
Lessons Learned from Previous Partnership	Steps to Build Strong Partnership
and have buy-in from multiple levels of staff.	at multiple levels. All our staff will receive training ensuring they are “bought in” to the partnership, outcomes, and process.
B. The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits	

Berea College has partnered with Appalachian communities to provide educational opportunities to low-income youth since our founding in the 1800s. We received our first discretionary federal grant in 1967, and since then we have effectively implemented US Department of Education programs in Appalachia. We are on track to meet our Full Service Community Schools’ goals and objectives for our 2014 FSCS project in Knox County, which ends in 2019. Berea College has shown that we provide a solid return on federal investment. The requested federal investment in the Berea FSCS is reasonable given our capacity to effectively and efficiently implement the project and the long-lasting, systemic change that will likely result.

The Full Service Community Schools program will assist three low-income schools in the Berea Independent School district with improving the coordination, integration, accessibility, and effectiveness of services for **1,092 students** and their families. The budget is adequate to implement the services, and costs are reasonable in relation to the high quality of services described, the number of students served and the results and benefits derived from the program.

We have included a five year total project budget that details the project expenses, categorizing each expense as federal or match. As required, we have included a detailed budget narrative. All costs are reasonable in relation to the objectives and the scope of the program and all costs are linked back to the project goals, absolute priorities and objectives. Each line item has been carefully calculated, using Uniform Guidance, the Education Department’s general administrative regulations (EDGAR), and Berea College’s costing principles, procedures,

guidelines, restrictions, and limitations. Our activities and services address long-standing gaps related to having high expectations in our schools. Our schools do not have resources to adequately address the unique needs of low-income students or to provide comprehensive pipeline services needed to support youth from cradle to career. As a result, our schools are failing our students. The costs of the program are reasonable when compared to the long lasting, systemic change that will result from the project. We will provide a solid return on the federal investment through improved outcomes for youth while meeting our goals and objectives.

The Full Service Community School program is comprised of consortium members and partners that are committed to our schools, our parents and our students. Collectively our partners have committed non-federal dollars to match [REDACTED] of the federal funds.

Our cohesive commitment will not end with federal funding. Berea College is well-established and has the resources and partnerships necessary to sustain the goals and objectives of the project. In fact, Berea College has an institutional commitment to the Appalachian region, and we have been providing services and interventions to Appalachian communities since the late 1800s. We have an infrastructure and processes in place to ensure that the work of the FSCS continues beyond the project period as evidenced by the key elements of our sustainability plan:

1. Establishing an endowment to fund leadership and fundraising functions to continue the outreach work in Appalachian Kentucky, including the work of FSCS;
2. Continually seeking funding to support the work of the FSCS;
3. Collaborating with LEAs and partners to determine the pieces of the work that can be integrated into their normal course of business while also providing the technical assistance necessary to integrate these elements;

4. Cultivating community partnerships that lead to sustainable and effective practices and programs that continue beyond FSCS; and
5. Utilizing strong evaluation to determine the practices having the most significant impact on children and families.

Our sustainability plan works and is illustrated by our first 2014 FSCS program in Knox County, Kentucky. As Knox FSCS enters its last year of federal FSCS funding, we have secured sustained funding to continue the work past the end of federal funding. Not only have we secured dollars to support the continuation of services, we have also secured funding to continue the work of the two site coordinator positions. Our FSCS experience in Knox County prepares us for successfully implementing and sustaining the work of Berea's FSCS.

IV. Quality of the Management Plan

A. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks

Our track record for managing complicated, federally funded, collaborative projects is well-established. For two decades, we have provided a wide array of services to dozens of schools, districts and counties in the most rural and inaccessible areas in the nation—rural Appalachia. We do this in part through regional offices, well-trained and highly-qualified staff, and, most importantly, a **clear understanding of the population we serve**. We bring that experience to Berea FSCS.

