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Absolute Priority 1 – Title IA Schoolwide Program Eligibility

The Prichard Committee for Academic Excellence with Daviess County Public Schools (DCPS), Jefferson County Public Schools (JCPS), Owensboro Public Schools (OPS), and Rowan County Public Schools (RCPS) is requesting support to implement Full-Service Community Schools in Kentucky (Exhibit A). All participating districts qualify as an eligible schoolwide program under section 1114(b) of the Elementary and Secondary Education Act, thus meeting the requirements as an eligible entity. The first cohort of four districts was chosen based on existing or developing plans to nurture the FSCS four pillars, demonstrating a district philosophy that aligns well with project goals. We plan to add up to 16 additional districts in the project's first year for a total of 20 LEAs.

Exhibit A Participating FSCS Districts: First Cohort (3 counties)

Kentucky has 171 school districts that serve 638,236 students and operate 1,477 schools. Of these, 120 districts are operated by county school boards, and 51 are operated as independent school districts. District size varies from JCPS (which includes Louisville, KY and serves just over 95,000 students), to Robertson County Public Schools, which serves only 402 students.

a. Four Kentucky school districts have been selected to participate as LEAs in this first cohort. We plan to add up to 16 additional districts in the project's first year. The first four districts were chosen based on existing or developing plans to nurture the FSCS four pillars, demonstrating a district philosophy that aligns well

with project goals. Thus, having ensured philosophy alignment, the FSCS team can quickly implement its "laboratory approach," testing and refining strategies that will drive technical assistance and training efforts and serve as models to be replicated in other districts across the state. The first four districts were also chosen as representative of state variation in geography, demography, and need.

Daviess County Public Schools (DCPS) serves communities in Daviess County, Kentucky, except for six communities in Owensboro, the county seat. Owensboro communities are served by the Owensboro Public School District. Daviess County, the seventh largest county in Kentucky, is a mix of suburban and rural communities in the state's western portion.

DCPS operates on a guiding principle of putting KIDS FIRST in every decision. DCPS also has a long-standing commitment to building relationships with the community and the families they serve. Daviess County Public School's current strategic plan identifies strategic actions that are well-aligned with the proposed project, such as:

- Utilize systems of support for all students;
- Engage students fully in meaningful learning through relevant, real-world connections and experiences;
- Create collaborative professional learning opportunities focused on the analysis of student work, assessment for learning practices and responsive teaching;
- Redesign Professional Learning Communities to analyze and enhance teaching and learning structures;
- Implement effective family engagement best practices;
- Provide resources for families so they can support learning at home; and

- Enhance student learning through school-to-work and community connections and partnerships

According to recent state report cards, 54.4% of DCPS students are economically disadvantaged. Academic achievement data for recent years is not published, given the impact of COVID-19. However, in the 2018-2019 school year, 48.4% of economically disadvantaged elementary school students were proficient or better in English, while 45.7% were proficient or better in mathematics. Daviess County Public Schools was chosen to participate in the FSCS grant because it contains a diverse student body (79.5% percent White, 7.2% Hispanic) that exceeds state proportions with regard to the percent of economically disadvantaged students who are American Indian/Alaska Native, Asian, Hispanic, Native Hawaiian/Pacific Islander, or two or more races. It is also a county with both county-run and independent school districts and has goals and strategic actions that align well with FSCS project objectives. A profile of DCPS is presented in Table A.

Table A Daviess County Public Schools – 2020-2021 Selected Statistics[1]

Statistic	**Measure**
Number of Schools	22
Number of Students	10,761
White (non-Hispanic)	79.5%
Hispanic	7.2%
Two or More Races	4.8%
Other	8.5%
Percent Students Economically Disadvantaged	54.4%

[1] https://www.kyschoolreportcard.com/organization/5548?year=2021

Child Poverty Rates (Daviess County, 2019)[2]	19.5%
Children Living Below 200% FPL (Daviess County, 2015-2019)[3]	42%
Percent Urban: Rural Population[4]	73%:27%
District Working Conditions Self-Assessment Results[5]	**Percent Favorable**
Staff-Leadership Relationships	75%
School Leadership	64%
Educating All Students	63%
School Climate	58%
Professional Learning	57%
Emotional Well-Being and Belonging	49%

Jefferson County Public Schools (JCPS) is Kentucky's largest school district and serves the largest county in the state. In west-central Kentucky, Jefferson County's northern border is formed by the Ohio River, which also borders Indiana. As the 29th largest district in the nation, JCPS is the state's most racially and culturally diverse student body, with more than half of all students identifying as students of color. During the 2018 – 2019 school year, JCPS launched its Three Pillars; Backpack of Success Skills, Racial Equity, and Culture & Climate aimed at transforming learning. Using a digital platform, through Backpack of Success Skills students submit and collect work products called "artifacts" into an online backpack. The artifacts students select are collected throughout the student's scholastic journey to create a virtual

[2] Child poverty rate (single-year estimates) | KIDS COUNT Data Center
[3] Children living below 200% of the poverty level | KIDS COUNT Data Center
[4] https://www.city-data.com/county/Daviess_County-KY.html
[5] https://secure.panoramaed.com/impactky/understand/8122768/summary

backpack reflecting a portfolio of evidence of learning. At transition years—fifth, eighth, and twelfth grade—students defend their growth and readiness for transition using their backpack artifacts and show growth and ability in the following Success Skills:

- Emerging innovator;
- Productive collaborator;
- Effective communicator;
- Globally competent citizen; and
- Prepared and resilient learner

In 2018, the Jefferson County Board of Education (JCBE) approved the Racial Equity plan developed through stakeholders such as district leadership, JCBE members, district staff, parents, and community members. While the REP focuses on students of color, the district work led by DEP focuses on equity and fairness across all students and staff. The policy required the District to prepare and submit a System-wide Racial Educational Equity Plan to the Board, containing strategies for achieving and maintaining racial educational equity for all students. The plan identifies action steps to improve racial educational equity across the District. The District now has an Assistant Superintendent for Culture and Climate overseeing student attendance, behavior, social-emotional learning, and school safety, including multi-tiered student support systems.

JCPS has recently initiated and implemented other projects requiring alignment across the system and successfully transitioning district and partners' cultures: 1) Verizon Innovative Learning Schools (VILS) - launched in 2018-19 - transforming school learning environment and culture in 11 middle schools, 2) Academies of Louisville - launched in 2018-19 - working with business/industry partners, and 3), Implicit Bias Training launched district-wide in 2019.

In May of 2022, the Jefferson County Board of Education approved a new Choice Zone Support Plan to provide more support to high-need schools in the geographic area designated as the Choice Zone to ensure all students get the support they need to thrive. This new plan will allow students to attend a school closer to home. The Choice Zone is made up of 13 schools located in high-poverty areas of Louisville and the surrounding communities. Recognizing the direct alignment of the FSCS with the goals of the Choice Zone schools, JCPS has committed to selecting two schools from the Choice Zone to participate in the project if funded. This is critical for the success of students attending these high-poverty schools who face more significant barriers to learning.

According to recent state report cards, 66.6% of JCPS students are economically disadvantaged. In the 2018-2019 school year, 35.1% of economically disadvantaged elementary school students were proficient or better in English, while 29% were proficient or better in mathematics. As noted above, JCPS is the most diverse school district in the state: 39.9% of students are White, 37% are African American, and 12.8% are Hispanic. The county exceeds state proportions with regard to the percent of economically disadvantaged students who are African American. JCPS was selected for this FSCS grant because they represent a significant portion of the state's students and have a long record of accomplishment for adopting innovations and successfully implementing solutions. A profile of JCPS is presented in Table B.

Table B Jefferson County Public Schools – 2020-2021 Selected Statistics[6]

Statistic	**Measure**
Number of Schools	167
Number of Students	94,413

[6] https://www.kyschoolreportcard.com/organization/5590?year=2021

White (non-Hispanic)	39.9%
African American	37%
Hispanic or Latino	12.8%
Other	10.3%
Percent Students Economically Disadvantaged	66.6%
Child Poverty Rates (Jefferson County, 2019)[7]	19.5
Children Living Below 200% FPL (Jefferson County, 2015-2019)[8]	44%
Percent Urban: Rural Population[9]	99%:1%[10]
District Working Conditions Self-Assessment Results[11]	**Percent Favorable**
Staff-Leadership Relationships	70%
School Leadership	58%
Educating All Students	73%
School Climate	53%
Professional Learning	54%
Emotional Well-Being and Belonging	42%

Owensboro Public Schools (OPS) is an independently-run school district that serves six community school districts located in Owensboro, Kentucky's fourth largest city. Owensboro is located in western Kentucky on the Ohio River in Daviess County and shares a northern border

[7] Child poverty rate (single-year estimates) | KIDS COUNT Data Center
[8] Children living below 200% of the poverty level | KIDS COUNT Data Center
[9] https://www.city-data.com/county/Jefferson_County-KY.html
[10] https://www.city-data.com/county/Daviess_County-KY.html
[11] https://secure.panoramaed.com/impactky/understand/8122768/summary

with Spencer County, Indiana. Recently, OPS completed a five-year strategic plan to guide school administrators, faculty, and staff through the 2027 school year. The strategic plan builds three pillars of support to cultivate, champion, foster, and challenge students to achieve academically and become the best version of themselves. The first pillar focuses on increased engagement with families. OPS will work with families to streamline lines of communication and ensure children enter grades on time; families have opportunities to share their experiences to reduce academic and non-academic barriers to success. The second pillar focuses on expanding, evaluating, and strengthening the workforce to cultivate a culture of gratitude. Training will be provided to create leadership opportunities and maximize staff potential. The final pillar focuses on the community. Through this pillar, OPS looks to increase opportunities for students to become involved in community service and gather feedback from community members about employment opportunities and workforce needs.

