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(a) Quality of the Project Design

(1) Extent to which the goals, objectives and outcomes to be achieved by the project are clearly specified and measurable.

To understand the goals, objectives and outcomes the *Karnes City Independent School District (KCISD)* and its partners hope to achieve, one must first become familiar with the community of Karnes City and a brief overview of how Karnes City plans to move toward creating *full-service community schools (FSCS)*. Once this baseline of knowledge is understood, then one can assess the extent to which the goals, objectives and outcomes to be achieved by the program are clearly specified and measurable.

Further, it is important to understand that the KCISD FSCS Plan includes the absolute priority and all four of the competitive priorities as established by the U.S. Department of Education. Specifically, the KCISD FSCS Plan includes serving three full-service community schools which exceeds the requirements of the Absolute Priority. The KCISD FSCS Plan only serves students and residents who are currently eligible under the Rural and Low-Income School (RLIS) program, earning competitive points for Competitive Priority 1. The KCISD FSCS Plan includes 13 consortium members representing a broad representation of the community, earning competitive points for Competitive Priority 2. Additionally, this consortium has a history of demonstrated effectiveness as evidenced by the achievement of the Partnership for Afterschool Centers of Excellence (PACE) described on pages 9 – 11 of this application, thus earning competitive priority points for Competitive Priority 3. Finally, the KCISD FSCS Plan is supported by promising evidence as seen in the Quality of Project Services and in the Evidence Form, attached to this application, earning competitive points for Competitive Priority 4.

The Community of Karnes City: Karnes City is located in Karnes County, Texas. Karnes

County, a rural community of 758 square miles and 15,051 residents (Census, 2017), is in south-central Texas approximately 50 miles south of San Antonio. Karnes County has experienced a slight population increase of 1.5% since the 2010 census. Within Karnes County sits Karnes City. Karnes City is the county seat of Karnes County and is home to 3,303 residents (2017 Census). Karnes City is a majority-minority community with a student population comprised of **65.3%** Hispanic or Latino, **30.6%** White, **3.6%** African-American, and **0.5%** other (i.e., Asian/Pacific Islander, Native American, or two or more races).

Serving the educational needs of Karnes City, and surrounding country side, is the KCISD. KCISD is a 361.6 square mile rural school district in south-central Texas that is classified as a *Local Education Agency (LEA)* by the State of Texas. According to the Texas Education Agency (TEA), 2018, the district has a student enrollment of 1,129 and ethnically the District's student population is comprised of **72.7%** Hispanic or Latino, **24.4%** White, **2.1%** African-American and **0.8%** Other [i.e., Asian/Pacific Islander, American Indian, races, etc.].

Like many rural schools, KCISD is facing ever growing challenges, specifically those challenges related to the public health disparities between urban and rural communities. Though advances in public health have enabled Americans to be substantially healthier now than they were 25 years ago, quantifiable health disparities between rural and urban areas persist and are one of the significant issues facing public health. According to the *Texas A&M School of Rural Public Health* (2017), rural communities face formidable challenges because of limitations in their health and public health infrastructure that result in barriers to access to care, insufficient availability and utilization of a variety of health services (physical, mental, rehabilitative, preventative), and minimum health education to the public. A 2017 report from the *Agency for Healthcare Research and Quality* clearly shows residents of rural areas have higher rates of

teenage pregnancy, smoking, deaths from unintentional injuries, dental disorders, and substance abuse, among other health problems.

These disparities are not new to the residents of Karnes City or for the students that attend the *KCISD* as the district is classified as a *Rural and Low-Income (RLIS)* school district per the *U.S. Department of Education’s Rural and Low-Income School Program*. Further, according to the 2016 United States Census, the last year data is available, **23.2%** of all families living in the school district with children ages 5 to 17, are living in poverty, a rate that is **10.1% HIGHER** than the State of Texas average. In fact, the *Texas Education Agency (TEA)* reported that of all youth in *KCISD*, **74.0%** are considered economically disadvantaged (2018). To provide some context, in just the past five school years, *KCISD*’s student population increased **6.5%** but the number of students classified as economically disadvantaged increased **22.4%**. Further, the number of students classified as “at-risk for educational failure” (at-risk) increased **64.7%**, going from 326 students in the 2013 school year to 537 in the 2018 school year. Finally, the number of students entering the school district designated as an “English Language Learner” increased a by **154.5%** since school year 2013. These data are provided in Table 1, below.

Table 1: Student Demographic Changes between School Year 2013 and 2018			
<i>Category</i>	<i>School Year 2013</i>	<i>School Year 2018</i>	<i>Percentage Change</i>
Total Students	1,060	1,129	6.5
Economically Disadvantaged Students	682	835	22.4
At-Risk Students	326	537	47.6
English Language Learner (ELL)	22	56	154.5

Aside from the educational risk factors (e.g., increased poverty, increased number of students who are at-risk of academic failure, number of students who speak a language other than

English), the district has also been left to deal with a growing number of community health disparities. These disparities manifest themselves in a variety of ways but the most obvious are violence; mental health issues; school connectedness concerns; preparedness related to students being college, career, and military ready; and family involvement and engagement.

Violence: Karnes City has seen an increase in community youth violence as a growing number of juveniles in Karnes County are becoming negatively involved in the criminal justice system. Per the *Texas Juvenile Justice Division*, between 2015 and 2017, there was a **57.1%** increase in the number of Karnes County youth becoming involved in the Juvenile Justice System. Another way to measure the violence and criminality is to determine a county's referral rate for youth under the age of 18. In Karnes County, the referral rate, per 1,000 youth, is 35. This rate is **52.2%** higher than Bexar County, home of the City of San Antonio, **118.8%** higher than Harris County, home of the City of Houston, and **45.8%** higher than Travis County, home to the City of Austin (TJJJ, 2018). Thus, it is not surprising, or unexpected, that this violence found its ways into the schools. As an example, KCISD school-related disciplinary referrals resulting in *Out-of-School Suspensions* (OSS) increased **74.5%** for students identified as "economically disadvantaged" or "at-risk" between the 2017 and 2018 school years (TEA Discipline Report, 2018). Further, KCISD school-related disciplinary referrals resulting in placement in the *District Alternative Education Program* (DAEP) increased **31.7%** for students identified as "economically disadvantaged" or "at-risk" between the 2016 and 2018 school years (TEA Discipline Report, 2018).

Mental Health: With an increase in the stress and trauma associated with school disruptions comes an increase in mental health concerns. Specifically, a significant percentage of KCISD youth are thinking about suicide. According to the *Karnes City 2018 Community Needs*

Assessment approximately **8.8%** of all KCISD students in grades 6th to 12th reported thinking “Often” or “A Lot” about suicide which represents a **23.9%** increase over the 2017 data. This is particularly concerning as Karnes County is identified as a “low resource” community when it comes to access to mental health services, meaning the community does not have enough access to psychologists and/or psychiatrists to address the current mental health needs of its residents. According to the County Health Rankings (2019), Karnes County has 1 mental health provider for every 15,250 residents compared to the State of Texas average of 1 mental health provider for every 1,010 residents.

School Connectedness. An increasing number of students are not connected to school. The *Karnes City 2018 Community Needs Assessment* surveyed students using a valid and reliable school environment survey called PRIDE. Analysis of these data found that **11.5%** of KCISD 6th to 12th grade students reported skipping school, without parental permission, at least once in the past year with the average student missing more than two full days of school. Additionally, a growing number of students are not participating in any school activities. According to the 2018 PRIDE data, over one in five KCISD students do not participate in any school sport or school activity. Based on the same data, it was found that **25.6%** of KCISD students “do not feel a part of the school” and this represents a **6.9%** increase over the 2017 data.

College and Career Readiness. Part of the issue related to the increasing risk factors in the community can be linked to the fact that many students are not college, career, and military ready. As an example, KCISD school students are **21.6% LESS** likely to be college, career, and military ready when compared to their statewide peers, per the *Texas Education Agency’s CCMR* report (2018). One of the reasons identified for this lack of preparedness is that many students enter KCISD already behind when it comes to reading. A 2014 survey of Karnes County parents

indicated that **58.0%** did *NOT* regularly read to their children and this resulted in many early elementary school students performing poorly on oral language assessments. This lack of reading exposure has meant the KCISD 3rd graders are **25.6% LESS** likely to meet grade level expectations on the *State of Texas Assessment of Academic Readiness (STAAR) Reading and English Language Arts (R/ELA)* assessment. When these data were disaggregated it was found that only **26.0%** of Hispanics and only **29.0%** of students identified as low-socioeconomic status passed the STAAR R/ELA assessment at the “meets grade level” or higher designation compared to the State of Texas average of **77.0%**. Another reason is the lack of STEM skill activities for students in Karnes City.

Family Involvement and Engagement in the schools. The lack of parental involvement was also a finding in the *Karnes City 2018 Community Needs Assessment*. The analysis found that parents had other concerns: Such as affording enough food to feed their families. In Karnes City, over one in four children (**26.8%**) and **13.5%** of adults live in a household that has difficulty meeting basic food needs as reported by the *Kid’s Count Data Center 2017*. Aside from food insecurity, many parents report being confused about how to address underage drinking. A 2018 School Environment Study found that **18.7%** of KCISD parents do *NOT* feel that it is wrong for underage students to consume alcohol. This is a **16.1%** increase over the 2017 data. Part of the challenges that Karnes City parents face is that a growing number of parents are language isolated (meaning no one in the house over the age of 14 speaks English “well”) or they are teen parents. According to the U.S. Census (2017), there are **70** households in the KCISD catchment area that are linguistically isolated and **28** of these households house school-aged children. Further, there is a high level of teen pregnancy among KCISD catchment area students. Based on 2017 data (the last year available), KCISD catchment area's teen

pregnancy rate was **194.0% HIGHER** than the State of Texas average (*NOTE: KCISD’s* catchment area had a teen pregnancy percentage of 89.0 per 1,000 compared to a State of Texas rate of 30.3 per 1,000). Teen parents have varying levels of parenting skills and currently, there are very few parenting programs aimed to serve teen parents.

Overview of the Plan for creating FSCS. KCISD and its community partners understand that a full-service community school means a public elementary school or secondary school that-

(a) Participates in a community-based effort to coordinate and integrate educational, developmental, family, health, and other comprehensive services through community-based organizations and public and private partnerships; and (b) provides access to such services in school to students, families, and the community, such as access during the school year (including before- and afterschool hours and weekends), as well as during the summer. A full-service community school incorporates a continuum of supports, services and opportunities for children from birth through entry into and success in postsecondary education, and career attainment. These services are commonly called ‘pipeline services’ and can include various services or programs (including integrated supports) such as the following to address community issues: (1) High-quality childhood programs; (2) High-quality school and out-of-school-time programs and strategies; (3) 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, including any comprehensive readiness assessment determined necessary; (4) Family and community engagement and supports, which may include engaging or supporting families at school or at home; (5) Activities that support postsecondary and workforce readiness, which may include job training, internship opportunities, and career counseling; (6) Community-based support for students who have

attended the schools in the area served by the pipeline, or students who are members of the community, facilitating their continued connection to the community and success in postsecondary education and the workforce; (7) Social, health, nutrition, and mental health services and supports; and (8) Juvenile crime prevention and rehabilitation programs.

KCISD and its community partners understands the district must coordinate not less than 3 existing pipeline services, at two or more of its campuses and then add at least two or more additional pipeline services at the identified campuses. Currently, KCISD and its partners provide the following pipeline services: The first pipeline service the district and community provide is a high-quality childhood program. In school year 2018, the KCISD Primary School (KCP) served the needs of 217 children. Of the 217 served, 53 were Pre-kindergarteners, 79 were Kindergarteners, and 85 were in 1st grade. Of these students, **84.8%** were considered economically disadvantaged and **31.3%** were classified as “at-risk for educational failure.” The KCP campus provides a full-day program that accommodates the developmental needs of each early learner. Each classroom is staffed by a *Texas Education Agency* certified teacher and each classroom has a full-time, trained and credentialed aide. On average, the typical KCP teacher has over 6 years of experience as an early childhood teacher. Children enrolled at KCP receive transportation to and from the campus along with breakfast and lunch. Further, the children are provided with special education services and counseling services, as needed, and as appropriate. It should be noted that Karnes County does not have a Head Start program, so the KCP is the de facto Head Start agency for the community.

The second pipeline that KCISD and its partners provide is a high-quality school and out-of-school-time programs and strategies. The school district does an outstanding job of educating its youth and providing a foundation for students to learn and thrive. A 2018 Community Needs

Assessment noted the KCISD has been highly successful at improving the educational achievement of its students. As an example, for the class of 2017, the last year full data are available, the district experienced a **0.0%** dropout rate, even when disaggregated by ethnicity and by low socioeconomic status. In fact, when using the 4-year federal graduation rate methodology (i.e., without exclusions) for the class of 2017, **96.6%** of all KCISD students graduated within 4-years of entering 9th grade. When disaggregated by Hispanic, White, and low socioeconomic status, KCISD’s 4-year federal graduation rate for the class of 2017, was **97.7%**, **100.0%**, and **94.7%**, respectively, rates that are approximately **6.3% HIGHER** than the State of Texas average. When looking at the 6-Year Extended Longitudinal Dropout Rate, the positive impact that KCISD has on students can be readily seen in Table 2, below.

Part of this success can be directly attributed to the communities before- and afterschool consortium called PACE (*Partnership of Afterschool Centers of Excellence*). Since 2003, the KCISD, along with its community partners, have implemented and sustained a before- and after-school program that provides for expanded learning opportunities for all Karnes City students. KCISD is the fiscal and programmatic lead for the PACE program and PACE includes services

Table 2: Dropout Rates Comparison between KCISD and the State of Texas			
Category	State of Texas	KCISD	Percentage Difference
Total Student Dropout	6.7%	2.6%	-62.2
Total Hispanic Student Dropout	8.3%	4.4%	-47.0
Total Economically Disadvantaged Dropout	9.1	5.4	-40.7

distributed and coordinated with five other school districts and with numerous local community organizations. The PACE program understands that to be effective its students must first want to participate in the program. Students who do not enjoy the PACE program experience will “vote

with their feet” and not return. To prevent this from happening, PACE staff greet students, every day, as they enter for a snack. Staff are diligent to welcome students who were absent on the previous day. Letting students know they were missed when absent from school is a positive indicator for helping students stay connected to school (Transforming School Climate, 2014).

Daily, students who are passing all their classes receive homework assistance via a trained and highly-qualified tutor. Students who have failed a class in the prior grading period will receive, at least once a week, small group tutoring sessions focused on the specific class and content the student is struggling with. Students failing two or more classes will receive individualized tutoring sessions, at least twice a week, focused on the specific classes the student is failing. All tutors are trained in, and utilize, Strategic Tutoring strategies. Strategic Tutoring is a tutoring process in which the tutor not only helps the student complete and understand the immediate assignment but also teaches the student the strategies required to complete similar tasks independently in the future. This focus on academic achievement has been found to be effective (Castro, 2015). PACE is designed to help ensure students are regularly attending the program. Thus, to be considered regularly attending, a student must attend the PACE program at least 30 days. In the 2018 school year, the PACE program provided before- and after-school programming to over 231 regularly attending students. On average, regularly attending students in the PACE program had improved grade point averages and had improved course completion.

The third existing pipeline in KCISD is family and community engagement and supports. As part of the PACE program, staff are hired and trained to specifically increase family and community engagement. Creating and maintaining effective school, community and family partnerships has been shown to improve students’ academic achievement and increase student engagement (Afterschool Alliance, 2014). The PACE *Family Engagement Specialists* (FES)

ensure that PACE students' parents are informed and actively engaged in the PACE program. Increasing family partnerships has been found to improve student academic achievement, improve school attendance and improve graduation rates (Jeynes, 2012). The FES create family events and ongoing family activities, including learning at home opportunities. The FES component has been active and successful at increasing family and community engagement in the schools. Clearly, the KCISD's PACE consortium is highly effective.

Overview of KCISD's Full-Service Community School Plan (KC-FSCS Plan): Year One:

In the first year of the program, the KCISD Full-Service Community School (KC-FSCS) initiative will work to continue the coordination of the above three pipeline services and add the following two pipeline services: (1) Juvenile crime prevention and rehabilitation programs; and (2) Social, health, nutrition, and mental health services and supports. These two pipelines were selected, as once they are implemented, they will ensure that school-related violence and school truancy (i.e., skipping school) are reduced, students are socially, physically, and mentally ready to handle their academic coursework. Further, the KC-FSCS Plan includes bolstering the existing pipeline services of family and community engagement and supports by adding an evidenced-based program called *Reach Out and Read (ROR)* which will address the family involvement and engagement with the schools. These additional services will be added at the *Roger E. Sides Elementary School (RES)*, *Karnes City Junior High (KCJH)* and the *Karnes City High School (KCHS)* in Year One. The following six steps will be accomplished during Year One.

Year 1, Step 1: For students on probation, or who are at-risk of becoming involved in the criminal justice system, the KC-FSCS Plan will implement a school-based probation program and provide an experiential learning program, called ROPES, by partnering with the *Karnes County Juvenile Probation Department (KCJPD)*. School-based probation services will allow

students on probation to interact with their assigned probation officer before, during and after school. Research studies have found that school-based juvenile probation services have been found to reduce subsequent readjudications and has helped to improve the academic success of students on probation. The ROPES program is designed for students on probation or those who are identified as being at-risk of becoming involved in the criminal justice system (e.g., referrals for school disciplinary actions, skipping school, etc.). Identified and referred students will be provided an opportunity to complete the KCJPD's ROPES course during a six-week program. The KC-FSCS program is confident in these strategies as the school district has been working with the KCJPD to reduce school and community related violence since 1998.

Year 1, Step 2: To expand the community's student and family counseling services, the KC-FSCS Plan calls for adding additional counseling services, via a contract with a local nonprofit organization, called Connections. Connections provides counseling services to youth who are at-risk of academic failure. The KC-FSCS Plan calls for partnering with Connections to expand their counseling services to at-risk youth and their families. KCISD has been partnering with Connections for over two decades.

Year 1, Step 3: To address the increase in student mental health concerns, including suicidal ideation, the KC-FSCS Plan calls for contracting with the *Camino Real Community Services (CRCS)*, a local nonprofit agency that is considered the mental health authority for Karnes County, to provide access at the school campuses, to mental health counseling. KCISD has a long and positive relationship with CRCS. These additional resources will target students who have a low- to moderate-acuity yet are expressing suicidal ideation.

Year 1, Step 4: To help expand the mental health services provided by KCISD School Counselors, the KC-FSCS Plan calls for training all KCISD School Counselors on how to utilize

Coping and Support Training (CAST). CAST is an evidenced-based program that has been shown to be effective at helping to improve school and family connectedness of disconnected youth. This training will be provided at KCISD and staff from Connections and the Camino Real Community Service’s Mental Health Counselor will also be invited to attend. Training KCISD school counselors will help to increase the intellectual capital within KCISD as it relates to dealing with disconnected youth.

Year 1, Step 5: The KC-FSCS Plan, for Year One, also calls for adding additional services to bolster the family engagement component by adding an evidenced-based book distribution program. For parents of children aged zero to three years, the KC-FSCS will utilize an evidenced-based program entitled *Reach Out and Read (ROR)*. This program will provide parents with the opportunity to learn how to read to their children, using dialogic reading, and will then provide parents and their children with access to free books. The KC-FSCS Plan calls for partnering with the local area nonprofit hospital, Otto Kaiser Memorial Hospital, Karnes County Nurse’s Office, Karnes Community Health Center, and the Karnes City Public Library to help distribute the books to parents.

