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Absolute Priority

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

Our consortium, the eligible entity, will provide comprehensive services at five school sites and will provide services to the **1,750** students enrolled in these school sites as follows:

- Hayes Lewis Elementary, preschool through 8th grade, 154 students
- Mountain View Elementary, preschool through 8th grade, 493 students
- Stinnett Elementary, preschool through 8th grade, 386 students
- W.B. Muncy Elementary, preschool through 8th grade, 245 students
- Leslie County High, 9th through 12th grade, 472 students

Our program is a district-wide program and includes all schools and students within the district. Leslie County Schools qualifies for district wide, 100% free and reduced lunch, with 76% of the students living within the school district boundaries eligible for free or reduced-price lunch. Thus, the Leslie County 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 five FSCS sites change, we will immediately connect with the US Department of Education and address the impact of the change.

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

Figure 1. FSCS Requirements Addressed within Proposal	
Requirement	**Page Numbers Addressing Requirement**
Description of Eligible Entity	1, 60-68
MOU among all partners in the eligible entity	61-65, Appendix C
Capacity of the eligible entity to coordinate and provide pipeline services at two or more FSCS	5-6, 9-10, 71-72, 80-83
Comprehensive Plan that includes:	
Student, family and school community to be served, including demographic information	16-27
A needs assessment that identifies the needs of students, families and community residents	16-36
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	9-15
Pipeline services, including existing and additional services, to be coordinated and provided by the	9, 31-60

Figure 1. FSCS Requirements Addressed within Proposal	
Requirement	**Page Numbers Addressing Requirement**
entity, including 1) why services have been selected; 2) how services will impact student academic achievement; 3) how services address the objectives and outcomes	
Plans to ensure that FSCS site has:	
a full-time coordinator, a description of funding source for the coordinator	9, 82-83
plans for professional development of staff	72-75
plans for joint utilization and management of school facilities	75-76
Plans for annual evaluation based upon attainment of the objectives and outcomes	84-94
Plans for sustaining the programs and services beyond the grant period	69-70
Assurance that the eligible entity and partners will focus services on schools eligible for a schoolwide program	1

Competitive Preference Priority 1--Rural Districts

Leslie County School District is eligible under the Rural and Low-Income School (RLIS) program. Thirty-seven percent of the children ages 5 through 17 years served by Leslie County

Schools are from families with incomes below poverty; and all the schools are designated with a school locale code of 42 or 43.[2]

Competitive Preference Priority 2—Broadly Representative Consortium

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 local community foundation is focused on the success of Leslie county 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)
- Leslie County School District (a local educational agency)
- Appalachian Community Federal Credit Union (a nonprofit banking institution)
- Eastern Streams Community Early Childhood Council (a nonprofit public organization)
- Elgin Foundation (a national philanthropic organization)
- Kentucky Center for School Safety (a statewide safety collaborative)

- Kentucky Out of School Alliance (a statewide organization supporting out-of-school time)
- Kentucky River District Health Department (a healthcare organization)
- Prichard Committee (a nonpartisan advocacy organization and provider of family engagement programs)

Additional information is provided on each partner in Adequacy of Resources section, page 60.

Competitive Preference Priority 3--History of Effectiveness

Our consortium members have a long history of working together to impact children and families in Leslie County. In rural communities like ours, where there are few organizations working to support students and success, the organizations that do the work collaborate. In 2012, Leslie County High School was designated as a Persistently Low Achieving School by the Kentucky Department of Education. Consortium members began working together to ensure the success of the High School. By 2014, the consortium had obtained funding to implement a US Department of Education's GEAR UP program and a USDOE/CNCS AmeriCorps School Turnaround grant. By 2016, the high school was no longer classified as a Persistently Low Achieving School.

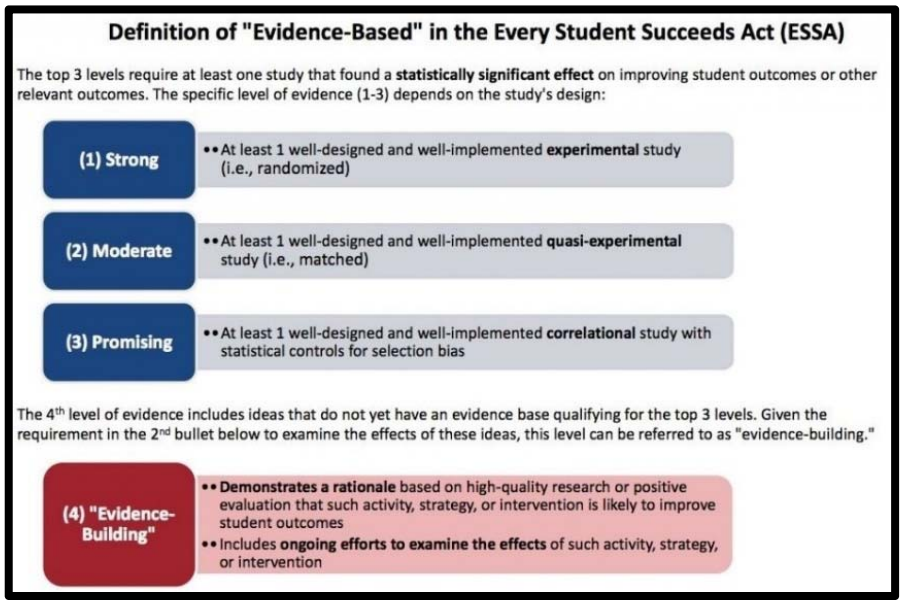
A recent example of effective collaboration is the consortium's success in securing a 21st CCLC program for Leslie County High School. The consortium designed this program, prepared and submitted the grant application. The application was funded and the consortium is providing the vision and leadership for the work which has launched. A highlight during the past year was *Operation Preparation*, which served nearly 100 students with career exploration opportunities.

The partnership development and collaboration required to design, submit and receive funding for these projects will be helpful as we implement the FSCS program at five Leslie

County 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.

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 proposed project component is supported by one or more 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.[3]

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. *Exceptional Children*, 65(1), 7–21. Sinclair, Christenson & Thurlow, M. L. (2005). Promoting school completion of urban secondary youth with emotional or behavioral disabilities. *Exceptional Children*, 71(4), 465–482.
At least one study meets the WWC Evidence Standards without reservations	Two studies meet WWC group design standards: • 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	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 9th grade students in Check & Connect were statistically significantly less likely than similar comparison group students to drop out of school by the end of 9th 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.

Figure 2. Check and Connect Satisfaction of Criteria for Meeting Promising Evidence	
Criteria	**WWC Review of Check and Connect Studies**
in the study or other studies reviewed by and reported on by the WWC)	*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	Check and Connect Study Populations *Included 238 students who attended Minneapolis high schools & entered program in the beginning of 9th grade. *Included students receiving special education services. Our Mentoring Program Population *Includes rising 9th grade students *Includes students receiving special education services.