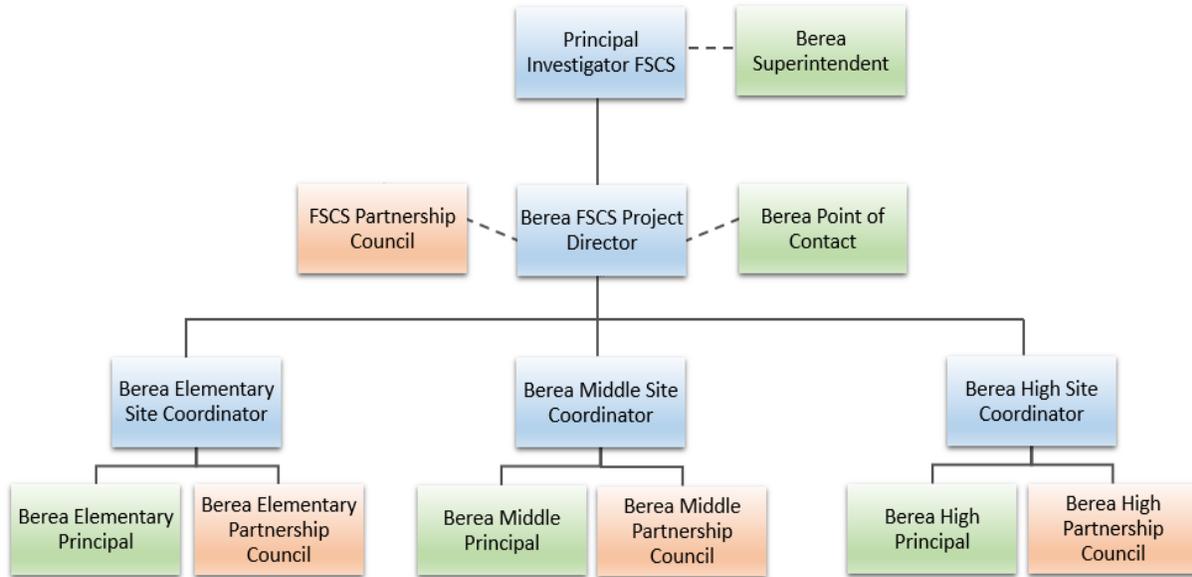
Leadership, vision and accountability for FSCS will rest with our Consortium and our Partnership Councils. We effectively used this structure in our successful Knox FSCS. A key success in the planning to date has been the creation of the Berea FSCS Partnership Council focused on achieving the result—**All Berea Students Succeed at School**. The Partnership Council will be actively involved in the planning, coordination and evaluation of the Berea FSCS

project. Representatives of all lead agencies will participate fully in the Partnership Council as outlined in the MOU. Upon notification of funding, the principal investigator and the Berea Independent School District point of contact will jointly convene a meeting of the Partnership Council. At that meeting, stakeholders present will develop a list of additional community members to engage in the Partnership Council to ensure a diversity of perspectives is brought to the FSCS project. Specifically, **parents of students enrolled at each FSCS site will be identified and invited to participate as full members of the Council as will high school students attending Berea Independent High School.** The parent and student voice will be critical to the success of Berea FSCS, and parent and student participation and decision making will be actively sought and cultivated.

At their first meeting, the Partnership Council will form three school-level Councils – one for Berea Independent Elementary, one for Berea Independent Middle and one for Berea Independent High. The school level Partnership Councils will be responsible for planning, guiding and evaluating the FSCS program at the school. Membership of the school-level teams will include Partnership Council members and additional members with connections specifically to the individual site.

Figure 14 illustrates our organizational structure, including the Partnership Councils.

Figure 14. Full Service Community School Organization Chart



Adequate procedures for program management and reporting: Policies and procedures are in place for data collection, recordkeeping and reporting—financial, student and program services. Berea College personnel, financial and management policies are in place to ensure compliance with all federal and state regulations. In compliance with Department of Education regulations, all personnel will maintain time and effort logs and submit them monthly to the project director who will review and sign them, filing them in the Grant Services office.

Professional development for the personnel managing, coordinating, or delivering pipeline services: Based on our experience managing a Full Service Community School program we realize that staff professional development is critical in the implementation of the program. All employees will receive the training and information necessary to develop the knowledge, skills, and abilities to effectively, properly, and efficiently enable them to meet the performance expectations of their role. Training programs are designed to align with the

organizational mission and institutional values of Berea College, ensure the full development and utilization of our human resources, and to make certain project staff have the tools needed to meet the funder requirements.

Berea College is a continual learning community, thus, a professional learning plan is developed for each FSCS position. Once individuals are selected for the key personnel positions, a representative from Human Resources will sit with them and their supervisor to develop a plan to ensure they have additional professional development and training to effectively serve in their role. In addition, the principal investigator will work with the US Department of Education and their technical assistance providers to ensure that our FSCS personnel have opportunities to participate in required and recommended trainings. Plans for professional development for the project’s key positions – project director and site coordinators –are summarized in Figure 15.

Figure 15: FSCS Professional Development Plan	
New Hire Onboarding	New Hire onboarding addresses all minimum topics that an employee must know to perform required duties of the current role. Onboarding begins the first week on the job and progresses over a six month period. Topics addressed include workplace expectations, Code of Conduct, organizational mission and great commitments, privacy requirements, data systems, record keeping standards, organizational policies and procedures, activity reporting, purchasing and financial guidelines for federal programs, and Results Counts™ training.
School District Training	The school district training process addresses all minimum topics that an employee working with a school must know to perform required duties. Onboarding begins prior to arriving onsite at a school and progresses over a 30 day period. Topics addressed include workplace expectations, confidentiality protocols (FERPA), Code of Ethics, school mission, purchasing and financial guidelines, and school safety protocols.
FSCS Technical Training	Each employee will receive technical training based on the terms and conditions of the FSCS project to include budget and financial management protocols, project reporting, and data system collection. This training will begin within the first 30 days of employment and will continue throughout the life of the project. Training is provided in-house and by outside technical assistance