Year 1, Step 6: The KC-FSCS Program Director (PD) will be tasked with working with local area school districts to create an alternative funding mechanism that will help to sustain the violence reduction and mental health services offered by the KC-FSCS Initiative. The PD will visit with local school districts that have created and sustained a *School Health and Related Services* program (SHARS) at their respective districts. Then the PD will work with KCISD administration, school board, staff and stakeholders to create the KCISD SHARS program. The SHARS program allows Texas local educational agencies (LEAs), like KCISD, to request reimbursement for Medicaid health-related services. The Admission, Review, and Dismissal

(ARD) committee determines SHARS services. Services must be medically necessary and reasonable to ensure that children with disabilities are able to participate in the educational program. Services the district may be able to collect reimbursement for would include counseling, psychological services, transportation, and physician services. In Year One, the goal is for the PD to outline the steps required to become a SHARS provider and to address questions and concerns expressed by all stakeholders [*NOTE: The district will still provide these services to eligible students regardless of the status of the SHARS program.*]

Year Two: In Year Two, the KC-FSCS Plan calls for adding two additional pipelines: (1) Activities that support postsecondary and workforce readiness, and (2) Community-based support for students who have attended the schools in the area served by the pipeline, or students who are members of the community, facilitating their continued connection to the community and success in postsecondary education and the workforce. Further, the KC-FSCS Plan calls for strengthening the two pipeline services initiated in Year One (i.e., Juvenile crime prevention; and Social, health, nutrition, and mental health services and supports) and strengthening the pre-existing pipeline service of providing a high-quality school and out-of-school-time programs and strategies. This will be accomplished by completing the following eight steps.

Year 2, Step 1: To ensure that KCISD youth are well informed about the multitude of work and postsecondary education opportunities available to them, the KC-FSCS Plan calls for providing career counseling that focuses on a student's desires, skills, experiences and passions. Thus, the KC-FSCS will hire a full-time Career Counselor who will work with youth from 6th to 12th grade on identifying potential career and/or postsecondary educational experiences. The Career Counselor, for youth in junior high (i.e., 6th to 8th grade), will provide career desire and passion assessments. These assessments will help the youth identify a multitude of potential

postsecondary education and career opportunities. Once the results of the assessments are shared with the student and his/her parents and/or guardians, the Career Counselor will work to arrange guest speakers so students can hear, first hand, about colleges and universities that offer programs in the area of interest. Further, the Career Counselor will arrange for companies, who conduct work in the areas of interest, to send a worker to the school to give insight into the job requirements and what a “day in the life” of someone working in that field looks like. Once the student enters high school (i.e., 9th to 12th grade), the focus will be on identifying those postsecondary and career opportunities that align with the student’s aptitude and skill sets. During this time, the Career Counselor will team with the *Partnership for Afterschool Centers of Excellence* (PACE) to provide experiences in different career and postsecondary education pathways. For example, the KC-FSCS will work with Texas AgriLife to help students with an expressed interest in agriculture or land management, have opportunities to visit companies that perform such work and visit colleges and universities that provide a bachelor’s degree in these fields. Further, the program will work with the KCISD *Career and Technology Education Department* (CTE) to embed an aviation program into the PACE after-school program. This will allow students in each of the full-service community schools (RES, KCJH, and KCHS) to have opportunities to explore the field of aviation in an age-appropriate manner. Ultimately, students who stay with the program will be able to receive their FAA license so they can operate a drone. It is anticipated that 16 students a year will earn their FAA licensure via this opportunity. The goal of this component of the KC-FSCS program is to provide expanded learning opportunities so KCISD students have an opportunity to receive career counseling and job training while still in school. The program will provide students with expanded learning time, before- and afterschool and during the summer, for vocational opportunities such as welding, electrical,

plumbing, rocketry, aviation (a drone program), and culinary arts.

Year 2, Step 2: As noted in the first section of this proposal, Karnes City has seen an unprecedented number of residents who are language isolated. This language isolation can, for many, mean reduced employment opportunities and reduced access to services and programs in the community. To assist former students and community members' success in postsecondary education and the workforce, the program will work with a public agency, the *Education Service Center-Region 3 (ESC-3)*, to provide *English as a Second Language (ESL)* classes. ESL classes will be held at KCISD campuses and the KC-FSCS Plan calls for funding 20 slots in these classes a year.

Year 2, Step 3: To support a continuum of services related to violence reduction and to help increase each students' social, health, nutrition, and mental health supports at the three full-service community schools (i.e., RES, KCJH, KCHS) the KC-FSCS Plan will implement programs aimed at ensuring students and community members are connected to their schools and to their community. To make this happen, the KC-FSCS Plan is to first, create a school mentoring program which will help reduce social isolation, mental health issues (e.g., depression, anxiety, etc.) and increase connectedness to school. This will be accomplished by having each KC-FSCS Coordinator (KC), a full-time position at each campus, create and maintain a mentoring program. The KC's will partner with the Girl and Boy Scouts programs and local area civic organizations to identify, recruit, train and assign mentors to students in their schools. Students who are at-risk of educational failure will be given first priority when it comes to assigning mentors.

Year Two, Step 4: The KC-FSCS Plan calls for working with local area partners, including a local nonprofit called the *First Baptist Church Karnes City*, to expand their food

distribution program, called *Backpacks for Kids*. This program ensures that low-income students living in poverty have enough to eat over the weekends and during school breaks. The First Baptist Church Karnes City currently provides this service to some of KCISD's campuses and the KC-FSCS Plan will ensure the program is expanded to include all KCISD full-service community school campuses.

Year Two, Step 5: To ensure new, young, or teen parents are supported in creating healthy children and to ensure a continuum of services between the school and home, the KC-FSCS Plan calls for providing parenting classes. For parents with older children, in late junior high or older, the parents will be provided with *Parenting Wisely*. For new or young parents, including teen parents, the program will utilize *Incredible Years*. *Parenting Wisely* will be implemented by the KCISD School Counselor at each campus. *Incredible Years* will be implemented by providing KCISD certified elementary school teachers with extra duty pay to deliver the curriculum. Two KCISD teachers will be recruited, providing training on how to implement *Incredible Years* and then will be provided extra duty pay to implement *Incredible Years* for up to 56 parents a year. Using KCISD teachers will allow the district to develop the intellectual capital and institutional capacity to sustain the program. This continuum of care, ranging from conception through high school, will ensure that parents have the tools and supports needed to raise healthy and happy children.

Year Two, Step 6: The KC-FSCS Plan calls for enriching KCISD's before- and after-school program by providing opportunities for students to travel to and visit local area colleges, universities and job sites. Since many Karnes City residents have not traveled outside of the county, allowing students to visit, tour and see an actual university will support postsecondary readiness. In addition, since Karnes County is located near the burgeoning Eagle Ford Shale

fields and the high-tech city of Austin, Texas, field trips will be arranged for students to visit these worksites for guided tours. This will help students develop a better understanding of different types of opportunities (e.g., pipefitting, welding, computer coding, etc.) the region provides. Specifically, this will help to support workforce readiness. The Partnership for Afterschool Centers of Excellence, with their pre-existing before- and after-school programs will collaborate with the KC-FSCS Initiative to help conduct these trips.

Year Two, Step 7: Expansion of the after-school program at KCISD to include science, technology, engineering, and math (STEM) exploration activities for all youth. This will be accomplished by partnering with the Boy Scouts of America and the Girl Scouts of Southwest Texas to expand their STEM offerings during the before and after school program currently being offered at KCISD. The KC-FSCS Plan is to provide the Boy Scouts and Girl Scouts leaders with additional STEM supplies, including the Sphero robot curriculum.

Year Two, Step 8: Sustainability takes a greater focus and the PD will continue to move forward with creating a KCISD SHARS program. In Year Two, the PD will focus on applying to the Texas Education Agency and the Texas Medicaid and Healthcare Partnership (TMHP) to become a SHARS Medicaid provider. The PD will submit the application, the random moment time study (which is required to become a Medicaid provider), rates for services, billing information, and cost reports. At the end of Year Two, it is expected the KCISD SHARS program is approved.

Year Three: In Year Three, the KC-FSCS Plan calls for continued support and strengthening of the programs and services offered at each full-service community school campus in each of the preceding years. Further, the program will add additional supports to these existing pipeline services. This will be accomplished by completing the following four steps.

Year Three, Step 1: The KC-FSCS evaluation plan continues and in Year Three, this will include a full analysis of each service’s outcomes as they relate to the program evaluation. The KC-FSCS External Evaluator (EE) will continue with fidelity assessments to ensure programs and strategies are being implemented as intended and designed by the program/service developer(s).

Year Three, Step 2: To strengthen the relationship between the school and community, the KC-FSCS Plan in Year Three calls for partnering with the Karnes County Nurse’s Office and the Karnes Community Health Center to provide a health screening day. A health screening day will be scheduled once a year at each KC-FSCS campus. This will allow community members to come to the designated campus and have a health screening performed. Further, each participating agency will have an opportunity to display information about their programs and services. These activities will help to reinforce family and community supports and provide a social activity for community residents, as well as, providing them information about health services available in the area.

Year Three, Step 3: Increasing family and community supports will continue with the addition of “Family Night at the Movies.” As there is not a single movie theatre in Karnes County, the KC-FSCS Plan calls for creating “Family Night at the Movies” three times per year at each KC-FSCS campus. Fun Flicks will provide the movie, copyright permission, and their own equipment that will be set up at the campus. Depending on weather, Fun Flicks may setup the program outdoors and/or using the school’s auditorium and/or cafeteria. KC-FSCS will partner with the PACE program’s Family Engagement staff to advertise these events. Movies will be selected based on the age of the students and the content of the movie. Students and their parents will be invited to attend. These events will help the program create a social event at each

full-service community school.

Year Three, Step 4: In Year Three, the KC-FSCS Plan calls for the KCISD SHARS program to begin billing for eligible and appropriate services. It is anticipated that billing will be minimal in the first year of the program as the staff and the district develop the institutional capacity and intellectual capital necessary to operate a successful SHARS program. The goal for the first year of billing will be to receive reimbursement of approximately \$10,000.

Year Four: In Year Four, the KC-FSCS Plan calls for continuing the support of, and the strengthening of, the programs and services offered at each full-service community school campus in the previous years. In addition, the Year Four plan calls for completing the following two steps.

Year 4, Step 1: Creating a sustainability plan for all programs and services that are found to be effective. The KC-FSCS staff, using the program evaluation data collected and analyze through Year Three, will work with each partner to help develop a sustainability plan for the effective components.

Year 4, Step 2: The PD will continue refining and developing the KCISD SHARS program. The goal for Year Four will be to receive reimbursement in the amount of \$50,000 for eligible participants who receive appropriate services. At this level the KC-FSCS can begin to expand the counseling and psychological services within the district.

Year Five: In Year Five, the program staff will continue to support and strengthen the programs and strategies started in Years 1 to 4. Further, the KC-FSCS staff will work with each partner to begin implementing their sustainability plans. Finally, the program evaluation will be distributed to inform other communities about the successes and challenges of providing full-service community schools in a rural, low-income community. Finally, the KCISD SHARS

program is expected to expand and be receiving over \$100,000 in reimbursement for eligible participants receiving appropriate services. At this level the program can look at maintain the partnership with Connections, Camino Real Community Services, and the Karnes County Juvenile Probation Department.

It is clear, the KCISD, working with its community partners, can provide a high-quality education for students from diverse backgrounds and experiences. KCISD and its community partners are, therefore, excited about the prospect of creating community schools in Karnes City to further improve the lives of all residents in and around Karnes City. With full funding for the *Karnes City Full-Service Community School (KC-FSCS)* initiative, the community will be able to close the gaps in community services and will be able to achieve positive outcomes of the five goals and 15 objectives noted below. It should be noted that each goal has one or more objective and that each objective has one or more outcome. Each outcome is specific, measurable, achievable, reasonable and timebound, thus ensuring that KC-FSCS staff can track progress and ensure the program is on-time and on budget.

In summary, the KC-FSCS Plan is to continue providing the continuum of coordinated supports related to the following three pipelines: (1) High-quality early childhood education programs; (2) High-quality school and out-of-school-time programs and strategies; and (3) Family and community engagement and supports. In Year One of the KC-FSCS Initiative, the district will add two additional pipeline services. Those new pipeline services will be (1) Juvenile crime prevention and rehabilitation programs; and (2) Social, health, nutrition, and mental health services and supports. Further, the program will expand the Family and Community Engagement pipeline by adding a book distribution program for children aged 0 to 3 years in the district. These pipeline services will be provided at the Roger E. Sides Elementary

(RES), Karnes City Junior High School (KCJH) and the Karnes City High School (KCHS), thus making all three campuses full-service community schools. Once the program has these three campuses fully operating as full-service community schools, the program will add, in Year Two of the KC-FSCS Initiative, two additional pipeline services. These additional pipelines will be: (1) Activities that support postsecondary and workforce readiness, which may include job training, internship opportunities, and career counseling, and (2) Community-based supports for students who have attended the schools in the area served by the pipeline, or students who are members of the community, facilitating their continued connection to the community and success in postsecondary education and the workforce. Further, the program will expand and strengthen each pipeline service by providing a variety of integrated and coordinated programs and services. Thus, by the end of the fifth year of the KC-FSCS, the community will be supporting three full-service community schools and providing a continuum of coordinated supports, services, and opportunities for seven different pipeline services. Further, the program will have a fully functioning SHARS reimbursement program that will be able to sustain the essential elements of the KC-FSCS Plan. Chart 1, below, documents the KC-FSCS Plan by project year.

CHART 1

YEAR ONE: KC-FSCS PLAN FOR ADDING AND/OR EXPANDING PIPELINE SERVICES			
<i>Pipeline(s)</i>	<i>Service</i>	<i>Identified Population(s)</i>	<i>Partner(s)</i>
[<i>ADDING</i>] Juvenile crime prevention and rehabilitation programs	In-school juvenile probation services	Youth on probation	Karnes County Juvenile Probation Department (public agency)
	ROPES Course program	Youth who are at-risk of criminal justice system involvement (e.g.,	Karnes County Juvenile Probation Department (public agency)

		skipping school, involved in school aggressive behaviors, etc.)	
	Individual and family counseling services	Youth who are at-risk of academic failure (e.g., failed a class, school disciplinary referrals, etc.)	Connections (a local area nonprofit agency)
[<i>ADDING</i>] Social, health, nutrition, and mental health services and supports	Individual mental health counseling	Youth who are experiencing mental health issues (e.g., depression, suicidal ideation, substance misuse, etc.)	Camino Real Community Services (a local area nonprofit agency)
	Coping and Support Training (CAST)	CAST training will be made available to disconnected and/or disengaged youth at any KCISD campus.	KCISD School Counselors and KC-FSCS Coordinators.
[<i>STRENGTHENING</i>] Family and community engagement and supports	Reach Out and Read program	Youth aged 0 months to 36-months and their parents	Otto Kaiser Memorial Hospital, Karnes County Nurse’s Office, and Karnes Community Health Center (all are nonprofits or public agencies)

YEAR TWO: KC-FSCS PLAN FOR ADDING AND/OR EXPANDING PIPELINE SERVICES			
<i>Pipeline(s)</i>	<i>Service</i>	<i>Identified Population(s)</i>	<i>Partner(s)</i>
[<i>ADDING</i>] Activities that support postsecondary and workforce readiness, which may include job training, internship opportunities, and career counseling	Career counseling	All youth in 6 th to 12 th grade	KC-FSCS Career Counselor
	Agriculture and land management career exploration	Youth in RES, KCJH, and KCHS	Partnership for Afterschool Centers of Excellence (PACE) and the Texas AgriLife agency
	Aviation career exploration (focusing on drones)	Youth in RES, KCJH, and KCHS	Partnership for Afterschool Centers of Excellence

			(PACE) and the KCISD Career and Technology Education department
[ADDING] Community-based support for students who have attended the schools in the area served by the pipeline, or students who are members of the community, facilitating their continued connection to the community and success in postsecondary education and the workforce	English as a Second Language	Community members that need additional instruction in the English language	Education Service Center – Region 3
[STRENGTHENING] Social, health, nutrition, and mental health services and supports	School mentoring program	All youth in RES, KCJH and KCHS.	KCISD, Boy’s and Girl’s Scout programs, local area civic organizations
	Backpack for Kids program	Children at RES, KCJH and KCHS who are experiencing food insecurity	First Baptist Church Karnes City
[STRENGTHENING] Family and community engagement and supports	Incredible Years	New or young parents with children 36 months to 8 years old.	KCISD Certified Teachers
	Parenting Wisely	New or young parents with children 8 years-old or older	KC-FSCS Coordinator or KCISD School Counselor
	Family Movie Nights	All students and parents at RES, KCJH, and KCHS	KC-FSCS Coordinator at each campus
[STRENGTHENING] High-quality school and out-of-school-time programs and strategies	College and University tours	Youth in KCJH and KCHS	Partnership for Afterschool Centers of Excellence (PACE)
	Workforce exploration tours	Youth in KCJH and KCHS	Partnership for Afterschool Centers

			of Excellence (PACE)
	STEM enrichment programming	Youth in RES and KCJH	Girl Scouts of Southwest Texas AND Boy Scouts of America

YEAR THREE: KC-FSCS PLAN FOR ADDING AND/OR EXPANDING PIPELINE SERVICES

<i>Pipeline(s)</i>	<i>Service</i>	<i>Identified Population(s)</i>	<i>Partner(s)</i>
[STRENGTHENING] Community-based support for students who have attended the schools in the area served by the pipeline, or students who are members of the community, facilitating their continued connection to the community and success in postsecondary education and the workforce	Health screening days	Parents and students that attend KCISD and community members of Karnes City	Karnes County Nurse’s Office and Karnes Community Health Center

YEAR FOUR: KC-FSCS PLAN FOR ADDING AND/OR EXPANDING PIPELINE SERVICES

<i>Pipeline(s)</i>	<i>Service</i>	<i>Identified Population(s)</i>	<i>Partner(s)</i>
[MAINTAINING] The KC-FSCS Plan calls for maintaining all the services and programs initiated in Years 1 through 3 of the initiative	Maintaining of the program and continuation of sustainability planning	All previously identified populations	All previously identified partners.
[CONTINUING] The KC-FSCS External Evaluator will release the impact assessment by	Continuing the evaluation of the KC-FSCS Initiative.	All previously identified populations	KC-FSCS External Evaluator

service and program, thus allowing for the development of sustainability plans			
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YEAR FIVE: KC-FSCS PLAN FOR ADDING AND/OR EXPANDING PIPELINE SERVICES			
<i>Pipeline(s)</i>	<i>Service</i>	<i>Identified Population(s)</i>	<i>Partner(s)</i>
[MAINTAINING] The KC-FSCS Plans calls for maintaining all the services and programs initiated in Years 1 through 4 of the initiative	Maintaining of the program and continuation of sustainability planning	All previously identified populations	All previously identified partners
[CONTINUING] The KC-FSCS External Evaluator will release the impact assessment by service and program, thus allowing for the development of sustainability plans	Continuing the evaluation of the KC-FSCS Initiative.	All previously identified populations	KC-FSCS External Evaluator

Once this plan is fully implemented, the KC-FSCS Initiative anticipates achieving four program-related goals and one sustainability goal. The five anticipated goals are:

Goal 1: Create and Sustain Integrated Student Supports to Reduce Disciplinary Referrals and Community Violence;

Goal 2: Create and Sustain Integrated Student Supports to Improve School Connectedness;

Goal 3: Create and Sustain Integrated Supports for Workforce and College Readiness;

Goal 4: Create and Sustain Integrated Family and Community Engagement Supports; and

Goal 5: Sustaining the program after initial funding ends.