According to recent state report cards, 70% of OPS students are economically disadvantaged, which is markedly higher than that for Daviess Public Schools. In the 2018-2019 school year, 44.1% of economically disadvantaged elementary school students were proficient or better in English, while 39.8% were proficient or better in mathematics. Owensboro Public Schools serve a more diverse student body, compared to Daviess Public Schools: 60.6% of students are White, 12.8% are African American, and 12.1% are Hispanic. The district exceeds state proportions with regard to the percent of economically disadvantaged students who are African American, Hispanic, White, and two or more races. Owensboro Public Schools is participating in the FSCS grant because they partner with Daviess County Schools in serving the county's children and families and operate a collaborative and successful Family Resource

Youth Service Center (FRYSC) program in several schools. A profile of OPS is presented in Table C.

Table C Owensboro Public Schools – 2020-2021 Selected Statistics[12]

Statistic	**Measure**
Number of Schools	11
Number of Students	4,853
White (non-Hispanic)	62.1%
African American	12.3%
Two or More Races	11.4%
Other	14.2%
Child Poverty Rates (Daviess County, 2019)[13]	19.5%
Children Living Below 200% FPL (Daviess County, 2015-2019)[14]	42%
Percent Urban: Rural Population[15]	73%:27% in Daviess County; Owensboro is urban
District Working Conditions Self-Assessment Results[16]	**Percent Favorable**
Staff-Leadership Relationships	71%
School Leadership	58%
Educating All Students	66%
School Climate	55%

[12] https://www.kyschoolreportcard.com/organization/5643?year=2021
[13] Child poverty rate (single-year estimates) | KIDS COUNT Data Center
[14] Children living below 200% of the poverty level | KIDS COUNT Data Center
[15] https://www.city-data.com/county/Daviess_County-KY.html
[16] https://secure.panoramaed.com/impactky/understand/8122768/summary

Professional Learning	52%
Emotional Well-Being and Belonging	46%

Rowan County Public Schools (RCPS) serves the communities of Rowan County, Kentucky. Rowan County has a population of just over 24,000[17] and is designated an Appalachian County served by the Appalachian Regional Commission.[18] According to a 2020 article published by the University of Alabama Birmingham Institute for Human Rights, "Appalachia struggles with problems typical of rural poverty: social stratification, unemployment, lack of social services, poor education, and poorly developed infrastructure." [19]

Beginning at the earliest stages of learning, RCPS has a long-standing partnership with Gateway Community Action Agency to provide high-quality preschool services to low-income families. RCPS operates a preschool facility fully blended with their Head Start partner, Gateway. The center has achieved the highest rating in Kentucky All STARS, the state's tiered quality rating and improvement system. For students who have been chronically absent, truant, suspended, or expelled, the district's Family Resource and Youth Services Center program provides job training and career counseling services, nutrition services, primary and dental health care, and activities which promote the use of social service programs and programs that promote family financial stability and mental health services.

According to recent state report cards, 65.7% of RCPS students are economically disadvantaged. In the 2018-2019 school year, 44.2% of economically disadvantaged elementary school students were proficient or better in English, while 39.3% were proficient or better in

[17] Kentucky Population by County (indexmundi.com)
[18] Appalachian Counties Served by ARC - Appalachian Regional Commission
[19] Human Rights in the Appalachian Region of the United States of America: an introduction – UAB Institute for Human Rights Blog

mathematics. Rowan County Public Schools is less diverse but with a relatively more rural student body: 92.1% of students are White and 3.9% are Hispanic. The district exceeds state proportions with regard to the percent of economically disadvantaged students who are African American, Hispanic, White, and two or more races. A profile of RCPS is presented in Table D.

Table D Rowan County Public Schools – 2020-2021 Selected Statistics[20]

Statistic	**Measure**
Number of Schools	10
Number of Students	3,192
White (non-Hispanic)	92.1%
Hispanic	3.9%
Two or More Races	2%
Other	2%
Percent Students Economically Disadvantaged	65.7%
Child Poverty Rates (Rowan County)[21]	26.0
Children Living Below 200% FPL (Rowan County)[22]	61%
Percent Urban: Rural Population[23]	31%:69%
District Working Conditions Self-Assessment Results[24]	**Percent Favorable**
Staff-Leadership Relationships	71%
School Leadership	59%
Educating All Students	63%

[20] https://www.kyschoolreportcard.com/organization/5659?year=2021
[21] Child poverty rate (single-year estimates) | KIDS COUNT Data Center
[22] Children living below 200% of the poverty level | KIDS COUNT Data Center
[23] https://www.city-data.com/county/Rowan_County-KY.html
[24] https://secure.panoramaed.com/impactky/understand/8122768/summary

School Climate	55%
Professional Learning	47%
Emotional Well-Being and Belonging	41%

Absolute Priority 5 – FSCS State Scaling Grants

A hallmark of the Kentucky Education Reform Act of 1990 (KERA) was a significant investment in the statewide development and implementation of Family Resource and Youth Service Centers (FRYSCs) to remove non-academic barriers to student learning. Kentucky funds FRYSCs in schools where at least 20% of students qualify for free and reduced lunch. As a result, there are 887 FRYSCs across the state, serving approximately 1,200 schools and 600,000 students annually. This network provides the infrastructure needed to **scale-up effective FSCS strategies across the Commonwealth**, allowing Kentucky to leverage an existing, scaled-out system for providing comprehensive support to students and families. The project will improve on the existing system by (a), testing and improving strategies for implementing FSCS and (b) providing technical assistance and training across the state, so all districts and schools can incubate the most meaningful improvements in their communities.

In Kentucky, FRYSC Coordinators lead a site-based problem-solving team and the FRYSC Advisory Council, which includes school leadership, local businesses, service providers, and community members who work together to identify ways to help families achieve success, both academically for all children and families. The proposed project will enhance current strategies, energize, and improve these collaborations. In addition, Prichard has established a **broadly representative consortium** of statewide partners to develop the project, including the Kentucky Department of Education, the Division of Family Resource and Youth Services

Centers (DFRYSC), and the Department of Public Health (DPH). This broadly based consortium forms the backbone of the FSCS State Steering Committee, which will guide and **make decisions about the design, implementation, and evaluation of the grant, including the identification of additional districts to receive intensive support and the identification of two or more community schools in each LEA**. (See Preliminary MOU attachment, Appendix A.)

Competitive Priority 1 – Meeting Student Social, Emotional, and Academic Needs

This project is designed to improve **student social-emotional, academic and career development**. The project team will take advantage of Kentucky's existing infrastructure in the form of more than 850 FSCS approaches across the state. Through its state-wide technical assistance and training initiatives that will focus on responding to the social-emotional needs of students, the project will encourage the **development of trusting relationships between educators, families, and communities**, **creating education and work-based settings that are supportive, positive, identity-safe, and inclusive, regardless of race, ethnicity, culture, language, and disability status.** The project's design is grounded in a multi-tiered approach that identifies and responds to community, family, and student needs, through partnerships between schools and FRSYCs. More specifically, the project will develop capacity for and **advance a multi-tiered system of support that addresses learning barriers in and out of the classroom, which enables healthy development and response to students' needs, and which may include evidence-based trauma-informed practices and professional development for educators on avoiding deficit-based approaches.** To achieve this, the project will intentionally collaborate with a broadly representative consortium to understand strengths and

gaps in Kentucky's systems. In implementing its approach, the project team will reinforce, **create, and implement comprehensive frameworks that support strong and consistent student and educator relationships** that are based on research and data. To ensure The State Steering Committee remains focused on these issues, an ad-hoc workgroup will be created and report regularly to the Committee.

Competitive Priority 2 – Strengthening Cross-Agency Coordination and Community Engagement to Advance Systemic Change

Prichard is intentional about **strengthening cross-agency coordination and community engagement to advance systemic change**. This project will take a **systemic evidence-based approach to improve outcomes for underserved students in coordinating efforts with Federal, State, and local agencies or community-based organizations that support students to address violence prevention and intervention**. Upon funding, Prichard and the project's Steering Committee will appoint an ad-hoc workgroup to identify systemic evidence-based approaches to address violence prevention and intervention. The ad-hoc workgroup will consist of a broadly representative consortium of partners that may include, but not be limited to the Kentucky Center for School Safety, the Division of Student Success at KDE, the Division of FRYSCs, local administrators and school officers, and others. The goal of this workgroup will be to ensure that violence prevention and intervention strategies are identified during the grant period and infused throughout project strategies. In addition, partner LEAs and the project team will intentionally embed violence prevention and intervention in building their plans to address the needs of their local communities.