Figure 15: FSCS Professional Development Plan	
	organizations or grant program officers. Project staff will complete training modules and attend required grantee meetings.
Developmental Trainings	Employees will receive opportunities to attend trainings that enhance their capacity to administer FSCS and/or serve the population. Examples may include Green Dot; Conflict Resolution; Leadership Training; Trauma Informed Care; Positive Youth Development; Early Warning System Analysis; or Mental Health First Aid. All professional development activities will be reviewed prior to attendance to ensure compliance with FSCS goals and objectives.
Annual Plan	Berea College has a well-developed staff evaluation and assessment process. Each year performance goals will be established for FSCS staff and discussed during an annual evaluation meeting. Using a continuous improvement process, employees and their supervisor will have a minimum of one check in each month to review progress. A six month review occurs each year to assess progress toward performance goals and make modifications as warranted.

Plans for joint utilization and management of school facilities: Processes are in place to develop a plan between Berea Independent School District and FSCS for the joint utilization and management of school facilities. The initial plan includes the following considerations: (1) existing space needs for each required school activity; (2) current utilization rates for each space; (3) space needs to deliver pipeline services; (4) available Berea College, consortium member, and community space and accessibility of space by students and families; and; (5) existing plans for renovations, new buildings, construction, or expansions.

Once funded, the school principals and district administration will work with the FSCS project director and site coordinator to collaboratively develop a final space use plan that ensures the access and safety of students, parents and the community while optimizing the available space for providing services. A calendar, aligned with the project management plan, will be confirmed and shared to ensure space use does not overlap and that daily maintenance can occur.

Our space use plan will be part of our continuous improvement framework (Figure 17). As such, the school principal, district administration, school facility manager and FSCS site coordinator will meet quarterly to evaluate the space use plan and make recommendations for improving use of space and ensuring clear communication is in place about the space necessary to support the project’s goals and objectives.

We have developed a comprehensive plan to meet the objectives of the proposed project on time and within budget, including clearly defined responsibilities for accomplishing project tasks. Figure 16 includes our Year One timeline with milestones for accomplishing project tasks and responsible parties. From our experience managing FSCS we anticipate a similar timeline in years 2 – 5.

Figure 16. YEAR ONE OPERATIONAL TIMELINE AND RESPONSIBLE PERSONS	
Principal Investigator (PI), Project Director (PD), District Contact (DC), Full Service Community School Site Coordinators (SC), Principal (P), Partner Agencies (PA), Families (F), Students (S), Community Members (CM), Evaluator (E)	
WEEKLY ONGOING ACTIVITIES	
Leadership meeting to review data and discuss caseload of individual students (P) (SC) Principal – Site Coordinator check-in to ensure integration (P) (SC) All Eligible Services Provided during academic year during school time and afterschool and for two weeks in summer: (SC) (PA) (CM) (F) (S) Early Warning Reports, Maintenance of Time and Effort Logs and Service Reports (SC) (PD)	
MONTHLY ONGOING ACTIVITIES	
Meetings: FSCS staff to ensure integration of services across sites (DC) (PD) (P) (SC) Staff Training and Development (PD) (SC) (DC) (P) (PA) Reconcile federal/match expenditures with college accounting office statements (PD) Full Service Community Schools newsletter mailed and inserts for local papers provided (PD)	
QUARTERLY ONGOING ACTIVITIES	
Partnership Council Meetings (Sept, Nov, Feb, May, Aug) (ALL) School Partnership Council Meeting (Oct, Dec, March, June) (ALL)	
SUMMER ACTIVITIES	
Extended Learning; Transition programs; Parent Institutes (PD) (SC) (PA) (CM)	
OCTOBER 2018	NOVEMBER 2018
Hire staff, Establish Office (PI) (DC) (P)	Set project benchmarks and targets (PD) (E)

Figure 16. YEAR ONE OPERATIONAL TIMELINE AND RESPONSIBLE PERSONS	
Introduce Berea FSCS (PI) (SC) (PA) Meeting with School Officials (PD) (PI) Receive data download from KDE (PD)	Administer Parent & Student Survey (PD) School Utilization Plan (PD) (DC) School Team Planning Retreat (PD) (SC) (P)
DECEMBER 2018 National Meeting (PD) (SC)	JANUARY 2019 Plan for Spring Afterschool (SC) (P) (PA)
FEBRUARY 2019 Collect data from Schools (E) Begin Longitudinal Study (E)	MARCH 2019 Professional Development for Staff (PD) (SC) (DC) (P) (PA) Collect data on performance (PD) (E)
APRIL 2019 Evaluation of all Staff & Contractors (PD)	MAY 2019 File Annual Performance Report (PD)
JUNE 2019 Conduct assessments of impact (PD) (E) Year 2 Planning Retreat (ALL) Summer Session (ALL)	JULY 2019 Confer with Partners Regarding Match & Year 2 Commitments (PD) Conduct Focus Groups (E) (PA)
AUGUST 2019 Plan Fall Afterschool (SC) (P) (PA)	SEPTEMBER 2019 Year End Evaluation (PD) (E)