The following chart, Chart 2, details the KC-FSCS’ goals, objectives and how each objective will be measured.

CHART 2

Goal 1: Create and Sustain Integrated Student Supports to Reduce Disciplinary Referrals and Community Violence		
Number	Objective	Outcome
01	Reduce the recidivism rate (i.e., re-referrals resulting in an additional adjudication) of students who have received school-based probation services.	Reduce the recidivism rate (i.e., re-referrals resulting in an additional adjudication) of students who have received school-based probation services by 5%, 7%, 9%, 11% and 13% in Years 1, 2, 3, 4, and 5, respectively, as measured by reports from the state supported Caseworker Database <i>Adjudication Report</i> .
02	Reduce the number of out-of-school suspensions in KCISD by providing access to Services to At-Risk Youth (STAR) counseling before, during, and after school.	Reduce the number of out-of-school suspensions in KCISD by providing access to Services to At-Risk Youth (STAR) counseling before, during, and after school compared to the 2019 school year data, by 3%, 5%, 7%, 9%, and 11% in Years 1, 2, 3, 4, and 5, respectively, as measured by the number of Out-of-School Suspensions (OSS) reported via the <i>Texas Education Agency Discipline Report</i> .
03	Reduce the number of <i>District Alternative Education Placements (DAEP)</i> in KCISD by providing access to STAR counseling before, during, and after school.	Reduce the number of <i>District Alternative Education Placements (DAEP)</i> in KCISD by providing access to STAR counseling before, during, and after school compared to the 2019 school year data, by 3%, 5%, 7%, 9%, and 11% in Years 1, 2, 3, 4, and 5, respectively, as measured by the number of <i>District Alternative Education Placements (DAEP)</i> reported via the <i>Texas Education Agency Discipline Report</i> .

Goal 2: Create and Sustain Integrated Student Supports to Improve School Connectedness		
Number	Objective	Outcome
01	Reduce the number of students, who, after receiving <i>Coping and Support Training (CAST)</i> , report thinking about suicide “Often” or “A Lot”.	Reduce, by 75.0% , the number of students who after receiving <i>Coping and Support Training (CAST)</i> report thinking about suicide “Often” or “A Lot” compared to the students’ pre-survey questionnaire, as measured by the <i>CAST Pre- and Post-Survey</i> .
02	Decrease, when compared to the	Decrease, when compared to the 2019 school

	2019 school year baseline data, on campuses that have implemented KCISD <i>School Mentoring Program (SMP)</i> , the percentage of students who report skipping one or more days of school during the past year.	year baseline data, on campuses that have implemented KCISD <i>School Mentoring Program (SMP)</i> , the percentage of students who report skipping one or more days of school during the past year by 3%, 5%, 7%, 9%, and 11% in Years 1, 2, 3, 4, and 5, respectively, as measured by the PRIDE School Climate Survey [Item 13 in Section II of the <i>PRIDE Learning Environment Survey</i>].
03	Increase, when compared to the 2019 school year baseline data, on campuses that have implemented KCISD <i>School Mentoring Program (SMP)</i> , the percentage of students who feel connected to school.	Increase, when compared to the 2019 school year baseline data, on campuses that have implemented KCISD <i>School Mentoring Program (SMP)</i> , the percentage of students who feel connected to school by 3%, 5%, 7%, 9%, and 11% in Years 1, 2, 3, 4, and 5, respectively, as measured by PRIDE School Climate Survey [Item 20 in Section III of the <i>PRIDE Learning Environment Survey</i>].
04	Reduce the number of KCISD students and Karnes City community members who, after utilizing the KCISD <i>Backpack for Kids</i> program, report difficulty in meeting their household's basic food needs.	Reduce, by 5%, 7%, 9%, 11% and 15%, in Years 1, 2, 3, 4, and 5 respectively, the number of KCISD students and Karnes City community members, who after utilizing the KCISD <i>Backpack for Kids</i> program, report difficulty in meeting their household's basic food needs, as measured by the <i>Backpack for Kids Pre- and Post-Survey</i> [Item 7 related to Food Insecurity].
05	Increase the number of parents who, after completing the <i>Parenting Wisely (PW)</i> program, report "strong disapproval" of underage alcohol use.	Increase the number of parents who, after completing the <i>Parenting Wisely (PW)</i> program, report "strong disapproval" of underage alcohol use, compared to pre-tests, by 10%, 12%, 14%, 16%, and 20% in Years 1, 2, 3, 4, and 5, respectively as measured by the <i>Parenting Wisely Supplemental Survey</i> question "Do YOU disapprove of young people (i.e., under the age of 21) drinking beer, wine or liquor regularly?"
06	Increase the number of young parents who, after completing the <i>Incredible Years (IY)</i> program, report greater family functioning. AND Increase the number of young parents who, after completing the <i>Incredible Years (IY)</i> program, report greater	Increase the number of young parents who, after completing the <i>Incredible Years (IY)</i> program, report greater family functioning, compared to pre-tests, by 10%, 12%, 15%, 18% and 20% in Years 1, 2, 3, 4, and 5, respectively, as measured by self-reports on the <i>Family Functioning Scale</i> . AND Increase the number of young parents who, after completing the <i>Incredible Years (IY)</i> program, report greater family functioning, compared to pre-tests, by 10%, 12%, 15%, 18% and 20% in

	parenting confidence.	Years 1, 2, 3, 4, and 5, respectively, as measured by self-reports on the <i>Parent Confidence Scale</i> .
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Goal 3: Create and Sustain Integrated Supports for Workforce and College Readiness

Number	Objective	Outcome
01	Increase the number of KCISD’s students who are college, career, and military ready after participating in the Expanded Learning Program’s Career, College and Military Ready (CCMR) Enrichment program.	Increase the number of KCISD’s students who are college, career, and military ready after participating in the Expanded Learning Program’s Career, College and Military Ready (CCMR) Enrichment program compared to baseline data, by 3%, 5%, 7%, 9%, and 11% in Years 1, 2, 3, 4, and 5, respectively, as measured by the <i>Expanded Learning Program CCMR Survey</i> .
02	Increase the number of KCISD catchment area residents increasing their literacy level one functional level.	Increase the number of KCISD catchment area residents increasing their literacy level one functional level, compared to pre-test data, by 50%, 51%, 52%, and 53% in Years 2, 3, 4, and 5, respectively, as measured by the <i>Basic English Skills Test (BEST)</i> . [NOTE: These activities are first implemented in Year 2 of the program, thus there will be no Year 1 data available.]
03	Increase the number of KCISD catchment area youth who are interested in completing a STEM related degree.	Increase by 20.0% in each year of KC-FSCS Initiative, compared to baseline data, the number of students, who after completing the Sphero activities, report an interest in completing a STEM degree as measured by the <i>Student Career Interest Survey</i> .

Goal 4: Create and Sustain Integrated Family and Community Engagement Supports

Number	Objective	Outcome
01	Increase the number of children aged 0 to 36-month old’s in KCISD who, after participating in <i>Reach Out and Read (ROR)</i> , have parents or guardians who regularly read to them.	Increase the number of children aged 0 to 36-month old’s in KCISD who, after participating in <i>Reach Out and Read (ROR)</i> , have parents or guardians who regularly read to them by 9.0% each year of the project as measured by the <i>Family Reading Survey</i> .
02	Increase the number of parents and students in KCISD who, after participating in the Family Movie Nights and Health Screening Days, report increased engagement with the school	Increase the number of parents and students in KCISD who, after participating in the Family Movie Nights and Health Screening Days, report increased engagement with the school district and with community partners by 10%, 12%, 14% and 16% in Years 2, 3, 4, and 5,

	district and with community partners.	respectively as measured by the Community and School Engagement Survey. [NOTE: These activities are first implemented in Year 2 of the program, thus there will be no Year 1 data available.]
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Goal 5: Sustaining the Program after Initial Funding Ends		
Number	Objective	Outcome
01	Increase the percentage of individuals targeted to receive, and who actually receive, KC-FSCS Initiative services in each year of the initiative.	Increase, by 15%, 20%, 25%, 30% and 35%, in Years 1, 2, 3, 4, and 5 respectively, the percentage of individuals targeted to receive, and who receive, KC-FSCS Initiative services in each year of the initiative, as measured by the <i>Casework Reports</i> from the client tracking database. [NOTE: This is the required <i>Government Performance and Results Act (GPRA)</i> measure.]
02	Increase the amount of cash match or cash value of in-kind services directed toward the KC-FSCS, after publication of the Annual Evaluation Report, in each year of the initiative.	Increase the amount of cash match or cash value of in-kind services directed toward the KC-FSCS in each year of the initiative, after publication of the Annual Evaluation Report, by 5%, 8%, 11%, 14% and 17% in Years 1, 2, 3, 4, and 5, respectively, as measured by the monthly <i>Cash Match and In-Kind Reports</i> .
03	Increase the amount of reimbursement received for counseling services, psychological services, and transportation via the School Health and Related Services (SHARS) program.	Increase the amount of reimbursement received for counseling services, psychological services, and transportation via the School Health and Related Services (SHARS) program by \$10,000, \$50,000, and \$100,000 in Years 3, 4, and 5 respectively, as measured by the SHARS <i>Medicaid Reimbursement Billing Statement</i> .

(2) Extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the targeted population or other identified needs. The targeted, or identified population, for the KC-FSCS Initiative are all students and residents living in Karnes City, Texas, with specific attention to those students and residents who are considered economically disadvantaged or identified as at-risk for educational failure. Subgroups will include: (1) Students with school disciplinary referrals and their parents; (2) Students involved in the criminal justice system; (3) Students with suicidal ideation; (4) Students who skip school; (5)

Students who are not connected to school; (6) Students who have food insecurity; (7) Parents of students who report alcohol or drug problem; (8) Teen parents; (9) Students and residents from language isolated homes, and (10) Parents of children aged 0 year to 36-months.

The overall design of the KC-FSCS is to fortify the existing three pipeline services KCISD already implements and add four additional pipeline services over the duration of the program. Further, the KC-FSCS Plan will ensure that by the end of Year One, three campuses in the district will be operating as full-service community schools.

Each service and support offered by the KC-FSCS has been found to be effective for the identified population and for the identified need. The services being provided by this initiative are: (1) School-based juvenile probation office services, including access to a ROPES course, for students who are adjudicated and enrolled in the school; (2) Counseling services for at-risk youth to address school disciplinary referrals; (3) *Coping and Support Training (CAST)* curriculum for students with suicidal ideation; (4) School mentoring program for students who are not connected to school; (5) Food distribution program for students and families with food-insecurity; (6) Parenting Wisely for parents with junior high and high school students; (7) Incredible Years curriculum for teen parents; (8) Expanded learning time for career, college and military readiness; (8) English as a Second Language (ESL) classes for parents who are language isolated; and (9) Book distribution program for 0 to 36-months olds called *Reach Out and Read*;

School-based juvenile probation office services and ROPES course: The identified population for this strategy are students involved with the juvenile justice system and their parents. Griffin (1999), Olafson et al., (2016) have found that this strategy is effective for youth involved in the criminal justice system and for those in the system who have emotional and/or behavioral disorders. Further, this program has been found to have a positive effect on the

parents of these juveniles (Garfinkel, 2017). Bunting and Donley (2002) found that ROPES courses were effective for youth regardless of race, ethnicity or economic status. Whittington (2016) found that ROPES courses, or challenge courses, were effective for females.

School counseling: KC-FSCS will utilize this strategy for students who have been involved in school disciplinary referrals and/or those who are expressing low- to moderate-mental health acuity concerns. Researchers (Cleveland & Sink, 2018; Sink & Stroh, 2003; Lapan et al., 2012; Lapan & Gysbers, 2011; Dumigan, 2017; Brigman & Campbell, 2003; and Dahir & Stone, 2003; Beale, 2004; Schmidt, 2003; Williams et al., 2015; and Cheek, Bradley, Reynolds & Coy, 2002) studied the effectiveness of school counseling and found it effective at the elementary, junior high and high school levels. Further, these studies found that school counseling is especially effective at high-poverty schools, in rural communities with at-risk students, precisely the population served by the KC-FSCS.

Coping and Support Training (CAST): CAST has been selected as a *model program* by Substance Abuse Mental Health Services Administration (SAMHSA) and is listed on SAMHSA’s *National Registry of Evidence-based Programs and Practices*. Importantly, CAST has been proven to be effective for all ethnicities and genders and found to be effective in rural communities (Eggert et al., 2001).

School mentoring program (SMP): Researchers (Kraus et al., 2016; Komosa-Hawkins, 2012; Larose et al., 2010; and Pryce, 2012) found that school mentoring programs were effective with students from late elementary school through high school. Further, these researchers have found the school mentoring program is effective at improving connectedness to school with students, regardless of race or culture, and with students from rural and low-income backgrounds.

Food distribution program (Backpack Program): The backpack program is a strategy that has been found to be effective in a variety of settings and with a variety of student subgroups. Berry et al. (2018) found students with chronic hunger and food insecurity, who had access to a school-based weekend supplemental nutrition program, had improved outcomes in multiple areas of their lives.

Parenting Wisely (PW): KC-FSCS anticipates providing this service to parents of at-risk students. PW has been found to be effective for rural communities, low-income communities, and effective with parents from different races and cultures, include Hispanic and African-American (Cotter et al., 2013; Stalker, Rose, Bacallao, & Smokowski, 2018). PW can be provided in an English language version or a Spanish language version.

Incredible Years (IY): IY is a series of three separate, multifaceted, and developmentally based curricula for parents, teachers, and children. Researchers have found the program to be effective with parents, teachers and children from low-income communities, as well as, participants from different races and cultures (Gardner et al., 2010, and Webster-Stratton & Reid, 2010).

Expanded Learning Time: Implementing a before- and after-school program, commonly called ‘expanded learning program’ is a great way to improve the social, emotional, physical and academic success of students from low-income communities, even those from rural areas (Staecker et al., 2015; Naftzger et al., 2007; Afterschool Alliance, 2004; and Catalyst & Brandeis University, 2006).

English-as-a-Second-Language (ESL) classes: Almon (2012), the United States Department of Education (2016), and Shanahan & Beck (2006) found that ESL classes were effective for students in rural, low-income communities.

Sphero Robot Curriculum: The Sphero Curriculum, which includes the programming of robots, has been found to be effective at engaging youth in STEM related activities including minority students and students from low-income backgrounds (Hadfield, Raynor, & Slevers, 2018; Mendez-Zorrilla, et al., 2015; Yamamoto, T., Takeno, K., & Suzuki, K., 2017; Gosha, K., 2017).

Reach Out and Read (ROR): The ROR program requires collaborating with local area pediatricians and family practitioners to place books into the hand of all new parents, including parents from low-income households. Having a doctor reinforce the need for reading aloud to young children has been found to be effective with minority parents, as well as, parents from low-income and rural communities (Miller, 2017; Kindratt et al., 2017; Zuckerman, 2009; Reach Out and Read, 2008; Golova et al., 1999; Sanders, 2000; and Needlman et al, 2005).

In summary, the KC-FSCS Initiative’s plan includes only evidenced-based programs and strategies that researchers have found to be effective. Further, as noted above, every pipeline program and service being offered via the KC-FSCS has been found to be appropriate to, and will successfully address, the needs of the target population.

(b) Quality of the Project Services

(1) Likely impact of the services to be provided by the proposed project on the intended recipients for those services. The KC-FSCS Initiative calls for providing 11 additional programs and services. As noted, in the previous section, each of the nine proposed programs and services have been found to be effective for the identified population. Each program and service will be offered with enough sufficiency to ensure equal access and treatment for the eligible program participants. These participants will include members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. This statement

can be articulated because KCISD and its partners only provide high-quality services with enough sufficiency to ensure equal access. For example, the district already provides high-quality education services to students who have traditionally been underrepresented. In the 2018 school year, the district and its partners, served 854 students who were traditionally underrepresented groups. This included 56 students who were not proficient in English and it also included 123 students who had one or more disabilities. Minority students attending the district have shown significant improvement in areas of academic growth. One method of tracking this growth is through the *School Progress Domain and Academic Growth Score by Grade and Subject* report. The growth score indicates the amount of improvement or growth made from year to year (TEA, 2019). Thus, a positive number on the Academic Growth Score indicates that a student made a positive improvement from last year to this year. Table 3, below, documents the growth of students by subgroup. [NOTE: ELL stands for English Language Learner]. As can be determined from Table 3, the KCISD and its partners have been able to offer programs and strategies that have ensured equal access to, and treatment of, eligible program participants, including those from historically underrepresented groups.

Table 3: Academic Growth Score by Grade and Subject and Subpopulation				
<i>Grade/Subject</i>	<i>Minority</i>	<i>Special Education</i>	<i>Economically Disadvantaged</i>	<i>ELL</i>
All grades both Subjects	60	58	58	61
All grades ELA/Reading	61	62	60	58
All grades Mathematics	58	54	56	63

Another key measure to determine if the district is ensuring equal access and treatment to historically underrepresented groups is to look at the high school graduation rates, by subgroup. When this data is disaggregated, the district and its partners have been able to achieve a high school graduation rate for all students that is significantly better than the State of Texas average

as can be seen in Table 4. [NOTE: An * sign denotes the student population was too small to report.] It is evident that across all subgroups, students in KCISD receive a high-quality education and the district’s graduation rate exceeds the State of Texas average.

Table 4: Graduation Rate by Subpopulation				
<i>Grade/Subject</i>	<i>Minority</i>	<i>Special Education</i>	<i>Economically Disadvantaged</i>	<i>ELL</i>
KCISD Graduation Rate	97.7	100.0	94.7	*
State of Texas Graduation Rate	88.9	83.8	88.4	67.3
Percentage Difference	9.9%	19.3%	7.1%	N/A

In addition, the district has an equal opportunity employment policy. Due to its adherence to this policy, the district employs a workforce that is comprised of **42.1%** minority which is **4.7% HIGHER** than the State of Texas average (TEA, 2018).

It is evident that KCISD and its partners have been able to provide high-quality services in sufficient amounts to ensure equal access to, and treatment of, participants who are members of groups that have traditionally been underrepresented. With funding for the KC-FSCS Initiative in place, the district and its partners will achieve several significant positive impacts. These impacts will include the following:

1. Reduction in the recidivism rates to the juvenile justice system.
2. Reduction in the number of out-of-school suspensions.
3. Reduction in the number of placements in the District Alternative Education Program.
4. Reduction in suicidal ideation.
5. Reduction in the number of students skipping school.
6. Increase in the number of students reporting school connectedness.
7. Reduction in food insecurity among the communities most impoverished families.

8. Improved parenting skills as it relates to reducing alcohol and other drug use.
9. Improved family functioning.
10. Improved parenting confidence.
11. Increased college and career readiness among KC-FSCS attendees.
12. Increase interest in STEM related fields.
13. Increased literacy level of local area residents.
14. Increased time parents read to their young children.
15. Increased school and community engagement.

The above noted objectives are based on the fact that each program and service being proposed has been found to be effective for the target population. The following are the research findings for each proposed program and service. These findings are from peer-reviewed research journals or from State or federal entities that certified the research findings. Thus, every program and strategy being proposed by the KC-FSCS will have a high likelihood of positively impacting the identified population.