Prichard and the State Steering Committee will **provide support, resources, and services** to local communities to measure and increase integrated supports, expand, and enrich

learning time, create active family and community engagement opportunities, and build collaborative leadership and practice to support high-quality teaching. Prichard will also work closely with partner LEAs to **close gaps in educational opportunity and address the needs of targeted populations** by identifying strengths and gaps in local service delivery systems. Finally, this project will **meet the needs of underserved populations most impacted by issues, challenges, and opportunities addressed**.

Need for Project

Extant data document why Kentucky's communities need a FSCS approach. The Annie E. Casey 2022 Kids Count annual report ranked Kentucky 37th in the nation in overall child well-being, in part because of the impact of the COVID-19 pandemic[25]. Kentucky ranked 38th with regard to economic well-being and health, and 42nd with regard to family and community.

Kentucky's poor ranking on economic well-being is driven in part by an overall child poverty of 22% for the time period 2016-2020, 31% percent of children whose parents lack secure employment (2016-2020), and 24% percent of children living in households with a high housing cost burden (2016-2020), among other indicators. Health rankings are driven by a high rate of child and teen death (35 per 100,000 for the time period 2020) and the percent of children and teens (ages 10-17) who are overweight or obese (39% for the time period 2019-2020), among other indicators. Finally, the family and community ranking reflects the percent of children in single-parent households (35%, for the time period 2016-2020), the percent of children in households in which the head of the household lacks a high school diploma (10%, for the time period 2016-2020), the percent of children living in high poverty areas (14%, for the time period 2016-2020), and teen birth rate (24 per 1000 for the time period 2020).

[25] https://wfpl.org/report-ranks-kentucky-37th-in-nation-for-child-well-being/

U.S. News and World Report ranked Kentucky the 41st best state in which to live. This ranking was driven in part by Kentucky's poor health care, education, economy, and fiscal stability[26]. The app WalletHub ranked Kentucky as one of the top 15 states with the most under-privileged children[27]. In addition, Kentucky was ranked 46th with regard to educational attainment (although WalletHub gave the state a ranking of 18th with regard to educational quality). Zero To Three gave Kentucky its lowest ranking (G, the lowest ranking is its GROW approach) on indicators of Good Health and a ranking of R on indicators of Strong Families[28]. The American Dream Prosperity index ranked Kentucky in the bottom 10 states for overall prosperity, open economies, empowered people, living conditions, health, and natural environment[29]. In 2019, the United Health Foundation ranked Kentucky 43rd in the country with regard to health, driven by rankings in behaviors, community and environment, public and health policies, clinical care, and health outcomes[30]. America's Health Rankings ranked Kentucky in the bottom 10 states for economic resources, food insecurity, racial disparity in home ownership, high-speed internet, volunteerism, dental visits, preventable hospitalizations, sleep health, smoking and tobacco use, and overall health outcomes. Kentucky is 50th in the nation with regard to nutrition and physical activity[31].

Kentucky students are underperforming on measures of academic ability. During the pandemic, Kentucky's kindergarten readiness scores dropped by 6 percentage points[32], from 51%

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[26] https://www.usnews.com/news/best-states/rankings
[27] https://www.eaglecountryonline.com/news/local-news/in-ky-among-top-15-states-with-most-underprivileged-children/
[28] Stateofbabies.org
[29] https://www.americandreamprosperity.com/rankings/state-by-state
[30] https://www.courier-journal.com/story/news/2020/01/24/kentucky-health-state-ranked-near-bottom-report/4562483002/
[31] https://www.americashealthrankings.org/explore/annual/measure/social_economic/state/KY
[32] https://kystats.ky.gov/Reports/Tableau/2022_ECP

in 2019 to 44% in 2021, and Kentucky ranks 38th in the nation in 4th grade reading[33]. While Kentucky has a high school graduation rate of 91.3%[34], only 54.1% of students were enrolled in college or working and attending classes six months after graduation.

How do we help Kentucky's students and families become more resilient and improve academic success? The FSCS approach will allow districts to develop capacity in teachers, administrators, families, and communities to support student success, in which there are striking, system-wide needs and a myriad of factors that can positively or negatively affect a student's experience. A snapshot of Kentucky's need is presented below.

Indicators of Student and Family Needs.

Kentucky Department of Education data from 2020-2021 presents a moderately diverse student body, across the state: 74.5% of the student body is White, 10.8% are African American, and 7.9% are Hispanic. Further, 60.5% of the student body is considered economically disadvantaged. In 2018-2019 (the most current year for which data are publicly reported, due to the COVID-19 pandemic), 45.8% of economically disadvantaged elementary school children were proficient or better in reading and 39% were proficient or better in mathematics[35]. In 2020-2021, 27.64 percent of students exhibited chronic absenteeism (in which a student is present for less than 90 percent of required hours; this value also may reflect the impact of the COVID-19 pandemic). Data from the 2020-2021 school year also indicate that an average of 1.1 percent of the age-eligible student population dropped out (with higher proportions of Black and Hispanic students dropping out, at 2.2 and 2.0 percent, respectively. Even more troubling, 3.4 percent of

[33] https://www.americashealthrankings.org/explore/health-of-women-and-children/measure/Reading_Proficiency/population/Reading_Proficiency_White/state/KY

[34] https://www.kyschoolreportcard.com/organization/20/transition_readiness/academic_readiness/high_school_graduation?year=2021

[35] https://www.kyschoolreportcard.com/organization/20?year=2019

English learners and 3.5 percent of students who are homeless dropped out. There were 8,302 out-of-school suspensions (involving 6,297 students), 21, 955 instances of in-school removal (involving 12,955 students), and 1,352 restraints (involving 455 students) enacted in 2020-2021.

These indicators point to the need for interventions in non-academic areas, including family factors that may be influencing family resilience. For example, KVC Kentucky reports that as of April 2021, 9,156 children were in foster care[36]. Further, Kentucky Youth Advocates reports that Kentucky is fifth in the nation with regard to high rates of child abuse and neglect[37]. Kentucky also has a relatively high number of children (n=97,412) living with grandparents[38] and 26% of children are in single-parent households[39], which are additional indicators of family stress. The Kentucky Out-of-School Alliance reported that for every one child in out-of-school time care, there were four waiting for opportunities. Further, the major barriers to accessing out-of-school time care included cost, transportation, and availability of programs[40].

The proposed project provides an opportunity to learn more from parents. As part of the project's proposed needs assessment and evaluation studies, the project team can learn more about parent engagement and factors that either facilitate or present barriers to engagement. The National Household Education Survey of Parent and Family Involvement in Education (2019) indicated that, nationally, 89 percent of parents who responded to the survey reported attending a school or Parent-Teacher Association (PTA) meeting and an average of 6.5 events. However, only 43 percent volunteered or served on a school committee, and only 33 percent met with a guidance counselor. Parent participation in school or PTA meetings was highest for children in

[36] https://kentucky.kvc.org/2021/05/18/how-many-children-are-in-foster-care/
[37] https://kyyouth.org/kentucky-is-no-longer-1-in-child-maltreatment/
[38] American Community Survey, 2020: ACS 5-year estimates Table B10001
[39] https://www.countyhealthrankings.org/app/kentucky/2022/overview
[40] https://kyoutofschoolalliance.org/2021/02/18/out-of-school-time-in-kentucky-fact-sheet-and-summary-of-key-findings-now-available-online/

kindergarten through 2nd grade (94 percent) and diminished as students aged (there was 80 percent parent participation in school or PTA meetings for students in high school).

Indicators of School Needs

Statewide, in 2020-2021 there was a 16.2 percent teacher turnover rate. In addition, 18.2 percent of educators were considered inexperienced (affecting 39.8 percent of Title I eligible students and 30.9 percent of all students). Students of color were more likely than White students to be taught by inexperienced teachers (including 45.6 percent of non-White Title I eligible students, and 48.2 percent of English learning students who were Title I eligible were taught by inexperienced teachers). Five percent of educators were working with emergency or provisional credentials. Almost all (95%) of Kentucky's teachers are White.

The Kentucky Department of Education regularly implements a Working Conditions survey for teachers and staff. Results published in 2022 indicate that 76% of respondents had favorable views on staff-leadership relationships, 64% had favorable views on school leadership, 60% had favorable views on school climate, 57% favored professional learning, and 48% favorable towards emotional well-being and belonging. As the project begins its work with the first cohort of FSCS schools, and with its statewide services to all schools and services, it will rely on these types of baseline statistics to inform its needs assessments and action planning and the development of resources and services to help schools and districts respond to teacher and staff needs.

Impact of COVID-19 and Natural Disasters

The cumulative impact of the COVID-19 pandemic on students' academic achievement in Kentucky has been significant. Magnifying this challenge are recent, catastrophic, natural disasters including tornados and massive flooding, which impacted student and family resources

and school infrastructure. Notably, these catastrophic events led to housing issues[41] and school closures, delayed openings, or transportation interruptions[42], affecting student access to education, coming on the heels of COVID-19 education conditions. The affected communities have much work ahead but also opportunities to rebuild with FSCS models in mind.

Quality of Project Design

Prichard has designed **this project based on relevant and evidence-based findings from existing literature** and will expand the evidence base for the effectiveness of full-service community schools by developing a set of indicators through an independent evaluator. The evaluation plan will use data and findings to refine and improve activities and collect and report on a set of common indicators.