Our rationale is demonstrated by our logic model which follows:

Inputs	Outputs	Intermediate Outcomes	Long-Term
Stakeholders: Students, Parents, Teachers, Consortium, Site Coordinators **Consortium** dedicated to **improved coordination**, integration, accessibility, and effectiveness of services for students and families **Pipeline of Services** designed to address community need **ISS Framework** and **Research Based Practices**	**Early Childhood Programs:** Parent engagement; Professional Development; Reading programs **School and Out-of-school Time:** Extended Learning Opportunities/21st CCLC; tutoring; GEAR UP; AmeriCorps; Test prep; mentoring **Transition Programs:** AmeriCorps; GEAR UP; Parent programs; Career Fairs; Financial aid info; Job shadowing; College visits; *Check and Connect* **Family and Community Engagement:** Financial literacy; Parent leadership; statewide advocacy; Teacher PD; Prichard sessions; referrals to services **Postsecondary and Workforce Readiness:** Internships; AmeriCorps; GEAR UP; Dual Credit; credentialing; mentoring; parent outreach **Community-based Support for Students:** GED classes; credentialing; personal budgeting, ACFCU financial literacy, workforce readiness **Social, health, nutrition, and mental health services:** White House Clinic, Health/wellness programs; nutrition; school safety; mental health referrals; Green Dot; feeding programs **Juvenile crime prevention:** Center for School Safety PD for teachers; presentations to students; *Check and Connect mentoring;* parent outreach	• 25% increase in the number of Kindergarten students who are ready for Kindergarten • 20% increase in the number of students scoring proficient in math • 40% increase in the number of students scoring proficient in reading • 20% increase in the number of students who graduate high school prepared for college • 15% increase in the number of high school students who are supported in their college and career planning by their parents • 25% increase in the number of students who are healthy • 25% increase in the number of families referred to services	**For FSCS Students, Families and FSCS sites:** More children prepared for Kindergarten More students achieving academically More students who are safe, healthy, and supported by engaged parents Increased coordination of services to students and families All Leslie county students succeed at school

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 Leslie Full-Service Community Schools (Leslie FSCS) to meet the needs of the students and families in rural Leslie County, Kentucky. Berea College, the lead applicant, is in its last year of successfully implementing a Full-Service Community Schools program in rural Knox County, Kentucky (Knox FSCS). Several members of the Leslie FSCS consortium were actively engaged in the Knox FSCS project. The Leslie 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 Leslie 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.[4] The Leslie FSCS consortium will collaboratively work toward the result that ***All Leslie County Students Succeed at School*** and has established objectives and performance measures to measure progress toward this result, Figure 3. Our logic model, page 9, 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.	**2018 – 2019 Baseline** Brigance, Kindergarten Readiness • 53% of students not ready (65 students)	**PM 1.1.1:** #/% of students and #/% of parents participating in transition to K programs **PM 1.1.2:** #/% of 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.	**2017 – 2018 Baseline** K-PREP Math #/% Proficient or above • 48% (201 students) Elementary students • 53% (191) Middle School students ACT math, #/% at Benchmark	**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

Figure 3. Goals, Objectives and Outcomes		
Objectives	**Baseline Data for Objective**	**Outcome Performance Measures**
	or above • 36% (41) of 11th Grade students	**PM 2.1.3:** #/% of 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 Benchmark or above in ACT math
Obj 2.2: 40% increase in the number of students scoring proficient in reading.	**2017 – 2018 Baseline** K-PREP Reading #/% Proficient or above • 60.4% (253) Elementary students • 70.8% (255) Middle School students ACT Reading, #/% at Benchmark or above • 46.2% (55) 11th Grade students	**PM 2.2.1:** #/% of students participating in reading 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:** #/% at Proficient and above in reading on state assessment **PM 2.2.5:** % at Benchmark and above in ACT reading

Figure 3. Goals, Objectives and Outcomes		
Objectives	**Baseline Data for Objective**	**Outcome Performance Measures**
Obj 2.3: 20% increase in number of students who graduate high school prepared for college.	**2017 – 2018 Baseline** ACT math, #/% at benchmark • 36% (41) at benchmark in math ACT reading, #/% at benchmark • 56.1% (64) at benchmark in Reading AFGR Graduation rate, #/% of graduates • 91% (104) graduate on time College Readiness, #/% of high school graduates • 50% (52) of high school graduates do not graduate college ready	**PM 2.3.1:** #/% of students at/above benchmark on ACT in reading 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
Goal 3: To increase the number of students that are safe, healthy, and supported by engaged parents.		
Obj 3.1: 15% increase in	Baseline: Will be established during first quarter of FSCS	**PM 3.1.1:** #/% of parents participating in college and career planning activities

Figure 3. Goals, Objectives and Outcomes		
Objectives	**Baseline Data for Objective**	**Outcome Performance Measures**
number of high school students supported in college and career planning by their parents.	program via a survey to all high school students.	**PM 3.1.2:** #/% of parents who complete FAFSA **PM 3.1.3:** #/% of 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
Obj 3.2: 25% increase in the number of students who are healthy.	Baseline: Will be established during first quarter of FSCS program via a survey to all students and parents and from partner data.	**PM 3.2.1:** #/% of students who indicate they eat vegetable/fruit everyday **PM 3.2.2:** #/% of students who indicate they are active 5 days/week **PM 3.2.3**: #/% of students and #/% of family members who participate in FSCS health initiatives **PM 3.2.4**: #/% of elementary students receiving preventative dental services
Obj 3.3: 25% increase in the number of families	Baseline: Will be established during first quarter of FSCS program via a survey to all families.	**PM 3.3.1:** # of programs at FSCS for family members **PM 3.3.2**: #/% of families who participate in FSCS programs

Figure 3. Goals, Objectives and Outcomes		
Objectives	**Baseline Data for Objective**	**Outcome Performance Measures**
referred to services.		**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 Schools 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 (76%), 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	1750	1313 (75%)	1348 (77%)	1383 (79%)	1418 (81%)	1453 (83%)
Family Member	1750	700 (40%)	735 (42%)	770 (44%)	805 (46%)	840 (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 drawls—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–March 2019, 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.[5] *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.*[6]

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 Leslie County, where our schools are located, in **the bottom 1% of all counties** in the nation.[7] Figure 5 contains socio-economic information for Leslie County.[8]

Figure 5. Socio-Economic Information for the Community 2017

Region	% of Below Poverty	Per Capita Income	% US Poverty Rate
Leslie FSCS	37% children, 27% families	$15,112	236%
Nation	20% children, 11% families	$ 31,177	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.[9] 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.[10]

Our community is under-educated. Only 9% of the residents of Leslie County have a bachelor's degree or higher as compared to 31% of the nation.[11] Only 68% of our adults have a high school diploma as compared to 87% of the nation. A staggering 32% of our residents have less than a high school education, as compared to 13% of the nation.[12] These are the adults who are the caretakers for our children and our youth. These are the family members that will be engaged in our Full-Service Community Schools work.

> *A lot of students here are not pushed to go to college, a lot of us dream about college but don't really plan for it. The generation before us did not go to college. We see that and base our life plans off of that.*
>
> *Leslie County High School student, Spring 2019*

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 2018, Berea College surveyed 8,097 parents of Eastern Kentucky youth, including parents of youth in Leslie County.[13] Ninety-two percent of parents had spoken to their children about attending college and 70% believed their children would receive four-year degrees. However, the survey revealed that the majority of parents did 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 14%** (7% in the nation).[14] Building up even a small amount of savings is a challenge. According to Prosperity Now Scorecard 2019 data, 50% of households in the Leslie FSCS area, as compared to 40% 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.[15] For some families the situation is direr than the inability to save. Too many families are struggling to meet their basic needs. For example, at Stinnett Elementary, more than 50% of parents reported they needed help with meeting their basic living needs.[16]

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.*
>
> *High School Student, November 2016*

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.[17]

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.[18]

> *It's a very, very poor place. You know Leslie is one of the ten poorest counties in the United States. We have been devastated by the loss of coal jobs. Addiction has really taken over a part of the county. You see the impact everywhere. I grew up here, and things are worse than I've ever seen them. I'm shocked by the number of homes that don't have electricity."*
>
> *Administrator, Leslie County Schools, 2018 Interview*

Nearly 8% of children in our community experience homelessness, a rate that is double that of the state of Kentucky (3.3%), which is ranked 38 of all states (with 1st being the best) in overall performance related to youth homelessness.[19] *America's Youngest Outcasts* researchers found that homeless children were more likely to experience moderate to severe acute and chronic health problems.[20]

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. The rate of drug overdose deaths at the national level in 2016 was 21.3 deaths per 100,000 residents

and in our county the average **annual rate was 66.3 deaths per 100,000 residents.**[21] The parents of our youth are those at the heart of the opioid epidemic.