School-based juvenile probation office services and ROPES course: Having a juvenile probation officer visit adjudicated youth while they are at school has been found to have several positive impacts. First, adjudicated youth with access to school-based probation services, have improved school attendance (Griffin, 1999). Second, adjudicated youth with access to school-based probation services, have reduced disciplinary issues (Griffin). Additionally, research suggests that cross-agency collaborative efforts that include juvenile probation officers and school staff can be a good rehabilitation approach for students already on probation, especially those impacted by trauma (Olafson et al., 2016). Bunting and Donley (2002), after conducting a metaanalysis, found that youth who participated in ROPES course activities had higher scores on

concepts related to self and team development with an effect size of $d=.55$. This is an impressive effect size compared with the average effect size of .3 to .4 for other outdoor education research. Whittington (2016) found that females who participated in a ROPES program reported higher levels of resilience after completing the program and these increases persisted over time. Caizzi et al., (2018) stated, after completing a pro bono economics report on adventure learning, which include ROPES course, “there is a range of empirical evidence that attributes improvements in social and emotional skills to participation in adventure learning programmes. Furthermore, it is widely recognised that enhancing these skills results in improved development and wellbeing of young people.”

School counseling: Sink and Stroh (2003) studied 150 randomly selected elementary schools, with 39% of them being low income. Their results showed early elementary students enrolled in well-established comprehensive school counseling programs produced higher achievement test scores than their counterparts in the study’s control group. This finding was supported by research of Gysbers (2001) in Missouri and Nelson and Garners (1998) in Utah. All these studies found counseling programs have a positive influence on both cognitive and non-cognitive outcomes, including raising achievement scores. Research also supports the fact that school counselors can assume an effective role in reducing antisocial behavior, improving school climate, and reducing academic failure. Boutwell and Myricks (1992) found group counseling, a key component of the KC-FSCS Project, leads to significant improvement in the grade point averages of students in a group. Further, Baker and Gerler (2001) and Dumigan (2017) found school counselors had significant influence on school discipline. Additional studies, including Brigman and Campbell (2003) and Dahir and Stone (2003), continue to support the role of the school counselor's impact on student performance - noting "the combined school counselor

interventions of group counseling and classroom guidance were associated with a positive impact on student achievement and behavior." Other research supports the fact that school counselors can raise student achievement, particularly in elementary schools, by reducing student test anxiety. When elementary school counselors implement anxiety reduction techniques, even when implemented just days before the testing, students reported feeling "better and more relaxed" and they scored significantly higher than on their previous administrations (Cheek, Bradley, Reynolds & Coy, 2002).

Coping and Support Training (CAST): CAST has been selected as a *model program* by Substance Abuse Mental Health Services Administration (SAMHSA) and is listed on SAMHSA's *National Registry of Evidence-based Programs and Practices*. Recent research studies have shown students participating in CAST show significant improvements, including: 1) Sustained reductions in suicide-risk behavior (65.0%) and depression (44.0%); 2) Declines in anger control problems (24.0%); 3) Reduced hard drug use (62.0%); 4) Reduced alcohol use (16.0%) and drug use control problems (33.0%); and 5) Enhanced and sustained higher levels of problem-solving coping (24.0%), personal control (24.0%), and family support (27.0%) (Eggert et al., 2001). Importantly, CAST has been proven to be effective for all ethnicities and genders.

School mentoring program (SMP): Kraus and Cleveland. (2016) found mentees attending a rural, low socioeconomic status school improved their school connectedness scores. Global school connectedness mean scores increased for all participants. Participants in the experimental group demonstrated statistically significant increases on the "Self-in-Future" subscale. Multiple research studies document the social and emotional benefits middle school students receive through mentoring programs, especially those students at risk of not completing high school (Komosa-Hawkins, 2012). Research findings about mentoring programs suggest mentoring

programs focusing on building strong and meaningful relationships between mentor and mentee may have the greatest benefit to adolescents (Larose et al., 2010), and those programs with specific goals for mentors may provide the greatest benefit to mentees in middle school (Pryce, 2012). The reason school-based mentoring is effective is “students report that having a person at school who is checking up on them, gives the sense that someone cares and motivates them to come to school” (Gonzales, Richards, & Seeley, 2002, p.12). Two major national studies have reported positive results from mentoring programs. Tierney and Grossman (1995) report a **37% decrease** in truancy among participants in a mentoring program. The Commonwealth Fund’s Survey found a **52% decrease** in skipping school among participants of mentoring programs (McLearn, Colasanto, & Schoen, 1998).

Food distribution program (Backpack Program): Berry et al. (2018) found students with chronic hunger and food insecurity, who had access to a school-based weekend supplemental nutrition program, had improved outcomes. Specifically, repeated measures analyses revealed, (a) children's engagement in behaviors indicative of food insecurity decreased; (b) the frequency of children's spontaneous verbalizations revealing insufficient access to food decreased; (c) evaluations of children's emotional well-being increased; and (d) academic performance evaluations improved. These effects were independent of age and replicated across sex. The data suggest children who take part in such backpack programs may benefit in a variety of ways.

Parenting Wisely (PW): Parents of secondary school students identified as being at-risk will be provided a parenting program called *Parenting Wisely (PW)*, which is a self-administered, computer-based program that teaches parents, family, and youth important skills for combating risk factors for mental health issues, including substance abuse. PW uses a risk-focused approach to reduce family conflict and youth behavior problems (e.g., stealing,

vandalism, defiance of authority, bullying, poor hygiene, etc.). The School Counselors will initially implement PW; however, to build intellectual capital, all KC-FSCS staff will be trained to implement PW. The highly interactive and nonjudgmental CD-ROM format of PW accelerates learning, and parents use new skills immediately. PW is known to reduce youth aggressive and disruptive behaviors, improve parenting skills, enhance family communication, develop mutual support, and increase parental supervision and appropriate discipline. Semi-literate parents easily use PW, which provides computer-read texts and utilizes materials written at the fifth-grade level, in English and Spanish. PW learning is rapid due to its interactive video modeling of good responses and the privacy and non-defensiveness afforded by a computer program. PW takes nine to ten one-hour sessions to complete, which is a format known to substantially reduce the “dropout” that often occurs with “at-risk” families. This program is rated a “3 - *Promising Research Evidence*” (California Evidenced-Base Clearinghouse for Child Welfare). To achieve this designation, PW must have at least one study utilizing some form of control (e.g., untreated group, placebo group, matched wait list study) establishing the practice's benefit over the placebo or found it to be comparable to or better than an appropriate comparison practice. As of 2018, PW has six studies conducted documenting its effectiveness. The latest study, conducted by Stalker et al. (2018) examined the effectiveness of PW on family functioning, parenting, and adolescent behavior. The intervention is delivered in five formats: (1) Parents-only intensive workshop, (2) Parents-only 5-week group, (3) Parents and adolescents 5-week group, (4) Parent and adolescent online, and (5) Parents-only online format. Measures utilized include the *McMaster Family Assessment Device*, the *NC-ACE Violent Behavior Checklist*, and the *Child Behavior Checklist (CBCL)*. The intervention group included 311 participants, assessed at all three time points (pre-test, posttest, and follow-up at 6 months). A non-randomly assigned

comparison group (n = 53) was assessed at the pretest and follow-up time points only. Results indicated parents who participated in PW reported increases in confidence in their parenting skills, decreases in conflicts with their adolescents, and decreases in adolescent externalizing and violent behavior relative to the comparison group at 6-month follow-up. Finally, PW encourages family involvement and parental monitoring and researchers have reported these types of parental activities are linked to improved student attendance (Epstein & Sheldon, 2002).

Incredible Years (IY): *The Incredible Years* is a series of three separate, multifaceted, and developmentally based curricula for parents, teachers, and children. This series is designed to promote emotional and social competence; and to prevent, reduce, and treat behavior and emotional problems in young children. The parent, teacher, and child programs can be used separately or in combination. There are treatment versions of the parent and child programs as well as prevention versions for high-risk populations. This program is rated a "1 - Well-Supported by Research Evidence" based on the published, peer-reviewed research available. Gardner et al. (2010) examined mediators and moderators of change in conduct problems, in a multi-agency randomized trial of *IY* parenting program. Webster-Stratton and Reid (2010) found schools were "an optimal setting for delivering intervention programs for parents, teachers, and children" (p. 216). Preschoolers at risk for conduct problems (n=153) were randomly assigned to intervention (n=104) and wait-list (n=49) groups. Boys and younger children, and those with more depressed mothers, tended to show greater improvement in conduct problems post-intervention. Other risk factors (i.e., teen or single parenthood, very low income, high initial levels of problem behavior) showed no predictive effects, implying intervention was at least as successful at helping the most disadvantaged families, compared to more advantaged. Mediator analyses found change in positive parenting skill predicted change in conduct problem. Research

with the IY program has shown in multiple randomized control trials that by working collaboratively with parents, teachers, and children, it is possible to significantly improve children's social competence and emotion regulation, reduce conduct problems, and involve parents in their children's learning. In particular, the highest risk children make the most significant gains (Webster-Stratton & Reid, 2010).

Expanded Learning Time: Is expanded learning time effective? According to Little, Wimer, and Weiss (2008) the short answer is a resounding “yes.” A decade of research and evaluation studies, as well as, large-scale, rigorously conducted syntheses looking across many research and evaluation studies, confirms that children and youth who participate in after school programs can reap a host of positive benefits in several interrelated outcome areas—academic, social/emotional, prevention, and health and wellness. Studies supported this finding for at-risk students, students from rural school districts, and students from economically disadvantaged households. Using before- and after-school programs to teach students about different college and career options through hands-on activities, helps students to become college and career ready (Hooker & Brand, 2010).

English-as-a-Second-Language (ESL) classes: Learning the English language can help improve the self-sufficiency of the learner and improve his/her economic potential (U.S. Department of Education, 2016). Almon (2012) found ESL classes were effective for monolingual students from language isolated homes. This is the exact approach that KC-FSCS will be providing.

Sphero Curriculum: The Sphero Curriculum helps students to gain an interest in, and an understanding of, STEM related skills. Students completing workshops in which they got to interact and program the Sphero Robot reported greater interest in STEM fields and developed

improved STEM skills (Hadfield, Raynor, & Slevens, 2018; Mendez-Zorrilla, et al., 2015; Yamamoto, T., Takeno, K., & Suzuki, K., 2017; Gosha, K., 2017; Saez-Lopez, J, Sevillano-Garcia, M., & Vazquez-Cano-E., 2019).

Reach Out and Read (ROR): The ROR program requires collaborating with local area pediatricians and family practitioners to place books into the hands of all new parents, including parents from low-income households. Having a doctor reinforce the need for reading aloud to young children has been found to increase parental reading to children (Miller, 2017; ROR, 2008; Golova et al., 1999). Sanders (2000) reported that parents exposed to ROR are three times as likely to report reading to their children compared to non-ROR parents and children in families exposed to ROR are approximately 1.5 times more likely to have 10 or more picture books in the home (Needlman et al, 2005). Increasing books in the home and reading aloud by parents can improve educational achievement. ROR exposure is associated with an 8.6-point increase in receptive language and a 4.3-point increase in expressive vocabulary (Mendelsohn et al., 2001; Chrisler & Thompson, 2011). The ROR program encourages family literacy activities and these types of activities have been found to be a major dropout prevention strategy (Stegelin, 2003). These findings were found when the program was implemented in rural settings, with at-risk youth from low-income communities and economically disadvantaged households.

After implementing these 11 services or programs the KC-FSCS will achieve the 15 outcomes mentioned above and referenced in the Logic Model under the Evaluation Section, below. In addition, the KC-FSCS Initiative will establish processes and procedures to ensure that, in each year of the initiative, those targeted to receive the services are the recipients of those services. Further, the KC-FSCS Evaluator will track the amount of cash match and in-kind services provided to help prepare the district administration and key stakeholders of the financial

needs of the program so a sustainability plan can be developed. Finally, as part of sustaining effective components of the KC-FSCS Plan, the program will track the amount of funding reimbursement received via the School Health and Related Services (SHARS) program.

In summary, the district and its partners have a long and storied history of providing quality project services to the identified population. When services are provided, they are of sufficient quantity and quality to ensure there are significant, positive, impacts on the program participants. If fully funded, the KC-FSCS will help to reduce school and community violence and disruption; help to improve school connectedness and the mental health of participants; improve parenting skills; reduce food insecurity; increase college and career readiness; reduce language isolation; improve oral language development and reading skills; improve community and school engagement; and create and implement a plan for sustainability.

(2) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.

The Karnes City Independent School District (KCISD) has a long history of establishing effective working partnerships with local area organizations. This statement is even more impressive given the fact that KCISD is primarily located in rural, south-central, Texas. To give an idea of how rural Karnes City is, in Karnes County, there is not a single cinema thus, to watch a movie on the “big screen”, residents are required to drive nearly 30 miles to catch the latest release. Despite this fact, the PACE program has worked to secure partnerships with the following eligible community-based organizations: (1) Connections, (2) Girls Scouts, (3) Boy Scouts, (4) Texas Agrilife, (5) Karnes County Juvenile Probation Department, (6) Karnes City Public Library, (7) Otto Kaiser Memorial Hospital, (8) Camino Real Community Services, (9) Education Service Center-Region 3, (10) First Baptist Church Karnes City, (11) Karnes

Community Health Center, (12) Karnes County Nurse, and (13) Partnership for Afterschool Centers of Excellence (PACE).

Connections Individual and Family Counseling (Connections) is a nonprofit organization that provides individual and family counseling services to students from at-risk environments. It is important to understand that Connections has been partnering with KCISD since 1997. Since that time, Connections has been providing counseling services to at-risk youth via the *Services To At-Risk Youth* (STAR) contract from the Department of State Health Services. For the KC-FSCS Initiative, Connection's has agreed to expand their counseling presence to provide counseling to referred students and their parents/guardians. Partnering with Connections provides an additional layer of social-emotional support for the KC-FSCS's most "at-risk" students.

Girl Scouts of Southwest Texas (GSSWT) is another nonprofit organization that has a history of providing services to the KCISD's before- and after-school programs. Girl Scouts of the USA's national curriculum is aligned with state and national educational standards proven to prepare girls for the future. Girl Scouting offers comprehensive out-of-school-time programming that allows girls to discover a variety of interests, while developing their leadership capacity to impact Southwest Texas. Girl Scout programs are delivered through five pathways designed to reach more girls with Scouting and engage them over the longest duration. Girls may participate in all or one of the following pathways in a program year: troops, camp, events, series and travel. The KC-FSCS Initiative will continue these services and expand access to these services to the Roger E. Sides Elementary (RES) via the school mentoring program. Further, the KC-FSCS Initiative will help expand the career and technology component of the program by offering activities where girls will have the opportunity to learn about and eventually fly aerial drones

under supervision of a certified teacher.

Boy Scouts of America (BSA) - Alamo Area Council is the official nonprofit organization that oversees Boy Scout activities in Karnes County. The Alamo Area Council, BSA, headquartered in San Antonio, Texas, serves a 13-county area imparting the Scouting program to over 17,600 youth and 6,100 volunteer adults in South Texas. BSA continues to prepare young people for life by providing character development and values-based leadership training, utilizing outdoor activities, citizenship, and sports fitness. The KC-FSCS Initiative will continue these services and expand access to these services to the Roger E. Sides Elementary (RES) via the school mentoring program. Further, the KC-FSCS Initiative will help expand the career and technology component of the program by offering a activities where boys and girls will have the opportunity to learn about and eventually fly aerial drones under supervision of a certified teacher.

Texas Agrilife, officially the Texas A&M AgriLife Extension, provides community education in the areas of agriculture, horticulture, wildlife, consumer education, natural resources, nutrition, money management, healthy lifestyles, disease prevention, and youth character education. This group has been providing before- and after-school programs for many years and these programs include activities for youth and families. The KC-FSCS Initiative will expand these services into the Karnes City High School (KCHS) and into the Roger E. Sides Elementary School (RES) and Karnes City Junior High (KCJH) Family Engagement Programs.

The *Karnes County Juvenile Probation Department (KCJPD)* will continue to provide school-based probation services for adjudicated youth. The KC-FSCS Initiative will coordinate these services to ensure every eligible youth is provided these services. In addition, the KCJPD has offered to provide access to the department's high and low ROPES courses. This will allow

the KC-FSCS program participants to gain self-confidence in a supervised and safe environment. Though all students will be offered an opportunity to participate on the ROPES course, attention will be paid to those students who are experiencing discipline issues and attendance problems. Research has shown that completing activities such as a ROPES course can decrease discipline referrals and increase attendance of at-risk youth.

In addition, the KC-FSCS Initiative will continue to work with the *Karnes City Public Library* (KCPL) to provide access to additional resource materials and to help integrate the public library resources within the public-school district. This collaborative agreement with the library has been helpful as it expanded the number of academic resources available to the students and their parents without increasing any costs. The KC-FSCS Initiative will continue this partnership and will provide some initial funding so the KCPL can expand its career counseling section of the library so Karnes City residents, especially those residents that have recently graduated from KCISD, can have access to the latest career counseling resources. In addition, the KCPL will help to recruit parents of children zero to 36-months of age to the Reach Out and Read (ROR) program (see next paragraph for a further description of ROR).

To expand family engagement and family literacy, the KC-FSCS Initiative will partner with several local nonprofit organizations and public agencies. These partnering nonprofit organizations and public agencies includes the local area hospital called *Otto Kaiser Memorial Hospital*, the *Karnes Community Health Center* and the *Karnes County Nurse*. Working in these organizations are dedicated doctors and nurses who are willing to expand the KC-FSCS Initiative's efforts to improve literacy in Karnes City by implementing the Reach Out and Read (ROR) program. The doctors and nurses will prescribe reading time to their patients and in exchange, the parents and their children will receive a free, new, book. These pediatricians, and

their staff, have agreed to identify and recruit the parents of children aged zero to 36 months for enrollment in the ROR program so that parents are provided with free books to read to their children. These efforts will help to create a home literacy center and will help to bolster language development and reading skills.

To expand the mental health services available to students and parents of Karnes City, the KC-FSCS Initiative will partner with the *Camino Real Community Services (CRCS)*. CRCS is a nonprofit organization providing mental health, behavioral and intellectual disability services to multiple counties in southwest Texas, including Karnes County. CRCS is the designated Community Mental Health Authority and the Authority for Intellectual Disabilities. As the authority, it has the responsibility for eligibility determination, coordination of care, and managing a network of providers of direct services. The agency also is a provider of services and supports to persons with mental illness, intellectual disabilities, and developmental delays who meet eligibility criteria. KCISD has partnered with CRCS to provide some mental health services in the past and will expand these services to include a full-time mental health counselor to be assigned to KCISD. The full-time staff member will work, during the course of the KC-FSCS Initiative, at each campus to meet the needs of identified students who are experiencing suicidal ideation and/or other mental health concerns.

Education Service Center-Region 3 (ESC-3) is a public agency that provides services to local area school districts. There are 20 Education Services Centers throughout Texas and Region 3 is assigned to Karnes County. ESC-3 has been providing services to KCISD since the 1960's and the ESC-3 is committed to improving the performance of all learners. The KC-FSCS Initiative will expanded the number of available English as Second Language (ESL) classes in Karnes City by partnering with the ESC-3 to provide the classes. The KC-FSCS plan will help

fund the expansion of the program so, at the end of the fifth year of the program, the ESC-3 will be able to sustain the expansion.