Imagine being a single parent of three children, an infant, a 3rd grader, and a high school freshman who has just moved to Kentucky. Upon entering the local school to enroll their children, the parent learns of the many resources available to their family; unemployment benefits, Medicaid for the family, food stamps, Women, Infants, and Children (WIC) resources, and a host of other services for which they may qualify. While working on setting up housing, the parent struggles to understand how to access the services their family needs to survive. Their children's grades have slipped since the move, and finding a job is difficult because someone needs to care for the infant. After weeks of research, finding rides, and enrollment meetings, the

[41] https://www.marketplace.org/2021/12/13/kentucky-housing-cant-go-back-status-quo-after-tornadoes-advocate-says/; https://time.com/6205977/eastern-kentucky-floods-appalachian-homes/

[42] https://www.kentuckyteacher.org/news/2021/12/kentucky-superintendents-provide-updates-share-experiences-from-recent-tornadoes/; https://www.kentucky.com/news/state/kentucky/article256538416.html; https://www.wkms.org/education/2021-12-29/western-kentucky-school-districts-impacted-by-tornado-announce-reopening-plans; https://www.wsiltv.com/news/new-kentucky-law-provides-disaster-days-for-local-schools/article_86d92730-b130-11ec-b594-b3df7eae44a8.html; https://dailyyonder.com/an-education-interrupted-eastern-kentucky-schools-and-students-face-a-long-road-to-recovery-after-the-floods/2022/08/29/; https://spectrumnews1.com/ky/louisville/news/2022/09/02/education-commissioner-jason-glass-tours-flood-damaged-school-districts

family is finally receiving services that will support them during this transition; however, managing all these demands has taken a toll on everyone's mental health.

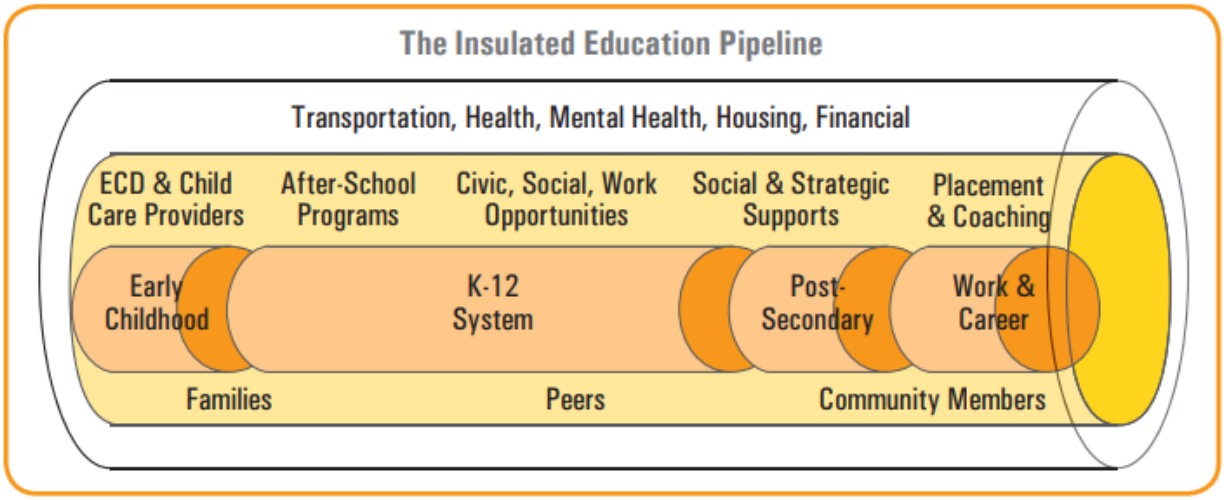
Now imagine that same parent, who upon school enrollment, is introduced to the Family Resource and Youth Services Center (FRYSC) Coordinator. The FRYSC Coordinator leads a site-based problem-solving team, the FRYSC Advisory Council, which includes school leadership, local businesses, service providers, and community members all working together to identify ways to help families achieve success. The Coordinator begins by asking questions about the family's recent experiences and current situation. Why did they come to Kentucky? Where are they living? Do they have family in the area? What are the children's interests? The Coordinator then provides the parent with information about resources for which they may be eligible. The Coordinator informs the parent that twice a month, the school provides transportation and childcare to help families enroll in services; the Coordinator provides the parent with a transportation voucher that same day. The Coordinator also explains that Kentucky has a unified enrollment system, kynect, where families enroll in critical services. The Coordinator continues to work with the parent, facilitates engagement with the school and its teachers, ensuring this family experiences a successful transition and has the opportunity and support needed to thrive in their new life.

The Prichard Committee for Academic Excellence (Prichard) strives for a statewide school system where all students, families, and community members can access comprehensive, community-based services in coordination with school and community partners. Schools should be promoting high-quality learning. And schools should meet the social, emotional, physical, academic, and mental health needs of students and families. Prichard believes Kentucky has the

infrastructure to provide students, families, and communities with these services in a comprehensive and integrated way.

Creating an Insulated Education Pipeline. This proposal has been **designed to close gaps in educational opportunities**. Prichard believes that for children to succeed in school, state systems must insulate students against social factors that impact their learning ability. Exhibit B, The Insulated Education Pipeline[43] produced by the Forum for Youth Investment, illustrates how basic needs and social connections are critical components of successful learning and long-term outcomes for students and families. Prichard believes Kentucky is primed to build upon past success and improve local school systems to provide this insulation for students, families, and communities.

Exhibit B The Insulated Education Pipeline



During Kentucky's historic passage of the 1990 KERA legislation, the legislature invested in the statewide development and implementation of Family Resource and Youth

[4343] http://uww.assets.s3.amazonaws.com/site/out_of_school_time/OST_RB21_Credentialed-by-26_Brief-11.pdf

Service Centers (FRYSC) to remove non-academic barriers to student learning. Kentucky funds centers where at least 20% of students receive free and reduced lunch. As of July 2022, FRYSC have served more than 600,000 students in 878 centers serving 1,174 Kentucky schools.

Currently, FRYSC are critical in assisting Kentucky families solve problems and overcome barriers to learning. The KERA legislation also established the Division of Family Resource and Youth Services Centers (DFRYCS) to administer local grant programs to school districts to establish centers and provide services to communities throughout the Commonwealth. The DFRYSC is located within the Cabinet for Health and Family Services (CHFS) and is funded through KDE's general funds.

Recently, Kentucky has used new funding to establish additional FRYSCs to serve more schools, rather than supporting new models such as the full-service community schools (FSCS), through FRYSCs. Through this project, Prichard, in partnership with a broadly representative consortium of local schools and districts, community organizations, and state agencies, will lead a statewide effort to coordinate and integrate educational, developmental, family, health, and other comprehensive services through community partnerships. Kentucky students and families will be able to access critical services in their schools during the school year (including before- and after school hours and weekend), as well as during the summer. Funding through this grant provides the opportunity to create an FSCS scale-up model for Kentucky schools.

The idea of utilizing schools as a central hub to provide communities with needed services is not new. Going back to the early 1900's, advocates have worked to increase the services children have access to in the school building. According to David Tyack's article *Health and Social Services in Public Schools: A Historical Perspective* [44]"schools were attractive

[44] Tyack, David. "Health and Social Services in Public Schools: Historical Perspective" *The Future of Children*, vol.2 no.1 1992, pp.19-31. *JSTOR* https://doi.org/10.2307/1602459. Accessed 30 Aug. 2022

targets for reformers seeking to improve the health and welfare of children, for schools provided sustained contact with children and a captive audience." Many of the services were offered voluntarily by advocates which then became part of everyday services in the school building, including school meals, playgrounds, and summer programming. These ideas ebbed and waned over the decades, but Kentucky took steps early to provide students with the non-academic support they need for success by funding FRYSC-based services at eligible schools. The FRYSC program is a successful state implementation which integrates student support into the school system. Since FRYSC implementation, Kentucky has seen gains in overall educational ranking. Although there is most likely not one single point of causation for this, it cannot be ignored that having a dedicated staff person to focus on reducing non-academic barriers to learning allows the opportunity for an increase in student focus in the classroom. Research regarding Positive and Adverse Childhood Experiences, in addition to the well-known and widely accepted research of Andrew Maslow, show how academics can be de-prioritized in a student's life due to more important, competing needs. The FRYSC program attempts to address student and family needs through protective factors so students, especially free lunch eligible students, have access to more equitable educational opportunities.

In 2017, the Learning Policy Institute and the National Education Policy Center partnered to reignite the conversation around community schools as an effective practice through the Community Schools as an Effective School Improvement Strategy: A Review of the Evidence[45]. The study examined 143 community schools and identified themes for successful implementation. The themes define the four pillars, as shown in Table E, as effective strategies

[45] https://learningpolicyinstitute.org/sites/default/files/product-files/Community_Schools_Effective_REPORT.pdf

to improve school outcomes and meet the Every Student Succeeds Act definition of evidence-based interventions.