Berea College developed and will continue to use a continuous improvement and assessment model for the FSCS that refines services and service delivery to make certain we continuously meet project goals and objectives. This model will ensure that we stay on track to meet objectives; we are within the project scope and within the proposed budget parameters. Our continuous improvement framework is shown in Figure 17.

Figure 17. Continuous Improvement Framework	
PROCEDURE	IMPROVEMENT
Services to students, parents, teachers continually evaluated using facilitated debriefings, surveys, pre/post tests.	Results compiled by project director and evaluator and shared with staff monthly; data used to refine services & delivery.
Stakeholders (students, families, staff, school personnel, partnership council) annually give feedback on program and specific services in focus groups, interviews, surveys.	Stakeholders recommend 1) new services, 2) service modifications and 3) services that may no longer be needed.
Project director with the evaluator continually reviews individual, student-level data: assessment data, attendance data. We have a	Project director provides regular feedback to all staff to ensure students receive appropriate services and that

Figure 17. Continuous Improvement Framework	
PROCEDURE	IMPROVEMENT
partnership whereby Kentucky Department of Education and the school provides student data in a timely manner for use with a customizable database.	services have desired impact.
Staff stay up-to-date on current research and best practices, participating in trainings by the US Department of Education, Kentucky Department of Education, ACT, and other service providers.	At monthly staff meetings, staff share what they have learned and discuss ways to incorporate knowledge into the project.
Project director provides monthly updates to partners and shares information on activities and modifications to services and service delivery.	Listserv will be used to share information, discuss challenges, and disseminate best practices.
Project director reports to the partnership council the feedback received and improvements made in services and delivery.	Partnership council will comment and recommend improvements.

We have used our continuous improvement model in our partnerships with Berea Community Schools for several years and this framework was key to the success of the Knox Full Service Community School project. The framework ensures feedback is provided up, down, and across all stakeholder groups; that communication is ongoing, effective, and constructive and that the program results in positive changes.

B. The time commitments of the project director and principal investigator and key project personnel are appropriate and adequate to meet the project objectives

Principal Investigator (25% FTE): Dreama Gentry, J.D., executive director of Partners for Education at Berea College, will serve as the principal investigator and will devote 25% of her time to this role. Gentry reports to the President of Berea College. She will be paid by Berea College out of **non-federal funds**. The time commitment of the principal investigator is appropriate to the scope and scale of this project. As principal investigator, Gentry’s responsibilities will include articulating Full Service Community School’s strategic direction and theory of change, facilitating the partnership between Berea College and school and community-

based partners, collaborating with the evaluation team, and aligning the FSCS program to other Berea College and Eastern Kentucky K-16 initiatives.

Principal Investigator qualifications, relevant training and experience: Gentry brings 23 years' experience designing, implementing and managing K-16 educational partnerships in rural Appalachia. She has received training in grants management and fiscal management from the Department of Education and is familiar with the mission and goals of FSCS. A first-generation college student from rural Appalachia, Gentry served as the principal investigator for the 2014 Berea College Full Service Community School: Knox. Under her leadership, that project has met annual outcomes and is on track to meet project goals as the program ends in 2019. As importantly, funding has been secured to continue the work of Knox FSCS after the end of federal funds – including funding to retain the two FSCS site coordinators.

In the event that Gentry is unavailable to serve as principal investigator, Berea College would conduct a search for a principal investigator seeking the following ***qualifications, training and experience:*** Terminal degree in education, management, or related field, with a minimum ten years' experience in personnel, program, and fiscal management; demonstrated experience with federal grants management, including budget responsibility; demonstrated knowledge and leadership in developing partnerships among diverse stakeholders; expertise in program evaluation; belief that all students can succeed; familiarity with college access and success programs in rural America.

Project Director (1 position, 100% FTE, full-time, 12 months): Upon notification of funding, Berea College will begin a search for a full-time, 12-month project director. The project director will be paid 100% out of FSCS federal funds. The time commitment of the project director is appropriate and adequate to meet the objectives of the project. A program of this

scope and scale requires a full-time position with 100% effort on FSCS. To ensure the success of the project director, the principal investigator will meet regularly with the project director and assist with program start-up, evaluation and continuous improvement.