A local area nonprofit, the *First Baptist Church Karnes City*, has been partnering with the KCISD to provide a food distribution program called Backpacks for Kids. The program ensures that low-income children who report food insecurity are provided with additional food to cover times when the school cafeteria is not operational (e.g., weekends, school holidays, etc.). Currently, this vital food distribution program does not cover all KCISD campuses. Further, there is no local area foodbank, so the First Baptist Church Karnes City is the only program in the area to meet this need. Thus, the KC-FSCS Plan will be to help the First Baptist Church Karnes City expand its backpack program to cover all campuses and expand the program into the summer.

Partnership for Afterschool Centers of Excellence (PACE) provides extensive before- and after-school programs and services to students in KCISD and several other surrounding communities. The program will partner with the KC-FSCS by allowing access to KCISD students in the program who want to learn more about career and postsecondary education opportunities. The PACE program staff will attend college and university tours to help chaperone students. Further, the PACE program will expand its after-school program offerings to include an aviation program that focuses on drones and by expanding Texas AgriLife’s services to include agriculture and land management program exploration activities. The KC-FSCS will provide supplies and some personnel, specifically the Career Counselor, adjunct staff to teach drone aviation, and the campus KC-FSCS Coordinator to help implement these new services and programs.

The following table, Table 5, identifies the local community-based nonprofit or local area

agencies, which service(s) they will each provide, and which Goal and Objective they will be measured against.

Table 5: Community Partners and the Pipeline Services They will Provide		
Agency	Service	Pipeline Service(s)
Connections	Counseling services for at-risk youth who are at-risk of educational failure and/or at-risk of becoming involved in the criminal justice system.	Social, health, nutrition and mental health services and supports.
Girl Scouts	Recruitment of school mentors to help mentor students and will provide scouting and STEM activities in the before- and after-school program.	Social, health, nutrition and mental health services and supports.
Boy Scouts	Recruitment of school mentors to help mentor younger students and will provide scouting and STEM activities in the before- and after-school program	Social, health, nutrition and mental health services and supports.
Texas AgriLife	Provide activities to identified youth who express a desire to learn more about agriculture and land development.	Activities that support postsecondary and workforce readiness, which may include job training, internship opportunities, and career counseling.
Karnes County Juvenile Probation Department	Provide school-based probation services to adjudicated youth and will provide ROPES course access for youth at-risk for criminal justice system involvement.	Juvenile crime prevention and rehabilitation programs.
Karnes City Public Library	Will add additional career counseling and career exploration resources and will act as a distribution site for the Reach Out and Read (ROR) program.	Family and community engagement and supports.
Otto Kaiser Memorial Hospital	Participation in the Reach Out and Read program by prescribing books to parents of children aged 0 to 36 months.	Family and community engagement and supports.
Camino Real Community Services	Increased access to mental health therapy by providing a mental health counselor to be assigned to KCISD.	Social, health, nutrition and mental health services and supports.
Education Service Center – Region 3	Increase the number of classes of English as a Second Language that is available in Karnes City.	Community-based support for students who have attended the schools in the area served by the

		pipeline, or students who are members of the community, facilitating their continued connection to the community and success in postsecondary education and the workforce.
First Baptist Church Karnes City	Will expand their Backpack for Kids program to include all district campuses.	Social, health, nutrition and mental health services and supports.
Karnes Community Health Center	Participation in the Reach Out and Read program by prescribing books to parents of children aged 0 to 36 months and will accept referrals of eligible residents and students for community health services.	Family and community engagement and support AND social, health, nutrition and mental health services and supports.
Karnes County Nurse	Participation in the Reach Out and Read program by prescribing books to parents of children aged 0 to 36 months and will accept referrals of eligible residents and students for community health services.	Family and community engagement and support AND Social, health, nutrition and mental health services and supports.
Partnership for Afterschool Centers of Excellence (PACE)	Participation in the college and university tours and participation in the workforce exploration tours. Further, this partner will participate in the aviation drone program.	High-quality school and out-of-school-time programs and strategies AND Activities that support postsecondary and workforce readiness, which may include job training, internship opportunities, and career counseling.

Based on KC-FSCS Plan and its signed Memorandum of Understanding (See Attached MOU), the *KC-FSCS Leadership Team* (KLT) is confident the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services. These services, as documented above, have been found to be effective on populations very much like those in Karnes City. Thus, without reservation, based on KCISD’s past history and based on the quality of the partners included in this proposal, it can be stated the KC-FSCS Plan has considered the quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have

traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

(c) Adequacy of Resources

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

Aside from the KCISD, there are 13 different partners involved in the KC-FSCS and each partner has a relevant role in the program. Further, each partner is providing cash and/or in-kind resources for the project. The following narrative describes the relevance and demonstrated commitment of KCISD and each of the 13 partners involved in the KC-FSCS Plan.

Karnes City Independent School District is heavily invested in developing full-service community schools at the Roger E. Sides Elementary School, Karnes City Junior High School, and the Karnes City High School. As noted above, by making the Roger E. Sides Elementary School a full-service community school it will in fact make the Karnes City Primary School a community school as the Karnes City Primary School is directly adjacent to Roger E. Sides Elementary School and students and parents from Karnes City Primary School already participate in the before- and after-school programs at the Roger E. Sides Elementary School. To assist the KC-FSCS Plan, KCISD will provide all necessary facilities, to include offices and internet access, plus the district will provide transportation to and from the before- and after-school program for all students in the KC-FSCS program at no additional charge. It is estimated the in-kind contributions from the district is equal to \$20,000 a year.

Connections will be providing an essential counseling service for academically at-risk students. Most of these students will be at-risk for academic failure and/or involvement in the criminal justice system. Connections will provide a designated Services to At-Risk Youth

counselor, called a STAR Counselor, who will work with the identified and referred youth. The value of the in-kind services to be provided to the KC-FSCS for the STAR Counselor is approximately \$5,760 per year when factoring in time and travel costs. It is anticipated the KC-FSCS program will invest an additional \$24,000 to expand the STAR Counseling program in Karnes City.

Karnes County Juvenile Probation Department will be providing juvenile rehabilitation services, namely school-based probation services for adjudicated youth and will be providing a prevention program, using their ROPES course, for youth who are at-risk of future involvement in the criminal justice system. Adjudicated juveniles will have weekly contact with their juvenile probation officer during the school day, which includes before- and after-school activities. As noted in the section above, school-based probation services have been found to be highly effective. For youth who are at-risk of future involvement in the juvenile justice system (i.e., those youth who skip school, are associated with gang involvement, receive school discipline for fighting or assault, etc.) will be seen first by the STAR Counselor from Connections (see paragraph above for more information about the STAR Counselor). Based on the screening conducted by the STAR Counselor they may make a referral for the ROPES program. This 6-week program is designed to improve a student's self-concept and build resiliency and coping skills. It is anticipated the Karnes County Juvenile Probation Department will be providing \$28,500 of in-kind services for the school-based probation services and another \$15,000 of in-kind services for the use of their ROPES course. The KC-FSCS will provide funding to expand the number of hours and students on the ROPES course.

Camino Real Community Services will be providing additional mental health counseling services for low- to moderate-acuity students who are expressing suicidal ideation. Camino Real

Community Services currently provides to Karnes City the following services: (1) Screening, (2) Assessment, (3) Referral, (4) Case Management, (5) Medication Related Services, (6) Counseling, (7) Crisis Intervention, and (7) a full range of Rehabilitative Services, and Family Support. Currently, it is estimate that Camino Real Community Services will provide in-kind services of approximately \$10,500 per year for the KC-FSCS. However, with the increasing number of students needing these services, the KC-FSCS Plan is to contract with Camino Real Community Services to provide additional screening, assessments, referral, case management, crisis intervention, and counseling services. It is estimated the KC-FSCS will invest approximately \$61,000 a year in adding these essential services.

Otto Kaiser Memorial Hospital will be an essential partner in the KC-FSCS Plan to help improve the literacy level of Karnes City residents. The hospital has agreed to participate in the Reach Out and Read (ROR) program. This program requires the participation of doctors to prescribe reading to parents of children under the age of 36 months. It is estimated the hospital will provide in-kind services (e.g., doctors and nurses time to discuss the ROR program and the importance of reading) of approximately \$11,760 per year. It is anticipated the KC-FSCS program will provide Otto Kaiser Memorial Hospital with approximately \$3,500 in books to distribute to eligible children.

The Karnes County Nurse will be involved in two key components of the KC-FSCS program. First, the Nurse will be an essential partner in the KC-FSCS Plan to help improve the literacy level of Karnes City children. The Karnes County Nurse's Office has agreed to participate in the Reach Out and Read (ROR) program. This program requires the participation of doctors and/or trained nurses to prescribe reading to parents of children under the age of 36 months. It is estimated the Karnes County Nurse's Office will provide in-kind services (e.g.,

nurses time to discuss the ROR program and the importance of reading) of approximately \$2,400 per year. It is anticipated the KC-FSCS program will provide the Karnes County Nurse's Office with approximately \$750 in books to distribute to eligible children. The second component involving the Karnes County Nurse's Office will be the provision of services during the Health Screening Days which will begin no later than the fourth year of the program. It is estimated the Nurse's Office will provide approximately \$1,280, or \$320 per event, of in-kind services to include time and materials.

The Karnes Community Health Center, like the Karnes County Nurse's Office, will be involved in two key components of the KC-FSCS program. First, the Karnes Community Health Center will be an essential partner in the KC-FSCS Plan to help improve the literacy level of Karnes City children. The Karnes Community Health Center has agreed to participate in the Reach Out and Read (ROR) program. This program requires the participation of doctors and/or trained nurses to prescribe reading to parents of children under the age of 36 months. It is estimated the Karnes Community Health Center will provide in-kind services (e.g., doctor and nurses time to discuss the ROR program and the importance of reading) of approximately \$3,000 per year. It is anticipated the KC-FSCS program will provide the Karnes Community Health Center with approximately \$1,500 in books to distribute to eligible children. The second component involving the Karnes Community Health Center will be the provision of services during the Health Screening Days which will begin no later than the fourth year of the program. It is estimated the Karnes Community Health Center will provide approximately \$2,000, or \$500 per event, of in-kind services to include time and materials.

The Karnes City Public Library will be involved in the KC-FSCS program to help improve the literacy level of Karnes City residents, especially those aged between 0 and 36-

months old. The Karnes City Public Library has agreed to participate in the Reach Out and Read (ROR) program. This program is a free book distribution program for young children. The Karnes City Public Library has agreed to help identify, recruit and then distribute free, age appropriate books, to these children. In addition, the Karnes City Public Library has agreed to expand their career counseling and career planning resources. It is estimated the Karnes City Public Library will provide in-kind services (e.g., staff time to discuss the ROR program, space to display a sampling of the free books, and space for the additional career counseling and career exploration resources, etc.) of approximately \$2,880 per year. It is anticipated the KC-FSCS program will provide the Karnes City Public Library with approximately \$1,500 in books to distribute to eligible children.

Girl Scouts of Southwest Texas will be an essential partner in helping to create positive connections between the school and students. School connectedness is an essential element to ensuring students are well adjusted and graduate. The Girl Scouts of Southwest Texas have agreed to participate in the afterschool program and expand their offerings to include a STEM program. Further, some of the Girl Scouts will act as mentors to younger girls in the program. It is estimated the in-kind services offered by the Girl Scouts of Southwest Texas is approximately \$1,680 per year. It is anticipated the KC-FSCS program will provide the Girls Scouts of Southwest Texas with approximately \$1,500 in STEM related supplies each year.

Boy Scouts of America will be an essential partner in helping to create positive connections between the school and students. As noted above, school connectedness is an essential element to ensuring students are well adjusted and graduate. The Boy Scouts of America have agreed to participate in the afterschool program and some Boy Scouts will act as mentors to younger boys and girls in the program. It is estimated the in-kind services offered by

the Boy Scouts of America is approximately \$1,680 per year. It is anticipated the KC-FSCS program will provide the Boy Scouts of America with approximately \$1,500 in STEM related supplies each year.

First Baptist Church Karnes City is the critical partner when it comes to reducing food insecurity in Karnes City. The church has been providing a food distribution program, called Backpacks for Kids, for some Karnes City students, for several years now. The KC-FSCS Plan calls for expanding this program to include all KCISD campuses. It is estimated the in-kind services provided by the First Baptist Church Karnes City is approximately \$10,000 per year. It is anticipated the KC-FSCS program will provide the First Baptist Church Karnes City with approximately \$2,500 per year to purchase backpacks to expand their food distribution program.

Partnership for Afterschool Centers of Excellence (PACE) is a collaboration between KCISD and other area school districts. The program provides before- and after-school programming. The PACE program has agreed to partner with the KC-FSCS by providing supervision of KC-FSCS sponsored before- and after-school programming such as the College/University tours, workplace site visits and tours, and expansion of the aviation program using drones. It is estimated the PACE program will provide approximately \$2,500 of in-kind services via use of community agencies providing training for students and parents. Further, the KC-FSCS anticipates providing an investment of approximately \$10,800 a year to help defray the costs of the tours (i.e., trips to colleges, universities, and/or worksites) and the drone program.

Education Service Center – Region 3 is the main provider of English as a Second Language (ESL) classes in Karnes County. The KC-FSCS Plan calls for expanding the number of times and slots available to accommodate the increasing number of Karnes City residents who

could benefit from these classes. It is estimated that Education Service Center – Region 3 will provide approximately \$1,200 a year of in-kind services by marketing the availability of the English as Second Language (ESL) classes and recruiting and enrolling eligible students. The KC-FSCS Plan calls for an investment of approximately \$12,500 a year to expand the program to add more times and slots.

As is readily evidenced via the signed MOU, the KC-FSCS Plan enjoys the support of many local area nonprofits, as well as, many local area private and public agencies. The relevance and demonstrated commitment of each partner in the KC-FSCS project to the implementation and success of the project is abundantly clear as, in aggregate, the program has commitments for approximately \$100,000 in annual cash match and/or in-kind services. Further, it is the KC-FSCS Plan to leverage the evaluation results to significantly increase this in-kind amount in each year of the initiative.

(2) Extent to which the costs are reasonable in relation to the number of persons served and the anticipated results and benefits. KCISD is acutely aware that providing services to rural, low-income communities, like Karnes City, can be initially expensive. The *Texas A&M School of Rural Public Health* (2017) noted rural communities face formidable challenges because of limitations in their health and public health infrastructure that result in barriers to access care, insufficient availability and utilization of a variety of health services (physical, mental, rehabilitative, preventative), and minimum health education to the public. Thus, costs of implementing a full-service community school initiative will not be “cheap” but, if successful, the outcome can be substantial. Based on preliminary estimates, the following total number of students, parents, and community members will be served per ‘pipeline service’, per year.

1. *Juvenile crime prevention and rehabilitation program pipeline:* Will serve

approximately 135 youth and 40 parents per year. The breakout, per year, is 20 youth receiving in-school probation services, 75 youth receiving the ROPES course program, 40 youth receiving STAR services, and 40 parents participating in family counseling.

2. *Social, health, nutrition, and mental health services and supports.* Will serve 670 youth and 50 parents per year. The breakout, per year, is 100 youth will receive mental health counseling, 220 will receive school mentoring services, 350 will receive Backpack for Kids services, and 50 parents will receive mental health counseling.

3. *Family and community engagement and supports:* Will serve 500 youth and 265 parents, per year. The breakdown, per year, is as follows. Reach Out and Read will serve 200 children and 100 parents, Incredible Years will be provided to 30 youth and 30 parents, Parenting Wisely will serve 150 youth and 75 parents, Family Night at the Movies, will serve 120 youth and 60 parents per year.

4. *High-quality school and out-of-school-time programs and strategies:* Will serve 200 youth per year. The breakdown is as follows. College and/or university tours will be provided to 100 youth and workforce exploration tours will serve another 100 per year.

5. *Activities that support postsecondary and workforce readiness:* Will serve 834 youth and 75 parents/community members per year. The breakdown, per year, is as follows. Career counseling will be provided to 609 students and 75 community members, Agriculture and land management career exploration will be provided to 75 youth, and aviation career exploration focusing on the use of drones will serve 150 youth.

6. *Community-based support for students who have attended the schools in the area served by the pipeline, or students who are members of the community, facilitating their continued connection to the community and success in postsecondary education and the*

workforce: Will serve 400 youth and 180 parents and/or community members. The breakdown, per year, is as follows. English as a Second Language classes will serve 30 parents/community members, and 400 youth and 180 parents or community members will be served by the health screening days.

In all, the KC-FSCS Plan is to serve a total of 1,764 unduplicated youth and community members. As students and community members can attend multiple service, the duplicated count is estimated to be 3,249. This equates to an investment of approximately \$138.50 per participant. However, since most of the services will be provided each day of the school year (and on weekends and during summers) the investment, per day, is only \$0.38 per participant. Further, the anticipated outcomes, as noted in the KC-FSCS Logic Model (see the Evaluation Section, below) is for a 13% reduction in readjudications; an 11% reduction in school violence and disciplinary referrals; a 75% reduction in suicidal ideation, an 11% reduction in truancy, a 15% increase in school connectedness, a 15% reduction in food insecurity, a 20% increase in parenting confidence, an 11% increase in career and college readiness, a 9% increase in oral language skills, and a 55% reduction in language isolation. For a program that targets students in a rural, low-income community who are most “at-risk” of dropping out of school and that has the potential to be a self-sustaining, evidenced-based program that can be readily replicated, the investment of 38 cents a day, per participant, is considered extremely reasonable.

(d) Quality of the Management Plan

(1) 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. To help ensure full implementation by the start of the 2019-2020 school year, the *KC-FSCS Leadership Team* developed the *KC-FSCS Workplan*

for Year One, which identifies the Year One tasks, including most of the major Year One Activities as shown in the KC-FSCS Logic Model (see Evaluation Section, Table 7, for the full Logic Model), assigns the milestones and timelines, and specifies the staff responsible for each activity. The KC-FSCS Workplan is designed to ensure that KC-FSCS is being implemented on time and within budget. Sustaining the effective components of the KC-FSCS program is a key design element of this Workplan. To help achieve this design, the KC-FSCS Plan is to hire a full-time KC-FSCS Program Director (PD) and a full-time Coordinator at each campus. The PD will be assigned an Administrative Assistant to help coordinate schedules and attend to normal day-to-day program administrivia (e.g., preparing invoices, verifying receipt of supplies, scheduling meetings, updating budget numbers, etc.).

Though the PD will report directly to the KCISD Superintendent, the KC-FSCS Plan calls for the creation and establishment of a KC-FSCS Advisory Council (AC). The AC will be comprised of the KCISD Superintendent, or her designee, the PD, the campus principal from each full-service community school, the KC-FSCS Coordinators, a representative from each partnering organization, and the External Evaluator (EE). It is important to note the principal from Karnes City Primary School will be invited to attend every AC meeting and will be considered equal partners in the AC. The AC will be responsible for reviewing and updating the KC-FSCS Workplan and for reviewing and approving each year's budget. Further, the AC will be responsible for reviewing and approving the evaluation Logic Model and Evaluation Plan. The AC will convene whenever necessary but no later than at least every fiscal quarter. During the AC meetings, the PD will update the AC on the budget, including actual expenditures made, any updates to the KC-FSCS Workplan and the AC will receive an update on the status of the KC-FSCS Evaluation. Further, each member of the AC will get a chance to speak. The intent is

for the AC member to identify what is working and what is still needing refinement within the KC-FSCS Plan. The following KC-FSCS Workplan, Table 6, identifies the major tasks to be accomplished during the first year of the program.