Table E The community school pillars correspond with high-quality

Pillars of Full Service Community Schools	Characteristics of High Quality Schools
Integrated student supports address out-of-school barriers to learning through partnerships with social and health service agencies and providers, ideally coordinated by a dedicated professional staff member. Some employ • social-emotional learning, • conflict resolution training, • trauma-informed care, and • restorative justice practices to prevent bullying, and suspensions.	• Attention to academic, social, emotional, physical, psychological, and moral child development • Extra academic, social, and health and wellness support for students • Safety climate & trusting relationships
Expanded learning time and opportunities, including after-school, weekend, and summer programs, provide additional academic instruction, individualized academic support, enrichment activities, and learning opportunities emphasizing real-world learning and community problem-solving.	• Learning is the top priority • High expectations and strong instruction for all students • Sufficient resources and opportunities for meaningful learning
Family and community engagement brings parents and other community members into the school as partners with shared decision-making	• Strong school, family, and community ties, including opportunities for shared leadership • Climate of safety and trusting relationships

power in children's education. Such engagement also makes the school a neighborhood hub providing adults with educational opportunities, such as ESL classes, green card or citizenship preparation, computer skills, art, STEM, etc.	
Collaborative leadership and practice build a culture of professional learning, collective trust, and shared responsibility using such strategies as site-based leadership/governance teams, teacher learning communities, and a community school coordinator who manages the complex joint work of multiple schools and community organizations.	• Culture of teacher collaboration and professional learning • Assessment as a tool for improvement and shared accountability

Following the excitement generated by the report, the Partnership for the Future of Learning released the Community Schools Playbook to provide communities, schools, advocates, and decision-makers with information to accelerate community school strategies by citing examples of success, practical implementation strategies, and suggestions for organizational functions. Kentucky's FRYSC program is pointed often to in the Playbook as effective state funding for community schools and, specifically, the implementation of the first pillar, integrating student support:

> "*In Kentucky, the school funding formula has supported statewide Family Resource and Youth Services Centers (FRYSCs) for the past 25 years, originating with the 1990 Kentucky Education Reform Act. In 2008, Senate Bill 192 established Family Resource Centers to serve elementary-school-age children and offer early childhood education,*

afterschool care, family education, and literacy services, and health services and referrals. Youth Services Centers serve middle school and high school students, and offer career exploration and development, substance abuse education and counseling, and referrals to health and social services referrals. Every school where at least 20% of the student population is eligible for free or reduced-price meals may compete for FRYSC funding, which totaled $51.5 million in 2017 and supports more than 800 centers serving more than 500,000 students. As noted in the Section, I, "Policies That Advance Community Schools," the Kentucky approach is highly compatible with community school implementation, since "the primary goal of these centers is to remove nonacademic barriers to learning as a means to enhance student academic success." Further, "each center offers a unique blend of programs and services determined by the needs of the population being served, available resources, location, and other local characteristics." A 2016 study reported that educators, parents, and community partners believe the centers are "a necessary component of Kentucky educational programming. "The program, now recognized as the nation's largest school-based family support initiative, has achieved strong results. Kentucky has moved from consistently having one of the largest socioeconomic achievement gaps in the country to outperforming half of all states academically and having the smallest gap in the country, according to Education Week's Quality Counts rankings. The 2015 Building a Grad Nation report found Kentucky to have the country's smallest graduation rate gap between low and non-low-income students."

Exhibit C. The Four Pillars of Full-Service Community Schools[46].

[46] https://communityschools.futureforlearning.org/videos-media#infographics

Prichard and a broadly representative consortium have developed a high-quality plan for project implementation integrating the four pillars of full-service community schools and use of appropriate evaluation methods to ensure successful achievement of project objectives. The four pillars; integrating supports, expanded and enriched learning time, active family and community engagement, and collaborative leadership and practice to support high-quality teaching; serve as the guidepost for this project and the four pillars will be intentionally embedded throughout the project design.

Advancing the Four Pillars. This plan will ensure that the four pillars of FSCS's, as described by the Partnership for the Future of Learning[47], can be integrated into any school, at any level, in Kentucky through the FRYSC infrastructure. As outlined in Table F, Kentucky is primed to revamp its current FRYSC system into an avenue for any school, district, or community for FSCS development and implementation. Further, Prichard believes that with small investments, effort, and support, local communities and schools can plan and implement programs to better meet the needs of the families. Prichard's proposed project will build upon these successes by analyzing what works and what does not, designing effective models, developing strong feedback loops for change, identifying beneficial implementation strategies, and evaluating along the way to ensure continuous improvement.

[47] https://futureforlearning.org/

Table F FSCS Four Pillars and FRYSC Core Components Crosswalk[48]

Full Service Community Schools Pillars Alignment	**Core Component Family Resource Centers**	**Full Service Community Schools Pillars Alignment**	**Core Components Youth Service Centers**
Integrated supports	Full-time preschool childcare for children two and three years of age	Integrated supports	Referrals to health and social services
Enriched and expanded learning time	After-school care for children ages four through 12, with childcare being full-time during summer and other days when school is not in session	Integrated supports	Career exploration and development
Family and community engagement	Families in Training, which shall consist of an integrated approach to home visits, group meetings, and	Enriched and expanded learning time	Summer and part-time job development for high school students

[48] https://chfs.ky.gov/agencies/dfrcvs/dfrysc/Documents/AdministratorsGuidebook.pdf

	monitoring of child development for new and expectant parents		
Integrated supports	Health services or referrals to health services, or both	Integrated supports	Substance abuse education and counseling
		Integrated supports	Family crisis and mental health counseling

Full Service Community Schools Pillar Alignment	**Common Optional Components**
Enriched and expanded learning time	Education support and enrichment
Integrated supports	Student and family support and referrals
Enriched and expanded learning time	After school programs
Family and community engagement	Student and family strategic planning

This plan promotes a needs and opportunities assessment that drives FCSC action planning at the district and school levels. Concurrently, the project team will convene its State Steering Committee to develop and advance statistical systems reforms that will support implementation and sustainability for effective FSCS' across the state. The project team will maintain the four pillars of community schools (Exhibit C) as its north star, guiding all efforts.

This plan provides **statewide support, resources, and services** to local education agencies and schools in a variety of ways. First, evaluating and assessing community needs based on the four pillars will better inform decision-makers at both the local and state levels to embed the principles of full-service community schools into systems and programs. Developing a training and technical assistance network will be an effective strategy to provide school leadership, social services, and the community-at-large with the tools needed to build FSCS by disseminating best practices, practical resources, and networking opportunities. Also, enhancing Kentucky's longitudinal data system to include FSCS indicators will provide FRYSC with the data needed to fully implement programs and activities that support student outcomes.

Prichard will also provide partner LEAs with the support needed to provide services to students, families, and communities as identified by local communities. Through various opportunities, Prichard will increase the knowledge and awareness of the role FSCS can play in successful school and community outcomes. Prichard will provide select teams from each partner LEA with the opportunity to visit successfully implemented full-service community schools. An annual FSCS conference will convene interested school districts, families, and communities, including national experts and participation scholarships, to elevate and amplify the best practices happening across the Commonwealth. Finally, partner school districts will

receive funding allocations, based on school population, to support activities that address needs based on the four pillar needs assessment.

The FRYSC is a deeply rooted program in every community in Kentucky. This plan will build upon this legacy and use data to **implement the integration of the four pillars of full-service community schools by using appropriate evaluation methods to ensure successful achievement of project objectives**. This project will use data to refine the efforts of the FRYSC program, creating models for any school in Kentucky to become a FSCS. Through an iterative process, Prichard and the State Steering Committee will identify best practices, create effective training and technical assistance programs, and create products and resources that reflect the needs of diverse communities across the Commonwealth that are intentionally based on the four pillars, as described in Table G. The local committees will continually provide information to Prichard, so programs can adapt, ensuring successful outcomes for each student, family, and community member. The four pillars will guide the process lifecycle to ensure that each pillar is fully integrated into state policy and local implementation plans.

Table G Four pillars are intentionally infused in work.

Four Pillars	FRYSC Evaluation	Needs Assessment	Fiscal Mapping	Implementation Science	Training and TA Network
Integrated supports	Assess policies and practices that intentionally provide integrated supports	Identify gaps and opportunities that exist in the community and work together to address community needs	Determine nature and size of available resources and how local partners can more effectively provide services by sharing services	Identify opportunities to reinforce implementation expectations and policies and compile local implementation successes and gaps to inform best practice	Provide intentional training and TA about successfully integrating supports at the school level
Expanded and enriched learning time	Assess current opportunities for enriched and expanded learning time	Analyze local expanded and enriched learning time opportunities and how they are	Identify how partner funds can be used to expand and enrich learning time	Develop an implementation-informed approach for aligning expanded and enriched	Provide training and TA on aligning expanded and enriched learning

		aligned with school curricula		learning time and curricula	time to school lessons
Family and community engagement	Measure the extent to which FRYSC current policies support family and community engagement	Identify assets and gaps in local implementation of family and community engagement system wide	Measure partner financing of parent and community engagement and align services	Identify assets and gaps in implementation of family and community engagement practices and develop protocol for improvement	Provide training and TA about aligned family and community engagement practices
Collaborative leadership and practice	Assess the extent to which current FRYSC Advisory Councils support collaborative leadership	Identify opportunities to enhance collaborative leadership and practice between districts, schools and communities	Identify opportunities for partner investment in collaborative leadership and practice	Identify successes in collaborative leadership implementation and develop guidance and support for implemented-informed collaborative leadership practice	Intentionally provide support for better collaborative leadership practices

Prichard has two overarching focuses in this plan. The first uses data to inform state leaders, via the State Steering Committee, of how FSCS programs can impact student, family, and community well-being to increase shared accountability. This goal is to influence state policy with quality data, appropriate evaluation, and successful implementation of the four pillars. The second goal provides students, families, and communities centrally located coordinated services. Prichard will partner with several LEAs as identified by the FSCS Steering Committee to plan, implement, and evaluate community-based efforts designed to coordinate and integrate education, developmental, family, health, and other services through partnerships and provide services in local schools during year-round and after school hours. To achieve both goals, Prichard has developed an iterative plan that uses community success and challenges to inform the State Steering Committee for long-term policy change.