> *Too many parents put aside their kids for other things, money goes towards drugs. Most kids find their own path using school and their teachers to help them strive for a better life.*
>
> *Leslie County High School Student, Spring 2019*

This epidemic impacts those most vulnerable, our children and youth, and a survey of school staff found that drug abuse in the home was the greatest barrier that affected student learning[22]. 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.*[23]

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:

- 16.6% of 10th graders reported using alcohol one or more times in the past 30 days.
- 9.4% of 10th graders reported using marijuana one or more times in the past 30 days.[24]

Youth who abuse drugs or alcohol are at greater risk of academic failure and high school dropout.[25]

Our community is facing a health crisis. For generations Appalachia has struggled to keep up with health gains of the rest of the nation. An August 2017 study by the Foundation for a Healthy Kentucky, along with the Appalachian Regional Commission and

the Robert Wood Johnson Foundation, shows that Appalachia continues to fall behind in most major public health indicators.[26] The study shows the region lags the rest of the country in 33 out of 41 population health indicators, including seven of the leading 10 causes of death in the United States.[27] Deaths by poisoning, which include drug overdoses, were 37 percent higher than the rest of the country — a testament to the opioid addiction crisis that has gripped Appalachia for years. Most distressing, is that Central Appalachia, which is mostly the Eastern part of Kentucky, was the worst of the worst. Our part of Appalachia led all other regions of Appalachia in deaths from heart disease, cancer, lung disease, injuries and diabetes.[28] In the category of "years of potential life lost," a measure of premature deaths, central Appalachia lost more than 11,200 years from 2011 to 2013. No other Appalachian region was above 9,200.[29]

> "It is a wakeup call," said Ben Chandler, president and CEO of the Foundation for a Healthy Kentucky, "We are dealing with real challenges in Appalachian Kentucky."

It is important to note that within Central Appalachia, Leslie County ranks near the bottom in health outcomes, ranking 117 out of 120 in overall health rankings in Kentucky.[30] In Leslie County 76% of adults are overweight; 28% of adults smoke; only 6% of adults have the recommended fruit and vegetable intake; 38% of adults report less than good health; and 39% of adults in our community report a lack of physical activity.[31] These adults are the family and caregivers of our children. Our young people model their behaviors.

Our community is medically underserved. According to the August 2017 study, our place is among the most medically underserved areas of this nation. In Appalachian Kentucky:

- The supply of primary care physicians is 26 percent lower than the national average;

- The supply of mental health providers is 7 percent lower than the national average;
- The supply of specialty physicians is 59 percent lower than the national average;
- The supply of dentists is 37 percent lower than the national average.[32]

In Leslie County we have extremely limited access to qualified health services. The isolation of the area requires that our residents travel outside the county, often up to two hours one-way, to receive any services beyond basic health care.[33] Given the high poverty in our community and the high unemployment rate many families lack dependable transportation or do not have the money for the gas needed to travel to access healthcare. Needless to say, in our rural community there is no public transportation.

In our community the lack of access to healthcare is most glaring when we look at access to dental services. Poor oral health contributes to life-long chronic health problems such as cardiovascular disease, respiratory infections, and diabetes.[34] The Elgin Foundation is one of the only organizations in the region tackling the pressing issue of child dental health. In 2017, Elgin provided dental screenings for 280 Leslie County children and 49.6% of the children screened (139 of 280) required **more than** preventative dental treatment. More distressing, 10% of those screened (27 students) had an **urgent dental issue** that required immediate attention.[35]

School Level Data

Our schools are failing our children: In 2016, the most recent data available, two of our five FSCS sites – Hayes Lewis Elementary and Mountain View Elementary– were ranked in the bottom 30th percentile of all schools within the state by the Kentucky Department of Education (KDE).[36] As a result, Hayes Lewis Elementary and Mountain View Elementary 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.[37]

Many of our children are behind before they start school. Too many children, 53%, are not ready for Kindergarten. In August 2018, of the 125 children entering kindergarten, 98% (123 children) were assessed by the Brigance Kindergarten Screen, a developmentally appropriate early learning measure adopted by Kentucky.[38] Fifty-three percent of those assessed (65 children) were not ready for Kindergarten and they lacked age-appropriate motor, language and concept development functioning.[39] It is important to note that only 72% of children in Leslie County attend formal head start or child care programs.[40]

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. Too many of our students are scoring below proficient in reading and math. In 2017-18, 43% of 3rd grade students in our community were below proficient in reading, and 44% were below proficient in math.[41] Thirty-six percent of Leslie 8th grade students were below proficient in reading and 56% scored below proficient in math.[42] Fifty-four percent of Leslie 11th grade students scored below benchmark in reading on the ACT and 64% scored below benchmark in math.[43] **Across all grade levels and subject areas, the vast majority of the students in the community scoring below proficient were low-income.** For example in 8th grade math, 86% of students scoring

below proficient were low-income.

There are no interventions specifically 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.[44]

Large numbers of our students are dropping out of high school. The Kentucky Department of Education defines chronic absenteeism as being present 90% or less of full-time equivalency. Research from Attendance Works indicates that with every year of chronic absenteeism, a student's likelihood of dropping out of school increases.[45] In 2017-2018, 26% of students in Leslie County Schools were chronically absent as compared to 18% of students in Kentucky.[46] Nine percent of students who enrolled at Leslie County High School in 9th grade in 2014 (10 students) failed to graduate four years later. This dropout rate is calculated using the Average Freshman Graduation Rate (AFGR) method.[47] **Only 91% of students graduate from high school on time**.[48]

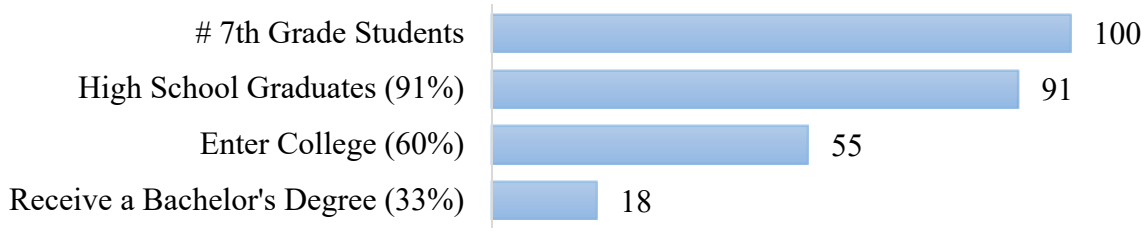
A lack of comprehensive advising, counseling and academic interventions exists. A 2018 Berea College Survey reports that our FSCS school district is **unable** to provide comprehensive advising, counseling and academic interventions to over half of the students.[49] Less than half of the students receive 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.[50]

Many of our students who graduate high school are not college ready. Fifty percent of our 2018 graduates were not college ready when they graduated from high school.[51] More alarming, 81% of the students not college ready upon high school graduation were low income.[52]

Few of our graduates are entering college and very few attain a bachelor's degree. Only 60% of our 2015 high school graduates entered college as compared to the nation (68%).[53] Kentucky's six-year baccalaureate graduation rate is 51.3%.[54] 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 Leslie County High School graduates. In 2015, the most recent year for which data is available, 71 students enrolled in postsecondary education. Sixty-six percent enrolled at Hazard Community and Technical College, which has a 30% graduation rate and 12% enrolled at Morehead State University and University of Kentucky (with 41% and 62% graduation rates, respectively). **The combined graduation rate for our three top-attended colleges in our region is 33% which is much less than the Kentucky college graduation rate of 51.3%.[55]**

The status quo predicts a dire future for our youth. If we maintain status quo, only 18 out of 100 7th graders will receive a bachelor's degree, Figure 6.