TABLE 6: KC-FSCS Workplan	
Task	Milestones / Timeline/Staff Responsible
Hiring of one Program Director, three full-time KC-FSCS Coordinators and one Administrative Assistant.	<p>❶ Superintendent accepts the KC-FSCS Grant by signing the Notice of Award and assigns Alicia Wieding, Program Director, as the Acting KC-FSCS Project Director (PD) by October 1, 2019. ❷ Ms. Wieding will work with the KCISD Human Resources Department to notify prospective candidates that KCISD is hiring three full-time KC-FSCS Program Coordinators and an Administrative Assistant, by October 31, 2019. ❸ Human Resources will conduct initial screenings of all applicants for the KC-FSCS positions and will forward candidates for interviews to Ms. Wieding, or her designee, by November 1, 2019. ❹ Ms. Wieding, working in collaboration with each campus principal at RES, KCJH, and KCHS, will interview and select potential candidates for employment for each position by November 15, 2019. ❺ Human Resources will finalize the hiring process and the KC-FSCS staff begins work by January 2, 2020.</p>
Procurement of supplies.	<p>❶ Superintendent accepts the KC-FSCS Grant by signing the Notice of Award and assigns Alicia Wieding, Program Director, as the Acting KC-FSCS Project Director (PD) by October 1, 2019. ❷ Ms. Wieding will work with the Director of Purchasing to order, receive and distribute <i>CAST</i> curriculum, <i>Parenting Wisely</i> (PW), <i>Incredible Years</i> (IY), books for the <i>Reach Out and Read</i> program, aviation program supplies (i.e., drones), STEM supplies (Sphero Curriculum) and program supplies (papers, pens, computers, calendars, etc.) as authorized in the KC-FSCS budget. Procurement process completed by October 31, 2019. ❸ Purchasing staff receive and inventories the supplies by November 15, 2019. ❹ Schools receive the supplies by December 1, 2019.</p>
Procurement of contractors (STAR Counseling, KCJPD ROPES course contract, Mental Health Counselor, and Evaluator).	<p>❶ Superintendent accepts the KC-FSCS Grant by signing the Notice of Award and assigns Alicia Wieding, Program Director, as the Acting KC-FSCS Project Director (PD) by October 1, 2019. ❷ Ms. Wieding will work with Director of Purchasing to place bids for a <i>STAR Counselor</i>, <i>ROPES Course program</i>, <i>Mental Health Counselor</i>, and <i>External Evaluator</i> (EE). Bids received and reviewed by November 1, 2019. ❸ Ms. Wieding, working in collaboration with each campus principal at RES, KCJH, and KCHS will interview and select the winning bids by November 15, 2019.</p>
Travel to mandatory Director’s meeting.	<p>❶ The RFA noted there is a mandatory Program Director’s meeting in Washington D.C. for this program. Thus, the program will secure travel and accommodations for the assigned PD, the KCISD Business Manager and the Evaluator to attend this meeting.</p>

<p>Services begin.</p>	<p>❶ The External Evaluator (EE), working with the three KC-FSCS Coordinators, STAR Counselor, ROPES Course staff, and Mental Health Counselors, will collect baseline data, including school climate data using the PRIDE Survey, CAST Survey, PW Survey, and IY Survey by January 7, 2020. (NOTE: All the surveys will be condensed into a single survey that all eligible and consenting students will take in a single sitting. The condensed survey will take approximately 35 minutes to complete for a classroom of 4th graders.) ❷ KC-FSCS Coordinators will begin implementing school-based juvenile probation services, ROPES Course program, STAR counseling, mental health counseling, Reach Out and Read by January 6, 2020. ❸ By January 10, 2020, the KC-FSCS Coordinators will begin implementing the CAST program at their assigned school campuses. ❹ By January 13, 2020, the Aviation Program staff (i.e., drone program) begins providing services at RES, KCJH, and KCHS campuses via a rotating schedule. ❺ The EE will, at the end of each month, collect data from KC-FSCS staff, including contract staff and volunteers, the number of students seen, number of parents served, number of community members served, services provided, and number of hours each participant receives. ❻ The PD will begin the process of developing the KCISD’s <i>School Health and Related Services</i> (SHARS) program by March 1, 2020. ❼ The EE, working with KC-FSCS Coordinator’s will complete end of year data collection of the CAST Survey, IY Survey, PW Survey, and PRIDE Survey by May 29, 2020.</p>
<p>Evaluation activities begin.</p>	<p>❶ The External Evaluator (EE) will collect the needed baseline data (i.e., survey data noted above and school data (i.e., disciplinary referrals, truancy, academic achievement data, from the 2018-2019 school year). Using these data the EE will create a “Baseline Report” that will provide the foundation of data to determine if the KC-FSCS is making substantial progress. This “Baseline Report” will be completed by February 1, 2020. ❷ By the 5th of each month the EE will collect monthly data (see item 5 in Services Begin, above) and will create a monthly performance report for dissemination to all KC-FSCS stakeholders, including the Advisory Council (AC) members. Reports will include output data, process measure analysis and a determination of a “percent complete” calculation that will help AC members determine if the KC-FSCS is on time and on budget. Monthly reports are due on or before the end of each month. ❸ By March 1, 2020, the EE will conduct a program fidelity review at each campus to ensure KC-FSCS is implementing all services according to the developers’ design. ❹ By May 1, 2020, the EE will publish and disseminate to the Advisory Council an KC-FSCS Semi-Annual Report that will detail the progress the KC-FSCS is making and highlight areas that are behind schedule or encountering problems. ❺ By June 1, 2020, the EE will conduct focus groups with teachers, KC-FSCS staff, KC-FSCS partners, and parents to determine the impact the KC-FSCS has had at RES, KCJH, and KCHS. A focus group report will be written and distributed to the AC by July 15, 2020. ❻ By July 1, 2020, the EE will publish and disseminate to the AC an KC-FSCS <i>Annual Evaluation Report</i> that will detail the progress the KC-FSCS is making and</p>

	<p>highlight areas that are behind schedule or encountering problems. This Annual Evaluation Report will document and compare the results of the data collected in May 2020 to the baseline data collected in January 2020.</p>
<p>Advisory Council (AC) formed and operating</p>	<p>❶ By January 6, 2020, the KCISD Superintendent, or her designee, the campus principal from Karnes City Primary School, RES, KCJH and KCHS, the three KC-FSCS Coordinators, a representative from each partnering organization, and the External Evaluator (EE) will convene to create the KC-FSCS Advisory Council (AC). The AC will review the KC-FSCS Plan for Year One and receive feedback from the KC-FSCS Coordinators on how services are ‘rolling’ out at each campus. The KC-FSCS PD will present to the AC the KC-FSCS Year One budget and the expenditures thru December 31, 2019. The EE will report on the progress of the KC-FSCS evaluation. Each partner will get a chance to report on successes and challenges. ❷ Then, on the first Thursday of every third month (i.e., April, August, etc.) the AC will reconvene to review the updates, make informed decisions about changes to the KC-FSCS Plan, as appropriate and with U.S. Department of Education approval. ❸ The AC meeting in August of each year will be the presentation of the following years Workplan and budget. The KC-FSCS PD will be responsible for presenting both the Workplan and the budget. ❹ The AC will also reconvene in the event of an urgent need (programmatic, budget, or evaluation issue) that requires immediate action. The KC-FSCS PD will be responsible for scheduling emergency AC meetings.</p>

(2) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

The KC-FSCS Plan requires the services of multiple key personnel in order to achieve the goal of creating and sustaining three, highly effective, full-service community schools in Karnes City. The individuals hired will need to possess the appropriate skills and training necessary to complete their specific job functions. Further, these individuals will need to possess the personality traits that best meet the needs of a community-based and community-involved program. These individuals will not be able to simply “do their jobs” but they must have the personality to help motivate others, a good sense of teamwork, and attention to detail. To make this happen the program will require a full-time KC-FSCS Program Director (PD). Further, the PD will need a full-time KC-FSCS Coordinator at each campus and the PD will need a qualified and capable principal investigator (i.e., External Evaluator) who can collect and analyze data that

helps KCISD administration and key community stakeholders understand what is happening in the program and if the program is on-track to meet its goals and objectives, including the sustainability goal. Further, these essential positions will be needed throughout the calendar year, not just during the school year. To assist the PD in coordinating and managing such an involved program, the PD will need an Administrative Assistant (AA). The AA will be responsible for coordinating schedules, scheduling meetings, preparing all handouts for the KC-FSCS Advisory Council (AC) meetings, acting as receptionist for the program, and handling the day-to-day administrative tasks for the PD (e.g., preparing invoices for supplies, reviewing in-kind reports, reviewing time sheets for completeness and signatures, reviewing consultant invoices for proper format, etc.). These activities will help the PD stay focused on creating the KC-FSCS program and on creating a SHARS program, that will help to sustain key elements of the program.

To ensure the success of this program, the following time commitments have been secured for the KC-FSCS Program Director (PD), KC-FSCS Coordinators (KC), External Evaluator (EE), and other key project personnel. The number of hours per week for the key personnel are expected to be as follows: (1) *KC-FSCS Project Director (PD)*, 40.0 hours per week; (2) *External Evaluator (EE)*, 11 hours per week; (3) *KC-FSCS Coordinator (KC)*, one KC will be assigned at each full-service community schools [i.e., RES, KCJH, and KCHS], 40.0 hours per week, and (4) *Administrative Assistant (AA)*, 40.0 hours per week.. The PD and the three KC's are funded at 100.0% and this commitment is necessary to implement a full-service community school in a rural, low-income community. Further, this time commitment is essential to ensure the programs and services being integrated as part of the KC-FSCS Plan into the existing before, during, and after school programming is done thoughtfully and efficiently.

In addition to these key personnel, the KC-FSCS Plan has secured time commitments

from the school principals at Karnes City Primary School, RES, KCJH, and KCHS, the KCISD Superintendent, the KCISD Business Manager and executives, or their designee, from the 13 community partners involved in the KC-FSCS Initiative. Each of these individuals have agreed to attend, at a minimum, quarterly KC-FSCS Advisory Council (See attached MOU). As one of the goals of the KC-FSCS Initiative is to sustain effective components of the Plan, participation by all involved stakeholders is essential.

In summary, the KC-FSCS has secured 211 hours a week of key project personnel time which is expressly committed to the KC-FSCS Initiative. Further, the program has secured executive sponsorship from the KCISD Superintendent, KCISD Business Manager, four school principals, and executives from all 13 KC-FSCS partners. Each of these individuals have agreed to participate in a shared governance of the program by participating in the KC-FSCS Advisory Council (AC). In all, the KC-FSCS program believes the time commitments secured to date are appropriate and adequate to meet the needs, and to achieve the objectives, of the project.

(e) Quality of the Project Evaluation

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

The KC-FSCS Evaluation Plan includes assessing performance against the KC-FSCS Project's Goals, Objectives, Outputs, and Outcomes as detailed in the Evaluation Logic Model, **Table 7**, below. Significantly, the Evaluation Plan will follow, for up to five years, three campuses that will become full-service community schools. The Evaluation Plan calls for tracking approximately 1,300 participants each year of the program. Further, the Evaluation Plan calls for tracking the improvements made by KC-FSCS campuses against three comparable school campuses from a nearby school district. These comparison school campuses will act as

the comparison group. The comparison campuses will each be in rural, low-income communities and will have comparable demographics as they relate to race, gender, students in each grade, economic disadvantaged status, at-risk percentages, tenure of school staff, and school disciplinary referrals. As an incentive for participation in the comparison group, the KC-FSCS Evaluation Team (ET) will provide access to workshops and other selected professional development opportunities related to the effective components of the KC-FSCS Initiative for possible replication by the comparison group school districts during the final year of the project. The ET will match campuses and then will report, on an annual basis, the differences, if any, in the identified outcomes listed in Table 7. Table 7 clearly identifies the goals, objectives for each goal, the required activities, the essential partners and the anticipated outcomes. The Evaluation Logic Model will serve as the evaluation ‘roadmap’ by which all programs and services offered by the KC-FSCS are assessed. This will ensure the evaluation plan is thorough, feasible and appropriate.

Table Seven: Evaluation Logic Model

Goal 1: Create and Sustain Integrated Student Supports to Reduce Disciplinary Referrals				
<i>Identified Needs and Gaps for Goal 1 - Objective 1</i>				
A growing number of juveniles in Karnes County are becoming negatively involved in the Criminal Justice System. Per the Texas Juvenile Justice Division, between 2015 and 2017, there was a 57.1% increase in the number of Karnes County youth becoming involved in the Juvenile Justice System. (NOTE: Going from 21 in 2015 to 33 in 2017.)				
Objectives	Activities	Partners	Process Measures (Outputs)	Impact/Outcome Indicators

<p>1.1. Reduce the recidivism rate (i.e., re-referrals resulting in an additional adjudication) of students who have received school-based probation services</p>	<p>Short-Term:</p> <ol style="list-style-type: none"> 1. Contract with Karnes County Juvenile Probation Department to provide school-based probation services; and 2. Hire and train the KC-FSCS staff and KCISD school staff to refer students to the program. 3. Identify eligible youth. 4. Begin providing services before-, during, and after-school. <p>Long-Term:</p> <ol style="list-style-type: none"> 1. Ongoing use of school-based probation services for identified and referred youth. 2. Work with evaluator to assess impacts and use evaluation results to sustain the service. 	<ol style="list-style-type: none"> 1. KC-FSCS Campus Advisory Committee 2. Campus leadership 3. Campus PBIS team 4. School staff 5. School counselors 6. Parents of eligible youth 7. Karnes County Juvenile Probation Department 	<ol style="list-style-type: none"> 1. Number of eligible juveniles identified. 2. Number of eligible youths provided school-based services from the Karnes County Juvenile Probation Department. 3. Number of hours of school-based probation services delivered. 4. Program implemented with fidelity. 5. Parent and youth satisfaction with school-based juvenile probation services. 	<p>1.1. Reduce the recidivism rate (i.e., re-referrals resulting in an additional adjudication) of students who have received school-based probation services by 5%, 7%, 9%, 11% and 13% in Years 1, 2, 3, 4, and 5, respectively, as measured by reports from the state supported Caseworker Database <i>Adjudication Report</i>.</p>
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Identified Needs and Gaps for Goal 1 - Objective 2

KCISD school-related disciplinary referrals resulting in *Out-of-School Suspensions* (OSS) increased **74.5%** for students identified as “economically disadvantaged” or “at-risk” between the 2017 and 2018 school years per the *Texas Education Agency Discipline Report*. (**NOTE:** Going from 47 students in 2016-2017 to 82 in the 2017-2018 school year.)

Objectives	Activities	Partners	Process Measures (Outputs)	Impact/Outcome Indicators
<p>1.2. Reduce the number of out-of-school suspensions in KCISD by providing access to Services to At-Risk Youth (STAR) counseling before, during, and after-school.</p>	<p>Short-Term:</p> <ol style="list-style-type: none"> 1. Coordinate with KC-FSCS Campus Advisory Committee on when the best time to provide STAR counseling would be on each campus; 2. Provide an office and associated supplies to support STAR counseling; and 3. Work with Connections to provide STAR counselors. <p>Long-Term:</p> <ol style="list-style-type: none"> 1. Ongoing monitoring, reporting, and responding to referrals for STAR counseling. 2. Work with evaluator to assess impacts and use 	<ol style="list-style-type: none"> 1. KC-FSCS Campus Advisory Committee 2. Campus leadership 3. Campus PBIS team 4. School staff 5. School counselors 6. Connection’s STAR Counselors 7. Volunteers 	<ol style="list-style-type: none"> 1. Number of campuses with access to STAR counseling services. 2. Number of hours of STAR counseling services provided on each campus. 3. Number of students receiving STAR counseling services. 4. Number of students receiving STAR counseling services that are identified as economically disadvantaged or at-risk. 5. Program implemented with fidelity. 	<p>1.2. Reduce the number of out-of-school suspensions in KCISD by providing access to Services to At-Risk Youth (STAR) counseling before, during, and after-school compared to the 2019 school year data, by 3%, 5%, 7%, 9%, and 11% in Years 1, 2, 3, 4, and 5, respectively, as measured by the number of Out-of-School Suspensions (OSS) reported via the <i>Texas Education</i></p>

	evaluation results to sustain the service.		6. Client satisfaction with STAR counseling services.	<i>Agency Discipline Report.</i>
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Identified Needs and Gaps for Goal 1 - Objective 3

KCISD school-related disciplinary referrals resulting in placement in the *District Alternative Education Program (DAEP)* increased **31.7%** for students identified as “economically disadvantaged” or “at-risk” between the 2016 and 2018 school years per the *Texas Education Agency Discipline Report*. (**NOTE:** Going from 41 students in 2015-2016 to 54 in the 2017-2018 school year.)

Objectives	Activities	Partners	Process Measures (Outputs)	Impact/Outcome Indicators
1.3. Reduce the number of <i>District Alternative Education Placements (DAEP)</i> in KCISD by providing access to STAR counseling before, during, and after-school.	<p>Short-Term:</p> <ol style="list-style-type: none"> 1. Coordinate with KC-FSCS Campus Advisory Committee on when the best time to provide STAR counseling would be on each campus; 2. Provide an office and associated supplies to support STAR counseling; and 3. Work with Connections to provide STAR counselors. <p>Long-Term:</p>	<ol style="list-style-type: none"> 1. KC-FSCS Campus Advisory Committee 2. Campus leadership 3. Campus PBIS Team; 4. School staff 5. School counselors 6. Connection’s STAR Counselors 7. Volunteers 	<ol style="list-style-type: none"> 1. Number of campuses with access to STAR counseling services. 2. Number of hours of STAR counseling services provided on each campus. 3. Number of students receiving STAR counseling services. 4. Number of students receiving STAR counseling services that are identified as economically 	1.3. Reduce the number of <i>District Alternative Education Placements (DAEP)</i> in KCISD by providing access to STAR counseling before, during, and after-school compared to the 2019 school year data, by 3%, 5%, 7%, 9%, and 11% in Years 1, 2, 3, 4, and 5,

	<ol style="list-style-type: none"> 1. Ongoing monitoring, reporting, and responding to referrals for STAR counseling. 2. Work with evaluator to assess impacts and use evaluation results to sustain the service. 		<p>disadvantaged or at-risk.</p> <ol style="list-style-type: none"> 5. Program implemented with fidelity. 6. Client satisfaction with STAR counseling services. 	<p>respectively, as measured by the number of <i>District Alternative Education Placements</i> (DAEP) reported via the <i>Texas Education Agency Discipline Report</i>.</p>
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Goal 2: Create and Sustain Integrated Student Supports to Improve School Connectedness

Identified Needs and Gaps for Goal 2 - Objective 1

Approximately 8.8% of all KCISD students in grade 6th to 12th reported thinking “Often” or “A Lot” about suicide which represents a 23.9% increase over the Spring 2017 School Environment Survey.