Reporting to the principal investigator, the project director has responsibility for the management of the project; will develop and refine program operations to ensure that objectives are met; will ensure the program is in compliance with the ED guidelines; will manage the daily operation of the program through hiring, supervising, training, and guiding staff in the development, implementation, and evaluation of program activities; and will ensure the project is operated in a fiscally prudent manner and is in compliance with all fiscal requirements. Additionally, the project director will work with the Kentucky Department of Education, partner districts, evaluators and data contractors to implement the FSCS data system; ensure the data drives services; and to ensure continuous improvement of services.

Project director qualifications, relevant training and experience: Minimum of Master's degree in educational administration, or related field, with a doctorate preferred; minimum ten years' experience in personnel, program, and fiscal management; demonstrated experience with federal grants management, including budget responsibility; demonstrated knowledge and leadership in school reform, college/career readiness, and evaluation; belief that all students can succeed; familiarity with the community school model.

Upon notification of funding, we will begin a search for our key personnel. Pursuant to research and best practice, each site will have an FSCS Site Coordinator. Site coordinators will be hired immediately upon notification of funding and will be paid 100% from FSCS federal funding. School and partner personnel will be actively engaged in hiring with the school principal and the FSCS project director leading the interviews. Each site will have a 100% site

coordinator and this time commitment is appropriate to the responsibilities of the position and supported by research and our experience. Site coordinators will assume leadership of a FSCS site and work collaboratively with the principal to implement the FSCS program. Within their schools, site coordinators will engage in joint planning with the principal that encourages (1) identification of and support for mutually defined results and outcomes that are responsive to students’ needs, (2) alignment of services with those needs, and (3) shared accountability for achieving intended outcomes and results. The site coordinator reports to the Project Director.

Figure 18 reflects the relevant training and qualifications required of the site coordinators. Position descriptions have been approved by the Consortium and are included in Appendix B.

Figure 18. FSCS Site Coordinator (3 positions 100% FTE for 12 months)	
QUALIFICATIONS	RESPONSIBILITIES
<ul style="list-style-type: none"> • Bachelor’s degree required, master’s degree preferred • A minimum of five years of experience in program management, three years’ of supervision of staff • Skills and knowledge coordinating a multi-faceted program • Demonstrated knowledge in school reform, college and program evaluation • Experience working in high-poverty schools providing services to students and families • Excellent written and oral communication skills and presentation skills • Exceptional organizational skills and ability to multi-task 	<ul style="list-style-type: none"> • Provide leadership for a FSCS site while working collaboratively with the school Principal to implement the comprehensive program plan • Continually assess needs of students, families and school, evaluate impact of FSCS program on these groups and continually modify services to best meet needs • Serve as primary liaison with all community partners; ensure partners are trained, understand their role, and implement according to their role • Communicate FSCS mission to community, parents, staff and students • Lead school level Partnership Council

V. Quality of the Project Evaluation

A. The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project

The evaluation plan will include a mixed methodology, integrating quantitative and qualitative data. Instruments will be developed to measure program accomplishments, performance indicators, collect data for the Annual Performance Reports, and implement a model for continuous improvement. Data will be collected to measure impact on students, parents, and schools. Analyses will be disaggregated by race, gender, ethnicity and school. Data will also be collected to assess fidelity to the program design and organizational health to secure the vigor of program implementation. There are four goals to the proposed evaluation:

1. To produce a valuable process evaluation that will assess the quality of the components of the project and service delivery and its fidelity to the program model;
2. To engender an effective summative evaluation that will measure impact on students, parents, and teachers, particularly academic achievement, postsecondary attainment;
3. To generate comprehensive, useful, and erudite data derived from a robust methodology;
4. To develop practical and functional tools that stakeholders will be able to utilize.

Annually, the design will be re-visited by the evaluator, principal investigator and project director to ensure that the evaluation is meeting the needs of the program. An annual evaluation report will be submitted to the principal investigator and the project director.

Our evaluation will be led by the project director and an Independent Evaluator, Judy Kim, Ph.D. Dr. Kim is familiar with the FSCS model, has experience teaching in Kentucky's public schools, and has extensive experience as an external program evaluator for federal US Department of Education programs, including Full Service Community Schools, GEAR UP state and partnership programs and Investing in Innovation. Our evaluation effort will have two major purposes. First, it will provide the consortium with formative feedback,

helping to shape Berea FSCS as it proceeds. Second, the evaluation team will assess ways and the degree to which Berea FSCS is meeting project objectives.

Quarterly written updates will be provided to the project director, encompassing summaries of data collection, progress on project implementation, and next steps. Annual written progress reports will include data by project, by student, and by school. School data will be disaggregated where appropriate. Finally, discussions of progress toward meeting goals and objectives will be included as part of the summative evaluation. In combination, these measures will be used to gauge the overall project efficiency and efficacy.