Figure 6. Educational Pipeline in Our Target Area



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 Leslie County Students Succeed at School**.

Figure 7 connects our clearly specified and measurable goals, objectives and performance measures to the identified gaps and weaknesses in our FSCS sites.

Figure 7. 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.	72.4% (KY 73.7%) enrolled in preschool; No programs, for students or parents, focused on transitioning students into Kindergarten; 53% (KY 48.9%) of students not ready for Kindergarten.
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; 43.9% (KY 52.7%) 3rd grade students < proficient in math; 48% (KY 48.8%) Elementary students proficient in math; 55.8% (KY 53.9%) 8th grade student < proficient in math; 53% (KY 47%) Middle School students proficient in math; 36% (KY 37.5%) of 11th grade students at benchmark on ACT math;

Figure 7. Goals, Objectives and Outcomes connected to Need	
Objectives	**Gaps & Weaknesses Addressed**
	25.8% (KY 17.6%) of students chronically absent; 50% (KY 55.6%) not college ready at high school graduation; Vast majority of students below proficient are low-income.
Obj 2.2: 40% increase in the number of students scoring proficient in reading.	Low performing schools; School district is unable to provide comprehensive advising, counseling and academic interventions to over half of the students; 42.6% (KY 47.7%) 3rd grade students < proficient in reading; 60.4% (KY 54.6%) Elementary students proficient in reading; 35.5% (KY 37.1%) 8th grade students < proficient in reading; 70.8% (KY 60%) Middle School students proficient in reading; 46.2% (KY 45.4%) 11th grade students at benchmark on ACT reading; 25.8% (KY 17.6%) of students chronically absent; 50% (KY 55.6%) not college ready at high school graduation; Vast majority of students below proficient are low-income.
Obj 2.3: 20% increase in number of students who graduate high school prepared for college.	Rural poverty; 37% (KY 25%) of children in poverty; Housing insecurity, 8% (KY 3.3%) student homeless rate; 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; 46.2% (KY 45.4%) 11th grade students at benchmark on ACT reading;

Figure 7. Goals, Objectives and Outcomes connected to Need	
Objectives	**Gaps & Weaknesses Addressed**
	36% (KY 37.5%) of 11th grade students at benchmark on ACT math; 25.8% (KY 17.6%) of students chronically absent; 91% (Nation 84.6%) of students graduate on time; 50% (KY 55.6%) not college ready at high school graduation; The combined average graduation rate for our three top-attended colleges in our region is 33% (KY 51.3%).
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, 9% (Nation 30.9%) 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; 60% (Nation 68%) of our 2015 high school graduates entered college; The combined average graduation rate for our three top-attended colleges in our region is 33% (KY 51.3%).

Figure 7. Goals, Objectives and Outcomes connected to Need	
Objectives	**Gaps & Weaknesses Addressed**
Obj 3.2: 25% increase in the number of students who are healthy.	Rural poverty, 26.7% (KY 13.8%) families live in poverty; Under-education, 9% (Nation 30.9%) of adults have BA degrees; 14% (Nation 7%) unemployment rate; 50% (Nation 40%) households liquid asset poor; 8% (KY 3.3%) children homeless; 17% (Nation 9%) severe housing issues; 49.6% of children screened required dental treatment; Ranked near last in state on health outcomes (117 out of 120); 76% (KY 68%) adults overweight; Area is medically underserved.
Obj 3.3: 25% increase in the number of families referred to services.	Rural poverty, under-education; 26.7% (KY 13.8%) families live in poverty; 9% (Nation 30.9%) of adults have BA degrees; 14% (Nation 7%) unemployment rate; 50% (Nation 40%) households liquid asset poor; 8% (KY 3.3%) children homeless; 17% (Nation 9%) severe housing issues; 49.6% of children screened required dental treatment; Opioid crisis racking the community (66.25 overdoses per 100,000 / Nation 21.3/100,000).

II. Quality of the Project Services

Strategies for ensuring equal access and treatment for all project participants

Leslie 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 Leslie 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 Schools 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.[56] These are shown in Figure 8.

Figure 8. 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

Figure 8. Standards for a College-Going Culture	
	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 five FSCS sites will lead to increased student achievement. Child Trends is a nonpartisan, nonprofit research center that 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.*"[57] 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.[58] 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.[59] 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 9 further illustrates the research base of our framework and the related effective practices that we will replicate.

Figure 9. 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[60]	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[61]	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)[62]	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 AmeriCorps members will regularly monitor the early warning system to ensure students get on track.

Figure 9. Research Basis and Replication of Effective Practices	
Research Basis	**Replication of Effective Practices**
Adopt Preventative, Real Time Intervention and Rapid Recovery Student Support Strategies[63]	Site coordinators are key to our **tiered intervention system**. Their continual review of student progress enables rapid intervention. For example, if an 8th 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[64]	We employ a **tiered intervention system**: At 1st level, strong prevention practices are in place school-wide. At 2nd level, school and program staff use targeted, small group interventions. At 3rd 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[65]	Leslie 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 8th to 9th 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.*[66]

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.[67] 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.[68] 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.[69]

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.[70] 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 reading. Our logic model, page nine, 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 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 10 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 10. Pipeline of Services to Be Provided by the Full-Service Community Schools		
Eligible Service	**Needs the Service will address**	**Anticipated Impact of Services**
High-quality **early childhood** education **program**	72.4% (KY 73.7%) enrolled in preschool; No programs, for students or parents, focused on transitioning students into Kindergarten; 53% (KY 48.9%) of students not ready for Kindergarten.	**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 schools; School district is unable to provide comprehensive advising, counseling and academic interventions to over half of the students; 43.9% (KY 52.7%) 3rd grade students < proficient in math; 48% (KY 48.8%) Elementary students proficient in math; 55.8% (KY 53.9%) 8th grade student < proficient in math; 53% (KY 47%) Middle School students proficient in math; 36% (KY 37.5%) of 11th grade students at benchmark on ACT math exam; 25.8% (KY 17.6%) 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 reading. **Obj 2.3:** 20% increase in the number of students who graduate from high school prepared for college.

Figure 10. Pipeline of Services to Be Provided by the Full-Service Community Schools		
Eligible Service	**Needs the Service will address**	**Anticipated Impact of Services**
	42.6% (KY 47.7%) 3rd grade students < proficient in reading; 60.4% (KY 54.6%) Elementary students proficient in reading; 35.5% (KY 37.1%) 8th grade students < proficient in reading; 70.8% (KY 60%) Middle School students proficient in reading; 46.2% (KY 45.4%) 11th grade students at benchmark on ACT reading exam; Rural poverty; 37% (KY 25%) of children in poverty; Housing insecurity, 8% (KY 3.3%) student homeless rate; 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.	