Objectives	Activities	Partners	Process Measures (Outputs)	Impact/Outcome Indicators
2.1. Reduce the number of students, who after receiving <i>Coping and Support Training</i> (CAST), report thinking about	Short-Term: <ol style="list-style-type: none"> 1. Hire and train a CAST Implementation Specialist. 2. Coordinate with KC-FSCS Campus Advisory Committee on when the best time to provide CAST 	<ol style="list-style-type: none"> 1. KC-FSCS Campus Advisory Committee 2. Campus leadership 3. Campus PBIS team 4. School staff 	<ol style="list-style-type: none"> 1. Number of campuses with access to CAST services. 2. Number of hours of CAST services provided on each campus. 	2.1. Reduce, by 75.0% , each year, the number of students who after receiving <i>Coping and Support Training</i> (CAST) report thinking

<p>suicide “Often” or “A Lot”.</p>	<p>services would be on each campus,</p> <ol style="list-style-type: none"> 3. Provide an office and associated supplies to support CAST services and 4. Work with the local community-based organization named Camino Real Community Services to provide mental health counselors. <p>Long-Term:</p> <ol style="list-style-type: none"> 1. Ongoing monitoring, reporting, and responding to referrals for CAST services and providing referrals for additional mental health services as appropriate. 2. Work with evaluator to assess impacts and use evaluation results to sustain the service. 	<ol style="list-style-type: none"> 5. School counselors 6. CAST Implementation Specialist 7. Volunteers 	<ol style="list-style-type: none"> 3. Number of students receiving CAST services. 4. Number of students receiving CAST services that are identified as economically disadvantaged or at-risk. 5. Number of community members provided with CAST services. 	<p>about suicide “Often” or “A Lot” compared to the students’ pre-survey questionnaire, as measured by the <i>CAST Pre- and Post-Survey</i>.</p>
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Identified Needs and Gaps for Goal 2 - Objective 2

Over 11.0% of KCISD 6th to 12th grade students (**11.5%**) reported skipping school, without parental permission, at least once in the past year per the Spring 2018 School Environment Survey.

Objectives	Activities	Partners	Process Measures (Outputs)	Impact/Outcome Indicators
<p>2.2. Decrease, when compared to the 2019 school year baseline data, on campuses that have implemented <i>KCISD School Mentoring Program (SMP)</i>, the percentage of students who report skipping one or more days of school during the past year.</p>	<p>Short-Term:</p> <ol style="list-style-type: none"> 1. Hire a KC-FSCS Coordinator for each campus who will be the Mentoring Coordinator. 2. Begin recruiting, selecting, training and assigning mentors. 3. Begin identifying and recruiting students to be mentored. <p>Long-Term:</p> <ol style="list-style-type: none"> 1. Implement the SMP for students at KCISD Roger E. Sides Elementary in Year 1, KCISD Junior High in Year 2, and KCISD High School in Year 3. 2. Ongoing monitoring, reporting, and responding to referrals for mentoring. 3. Work with evaluator to assess impacts and use evaluation results to sustain the service. 	<ol style="list-style-type: none"> 1. KC-FSCS Campus Advisory Committee 2. Campus leadership 3. School staff 4. School counselors 5. Local area churches and civic organizations to identify and recruit possible mentors 6. Volunteer mentors 	<ol style="list-style-type: none"> 1. Number of campuses with student mentoring programs. 2. Number of hours of mentoring services provided on each campus. 3. Number of students receiving mentoring services. 4. Number of students receiving mentoring services that are identified as economically disadvantaged or at-risk. 5. Number of students, if any, on waiting lists for mentors. 6. Average time between students being referred and mentoring beginning. 	<p>2.2. Decrease, when compared to the 2019 school year baseline data, on campuses that have implemented <i>KCISD School Mentoring Program (SMP)</i>, the percentage of students who report skipping one or more days of school during the past year by 3%, 5%, 7%, 9%, and 11% in Years 1, 2, 3, 4, and 5, respectively, as measured by the PRIDE School Climate Survey (Item 13 in Section II of the <i>PRIDE Learning Environment Survey</i>).</p>

Identified Needs and Gaps for Goal 2 - Objective 3

Many KCISD students do not feel connected to school as **25.6%** of the students reported they “do not feel a part of the school” per the Spring 2018 School Environment Survey. This represents a 6.9% *increase* over the 2017 data.

Objectives	Activities	Partners	Process Measures (Outputs)	Impact/Outcome Indicators
<p>2.3. Increase, when compared to the 2019 school year baseline data, on campuses that have implemented <i>KCISD School Mentoring Program (SMP)</i>, the percentage of students who feel connected to school.</p>	<p>Short-Term:</p> <ol style="list-style-type: none"> Hire a KC-FSCS Coordinator for each campus who will be the Mentoring Coordinator; Begin recruiting, selecting, training and assigning mentors. Begin identifying and recruiting students to be mentored. <p>Long-Term:</p> <ol style="list-style-type: none"> Implement the SMP for students at KCISD Roger E. Sides Elementary in Year 1, KCISD Junior High in Year 2, and KCISD High School in Year 3. Ongoing monitoring, reporting, and responding to referrals for mentoring. 	<ol style="list-style-type: none"> KC-FSCS Campus Advisory Committee Campus leadership School staff School counselors Local area churches and civic organizations to identify and recruit possible mentors Volunteer mentors 	<ol style="list-style-type: none"> Number of campuses with student mentoring programs. Number of hours of mentoring services provided on each campus. Number of students receiving mentoring services. Number of students receiving mentoring services that are identified as economically disadvantaged or at-risk. Number of students, if any, on waiting lists for mentors. Average time between students 	<p>2.3. Increase, when compared to the 2019 school year baseline data, on campuses that have implemented <i>KCISD School Mentoring Program (SMP)</i>, the percentage of students who feel connected to school by 3%, 5%, 7%, 9%, and 11% in Years 1, 2, 3, 4, and 5, respectively, as measured by PRIDE School Climate Survey (Item 20 in Section III of the <i>PRIDE Learning Environment Survey</i>).</p>

	3. Work with evaluator to assess impacts and use evaluation results to sustain the service.		being referred and mentoring beginning.	
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Identified Needs and Gaps for Goal 2 - Objective 4

In Karnes City, over one in four children (26.8%) and 13.5% of adults live in a household that has difficulty meeting basic food needs as reported by the Kid’s Count Data Center and the U.S. Census Bureau report from 2017.

Objectives	Activities	Partners	Process Measures (Outputs)	Impact/Outcome Indicators
2.4. Reduce the number of KCISD students and Karnes City community members who, after utilizing the KCISD <i>Backpacks for Kids</i> program, report difficulty in meeting their household’s basic food needs.	<p>Short-Term:</p> <ol style="list-style-type: none"> Hire and train Volunteer Coordinator. Coordinate with the KC-FSCS Campus Advisory Committee on when the best time to provide Backpacks for Kids services would be on each campus; Provide an office and associated supplies to support the Backpacks for Kids services; and Offer Backpacks for Kids services, to eligible community members. 	<ol style="list-style-type: none"> KC-FSCS Campus Advisory Committee Campus leadership School staff School counselors Volunteer Coordinator Karnes County Food Policy Council Local community-based organizations Volunteers 	<ol style="list-style-type: none"> Number of campuses with access to Backpacks for Kids services. Number of hours of Backpacks for Kids services provided on each campus. Number of students receiving Backpacks for Kids services. Number of community members provided with Backpacks for Kids services. 	2.4. Reduce, by 5%, 7%, 9%, 11% and 15%, in Years 1, 2, 3, 4, and 5 respectively, the number of KCISD students and Karnes City community members, who after utilizing the KCISD <i>Backpacks for Kids</i> program, report difficulty in meeting their household’s basic food needs, as measured by the <i>Backpack for Kids</i>

	<p>Long-Term:</p> <ol style="list-style-type: none"> 1. Expand program to city wide. 2. Work with evaluator to assess impacts and use evaluation results to sustain the service. 		<ol style="list-style-type: none"> 5. Program implemented with fidelity. 6. Client satisfaction with Backpacks for Kids services. 	<p><i>Pre- and Post-Survey (Item 7 related to Food Insecurity).</i></p>
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Identified Needs and Gaps for Goal 2 - Objective 5

Many KCISD parents do not disapprove of underage alcohol use. According to the Spring School Environment Survey (2018), **23.4%** of KCISD parents do not feel that it is wrong for underage students to consume alcohol.

Objectives	Activities	Partners	Process Measures (Outputs)	Impact/Outcome Indicators
<p>2.5. Increase the number of parents who, after completing the <i>Parenting Wisely</i> (PW) program, report "strong disapproval" of underage alcohol use.</p>	<p>Short-Term:</p> <ol style="list-style-type: none"> 1. Purchase curricula and other materials for <i>Parenting Wisely</i> (PW). 2. Train Connection’s staff and qualified volunteers to implement PW. 3. Begin providing services. <p>Long-Term:</p> <ol style="list-style-type: none"> 1. Expand program to city wide. 	<ol style="list-style-type: none"> 1. KC-FSCS Campus Advisory Committee 2. Campus leadership 3. Campus PBIS team 4. School staff 5. School counselors 6. Connection’s STAR Counselors 7. Volunteers. 	<ol style="list-style-type: none"> 1. Number of Connections staff and volunteers trained to deliver the PW curriculum. 2. Monthly number of unduplicated Pre-K - 12th grade students and their parents receiving PW curriculum. 3. Number of PW sessions each student and/or parent attends. 	<p>2.5. Increase the number of parents who, after completing the <i>Parenting Wisely</i> (PW) program, report "strong disapproval" of underage alcohol use, compared to pre-tests, by 10%, 12%, 14%, 16%, and 20% in Years 1, 2, 3, 4, and 5, respectively as measured by the <i>Parenting Wisely</i></p>

	2. Work with evaluator to assess impacts and use evaluation results to sustain the service.		4. PW curricula implemented with fidelity. 5. Client satisfaction with PW services.	<i>Supplemental Survey</i> question "Do YOU disapprove of young people (i.e., under the age of 21) drinking beer, wine or liquor regularly?"
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Identified Needs and Gaps for Goal 2 - Objective 6

There is a high level of teen pregnancy among KCISD catchment area students. Based on 2017 data (the last year available), KCISD catchment area's teen pregnancy rate was **194.0% HIGHER** than the State of Texas average. (NOTE: KCISD's catchment area had a teen pregnancy percentage of 89.0 per 1,000 compared to a State of Texas rate of 30.3 per 1,000.) This means the number of teen mothers with young children is increasing in Karnes City. Thus, there is a need for parenting education classes that address family functioning and parenting confidence.

Objectives	Activities	Partners	Process Measures (Outputs)	Impact/Outcome Indicators
2.6.1. Increase the number of young parents who, after completing the <i>Incredible Years</i> (IY) program, report greater family functioning.	Short-Term: 1. Train two KCISD certified early childhood teachers to provide a part-time <i>Incredible Years</i> (IY) facilitator; and 2. Train KC-FSCS Coordinators and other partners on how to refer to the IY program.	1. KC-FSCS Campus Advisory Committee 2. IY staff 3. School staff 4. Parents of KCISD students 5. Local area doctors (OB/GYN's and Pediatricians)	1. Number of IY facilitator(s) hired and trained. 2. Number of young mothers and/or fathers attending IY. 3. Number of young mothers and/or fathers completing IY.	2.6.1. Increase the number of young parents who, after completing the <i>Incredible Years</i> (IY) program, report greater family functioning, compared to pre-tests, by 10%, 12%, 15%, 18% and 20% in Years

<p>2.6.2. Increase the number of young parents who, after completing the <i>Incredible Years</i> (IY) program, report greater parenting confidence.</p>	<p>Long-Term:</p> <ol style="list-style-type: none"> 1. Expand program to county wide. 2. Work with evaluator to assess impacts and use evaluation results to sustain the service. 	<p>6. Volunteers</p>	<ol style="list-style-type: none"> 4. Number of hours of IY sessions young mothers and/or fathers attend. 5. Client satisfaction with the IY services. 6. Number of sessions implemented with fidelity. 	<p>1, 2, 3, 4, and 5, respectively, as measured by self-reports on the <i>Family Functioning Scale</i>.</p> <p>2.6.2. Increase the number of young parents who, after completing the <i>Incredible Years</i> (IY) program, report greater family functioning, compared to pre-tests, by 10%, 12%, 15%, 18% and 20% in Years 1, 2, 3, 4, and 5, respectively, as measured by self-reports on the <i>Parent Confidence Scale</i>.</p>
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Goal 3: Create and Sustain Integrated Supports to Workforce and College Readiness

Identified Needs and Gaps for Goal 3 - Objective 1

KCISD school students are **21.6%** *LESS* likely to be college, career, and military ready when compared to their statewide peers per the *Texas Education Agency’s CCMR* report. (*NOTE: The State of Texas average was 54.2% while KCISD’s average was 42.5% in the 2017-2018 school year.*)

Objectives	Activities	Partners	Process Measures (Outputs)	Impact/Outcome Indicators
<p>3.1. Increase the number of KCISD’s students who are college, career, and military ready after participating in the Expanded Learning Program’s Career, College and Military Ready (CCMR) Enrichment program.</p>	<p>Short-Term:</p> <ol style="list-style-type: none"> 1. Coordinate with KC-FSCS Campus Advisory Committee on when the best time to provide CCMR enrichment programming would be on each campus. 2. Add additional activities to the Partnership for Afterschool Centers of Excellence (PACE) to include aviation, robotics, orienteering, culinary, etc. 3. Work with local community-based organizations to provide college, career, and military mentors to the program. <p>Long-Term:</p> <ol style="list-style-type: none"> 1. Ongoing monitoring and evaluation of CCMR 	<ol style="list-style-type: none"> 1. KC-FSCS Campus Advisory Committee 2. Campus leadership 3. School staff 4. PACE Program Staff 5. CCMR mentors 	<ol style="list-style-type: none"> 1. Number of students participating in the CCMR enrichment activities. 2. Number of CCMR mentors who are trained. 3. Number of hours of CCMR services provided. 4. Number of students receiving CCMR enrichment activities that are identified as economically disadvantaged or at-risk. 	<p>3.1. Increase the number of KCISD’s students who are college, career, and military ready after participating in the Expanded Learning Program’s Career, College and Military Ready (CCMR) Enrichment program compared to baseline data, by 3%, 5%, 7%, 9%, and 11% in Years 1, 2, 3, 4, and 5, respectively, as measured by the <i>Expanded</i></p>

	enrichment program services.			<i>Learning Program CCMR Survey.</i>
	2. Work with evaluator to assess impacts and use evaluation results to sustain the service.			

Identified Needs and Gaps for Goal 3 - Objective 2

There is a growing need for English as Second Language (ESL) classes as there are **70** households in the KCISD catchment area that are linguistically isolated and **28** of these households shelter school-aged children.

Objectives	Activities	Partners	Process Measures (Outputs)	Impact/Outcome Indicators
3.2. Increase the number of KCISD catchment area residents increasing their literacy level one functional level.	<p>Short-Term:</p> <ol style="list-style-type: none"> 1. Contract with Education Service Center-3 (ESC-3) to provide English as Second Language (ESL) classes; and 2. Train KC-FSCS staff and other partners to refer eligible residents to the service. <p>Long-Term:</p> <ol style="list-style-type: none"> 1. Expand program to county wide. 2. Work with evaluator to assess impacts and use 	<ol style="list-style-type: none"> 1. KC-FSCS Campus Advisory Committee 2. Library staff from each elementary school campus 3. School staff 4. Parents of KCISD students 5. ESC-3 staff 6. Volunteers 	<ol style="list-style-type: none"> 1. Number of residents identified as needing ESL classes. 2. Number of residents receiving ESL classes. 3. Number of ESL classes each resident attend. 4. ESL program implemented with fidelity. 5. Client satisfaction with the ESL services. 	3.2. Increase the number of KCISD catchment area residents increasing their literacy level one functional level, compared to pre-test data, by 50%, 51%, 52%, and 53% in Years 2, 3, 4, and 5, respectively, as measured by the <i>Basic English Skills Test</i> (BEST). [NOTE: These activities

	evaluation results to sustain the service.			are first implemented in Year 2 of the program, thus there will be no Year 1 data available.]
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Identified Needs and Gaps for Goal 3 - Objective 3

KCISD school students are **21.6% LESS** likely to be college, career, and military ready when compared to their statewide peers, per the *Texas Education Agency’s CCMR* report (2018).

Objectives	Activities	Partners	Process Measures (Outputs)	Impact/Outcome Indicators
3.3. Increase the number of KCISD catchment area youth who are interested in completing a STEM related degree.	<p>Short-Term:</p> <ol style="list-style-type: none"> 1. Provide extra duty-pay for the Career and Technology Education (CTE) department to provide an aviation instructor who can teach students to fly drones 2. Purchase drones 3. Purchase STEM curriculum (Sphero) or inclusion in the Boy Scouts of America (BSA) and the Girl Scouts of Southwest Texas’ (GSST) after-school program 	<ol style="list-style-type: none"> 1. KC-FSCS Campus Advisory Committee 2. CTE staff 3. BSA staff and volunteers 4. GSST staff and volunteers 5. KCISD afterschool staff 6. Parents of KCISD students 	<ol style="list-style-type: none"> 1. Number of youth referred to these services 2. Number of students receiving these services 3. Number of classes each student attends 4. Document Sphero program implemented with fidelity 5. Document drone program implemented with fidelity 	3.3. Increase by 20.0% in each year of KC-FSCS Initiative, compared to baseline data, the number of students, who after completing the Sphero or drone program activities, report an interest in completing a STEM degree as measured by the

	<p>4. Train BSA and GSST leaders in how to effectively utilize the Sphero curriculum</p> <p>5. Train KC-FSCS staff and other partners to refer eligible residents to the service</p> <p>6. Provide funds so students in the aviation drone program can take the FAA test for licensure</p> <p>Long-Term:</p> <p>1. Expand program to county wide.</p> <p>2. Work with evaluator to assess impacts and use evaluation results to sustain the service.</p>		<p>6. Number of students taking the FAA drone licensure test</p> <p>7. Number of students passing the FAA drone licensure test</p> <p>8. Client satisfaction with the drone program</p> <p>9. Client satisfaction with the Sphero curriculum</p>	<p><i>Student Career Interest Survey.</i></p>
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Goal 4: Create and Sustain Integrated Family and Community Engagement Supports

Identified Needs and Gaps for Goal 4 - Objective 1

A 2014 survey of Karnes County parents indicated that **58.0%** did *NOT* regularly read to their children and this resulted in many early elementary school students performing poorly on oral language assessments. This lack of reading exposure has meant the KCISD 3rd graders are **25.6%** *LESS* likely to meet grade level expectations on the *State of Texas Assessment of Academic Readiness (STAAR) Reading and English Language Arts (R/ELA)* assessment.

Objectives	Activities	Partners	Process Measures (Outputs)	Impact/Outcome Indicators
4.1. Increase the number of children aged 0 to 36-month old's in KCISD who, after participating in <i>Reach Out and Read (ROR)</i> , have parents or guardians who regularly read to them.	<p>Short-Term:</p> <ol style="list-style-type: none"> Recruit local area pediatricians and family practitioners to help implement the ROR program for children aged 0 to 36-months old. Advertise the ROR and program. <p>Long-Term:</p> <ol style="list-style-type: none"> Expand program to city wide. Work with evaluator to assess impacts and use evaluation results to sustain the service. 	<ol style="list-style-type: none"> KC-FSCS Campus Advisory Committee Library staff from each elementary school campus; School staff Parents of KCISD students Pediatricians and Family Practitioners in and around Karnes City Early childhood program providers Karnes City Public Library 	<ol style="list-style-type: none"> Number of prescriptions for parents reading to their children issued via the ROR program. Number of parents aware of the ROR program. Number of free books distributed to eligible families. Number of parents reporting they read to their children. 	4.1 Increase the number of children aged 0 to 36-months olds in KCISD, who after participating in <i>Reach Out and Read (ROR)</i> , have parents or guardians who regularly read to them by 9.0% each year of the project as measured by the <i>Family Reading Survey</i> .