Formative: Dr. Kim will independently study all components of the FSCS work each year – eligible services to students and families and implementation of the integrated student services framework. Using a logic model approach, she will document the evolving theory of action for each component, and compare those strategies with realities observed in the field and through data. Annually, Dr. Kim will meet with the consortium and the partnership councils to report findings and facilitate a discussion on the implications for change. In addition, she will be given the responsibility and license to assess and document the health of the Berea FSCS and to report out both strengths and weaknesses.

Summative: Dr. Kim will study program components and the degree to which they are interacting with and supportive of each other. At the beginning of the grant period, Dr. Kim will assist in establishing baseline data and targets to measure progress toward the objectives. The evaluation will assess the degree to which Berea FSCS is achieving its stated benchmarks and targets.

The evaluation will study Berea FSCS carefully, both its operation and impact, at different levels of the system. These levels run upwards from individual student achievement to

quality of instruction to local school system capacity to Partnership activity. At the first level, the evaluation will carefully monitor the influence of the Berea FSCS on student achievement. At the second level, the evaluation will look at the nature and quality of instruction in our schools and its correlation with Berea FSCS activities. At the third level, the summative evaluation will include an assessment of staff, leadership and the partnership council's performance. The results of the summative evaluation will be utilized to measure efficacy of the Berea FSCS.

The evaluation will provide guidance on or strategies suitable for replication. Annually, findings from the evaluation design will discuss in detail the implementation, analysis, and limitations of the study. In particular, we will identify key practice areas that we will study for replication in rural schools. For example, we plan to assess the impact of the Check and Connect program on rising 9th grade students identified as disengaged from school.

Among the strategies integral to our project design is Check and Connect, a strategy that meets the evidence-level of *demonstrates a rationale and moderate evidence*. Check and Connect has two main components: "Check" and "Connect." The "Check" component is designed to continually monitor student performance and progress (including the student's attendance, incidence of suspensions, course grades, and credits). The "Connect" component involves mentors giving individualized attention to students. Site coordinators, school staff, AmeriCorps members and community volunteers will serve as our mentors and be trained in Check and Connect.

Check and Connect will focus on FSCS participants at that critical time of transition between 8th grade and 9th grade. Check and Connect mentors will begin mentoring these students at the beginning of their 9th grade year and continue mentoring them through the summer following their 9th grade year. By providing FSCS students with a mentor as they transition into,

thru, and out of 9th grade, we are increasing the likelihood that these students will graduate high school and transition to postsecondary education without the need for remediation. Recognizing the importance of this intervention, **all** students will receive a Check and Connect mentor.

The principal investigator, project director and evaluator will present findings at research and professional conferences as well as submit written papers to scholarly journals and professional publications, regionally and nationally. All efforts will be made to share and disseminate findings and to learn and receive feedback from the research and education community.

B. The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible

We will measure the US Department of Education's Performance Indicator for this program: *The percentage of individuals targeted for services who receive services during each year of the project period.* We have established annual targets for the number of students and families to be serviced (*Figure 4*). We will track the individuals who receive each service and calculate the percentage of individuals targeted for services who receive services each project year. Our staff will ensure compliance with the Government Performance and Results Acts by submitting data on this Performance Indicator and by participating in ED national evaluations.

The collection and effective use of both quantitative and qualitative data is essential in demonstrating the efficacy of Berea FSCS, assessing student outcomes, and taking immediate action toward improving student performance. Berea College will partner with the Kentucky Department of Education (KDE) to make data more accessible and to standardize state and school-wide data interfaces for Berea FSCS staff and our evaluator. KDE will coordinate data entry, access, reporting of data, and serve as the data clearinghouse, routing data to Berea FSCS.

We will collect a variety of quantitative and qualitative data on participating FSCS students and families. Data will provide the information necessary to evaluate the project’s success in meeting our specific program objectives. Performance measures, relationships to outcomes, and data to be produced follows in Figure 19.

Figure 19. Performance Measures and Data Collection Methods	
Performance Measures	Quantitative & Qualitative Data
Goal 1: To increase the number and percentage of children prepared for kindergarten.	
Obj 1.1: 25% increase in the number of K students who are ready for Kindergarten.	
PM 1.1.1: #/% students and #/% of parents participating in transition to K programs PM 1.1.2: #/% students at kindergarten readiness on Brigance	Quantitative Data: KDE reports of # of students who are at kindergarten readiness, as measured by Brigance Qualitative Data: Logs of children enrolled in K transition programs; logs of families participating in K transition programs
Goal 2: To increase the number and percentage of students achieving academically.	
Obj 2.1: 20% increase in the number of students scoring proficient in math.	
PM 2.1.1: #/% of students participating in math tutoring, test prep, and other academic support activities PM 2.1.2: #/% of students and #/% of family members who participate in programs focused on transition -- elementary to middle, middle to high, high to college and career PM 2.1.3: #/% chronically absent students who receive mentoring and supportive services PM 2.1.4: #/% at Proficient or above in math on Kentucky assessment PM 2.1.5: #/% at Proficient or above in Algebra II end-of-course exam	Quantitative Data: School report card/KDE reports of #/% of students at proficiency in state math assessments; #/% students chronically absent; Qualitative data: Logs of students participating in math tutoring; logs of students participating in academic support services; logs of students and parents participating in transition programs; logs of students participating in mentoring and supportive services
Obj 2.2: 40% increase in the number of students scoring proficient in English.	
PM 2.2.1: #/% of students participating in English tutoring, test prep, and other academic support activities PM 2.2.2: #/% of students and #/% of family members who participation in programs	Quantitative Data: School report card/KDE reports of #/% of students at proficiency in state reading and English Language Arts assessments; #/% students chronically absent; Qualitative data: Logs of students participating in reading, ELA