Figure 10. Pipeline of Services to Be Provided by the Full-Service Community Schools		
Eligible Service	**Needs the Service will address**	**Anticipated Impact of Services**
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 postsecondary education and into the workforce	72.4% (KY 73.7%) enrolled in preschool; No programs, for students or parents, focused on transitioning students into Kindergarten; 53% (KY 48.9%) of students not ready for Kindergarten; Low performing schools; School district is unable to provide comprehensive advising, counseling and academic interventions to over half of the students; 43.9% (KY 52.7%) 3rd grade students < proficient in math; 48% (KY 48.8%) Elementary students proficient in math; 55.8% (KY 53.9%) 8th grade student < proficient in math; 53% (KY 47%) Middle School students proficient in math; 36% (KY 37.5%) of 11th grade students at benchmark on ACT math; 25.8% (KY 17.6%) of students chronically absent; 42.6% (KY 47.7%) 3rd grade students < proficient in reading;	**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 reading. **Obj 2.3:** 20% increase in the number of students who graduate from high school prepared for college.

Figure 10. Pipeline of Services to Be Provided by the Full-Service Community Schools		
Eligible Service	**Needs the Service will address**	**Anticipated Impact of Services**
	60.4% (KY 54.6%) Elementary students proficient in reading; 35.5% (KY 37.1%) 8th grade students < proficient in reading; 70.8% (KY 60%) Middle School students proficient in reading; 46.2% (KY 45.4%) 11th grade students at benchmark on ACT reading exam; Rural poverty; 37% (KY 25%) of children in poverty; Housing insecurity, 8% (KY 3.3%) student homeless rate; 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; Vast majority of students below proficient are low-income.	

Figure 10. Pipeline of Services to Be Provided by the Full-Service Community Schools		
Eligible Service	**Needs the Service will address**	**Anticipated Impact of Services**
Family and community engagement and supports, which may include engaging or supporting families at school or at home	No programs, for students or parents, focused on transitioning students into Kindergarten; Low performing schools; 25.8% (KY 17.6%) of students chronically absent; 50% (KY 55.6%) not college ready at high school graduation; Rural poverty; 37% (KY 25%) of children in poverty; 50% (Nation 40%) households liquid asset poor; Housing insecurity, 8% (KY 3.3%) student homeless rate; 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; No school staff is responsible for connecting with parents to advise them of their students' academic needs, sharing the availability of	**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 reading. **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

Figure 10. Pipeline of Services to Be Provided by the Full-Service Community Schools		
Eligible Service	**Needs the Service will address**	**Anticipated Impact of Services**
	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; Opioid crisis racking the community (66.25 overdoses per 100,000 / Nation 21.3/100,000).	number of families referred to services.
Activities that support **postsecondary and workforce readiness,** which may include job	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; 46.2% (KY 45.4%) 11th grade students at benchmark on ACT reading exam;	**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

Figure 10. Pipeline of Services to Be Provided by the Full-Service Community Schools		
Eligible Service	**Needs the Service will address**	**Anticipated Impact of Services**
training, internship opportunities, and career counseling	36% (KY 37.5%) of 11th grade students at benchmark on ACT math; 25.8% (KY 17.6%) of students chronically absent; 91% (Nation 84.6%) of students graduate on time; 50% (KY 55.6%) not college ready at high school graduation; 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.	in their college and career planning by their parents.
Community-based support for students who have attended Leslie County Schools facilitating	Rural poverty; 37% (KY 25%) of children in poverty; Housing insecurity, 8% (KY 3.3%) student homeless rate; Less than half of the students receive tutoring, study skills, mentoring, college admission information, postsecondary financial	**Obj 2.3:** 20% increase in the number of students who graduate from high school prepared for college.

Figure 10. Pipeline of Services to Be Provided by the Full-Service Community Schools		
Eligible Service	**Needs the Service will address**	**Anticipated Impact of Services**
their continued connection to the community and success in postsecondary education and the workforce	aid information, individual counseling on postsecondary options or summer academic opportunities; 46.2% (KY 45.4%) 11th grade students at benchmark on ACT reading exam; 36% (KY 37.5%) of 11th grade students at benchmark on ACT math; 25.8% (KY 17.6%) of students chronically absent; 91% (Nation 84.6%) of students graduate on time; 50% (KY 55.6%) not college ready at high school graduation; The combined average graduation rate for our three top-attended colleges in our region is 33% (KY 51.3%).	**Obj 3.3**: 25% increase in the number of families referred to services.
Social, health, nutrition and mental health	Rural poverty, under-education; 26.7% (KY 13.8%) families live in poverty; 9% (Nation 30.9%) of adults have BA degrees; 14% (Nation 7%) unemployment rate;	**Obj 3.2**: 25% increase in the number of students who are healthy. **Obj 3.3**: 25% increase in the

Figure 10. Pipeline of Services to Be Provided by the Full-Service Community Schools		
Eligible Service	**Needs the Service will address**	**Anticipated Impact of Services**
services and supports	50% (Nation 40%) households liquid asset poor; 8% (KY 3.3%) children homeless; 17% (Nation 9%) severe housing issues; 16.9% of 10th graders reported using alcohol one or more times in the past 30 days; 9.4% of 10th graders reported using marijuana one or more times in the past 30 days; Opioid crisis racking the community (Leslie 66.25 overdoses per 100,000/ Nation 21.3/100,000); 49.6% of children screened required dental treatment; Ranked near last in state on health outcomes (117 out of 120); 76% (KY 68%) adults overweight; Area is medically underserved.	number of families referred to services.

Figure 10. Pipeline of Services to Be Provided by the Full-Service Community Schools		
Eligible Service	**Needs the Service will address**	**Anticipated Impact of Services**
Juvenile crime prevention and rehabilitation programs.	Rural poverty; 37% (KY 25%) of children in poverty; Housing insecurity, 8% (KY 3.3%) student homeless rate; 9% (Nation 30.9%) of adults have BA degrees; 14% (Nation 7%) unemployment rate; 50% (Nation 40%) households liquid asset poor; Opioid crisis racking the community (Leslie 66.25 overdoses per 100,000/ Nation 21.3/100,000); 25.8% (KY 17.6%) of students chronically absent; 91% (Nation 84.6%) of students graduate on time; 50% (KY 55.6%) not college ready at high school graduation.	**Obj 2.3:** 20% increase in the number of students who graduate from high school prepared for college. **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 Leslie 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. **Leslie FSCS will spearhead this gap in service and create the Leslie Partnership Council which will focus on the result "All Leslie County 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. Leslie 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 11 summarizes the services that FSCS will coordinate immediately upon implementation.

Figure 11. 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	Leslie County Schools	Parent outreach; Pre-K; reading programs for parents; Family Resource Youth Service Center (FRYSC)
	Elgin Foundation	Reading programs, funding, supplies
	Eastern Streams Community Early Childhood Council	Mini-grants, advocacy, professional development for early childhood providers
	Leslie County Public Library	Reading and literacy programs; feeding programs
	Save the Children	Pre-K reading and literacy programs; parent outreach; supplies
School and Out-of-School Time Programs	Berea College	GEAR UP camps, tutoring, mentoring; AmeriCorps Check and Connect, mentoring, tutoring, test prep
	Kentucky Out Of School Alliance	Professional Development; advocacy/coordination; Funding
	Leslie County Schools	21st Century grant; Striving Readers; FRYSC

Figure 11. 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**
	Save the Children	Literacy tutoring for elementary students; after school programming at elementary schools; supplies
Transition Programs	Leslie County 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
	Eastern Streams Community Early Childhood Council	Parent programs on school readiness; access to parent resources
	Leslie County Schools	FRYSC; Open House; Parent/Teacher conferences; Drug prevention and awareness resources
	ACFCU	Financial Literacy; Financial Planning; College savings accounts; Personal budgeting and financing
	Save the Children	Parent programs for school readiness; supplies