Identified Needs and Gaps for Goal 4 - Objective 2

It was found, using a School Environmental Survey in 2018, that **25.6%** of KCISD students “do not feel a part of the school” and this represents a **6.9%** increase over the 2017 data.

Objectives	Activities	Partners	Process Measures (Outputs)	Impact/Outcome Indicators
<p>4.2. Increase the number of parents and students in KCISD who, after participating in the Family Movie Nights and Health Screening Days, report increased engagement with the school district and with community partners.</p>	<p>Short-Term:</p> <ol style="list-style-type: none"> 1. Select dates for movie nights at each campus ensuring that campuses do not have movie nights on the same night. 2. In coordination with community partners select dates for the Health Screening Days at each campus, ensuring the campuses do not have health screening days on the same days as other campuses. 3. Ensure the Advisory Council approves the dates and movie titles to be shown. 4. Ensure the Advisory Council approves the dates of the Health Screening Days. 	<ol style="list-style-type: none"> 1. KC-FSCS Advisory Council 2. Campus staff 3. Karnes County Nurses’ Office 4. Karnes Community Health Center 5. KCISD afterschool staff 6. KCISD students 7. Parents of KCISD students. 	<ol style="list-style-type: none"> 1. Number of movie nights offered at each campus. 2. Number of students and parents attending movie nights. 3. Number of Health Screening Days at each campus. 4. Number of students and parents attending Health Screening Days. 5. Number of KC-FSCS partners involved in the Health Screening Days. 6. Parent and student satisfaction with Movie Nights. 	<p>4.2. Increase the number of parents and students in KCISD who, after participating in the Family Movie Nights and Health Screening Days, report increased engagement with the school district and with community partners by 10%, 12%, 14% and 16% in Years 2, 3, 4, and 5, respectively as measured by the Community and School Engagement Survey. [NOTE: These activities are first implemented in Year 2 of the program, thus there</p>

	<p>5. Advertise the events on the campus website, social media outlets, print media and radio.</p> <p>Long-Term:</p> <p>1. Work with evaluator to assess impacts and use evaluation results to sustain the service.</p>		<p>7. Parent and student satisfaction with Health Screening Days.</p> <p>8. Community partners satisfaction with Health Screening Days.</p>	<p>will be no Year 1 data available.].</p>
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Goal 5: Sustaining the Program after Initial Funding Ends				
<i>Identified Needs and Gaps for Goal 5 - Objective 1</i>				
<p>Many effective programs and strategies are not sustained because the individuals that are most in need of the services do not receive the services.</p>				
Objectives	Activities	Partners	Process Measures (Outputs)	Impact/Outcome Indicators
<p>5.1. Increase the percentage of individuals targeted to receive, and who actually receive, KC-FSCS initiative services in each year of the initiative.</p>	<p>Short-Term:</p> <p>1. Hire and train a full-time KC-FSCS Coordinator for each FSCS campus.</p> <p>2. Coordinate with KC-FSCS Campus Advisory Committee on when the best time to provide casework services would be on each campus.</p>	<p>1. KC-FSCS Campus Advisory Committee</p> <p>2. Campus leadership</p> <p>3. School staff</p> <p>4. KCISD afterschool program staff</p> <p>5. KC-FSCS Coordinators</p>	<p>1. Number of identified students and community members who are eligible for KC-FSCS services.</p> <p>2. The number of identified students and community members who receive KC-FSCS services.</p>	<p>5.1. Increase, by 15%, 20%, 25%, 30% and 35%, in Years 1, 2, 3, 4, and 5 respectively, the percentage of individuals targeted to receive, and who actually receive, KC-FSCS initiative services in each</p>

	<p>3. Work with local community-based organizations to ensure coordination of services with the KC-FSCS Coordinator.</p> <p>4. Train KC-FSCS staff and other partners to refer eligible residents to the service.</p> <p>Long-Term:</p> <p>1. Ongoing monitoring and evaluation of CCMR enrichment program services.</p> <p>2. Work with evaluator to assess impacts and use evaluation results to sustain the service.</p>	<p>6. Volunteers.</p>	<p>3. Number of hours of caseworker services provided.</p> <p>4. Client satisfaction with caseworker services.</p> <p>5. Number of caseworker sessions implemented with fidelity.</p>	<p>year of the initiative, as measured by the <i>Casework Reports</i> from the client tracking database. *</p>
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*Denotes a GPRA Measure.

Identified Needs and Gaps for Goal 5 - Objective 2

The FSCS Program requires cash match and/or in-kind services to be contributed. Thus, the KC-FSCS Plan will track in-kind and cash match contributions.

Objectives	Activities	Partners	Process Measures (Outputs)	Impact/Outcome Indicators
5.2. Increase the amount of cash match or cash	<p>Short-Term:</p> <p>1. Hire and train a KC-FSCS Project Director (PD) an</p>	<p>1. KC-FSCS PD</p> <p>2. KC-FSCS AA</p>	<p>1. Number of KC-FSCS staff and partners trained on how to</p>	<p>5.2. Increase the amount of cash match or cash value</p>

<p>value of in-kind services directed towards the KC-FSCS, after publication of the Annual Evaluation Report, in each year of the initiative.</p>	<p>Administrative Assistant (AA), and KC-FSCS Coordinators to identify and track in-kind and cash-match contributions to the KC-FSCS Initiative.</p> <p>2. Coordinate with KC-FSCS partners on what cash-match and in-kind services are and how to track them.</p> <p>3. Create a Cash Match and In-Kind Tracing Form that includes a description line and a signature line.</p> <p>4. Train KC-FSCS staff and other partners on how to complete the form.</p> <p>5. Report on results of in-kind and cash-match contributions in the monthly evaluation reports.</p> <p>Long-Term:</p> <p>1. Ongoing monitoring and evaluation of in-kind and cash match contributions.</p>	<p>3. KC-FSCS Coordinators</p> <p>4. KC-FSCS Advisory Council</p> <p>5. KC-FSCS partners</p> <p>6. KCISD Business Office</p>	<p>identify and account for in-kind and cash-match contributions.</p> <p>2. Cash-Match and In-Kind Services Accounting Form created and distributed.</p> <p>3. Number of staff and partners trained on how to complete the Cash-Match and In-Kind Services Accounting Form.</p> <p>4. Amount of In-Kind and Cash-Match generated, by partner, each month.</p>	<p>of in-kind services directed toward the KC-FSCS in each year of the initiative, after publication of the Annual Evaluation Report, by 5%, 8%, 11%, 14% and 17% in Years 1, 2, 3, 4, and 5, respectively, as measured by the monthly <i>Cash Match and In-Kind Reports</i>.</p>
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	2. Increase in-kind and cash-match contributions in each year of the program.			
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Identified Needs and Gaps for Goal 5 - Objective 3

In the 2019 school year, the KCISD received \$0 in Medicaid reimbursement related to counseling and psychological services provided by KCISD staff and partners to KCISD students.

Objectives	Activities	Partners	Process Measures (Outputs)	Impact/Outcome Indicators
5.3. Increase the amount of reimbursement received for counseling services, psychological services, and transportation via the <i>School Health and Related Services (SHARS)</i> program.	<p>Short-Term:</p> <ol style="list-style-type: none"> Hire a KC-FSCS Project Director (PD) who will be responsible for creating a <i>School Health and Related Services (SHARS)</i> program that can bill Medicaid for necessary and eligible services. Visit local area school districts that have a SHARS program that can bill Medicaid to learn the process of creating and applying on behalf of KCISD. <p>Long-Term:</p>	<ol style="list-style-type: none"> KC-FSCS PD KCISD Superintendent KCISD School Board KC-FSCS Partners KC-FSCS Advisory Council KCISD Business Office 	<ol style="list-style-type: none"> Number of site visits by the KC-FSCS PD to school districts with approved SHARS programs. Application for a KCISD SHARS program is submitted to the Texas Education Agency and DHHS, as appropriate. The KCISD SHARS program is approved. The KCISD SHARS program begins billing. Amount of reimbursement applied 	5.3. Increase the amount of reimbursement received for counseling services, psychological services, and transportation via the School Health and Related Services (SHARS) program by \$10,000, \$50,000, and \$100,000 in Years 3, 4, and 5 respectively, as measured by the <i>SHARS Medicaid Reimbursement Billing</i>

	<p>1. Receive approval for KCISD’s SHARS program to begin billing Medicaid.</p> <p>2. Increase the amount of Medicaid reimbursement in each year of the program.</p>		<p>for and the amount of reimbursement received each month.</p>	<p><i>Statement.</i>[NOTE: Outcome data will not be available in Year 1 or Year 2].</p>
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Since the KC-FSCS Initiative will collect data on a continuous basis at each KC-FSCS campus, specific data elements can be disaggregated for more detailed analyses. For example, the KC-FSCS Initiative’s evaluation will be able to determine the amount of time each identified participant receives in KC-FSCS services; the number of identified participants that actually receive services (NOTE: This is the required U.S. Department of Education GPRA measure); the exact service each participant received; the intensity of those services; the number of identified participants that do not receive program services; and the changes, if any, in the identified outcomes, listed in Table 7, if the program demonstrated a statistically significant difference in any of the outcomes being measured, and the effect size, if any, of the changes as they related to KC-FSCS services.

(2) 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.

As noted in the Evaluation Logic Model, Table 7, above (starting on about page 68), the KC-FSCS Evaluation Plan calls for the use of objective performance measures that are clearly related to the intended outcomes. The following chart documents the KC-FSCS Initiative ‘s goals, outcomes and objective performance measures.

CHART 3

Goal 1: Create and Sustain Integrated Student Supports to Reduce Disciplinary Referrals and Community Violence		
Number	Objective	Performance Measure(s)
01	Reduce the recidivism rate (i.e., re-referrals resulting in an additional adjudication) of students who have received school-based probation services.	State of Texas Caseworker Database <i>Adjudication Report</i> .
02	Reduce the number of out-of-school suspensions in KCISD by providing access to Services to At-Risk Youth (STAR) counseling before, during, and after school.	The number of Out-of-School Suspensions (OSS) reported via the <i>Texas Education Agency Discipline Report</i> .
03	Reduce the number of <i>District Alternative Education Placements</i> (DAEP) in KCISD by providing access to STAR counseling before, during, and after school.	The number of <i>District Alternative Education Placements</i> (DAEP) reported via the <i>Texas Education Agency Discipline Report</i> .

Goal 2: Create and Sustain Integrated Student Supports to Improve School Connectedness		
Number	Objective	Outcome
01	Reduce the number of students, who, after receiving <i>Coping and Support Training</i> (CAST), report thinking about suicide “Often” or “A Lot”.	The <i>CAST Pre- and Post-Survey</i> .
02	Decrease, when compared to the 2019 school year baseline data, on campuses that have implemented KCISD <i>School Mentoring Program</i> (SMP), the percentage of students who report skipping one or more days of school during the past year.	The PRIDE School Climate Survey [Item 13 in Section II of the <i>PRIDE Learning Environment Survey</i>].
03	Increase, when compared to the 2019 school year baseline data, on campuses that have implemented KCISD <i>School Mentoring Program</i> (SMP), the percentage of students who feel connected to school.	The PRIDE School Climate Survey [Item 20 in Section III of the <i>PRIDE Learning Environment Survey</i>].
04	Reduce the number of KCISD students and Karnes City community members who, after utilizing the KCISD <i>Backpacks for Kids</i> program, report difficulty in meeting their household basic food needs.	<i>Backpacks for Kids Pre- and Post-Survey</i> [Item 7 related to Food Insecurity].
05	Increase the number of parents who, after completing the <i>Parenting Wisely</i> (PW) program, report "strong disapproval" of underage alcohol use.	The <i>Parenting Wisely Supplemental Survey</i> question "Do YOU disapprove of young people (i.e., under the age of 21) drinking beer,

		wine or liquor regularly?"
06	Increase the number of young parents who, after completing the <i>Incredible Years</i> (IY) program, report greater family functioning,	The <i>Family Functioning Scale</i> .
	AND	
	Increase the number of young parents who, after completing the <i>Incredible Years</i> (IY) program, report greater parenting confidence.	AND The <i>Parent Confidence Scale</i> .

Goal 3: Create and Sustain Integrated Supports for Workforce and College Readiness

Number	Objective	Outcome
01	Increase the number of KCISD’s students who are college, career, and military ready after participating in the Expanded Learning Program’s Career, College and Military Ready (CCMR) Enrichment program.	The <i>Expanded Learning Program CCMR Survey</i> .
02	Increase the number of KCISD catchment area residents increasing their literacy level one functional level.	The <i>Basic English Skills Test (BEST)</i> .
03	Increase the number of KCISD catchment area youth who are interested in completing a STEM-related degree.	The <i>Student Career Interest Survey</i> .

Goal 4: Create and Sustain Integrated Family and Community Engagement Supports

Number	Objective	Outcome
01	Increase the number of children aged 0 to 36-months old in KCISD who, after participating in <i>Reach Out and Read (ROR)</i> , have parents or guardians who regularly read to them.	The <i>Family Reading Survey</i> .
02	Increase the number of parents and students in KCISD who, after participating in the Family Movie Nights and Health Screening Days, report increased engagement with the school district and with community partners.	The <i>Community and School Engagement Survey</i> .

Goal 5: Sustaining the Program after Initial Funding Ends

Number	Objective	Outcome
01	Increase the percentage of individuals targeted to receive, and who actually receive, KC-FSCS Initiative services in each year of	The <i>Casework Reports</i> from the client tracking database.

	the initiative.	
02	Increase the amount of cash match or cash value of in-kind services directed toward the KC-FSCS, after publication of the Annual Evaluation Report, in each year of the initiative.	The monthly <i>Cash Match and In-Kind Reports</i> .
03	Increase the amount of reimbursement received for counseling services, psychological services, and transportation via the School Health and Related Services (SHARS) program.	The SHARS <i>Medicaid Reimbursement Billing Statement</i> .

As is evident from Chart 3, each goal, objective and outcome will be assessed by performance measures that are clearly related to the intended outcome. In addition, the KC-FSCS Evaluation Team will conduct semi-annual focus groups with KC-FSCS staff, participants, partners, and stakeholders to further uncover the impact and challenges the KC-FSCS Initiative is experiencing. Further, satisfaction surveys will be administered for each program and service offered by the KC-FSCS Initiative. These data collected and analyzed via these surveys will be reported semi-annually by the KC-FSCS Evaluation Team. Thus, the KC-FSCS Evaluation Plan calls for producing both qualitative and quantitative data for each outcome assessed. Qualitative data collection techniques will be utilized to help assess the actual KC-FSCS implementation and performance processes. By determining and assessing the factors that affect the processes, the KC-FSCS Initiative expects to be able to assist other rural, low-income, school districts that are attempting to implement similar programs.

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

All data analysis and interpretation in this research study will follow the principles prescribed in Educational Research: An Introduction by Gall, Gall & Borg (2003). Because the quantitative part of this study is looking at the differences between multiple groups, because the

relationship between samples is independent, and because there are multiple independent variables, a factorial ANOVA was selected for this evaluation (Howell, 2004).

All statistical analyses will be performed using SPSS for Windows. The evaluation sample will be described using measures of central tendency (mean and median) and dispersion (standard deviation and range) for continuous/ordinal scaled variables and frequency and percent for categorical scaled variables. All the analyses will be two-sided with a 5% alpha level.

Hypotheses will be tested using 2-way Analysis of Variance (ANOVA). There will be one 2-way ANOVA for each hypothesis. The dependent variables will be years and there will be three effects (i.e., independent variables): (a) the main effect due to year; (b) the main effect due to the participation in KC-FSCS Initiative services; and (c) the interaction effect between year and participation in the KC-FSCS Initiative services. The three identified and recruited nearby school campuses that are not receiving KC-FSCS services will serve as the comparison group for this analysis.

Qualitative data will also be used. This qualitative data will be gathered in personal interviews with school administrators and participants and will be analyzed using principles of interpretational analysis as described by Gall et al. (2005). Responses will be organized around the key survey questions and reported in narrative form. Constructs, patterns, and themes, will be used to describe and explain the information studied. Further, interview data transcription will be used so that participants in the qualitative study can verify the results and to help ensure the results validity.

To ensure that KC-FSCS staff and stakeholders can effectively utilize evaluation data, the following evaluation reporting schedule is adopted. At the beginning of each month, the KC-FSCS Evaluation Team will prepare a report summarizing all data collected to date, including

during the previous month. The KC-FSCS Evaluation Team will compile the information and present informally, on a monthly basis, key findings from the data analyzed to the KC-FSCS Advisory Council (AC). These monthly summaries will be compiled and presented, as quarterly evaluation reports along with all other available data collected during the quarter, at the quarterly meeting of the AC. The quarterly evaluation reports are important as KC-FSCS, the AC, and the KC-FSCS partners understand that waiting for six months to find out about the program's progress is not acceptable.

Formal data analysis and summaries will be published **semi-annually** and used by the Advisory Council to make the needed project modifications. All the KC-FSCS Evaluation Team's analyses will include the results of both quantitative and qualitative data. To the maximum extent possible, the analyses will include disaggregation of subgroups to permit a full assessment of the effects of the project and the program. The semi-annual evaluation reports will be completed by the end of the seventh month of each program year (i.e., if the KC-FSCS Initiative starts on October 01, 2019, the first semi-annual report must be completed by April 30, 2020).

These reports (i.e., monthly, quarterly and semi-annual) will be used to provide enough data to determine if the KC-FSCS is being implemented effectively and efficiently. The KC-FSCS Evaluation Team will review the data and make recommendations at the following monthly meeting of the AC, which will be responsible for developing the objective plans for any needed changes.

Further, at the end of each program year, all KC-FSCS staff and personnel will participate in a Project Review, led by the KC-FSCS Evaluation Team, resulting in a summative assessment (i.e., Annual Project Evaluation Report) for that year. The Annual Project Evaluation

Report will be essential in reviewing progress and planning for subsequent years of operation. Members of the Advisory Council will review the data summary and make any necessary adjustments to goals and objectives for future years.

The Annual Project Evaluation Report will be completed within 45 days of the end of each year and will bring both process and outcome/product data together in its analyses of progress toward all of the KC-FSCS Goals and Objectives. Process data will provide the context (i.e., how progress occurred) and the outcome/product measures will describe the magnitude of the progress and compare it to the initial benchmarks and targets set for each goal and objective. The report also will use trend data from year-to-year to examine the performance over the course of the five-year KC-FSCS Project and beyond. The KC-FSCS Evaluation Team will, with assistance from all program stakeholders, prepare the formal Annual Evaluation Report each year for the required submission to the U.S. Department of Education (ED). This annual evaluation report forms the basis of KC-FSCS's planning for its next operating year.

Thus, in total, the KC-FSCS Project will have a periodic assessment completed each month with its monthly data collection report, a quarterly evaluation report, a semi-annual evaluation report, and an annual evaluation report. Each of these reports will be prepared and presented in a manner that allows all key stakeholders to quickly determine the project's strengths and its needed improvements. This rigorous, extensive evaluation and reporting process is essential if the KC-FSCS Project is to achieve the ambitious goals and objectives it has set for itself.