Regarding the first goal, Prichard will thoroughly examine Kentucky's current landscape through the lens of the four pillars and create a strategic plan to implement the four pillars. First, an evaluation of the FRYSC program will be conducted to determine how well aligned the current program structure is to the four pillars for successful full-service community schools. Successive evaluations will produce recommendations informing the DFRYSC on policy changes which may be utilized to align the program with the objective of increasing student outcomes. The second deliverable will be to conduct a statewide needs assessment, in which partner LEAs will inform and focus on the four pillars to understand community strengths and weaknesses which may impact implementation. Additionally, Prichard will use the annual evaluation to inform the work of the Steering Committee and adjust plans as needed, including developing a training and technical assistance center and informing policy for long-term

programmatic changes. Also, as shown in Exhibit G in the final phase of the grant, Prichard will conduct a feasibility study that will report the long-term success of refining efforts to the FYRSC program, to be aligned with the four pillars. Finally, Prichard will work with KYSTATs to enhance Kentucky's longitudinal data system (LDS) and include a public-facing report with education outcome data that incorporates community data, including the four pillars. Enhancing the LDS will inform schools, districts, and, most importantly, FRYSCs, of community needs.

The second goal is to increase locally coordinated services for students, families, and communities. Prichard will partner with up to 21 districts over the course of the grant to scale FSCS in Kentucky, including the LEAs identified in this application. This plan is to build upon the local FRYSC system and implement the four pillars based on the individual community's needs. Prichard will provide each partner LEA with the funds needed to hire an FSCS Coordinator, housed at the district level, who will communicate findings and recommendations from the State Steering Committee and coach FRYSC Coordinators on innovative fiscal practices. Funds will also be provided to schools to support needed programs and activities which enhance FRYSC program operations and maintain alignment with the four pillars. The FSCS Coordinator will support the FRYSC at each partner school by reviewing the needs assessment data provided by Prichard, participating in a school-wide fiscal mapping, and identifying community partners to help build programs that support the needs of the community. The FSCS Coordinator will work closely with the FRYSC Coordinator to develop and implement plans to coordinate and integrate educational, developmental, family, health, and other outcomes and provide comprehensive services for students through community-based partnerships. Each district FSCS Coordinator will use the information and data from the State Steering Committee to create plans based on the needs assessment, evaluations, and fiscal

mapping to ensure that each program responds to the community's individual needs. To ensure that Prichard is multiplying not duplicating services, the FRYSC Advisory Committee, as described in statement of non-duplication on page 45, each school district will be utilized as a FSCS team to plan, implement, and measure local activities. Prichard also will multiply not duplicate services by partnering with LEAs to leverage local FRYSCs system to implement the four pillars based on individual community needs.

To achieve these ambitious goals, the project team will be assisted by state and local experts, as well as local stakeholders such as families, business leaders, community members, and service providers, to complete the strategic systems assessment and develop strategies to improve integration and coordination across the sectors that serve students, families, and communities across the Commonwealth.

The Prichard Committee will achieve these goals by advancing the work in five phases: Analyze, Design, Develop, Implement, and Evaluate. Each Phase has been intentionally developed to inform the State Steering Committee, effectively analyze data to improve outcomes, provide LEA partners and statewide with the support they need, and implement locally based effective practices. While the phases reflect the grant period, many phase activities will occur concurrently to ensure continuous quality improvement throughout the project. During each phase, it will be critical to inform the State Steering Committee of the findings and reports produced from each activity.

Phase 1: Analyze. This phase is essential for expanding and forming partnerships, soliciting stakeholder input into the project's organization, activities, and timeline, and conducting the baseline assessments and reviews needed to develop systemic change.

Activity 1.1 Appoint Staff. One of the first activities will be to appoint the project team. To ensure project success, this project will require a well-rounded team of professionals with various skills and abilities. The Project Director will be the primary staff person for the project work. The Director will be adept at building relationships across diverse stakeholders and achieving consensus and progress on challenging issues in state policy. The Project Director will have a background and experience in state education policy and knowledge of Kentucky's Family Resource and Youth Services system and will cultivate new and support existing relationships as a springboard to build a more comprehensive network of stakeholders within the state education system.

The Director of Evaluation and Research will be responsible for executing the evaluation plan, including contract management, timelines, and product and report design. The Director of Evaluation and Research will also oversee the development of evaluation and research plans to ensure alignment with state, district, and local priorities and initiatives

The project team will consist of two Policy Managers who will work closely with the State Steering Committee to identify best practices, create policy improvement recommendations, and define pipeline services and gaps. The Policy Managers will also oversee the production of policy positions and serve as the primary ad-hoc workgroup leads to ensure effective communication with the State Steering Committee. Finally, the policy team will monitor reports, research, and evaluation of overall project trends.

The Project Team will also onboard a Training Specialist, and a Senior TA Specialist who will work to provide training to the FSCS/FRYSC coordinators, school and district leadership, and participating LEAs on the four pillars of community schools, objectives of the grant, and the benefits of FSCSs. The Training Specialist and Senior TA Specialist will also

work with the LEAs to identify local needs and develop strategies to address needs for individualized and targeted technical assistance to increase the pipeline of services available to families and children. In addition, the team will create an online collaborative space where FRYSC coordinators and FSCS Coordinators can access virtual training materials, share documentation, and contact other members of the online collaborative to ask questions and request additional technical assistance. Finally, this team will report to the Project Director and the State Steering Committee on the progress, barriers, and strategies to implement FSCSs.

Leadership at State Agencies. Prichard will also partner with the DFRYSC and KDE to onboard an FSCS Manager in each agency. The FSCS Managers will work with the Project Team to ensure identified successes inform initiatives and policy and will serve as programmatic experts to the Project Team.

Leadership at the LEAs. Described more thoroughly below, Prichard will fund an FSCS Coordinator in each partner LEA. The FSCS Coordinator will be housed at the district level, coach schools about FSCS programs and leadership-building opportunities, and help refine, build, or establish relationships with key community partners.

Activity 1.2 Establish State Steering Committee. The project team will support the FSCS State Steering Committee to design, implement and evaluate this project, a crucial strategy to implement the four pillars across sectors statewide. The Committee will rely on current partner work to ensure nonduplication and may develop and appoint ad-hoc workgroups as needed. The ad-hoc workgroups will be formed to support specific analyses or projects over the grant period. The FSCS Steering Committee and ad-hoc workgroups will solicit project feedback from diverse stakeholders across Kentucky during the project's five-year period. Table K reflects confirmed and potential Committee members, existing committees that may impact the project, possible ad-

hoc workgroups, and prioritized feedback organizations. The State Steering Committee will also hear regularly from the partner LEAs to better understand the success and challenges in program implementation.

Table H Methods for Engagement of State Steering Committee

Full-Service Community Schools State Steering Committee	**Existing Committees and Ad Hoc Workgroups**	**Invited/Prioritized Feedback and Input**
Confirmed	**Planned**	**Planned**
Kentucky Department of Education, Division of Family Resource and Youth Services Centers, Kentucky Department of Public Health, Kentucky Center for Statistics, Kentucky Office of Adult Education, Coalition for Community Schools, Kentucky Education Association, Kentucky Out of School Alliance, Kentucky Head Start Association, Foundation for a Healthy Kentucky, Kentucky Center for School Safety, National Center for Families Learning, University of Kentucky College of Education Evaluation	• State Interagency Council • Four Pillars • Kentucky State Health Interagency Exchange • Family and community representation • Human services and family support • First responders • Service coordination	• Faith-based Leaders • Local School Districts/School Boards • Civic groups (e.g., Rotary) • Legal aid • State and local agencies that conduct community engagement

Center, Kentucky Collaborative for Families and Schools **Planned** Kentucky Center for School Safety, Family Resource Youth Services Coalition of Kentucky, Kentucky Department for Behavioral Health, Developmental, and Intellectual Disabilities, KY Student Voice Team, Department of Juvenile Justice, Department for Community Based Services, State Interagency Council		
Responsibilities: guidance and oversight of all project activities; appointment of staff to committees and Ad Hoc workgroups; receive and respond to evaluation reports; receive a response to feedback and reports from project leads; receive committee and workgroup products; and develop and finalize the strategic system assessment. The Full-Services State Steering Committee will meet at least	**Responsibilities:** engagement in specific project tasks such as data analysis, policy analysis, stakeholder feedback sessions, the cataloging of best practices, and feasibility assessments. Committees and Ad Hoc workgroups will meet frequently but at least once a month until specific tasks are completed.	**Responsibilities:** provide input and feedback to committees, workgroups, and the FSCS State Steering Committee as requested. Present presentations, interviews, surveys, or one-on-one Q&A

once every quarter, if not more frequently.		sessions may provide feedback. Program experts will be invited to inform the workgroups and committees about the intricacies of their work; parents and local stakeholders will inform workgroups & committees about the lived experience of programs locally.
Project Director: The Project Director will develop a calendar or schedule of tasks, as outlined in the project's work plan and timeline. The lead will ensure the timely completion of responsibilities and tasks so that the project proceeds efficiently and progress towards its goals.		