Figure 19. Performance Measures and Data Collection Methods	
Performance Measures	Quantitative & Qualitative Data
focused on transition -- elementary to middle, middle to high, high to college PM 2.2.3: #/% chronically absent students who receive mentoring and supportive services PM 2.2.4: % at Proficient and above in Language Mechanics on state assessment PM 2.2.5: % at Proficient and above in English end-of-course exam	tutoring; logs of students participating in academic support services; logs of students and parents participating in transition programs; logs of students participating in mentoring and supportive services
Obj 2.3: 20% increase in the number of students who graduate from high school prepared for college.	
PM 2.3.1: % of students at/above benchmark on ACT in Math and English PM 2.3.2: #/% of students and their families who participate in transition from HS to college activities PM 2.3.3: #/% of disconnected youth who are re-connected to school PM 2.3.4 #/% of youth re-entering school from juvenile justice system	Quantitative Data: School report card/KDE reports of #/% of students at at/above benchmark on ACT English; #/% students chronically absent; #/% of students who drop out; #/% students re-entering from juvenile justice system Qualitative data: Logs of students participating in academic services; logs of students and parents participating in transition programs; logs of students participating in mentoring and supportive services
Goal 3: To increase the number of students that are safe, healthy, and supported by engaged parents.	
Obj 3.1: 15% increase in number of high school students supported in their college and career planning by their parents.	
PM 3.1.1: #/% of parents participating in college planning activities PM 3.1.2: #/% parents who complete FAFSA PM 3.1.3: #/% students reporting, via survey, feeling supported by parents PM 3.1.4: #/% of students and #/% of family members who participate in programs focused on transition from high school to college	Quantitative Data: Parent survey (annual); student survey (annual); FAFSA completion reports Qualitative Data: Logs of parents participating in financial aid/college planning workshops; Parent interviews
Obj 3.2: 25% increase in the number of students feeling safe at school.	
PM 3.2.1: #/% of students who report having an adult to talk to about concerns	Quantitative Data: Student survey (annual); reports of chronically absent students Qualitative Data: Logs of students

Figure 19. Performance Measures and Data Collection Methods	
Performance Measures	Quantitative & Qualitative Data
<p>PM 3.2.2: #/% of students and #/% of family members who participate in programs focused on transition from elementary to middle school and from middle school to high school</p> <p>PM 3.2.3: #/% chronically absent students who receive mentoring and supportive services</p> <p>PM 3.2.4: #/% of disconnected youth who are reconnected</p> <p>PM 3.2.5: #/% of students who feel school is a safe place</p>	<p>participating in safety and wellness activities; Logs of participation in transition programs; interviews with youth designated as disconnected</p>
Obj 3.3: 25% increase in the number of families referred to services.	
<p>PM 3.3.1: # of programs at FSCS for family members</p> <p>PM 3.3.2: #/% of families who participate in FSCS programs</p> <p>PM 3.3.3: #/% of families referred to services</p>	<p>Quantitative Data: FSCS program and activity schedules Qualitative Data: Logs of families participating in FSCS programs; Logs of referrals; interviews with families</p>

The collection and effective use of both quantitative and qualitative data is essential in demonstrating the efficacy of FSCS, assessing student outcomes, and taking immediate action toward improving student performance. Berea College will partner with KDE to make data more accessible and to standardize state and school-wide data interfaces for our FSCS staff, schools, and our evaluator. KDE will coordinate data entry, access, and reporting of data, and serve as the data clearinghouse routing quarterly data reports to FSCS. We will collect a variety of quantitative and qualitative data on participating students, teachers, parents and schools (Figure 19). Data will provide the information necessary to evaluate the project’s success in achieving goals and objectives. Figure 20 illustrates our data collection timeline and instruments to be used. Our previous experience effectively implementing FSCS provides us with the instruments and experience needed to effectively and efficiently implement this program.