Figure 11. 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**
Postsecondary and workforce readiness	Leslie County Public Library	GED classes; computer classes; access to internet
	Leslie County 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
	Leslie County Public Library	GED classes; computer classes; access to internet
	Leslie County Schools	FRYSC; Parent Education
Social, health, nutrition, and mental health services	Kentucky River District Health Department	Preventative screenings; Teacher PD; Mental health services;
	Kentucky Out Of School Alliance	Health and Wellness program funding in out-of-school settings

Figure 11. 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**
	Elgin Foundation	Preventative services, dental care
	Leslie County Schools	School nurse; lunch and breakfast programs
	Leslie County Public Library	Summer Feeding; Health and wellness programs
Juvenile Crime Prevention	Kentucky Center for School Safety	Programming on juvenile justice issues; Drug prevention; Anti-bullying PD for schools and teachers
	Leslie County Schools	School safety officer; Teacher PD; Drug prevention and awareness

During our needs assessment, we identified gaps in services. To address these gaps, upon implementation Full-Service Community Schools **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.

During our planning process, we visualized what the Full-Service Community Schools would look like once it was fully implemented. Figure 12, provides details on the services envisioned during the first year of Leslie Full-Service Community Schools.

Figure 12. Services Planned for Year One Leslie FSCS

Eligible Service	Description of Services	Frequency
High-quality **early childhood** education **program**	Professional development for early childhood staffs in school and in child care centers. Parent engagement through family learning, parent meetings and Vroom Public awareness campaigns about the importance of early childhood education	Twice a year Monthly Twice a year
High-quality **school and out-of-school time programs**	Afterschool programs that address academic needs as well as student areas of interest as identified in student surveys and through conversations. Examples: Crazy 8s Math Club, Outdoor Adventure Club, Graphic Novel Autobiography workshop, tutoring In-school life skills programs, such as car maintenance and financial literacy.	Daily Quarterly

Figure 12. Services Planned for Year One Leslie FSCS		
Eligible Service	**Description of Services**	**Frequency**
	In-school support for special academic focus like literacy week and STEAM week. Summer Literacy Programs, some at summer feeding sites and others through mailed book clubs Summer Math Challenges through gardening and cooking activities	Ongoing Weekly, summer Weekly, summer
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 postsecondary education and into the workforce	Transition Welcome Night for families that include: a family meal, a question and answer session for parents and separate activities for students. Summer Kindergarten Transition Fun for families where teaching artists lead activities such as dance and storytelling that help children build skills for kindergarten while providing families with take-home activities that will continue to increase their child's kindergarten readiness. Parent-to-Parent forums for parents of transitioning students Team-building activities for transitioning students	Annual Twice during the summer Annual Annual
Family and community	Families and Schools Together (FAST)	One eight-week session

Figure 12. Services Planned for Year One Leslie FSCS		
Eligible Service	**Description of Services**	**Frequency**
engagement and supports, which may include engaging or supporting families at school or at home	FAST works follow up to FAST Financial Literacy workshops Parents' Guide to . . . events where partners address topics such as setting limits for your student, getting ready for a new driver in the family, Career Pathways, etc. Academic focus nights, such as STEAM night and Literacy Night, that include a specific parent engagement component	each fall Monthly Quarterly Quarterly Quarterly
Activities that support **postsecondary and workforce readiness,** which may include job training, internship opportunities, and career counseling	Summer internships Workplace readiness workshops in interviewing, resume-writing, professional expectations, etc. Reverse Job Fair where students prepare a presentation and potential employees rotate to the students to learn what they have to offer Apprenticeships E-mentoring through which students work through a college-readiness curriculum with college students	Weekly, summer Quarterly Annual Weekly Varies according to grade level

Figure 12. Services Planned for Year One Leslie FSCS		
Eligible Service	**Description of Services**	**Frequency**
Community-based support for students who have attended Leslie County Schools facilitating their continued connection to the community and success in postsecondary education and the workforce	Connections to colleges through partner postsecondary navigators Financial literacy workshops Workplace readiness workshops in interviewing, resume-writing, professional expectations, etc.	Monthly Quarterly Quarterly
Social, health, nutrition and mental health services and supports	Green Dot trainings Green Dot activities embedded into the culture School to Farm program that provides opportunities to work in the school gardens and prepare the food Outdoor programs at the Forestry Outreach Center Referrals to physical and mental health services Teacher professional development in stress relief, mindfulness and other wellness topics Dental and medical clinics at FSCS sites.	Monthly Daily Growing season Quarterly Daily Twice a year Twice a year

Figure 12. Services Planned for Year One Leslie FSCS		
Eligible Service	**Description of Services**	**Frequency**
	School health councils formed and active. Evidence based substance abuse prevention programs at each school. Referrals to housing providers and housing rehab partners	Ongoing Monthly Ongoing
Juvenile crime prevention and rehabilitation programs.	Check and Connect Workplace readiness workshops	Weekly Quarterly

III. Adequacy of Resources

Berea College will serve as the lead applicant and the fiscal agent for the Leslie 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.[71] 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 Leslie Full-Service Community Schools. Consortium members include: Leslie County School District, Berea College, Appalachian Community Federal Credit Union, Eastern Streams Community Early Childhood Council, Elgin Foundation, Kentucky Center for School Safety, Kentucky Out of School Alliance, Kentucky River District Health Department and Prichard Committee. 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 five sites within the Leslie County 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:

Leslie County School District: A successful program depends in great part on a committed school partner. Leslie County School District is an ideal fit for FSCS because of the infrastructure in place for partnering with external organizations. The school level leadership is prepared to dedicate the time to the FSCS project. The district level leadership is prepared to make a financial commitment to the project. All levels of leadership are committed to making comprehensive changes necessary to ensure the success of all students. It is critical to the Full-Service Community Schools project that the partnering school district work well with community organizations and with Berea College. Leslie County Schools shares a common leadership philosophy with Berea College and the partner organizations. The district has a history of successful collaboration with the consortium members and a history of changing practices to ensure the success of all students.

Berea College: Berea College has a long history of partnering with Leslie County schools to accelerate educational outcomes. Our staff and faculty will actively engage in Leslie FSCS by providing services to students and families, and professional development to district educators and leaders. Faculty in areas such as Education Studies, the STEM disciplines, African-African American Studies, and the Appalachian Center will advise Leslie FSCS on effective curriculum, particularly in rigorous work, that will prepare low-income students to be college and career ready.

College facilities available to Berea College students will be available to Leslie FSCS staff, teachers and students to use for on-campus programs. The college has committed an excellent campus location for Full-Service Community School's on-campus activities and

programs. The space is handicapped accessible. The space contains two large classrooms, a mobile computer lab, and a resource library on K—16 school improvement and parent engagement opportunities.

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.

Eastern Streams Community Early Childhood Council (ES-CECC): In 2011, the Governor of Kentucky created Early Childhood Advisory Councils across the state. The purpose of the councils is to promote program accountability and provide local communities with the guidance to support Kentucky children and families. ES-CECC serves a four-county Appalachian region that includes Leslie County. ES-CECC focuses on creating and supporting more integrated, high quality early childhood systems of service. ES-CECC is dedicated to ensuring that all children in their four-county region enter Kindergarten ready to learn. ES-CECC will offer professional development and training for early childcare providers, **early childhood programs**, and **family and community engagement** services to families of children from birth to age 5 as part of our pipeline of services.