Activity 1.3 Establish MOUs and MOAs

Effecting statewide policy change is a complex and complicated process. Establishing clear roles and responsibilities early in the project is critical for successful implementation. During year 1, the project team will work with partner agencies to develop mutually beneficial memoranda of understanding (MOUs) with the State Steering Committee members which will outline roles and responsibilities and planned outcomes, including the identification of the

number and percentage of partner LEAs and the number and percentage of the schools within those LEAs. The Project Director will also work with KDE and DFRYSC to create job descriptions and define the management and role of the FSCS Managers. Finally, the LEAs establish a memorandum of agreement which includes plans for staff, identify project plans based on the four pillars, and detail the impact these activities will have on student outcomes.

Activity 1.4 Partner LEA Plans.

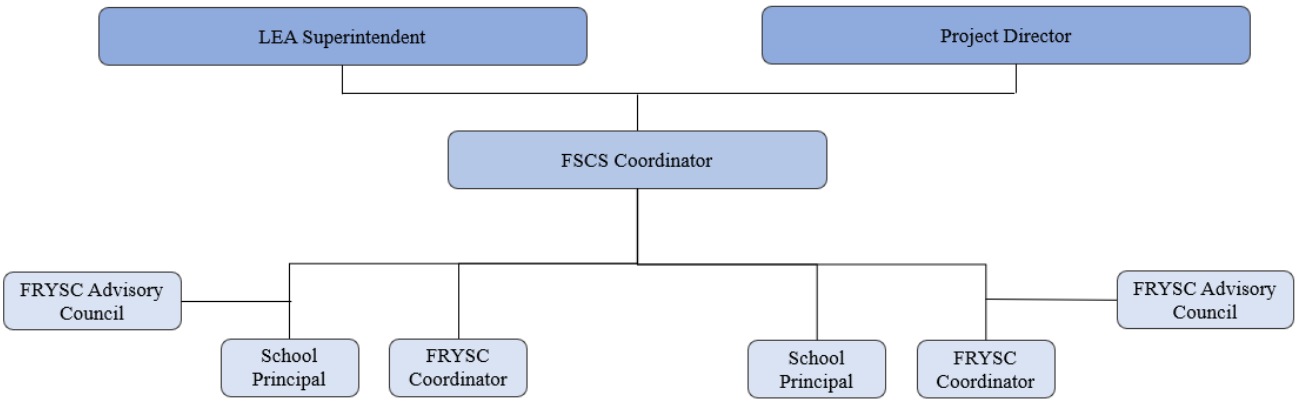
As part of our consortium of partners, the four identified LEAs will provide the State Steering Committee with activity plans that will determine how the four pillars will be implemented, the job description of the FSCS Coordinator and how they coordinate with each school, and how the plan will improve student outcomes. To ensure non-duplication, the FSCS Coordinator will be housed at the district level and will serve as a liaison between the LEA, the project team, and the State Steering Committee. The FSCS Coordinators will work with the school and district administrators and the FRYSC Coordinators to identify the strengths and gaps of local systems and develop plans to provide students, families, and communities with more coordinated services. FSCS Coordinators will begin this work by utilizing the Scaling up School and Community Partnerships: The Community Schools Strategy[49] This complex work will require a highly organized professional with strong stakeholder management and community organizing ability.

Developing plans that address the needs of local communities is critical to designing strategies which provide integrated services, enriched learning time, effective family and community engagement, and collaborative leadership. The FSCS Coordinators will liaise between the Project Director, district leadership, and school administrators to develop plans

[49] https://www.communityschools.org/scalingup/

based on the State Steering Committee findings. Exhibit D outlines the process of the FSCS Coordinator and school district collaboration, the Project Team, and individual school districts, ensuring efficacy and efficiency in communication between local and state agencies.

Exhibit D. Partner LEA Full-Service Community School Organization Chart



<u>Statement of Non-Duplication</u>. Kentucky already has many successful implementation strategies and services for students, families, and communities. The project team's goal is not to recreate or delay successful initiatives. Rather, the team will utilize existing plans and services and determine a path moving forward, in partnership, towards the scale-up of successful strategies supported by a more robust system. The team will leverage existing resources such as staff at Prichard, KDE, DFRYSC, KYSTATS, and other agencies to expand and enhance (but not duplicate) the state's existing Family Resource and Youth Services Centers and support efforts already underway to expand Kentucky's Longitudinal Data System with additional data. The team will benefit from the guidance and assistance of other state and local advisory

groups as needed and identified. It will align and incorporate the goals and objectives of stakeholders in plans.

Phase 2: Design. The complex work of systemic change requires diligent planning and data analysis to inform stakeholders and decision-makers. During Phase 2, Prichard and the State Steering Committee will evaluate the FRYSC system for alignment with the four pillars. A comprehensive needs assessment will also be conducted to identify current infrastructures that can support FSCS implementation. Based on what is learned during the needs assessment and program evaluation, the Project Team will develop a training and technical assistance network to support partner LEAs. The State Steering Committee will also use the data gathered to identify additional LEAs to include in the project and identify areas in which local communities have established local service pipelines. Finally, the project team and partner LEAs will utilize the reports to identify local priorities and needs.

Activity 2.1 FRYSC Evaluation

As stated, the FRYSC program is a legacy program that is well-respected and trusted by local communities. The FRYSC KY Coalition showed in their bi-annual stakeholder survey that parents and/or students report more than 90% support indicators for the FRYSC program in 2022, including closing educational gaps, successful transitions, and uniting communities. Through this project, Prichard, in partnership with DFRYSC and the Cabinet for Health and Family Services, will thoroughly evaluate the FRYSC program, mainly focusing on implementing the four pillars. Table F outlines the core components to which each center must respond in support of the community. While the core components reflect many of the principles of the four pillars, due to the local nature of their work, it has been challenging to pinpoint how individual centers implement the core components and align with full-service community school

implementation. Evaluating the FRYSC program will provide the State Steering Committee with the information needed to catalog best practices, measure success, and link to student outcomes.

Activity 2.2 Four Pillars Needs Assessment

Kentucky families and communities have access to a wide variety of services and resources to help support their needs. Many systems are in place across Kentucky to break down barriers and access to those services. Prichard believes that developing local responses to barriers is essential in providing students and families with necessary assistance. Assessing where Kentucky is through the lens of the four pillars is a crucial step in building responsive systems in local communities. During Phase 2, the State Steering Committee will conduct a needs assessment of the current local infrastructures of local systems designed to prop up students and families. Prichard will ensure the needs assessment is research informed and evidence-based to ensure findings are appropriate and applicable. The partner LEAs, including their individual agencies' needs assessments, will dictate this needs assessment and guide the State Steering Committee.

Activity 2.3 Data Collection

Understanding how this project will affect student, family, school, and community outcomes is critical to the growth of individual FRYSC programs into FSCS programs. As mentioned, the localized nature of the FRYSCs work makes outcome measurement at a statewide level difficult. The DFRYSC has avenues of measurement; however, the data is based on individual programs and services. During Phase 2, the project team will partner with KYSTATs and the DFRYSC to develop and design easily consumable public-facing reports which identify educational outcomes that incorporate community indicators to inform schools, FRYSCs, and communities.

Activity 2.4 Develop Training and TA Network

The Prichard Committee recognizes that to promote and sustain the growth of complete services community schools, investments must be made in a comprehensive system that supports local schools and communities. Research has shown that effective training and technical assistance (TA) can play a critical role in helping entities implement, evaluate, and improve their program to better support the communities they serve[50]. Therefore, starting with the first year of grant performance, the Prichard Committee, in cooperation with the Kentucky Department of Education (KDE) and the Division of Family Resource and Youth Service Centers (DFRYSC), will implement a robust training and TA network. The network will provide multimodal learning opportunities for program coordinators, school administrators, teachers, service providers, families, and local community members. Expert TA and consultation based on the four pillars of community schools will provide a foundation upon which participating local education agencies can build as they identify strategies to increase the pipeline of services available to families in the community.