Figure 20. FSCS Data Collection Timeline and Instruments		
Collection Date	Evaluation Dimensions	Collection Vehicle
Oct (3rd Week)	Characteristics of students	Berea/KDE Data download report
Nov (4th Week)	Health, Safety, Engagement	Student and Parent Survey
Dec (2nd Week)	Outcomes & Performance	Progress Form
Jan (3rd Week)	Academic Support Program	Academic Support Form
Feb (2nd Week)	College/ Fin Aid Awareness	Parent Survey
Mar (1st Week)	Delivery of Services	Project Services Form
	Alignment of Services	Community & Site Alignment Report
	Parent Involvement	Parent participation form
April (1st week)	Segmented population observations	Interviews & focus groups
	Training and development of Staff	Professional Dev. Form
May (3rd week)	Participant Inactiveness	Inactiveness Form

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- ¹ Kentucky Department Of Education Qualifying Data Report Program Year: 2017 – 2018, <https://education.ky.gov/federal/SCN/Pages/Qualifying-Data.aspx>
- ² Eligibility -- Rural and Low-income School Program <https://www2.ed.gov/programs/reaprlisp/eligibility.html>
- ³³ GEAR UP 2005 program evaluation, completed September 2011.
- ⁴ <https://ed.gov/policy/elsec/leg/essa/guidanceuseinvestment.pdf>
- ⁵ http://www.communityschools.org/assets/1/AssetManager/CS_Results_Framework.pdf
- ⁶ Showalter, D., Klein, R., Johnson, J., & Hartman, S. L. (2017). *Why rural matters 2015-2016: Understanding the changing landscape*. http://www.ruraledu.org/user_uploads/file/WRM-2015-16.pdf
- ⁷ The Forgotten Fifth Child Poverty in Rural America, William P. O’Hare 2009, <https://bit.ly/1BEV75N>
- ⁸ <https://bit.ly/2Kj1ULr>
- ⁹⁹ <http://factfinder.census.gov>
- ¹⁰ <http://1.usa.gov/2nlqmOk>
- ¹¹ <http://bit.ly/1WVfn2>
- ¹² <http://factfinder.census.gov>
- ¹³ <https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>
- ¹⁴ <http://bit.ly/2gagzqY>
- ¹⁵ Berea College Survey of Target Area Schools, conducted January – April 2018.
- ¹⁶ <http://www.countyhealthrankings.org/learn/explore-health-rankings/what-and-why-we-rank/health-factors/physical-environment/housing-transit/severe-housing-problems>
- ¹⁷ https://www.researchgate.net/profile/Scott_Hunter2/publication/224120419_The_mental_and_physical_health_of_homeless_youth_A_literature_review/links/00b7d52408a8c84bf1000000/The-mental-and-physical-health-of-homeless-youth-A-literature-review.pdf
- ¹⁸ <https://www.air.org/sites/default/files/downloads/report/Americas-Youngest-Outcasts-Child-Homelessness-Nov2014.pdf>
- ¹⁹ *How I broke away from the endless cycle of poverty, meth and jail in rural Kentucky*. The Hechinger Report. Retrieved from <http://hechingerreport.org/broke-away-endless-cycle-poverty-meth-jail-rural-kentucky/>
- ²⁰ <https://reacheval.com/projects/kentucky-incentives-for-prevention-kip-survey/>
- ²¹ <https://link.springer.com/article/10.1007/s10964-017-0333-3>
- ²² Berea Community Schools 2017 FRYSC Survey of Elementary and Middle School students.
- ²³ Berea College Survey of Target Area Schools, conducted January – April 2018.
- ²⁴ Berea Independent Schools, Youth Services Survey, 2017.
- ²⁵ <http://1.usa.gov/1s3zW3I>
- ²⁶ Berea College Survey of Target Area Schools, conducted January – April 2018.
- ²⁷ <http://openhouse.education.ky.gov/data>
- ²⁸ Kentucky Department of Education Kindergarten Readiness Data 2017-2018, <https://bit.ly/2Mkwh1g>
- ²⁹ Ibid.
- ³⁰ <http://1.usa.gov/1s3zW3I>
- ³¹ <http://1.usa.gov/1s3zW3I>
- ³² (<http://1.usa.gov/1s3zW3I>).
- ³³ Berea College Survey of Target Area Schools, conducted January – April 2018.
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- ³⁶ <http://bit.ly/2fRbove>
- ³⁷ <http://bit.ly/2fRbove>
- ³⁸ Berea College Survey of Target Area Schools, conducted January – April 2018.
- ³⁹ Berea College Survey of Target Area Schools, conducted January – April 2018.
- ⁴⁰ Kentucky Department of Education School Report Card 2016-2017

- ⁴¹ Kentucky Department of Education School Report Card 2016-2017
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⁴⁸ Robert Balfanz. February 2013. Overcoming the Poverty Challenge to Enable College and Career Readiness for All The Crucial Role of Student Supports.
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⁵² Robert Balfanz. February 2013. Overcoming the Poverty Challenge to Enable College and Career Readiness for All The Crucial Role of Student Supports.
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