Elgin Foundation: The Elgin Foundation was created in 2003 by B.R. Thompson as a

means to deliver dental care to children in Southern Appalachia. As Elgin became aware of the great needs within the region their work expanded to include reading proficiency for children in grades K-3, medical screening, and advocacy issues for child abuse and neglect. The Elgin Foundation will offer **early childhood programs** and **social, health, nutrition, and mental health** activities as part of our pipeline of services.

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 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.

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 **out-of-school programs**.

Kentucky River District Health Department: The health department is a non-profit division of the Kentucky River District and is directed by the state. Established in 1974, the health department provides a variety of preventative health programs for children and adults including nutritional counseling, health screenings, immunizations, family planning, and

environmental protection. The health department will offer **social, health, nutrition, and mental health** activities as part of our pipeline of services.

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.

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 34%. 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 Support 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 seven 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 Schools program serving two sites in

rural Knox County, Kentucky.

Each of these projects is achieving its intended outcomes and is holding partners accountable through systems of formal and informal MOUs, contractual and reimbursement agreements, and continuous communication. Additionally, we have strong experience managing effective partnerships in Leslie as evidenced by the successful implementation of our GEAR UP grant and our AmeriCorps SOAR grant in collaboration with Leslie County 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 Leslie FSCS

Lessons Learned from Previous Partnership	Steps to Build Strong Leslie FSCS 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.	Consortium members have created a shared mission, vision, theory of change and theory of action and engaged partners committed to achieving this vision. 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. Consortium Members will be the "holder" of the FSCS vision and culture for all involved.
Strong partnerships and accountability are built on consistent, clear communication, trust,	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

Figure 13. Plan to Manage Partnerships within the Leslie FSCS	
Lessons Learned from Previous Partnership	**Steps to Build Strong Leslie FSCS Partnership**
follow-up and follow-through and structure.	partnership development, coordination and evaluation to ensure that organizations have the resources to build strong partnerships.
Effective partnerships are mutually beneficial and have buy-in from multiple levels of staff.	Our system of coordination is designed to develop substantive relationships with staff of partner organizations and school districts at multiple levels. 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 multiple 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 Leslie 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 five low-income schools in the Leslie County School District with improving the coordination, integration, accessibility, and effectiveness of services for **1,750 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 children and youth are not prepared for success. 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 Schools program is led by consortium members and partners that are committed to our schools, our parents and our students. Leslie County is one of the ten poorest counties in the nation. Yet even in this resource poor community, our partners have committed $171,200 annually in non-federal dollars to support the Leslie FSCS project.

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. 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. Utilizing strong evaluation to determine the practices having the most significant impact on children and families;
4. Collaborating with school district leadership to determine how the work with the most impact can be integrated into their normal course of business and providing the technical assistance necessary to integrate these elements; and
5. Cultivating community partnerships and support that leads to sustainable and effective practices and programs that continue beyond FSCS.

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 Leslie'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 Leslie FSCS.

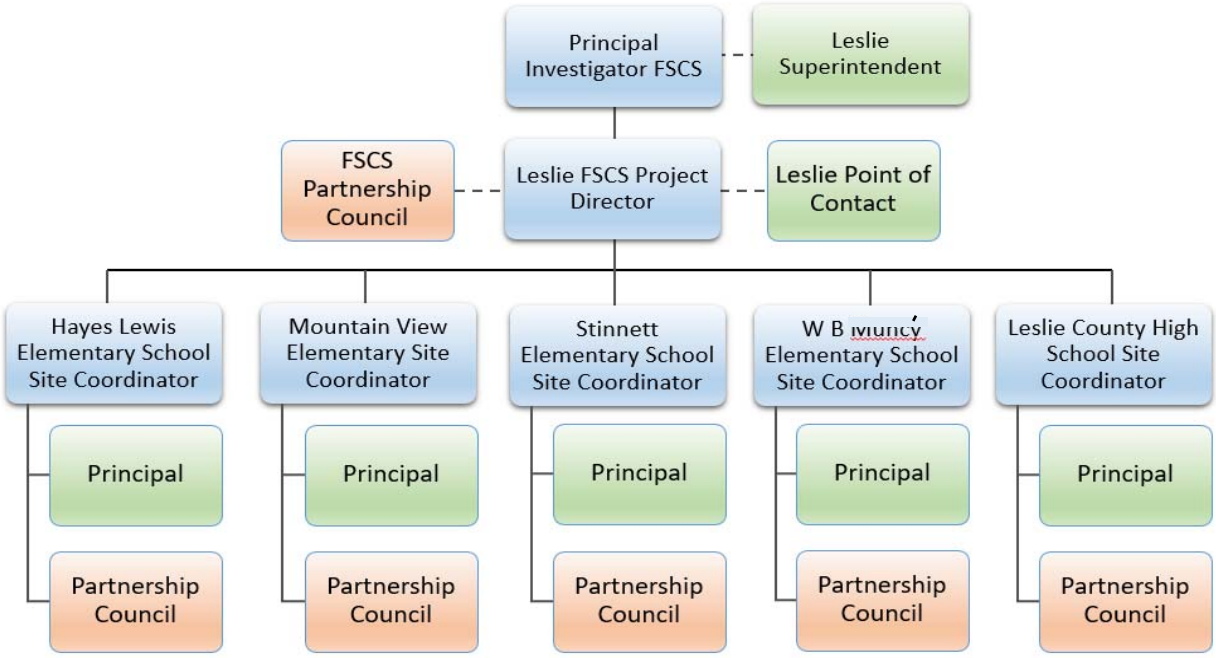
Leadership, vision and accountability for FSCS will rest with our Consortium and our Partnership Councils. We effectively used this structure in our successful Knox FSCS. A key success in the planning to date has been the creation of the Leslie FSCS Partnership Council focused on achieving the result—**All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

At their first meeting, the Partnership Council will form five school-level Councils – one for Hayes Lewis Elementary, Mountain View Elementary, Stinnett Elementary, W. B. Muncy Elementary, and Leslie County High School. 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 Schools 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 Schools 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.

Figure 15. FSCS Professional Development Plan	
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 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

Figure 15. FSCS Professional Development Plan	
	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 Leslie County 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 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 Schools 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) (PA) (P)

<table>
<tr><th colspan="2">Figure 16. Year One Operational Timeline and Responsible Persons</th></tr>
<tr><td colspan="2">Reconcile federal/match expenditures with college accounting office statements (PD)
Full-Service Community Schools newsletter mailed and inserts for local papers provided (PD)</td></tr>
<tr><th colspan="2">QUARTERLY ONGOING ACTIVITIES</th></tr>
<tr><td colspan="2">Partnership Council Meetings (Sept, Nov, Feb, May, Aug) (All)
School Partnership Council Meeting (Oct, Dec, March, June) (All)</td></tr>
<tr><th colspan="2">SUMMER ACTIVITIES</th></tr>
<tr><td colspan="2">Extended Learning; Transition programs; Parent Institutes (PD) (SC) (PA) (CM)</td></tr>
<tr><th>OCTOBER 2018</th><th>NOVEMBER 2018</th></tr>
<tr><td>Hire staff, Establish Office (PI) (DC) (P)
Introduce Leslie FSCS (PI) (SC) (PA)
Meeting with School Officials (PD) (PI)
Receive data download from KDE (PD)</td><td>Set project benchmarks and targets (PD) (E)
Administer Parent & Student Survey (PD)
School Utilization Plan (PD) (DC)
School Team Planning Retreat (PD) (SC) (P)</td></tr>
<tr><th>DECEMBER 2018</th><th>JANUARY 2019</th></tr>
<tr><td>National Meeting (PD) (SC)</td><td>Plan for Spring Afterschool (SC) (P) (PA)</td></tr>
<tr><th>FEBRUARY 2019</th><th>MARCH 2019</th></tr>
<tr><td>Collect data from Schools (E)
Begin Longitudinal Study (E)</td><td>Professional Development for Staff (PD) (SC) (DC) (P) (PA)
Collect data on performance (PD) (E)</td></tr>
<tr><th>APRIL 2019</th><th>MAY 2019</th></tr>
<tr><td>Evaluation of all Staff & Contractors (PD)</td><td>File Annual Performance Report (PD)</td></tr>
</table>

Figure 16. Year One Operational Timeline and Responsible Persons	
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	Project director provides regular feedback

Figure 17. Continuous Improvement Framework	
PROCEDURE	**IMPROVEMENT**
reviews individual, student-level data: assessment data, attendance data. We have a partnership whereby Kentucky Department of Education and the school provides student data in a timely manner for use with a customizable database.	to all staff to ensure students receive appropriate services and that 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 Leslie County Schools for several years and this framework was key to the success of the Knox Full-Service Community Schools 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 Schools' 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 Schools: 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 site coordinators. Pursuant to research and best practice, there will be five (5) FSCS site coordinators, one for each site. Site coordinators will be hired immediately upon notification of funding. The site coordinators for the five (5) schools 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 site coordinator who is dedicated 100% to the school 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 (5 positions 100% FTE for 12 months)	
QUALIFICATIONS	**RESPONSIBILITIES**
• 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	• 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

The time commitments of our partners and our evaluator are appropriate and adequate to meet the project objectives. Our partners are committed to the success of the project. All partners have designated a key point of contact for the FSCS project and that key point of contact has been provided the necessary time to fully participate in the FSCS project. Our schools are a

key partner, and each principal has committed a minimum of 15% of their time and effort to the FSCS project. Understanding the importance of continuous improvement to the success of the project, we have included sufficient time, fifty days, for our evaluator to assist with this project.

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 Leslie FSCS as it proceeds. Second, the evaluation team will assess ways and the degree to which Leslie 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 Leslie 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 Leslie FSCS is achieving its stated benchmarks and targets.

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 Leslie FSCS, assessing student outcomes, and taking immediate action toward improving student performance. We will partner with the Kentucky Department of Education (KDE) to make data more accessible and to standardize state and school-wide data interfaces for Leslie FSCS staff and our evaluator. KDE will coordinate data entry, access, reporting of data, and serve as the data clearinghouse, routing data to Leslie 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 collected 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: #/% of students and #/% of parents participating in transition to K programs **PM 1.1.2:** #/% of 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:** #/% of chronically absent students who receive mentoring and supportive services	**Quantitative Data:** School report card/KDE reports of #/% of students at proficiency in state math assessments; #/% of 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

Figure 19. Performance Measures and Data Collection Methods	
Performance Measures	**Quantitative & Qualitative Data**
PM 2.1.4: #/% at Proficient or above in math on Kentucky assessment **PM 2.1.5:** #/% at Benchmark or above in ACT math	mentoring and supportive services
Obj 2.2: 40% increase in the number of students scoring proficient in Reading.	
PM 2.2.1: #/% of students participating in reading tutoring, test prep, and other academic support activities **PM 2.2.2:** #/% of students and #/% of family members who participate in programs focused on transition -- elementary to middle, middle to high, high to college **PM 2.2.3:** #/% of chronically absent students who receive mentoring and supportive services **PM 2.2.4:** % at Proficient and above in reading on state assessment **PM 2.2.5:** #/% at Benchmark or above in ACT reading	**Quantitative Data:** School report card/KDE reports of #/% of students at proficiency in state reading assessments; #/% students chronically absent **Qualitative data:** Logs of students participating in reading, reading 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% 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 reading	**Quantitative Data:** School report card/KDE reports of #/% of students

Figure 19. Performance Measures and Data Collection Methods	
Performance Measures	**Quantitative & Qualitative Data**
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	at/above benchmark on ACT reading; #/% of students chronically absent; #/% of students who drop out; #/% of 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: #/**% of parents who complete FAFSA **PM 3.1.3:** #/% of students reporting, via survey, feeling supported by parents **PM 3.1.4:** #/% of students and #/% of family members who participate in programs focused	**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

Figure 19. Performance Measures and Data Collection Methods	
Performance Measures	**Quantitative & Qualitative Data**
on transition from high school to college	
Obj 3.2: **25% increase in the number of students who are healthy.**	
PM 3.2.1: #/% of students who indicate they eat vegetable/fruit everyday **PM 3.2.2:** #/% of students who indicate they are active 5 days/week **PM 3.2.3**: #/% of students and #/% of family members who participate FSCS health initiatives **PM 3.2.4**: #/% of elementary students receiving preventative dental services	**Quantitative Data:** Student and parent survey (annual); FSCS program and activity schedules; Consortium dental reports **Qualitative Data:** Logs of students and families participating in health activities; Interviews with students and families
Obj 3.3: 25% increase in the number of families referred to services.	
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	**Quantitative Data:** FSCS program and activity schedules **Qualitative Data:** Logs of families participating in FSCS programs; Logs of referrals; interviews with families

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. Figure 20 illustrates our data collection timeline and

instruments to be used. Our experience effectively implementing Knox FSCS provides us with the instruments and experience needed to effectively and efficiently implement Leslie FSCS.

Figure 20. FSCS Data Collection Timeline and Instruments

Collection Date	Evaluation Dimensions	Collection Vehicle
Oct (3rd Week)	Characteristics of students	Leslie/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

C. The extent to which the methods of evaluation will provide valid and reliable performance data on relevant outcomes.

The evaluation will study Leslie 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 Leslie FSCS on student achievement. At the second level, the evaluation will look at the nature and quality of services, school and community-based, to our students and its correlation with Leslie 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 Leslie FSCS.

The evaluation will provide valid and reliable performance data on relevant outcomes. The relevant outcomes of the program will be tracked and assessed by the project objectives. Baseline data will be collected at the individual student- and parent-levels using valid and reliable performance data that is directly measurable to the relevant outcomes, Figure 21.

Figure 21. Performance Data and Outcomes

Valid & Reliable Performance Data	Relevant Outcomes
Goal 1: To increase the number and percentage of children prepared for kindergarten.	
✓ BRIGANCE state assessment that measures kindergarten readiness	Obj 1.1: 25% increase in the number of K students who are ready for Kindergarten.
Goal 2: To increase the number and percentage of students achieving academically.	
✓ KPREP state assessment, math ✓ ACT assessment, math	Obj 2.1: 20% increase in the number of students scoring proficient in math.
✓ KPREP state assessment, reading ✓ ACT assessment, reading	Obj 2.2: 40% increase in the number of students scoring proficient in reading.
✓ ACT assessment, % of students at/above benchmark	Obj 2.3: 20% increase in the number of students who graduate from high school prepared for college.

Figure 21. Performance Data and Outcomes	
Valid & Reliable Performance Data	**Relevant Outcomes**
Goal 3: To increase the number of students that are safe, healthy, and supported by engaged parents.	
✓ Career Cruising career inventory assessment ✓ FAFSA completion reports ✓ Student and Parent surveys	Obj 3.1: 15% increase in number of high school students supported in their college and career planning by their parents.
✓ Student and Parent surveys ✓ FSCS referral reports	Obj 3.2: 25% increase in the number of students who are healthy.
✓ Community and site alignment reports ✓ FSCS referral reports	Obj 3.3: 25% increase in the number of families referred to services.

The evaluation will provide guidance on 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.

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