During the initial phases of the grant performance period, The State Steering Committee, along with state partners, will build the foundation of the training and TA network. This includes hiring a Training Coordinator and a Senior TA Coordinator. The coordinators will be hired by The Prichard Committee and work together to support the participating LEAs. The Training Specialist and the Senior TA Specialist will work to a) Provide training to the FSCS/FRYSC coordinators and participating LEAs on the Four Pillars of Community Schools, objectives of the grant, and the benefits of FSCSs and b) Identify local needs and develop strategies which provide individualized and targeted technical assistance to increase the pipeline of services available to

[50]https://files.eric.ed.gov/fulltext/ED577840.pdf

families and children and c) Create an online collaborative space where FRYSC and FSCS coordinators can access virtual training materials, share documentation, contact other members of the online collaborative, and request additional technical assistance and d) Report to the Project Director and the State Steering Committee on the progress, barriers, and strategies to implement FSCSs. The Training Coordinator and the Senior TA Coordinator will report to the Project Director, and additional activities will be assigned as determined by the State Steering Committee. Table I outlines activities for the initial period of the grant performance period.

Table I – Key Activities of the FSCS Training and Technical Assistance network

Activity	Description
1.1	Hire a Training Coordinator
1.2	Hire a Senior TA Coordinator
1.3	Develop training for participating FSCS/FRYSC coordinators on the Four Pillars of Community Schools • Expanded Learning Times and Opportunities • Collaborative Leadership and Practice • Integrated Student Supports • Active Family and Community Engagement • Application of the Four Pillars of Community Schools in each local setting
1.4	Establish an online collaborative space for FSCS/FRYSC coordinators (ex. Website, MS Teams Channel)
1.5	Schedule monthly meetings between participating FSCS/FRYSC coordinators
1.6	Develop a system to track and catalog TA requests from participating Local Education Agencies
1.7	Report to the Project Director and Statewide Steering Committee on best practices and T/TA needs of the participating Local Education Agencies

In subsequent years of the grant performance period, the training and TA network will expand to accommodate additional participating LEAs identified by the State Steering

Committee. The KDE and the DFRYSC will hire additional personnel as needed. The two additional personnel will act as TA Liaisons and will coordinate with the Senior TA Coordinator to a) Provide direct technical assistance to existing and additional participating LEAs and b) Conduct outreach to non-participating LEAs to increase awareness of the benefits of FSCSs and encourage expansion of FSCSs beyond the grant performance period.

Outreach activities performed by the KDE and FRYSC TA Liaisons are a key strategy to promote the establishment of more FSCSs beyond the grant performance period. Activities may include presentations on the benefits of FSCSs, Four Pillars of Community Schools, or how non-participating schools could begin implementing FSCSs in their district. Liaisons will work with their respective agencies to identify opportunities to conduct outreach, such as statewide conferences, local or regional training events, or one-on-one discussions with LEA leadership as identified by the State Advisory Committee. The FRYSC and KDE Liaisons will closely coordinate with the Senior TA Coordinator to catalog and report on TA requests made by non-participating LEAs and deliver solutions to meet their requests. The Liaisons will report directly to the Project Coordinator. Also, during this training period, the Training Coordinator will continue to design virtual and in-person training modules on resources developed to support the FRYSC and FSCS coordinator's work. This could include training on fiscal mapping, blending, and braiding of federal, state, and local funds, training to engage families, or professional development for implementing findings and recommendations from statewide needs assessments to target vulnerable populations within their community.

Table J – Activities of the FSCS Training and Technical Assistance Network (TA Liaisons)

Activity	Description
1.1	Hire a FRYSC technical assistance liaison
1.2	Hire a KDE technical assistance liaison

1.4	Engage additional participating Local Education Agencies
1.4	Provide training for non-participating Local Education Agencies
1.5	Provide TA for non-participating local education agencies
1.6	Report on progress and benefits of Full-Service community Schools

Delivery of technical assistance. The FRYSC/FSCS training and TA network will provide three levels of technical assistance: generalized, targeted, and intensive. Generalized TA could include the delivery of training on the Four Pillars, summary documentation on FSCSs, or online peer-to-peer sessions between participating LEAs. Targeted TA will be provided to LEAs based on their individual needs. For example, a participating LEA may ask for technical assistance in engaging with their local health department, an advocacy organization, or a business community to coordinate and increase the services pipeline for their unique community. Intensive TA will be provided for LEAs that may require a sustained long-term approach to obtain their desired outcomes.

Activity 2.5 Partner LEAs Identify Priorities and Needs

Phase 2 will also include support for the partner LEAs to refine submitted plans based on the data and information collected through the FRYSC evaluation and needs assessment. Using an iterative process to ensure continuous improvement, the FSCS Coordinator will work directly with the FRYSC Coordinator and the FRSYC Advisory Committee to ensure that programs and activities have a local impact.

Activity 2.5 Identify Additional LEAs

The final activity in Phase two will use collected data to inform the State Steering Committee of additional LEAs which are well-positioned to implement a full-service community school. Through the previous Phases, the State Steering Committee will have the data needed to identify school and district characteristics well-positioned to participate in this project. At a

minimum, invited schools will be eligible for a schoolwide program. Other indicators of schools could include the strength of the FRYSC, receptiveness of school and district administration, or other indicators as determined by the State Steering Committee.

Phase 3 Develop. The proposed project is intended to be comprehensive and transformative. Thus, feasibility assessments will be necessary for the project process. The project team will implement these assessments in work Phase three. These assessments are designed to probe the feasibility of different strategies and plans developed in work Phase two. Contractors will assist the project team with experience in feasibility assessments to ensure the work is rigorous and provide helpful information to the State Steering Committee and workgroups.

Activity 3.1 Define State Pipeline Assets and Gaps

The project team, the State Steering Committee, and workgroup members must learn about different policies and regulations, at both the state and local level, to identify and address potential project plan barriers. This is especially important given the cross-sector makeup of the project's participants; participants representing the education sector may not be fully informed regarding social service policies. Participants will learn about opportunities to [fully] implement different policy options, understanding the costs and benefits of their decisions. The Project Director may facilitate peer-to-peer calls with other states and the assistance of contracted experts and representatives of state and federal programs to help guide this process.

Representatives from different sectors and programs will be asked to present to the State Steering Committee and workgroups on their programs, guiding project participants through an understanding of foundational legislation, a program or funding stream's history of policy development and funding, and the current implementation of the service across the state. Cross-

sector representatives will outline the challenges that their programs face, such as under-staffing or lack of qualified staff, logistical or technological barriers (significant for providing virtual services; some areas in eastern Kentucky still lack adequate internet services), or federal and state regulations that affect a better integration of services (such as different eligibility requirements across programs). Participants will learn about ancillary legal conditions that affect the integration of services, such as federal and state laws that protect the confidentiality of data and can affect the implementation of coordinated referral, intake, and care management approaches.

Activity 3.2 Develop Fiscal Strategies

Finding creative and innovative fiscal strategies will be critical to the sustainability of the local practice. The Research and Evaluation Manager and the Policy Managers will work closely with the partner LEAs, contractors, and the State Committee to map the fiscal assets of community partners, including the school and district, to identify areas in which funds can be blended and braided to continue to support programs and activities developed during the grant period,

Activity 3.3 Conduct Feasibility Study

Kentucky will use findings from Phase three to conduct feasibility assessments of elements from the draft strategic systems assessment (completed in activity 2.3). The feasibility assessments will build from the needs assessment and evaluation, be conducted in conjunction with sustainability planning, and involve considerations of political feasibility and sensitivity analyses. The project team will collaborate with KYSTATS and advisory members to design and complete the assessments, with a focus on questions such as:

(1) Are the proposed policy changes acceptable to elected representatives and leadership?

Consistent with administrative goals and priorities? Stakeholders and advocacy groups?

(2) Will the proposed policy changes lead to increased benefits, and if so, in what form? Will more individuals be served more effectively and more efficiently? Can a cost-benefit analysis be performed to provide insights into policy options?

(3) Are there any opportunity costs or other initiatives that would be negatively affected by the proposed changes?

(4) Is there/can there be public attention and support for the intended goals and outcomes?

(5) Using actual and simulated data, what is the estimated timeline for recommended changes to reach maturity in implementation?

(6) What populations or groups will benefit the most from the proposed changes? What populations or groups would lose benefits or standing or experience negative consequences if any?

The findings will identify the most feasible options for inclusion in the final plan.

Activity 3.4 Identify Established Local Service Pipelines

The final activity for Phase 3 will be to review data and information from the local implementation sites to identify best practices from partner LEAs that can be used to inform future work.

Phase 4 Implementation. During this Phase, the project team and the State Steering Committee will utilize all the data from the previous phases to create an implementation plan for refining and strengthening local FRYSC programs to align more fully with to full-service communities' schools principals and the four pillars.

Activity 4.1 Recommendations for System Improvement

Taking all the data provided in previous Phases, the State Steering Committee will develop recommendations for state systems improvement for local comprehensive services.

Activity 4.5 Refine State Training and TA Based on Local Success

Using lessons learned from local programs, the Training and TA team will work together to refine the needs to implement an effective training and TA network for schools and FRYCS.

Activity 4.2 Guidance and Support to LEAs Statewide

During Phase 4, the project team and the State Steering Committee will identify best practices and innovations determined by the partner LEAs to develop resources and products to be used by any LEA or school to implement full-service community schools. These products and resources could include measurement tools, policy crosswalks, etc. Services could also include the development of a mentorship program between partner LEA schools and other interested schools. The project team will facilitate learning networking calls, site visits, and sharing best practices. Mentoring can occur between school teams or by unique roles within the FSCS project team.

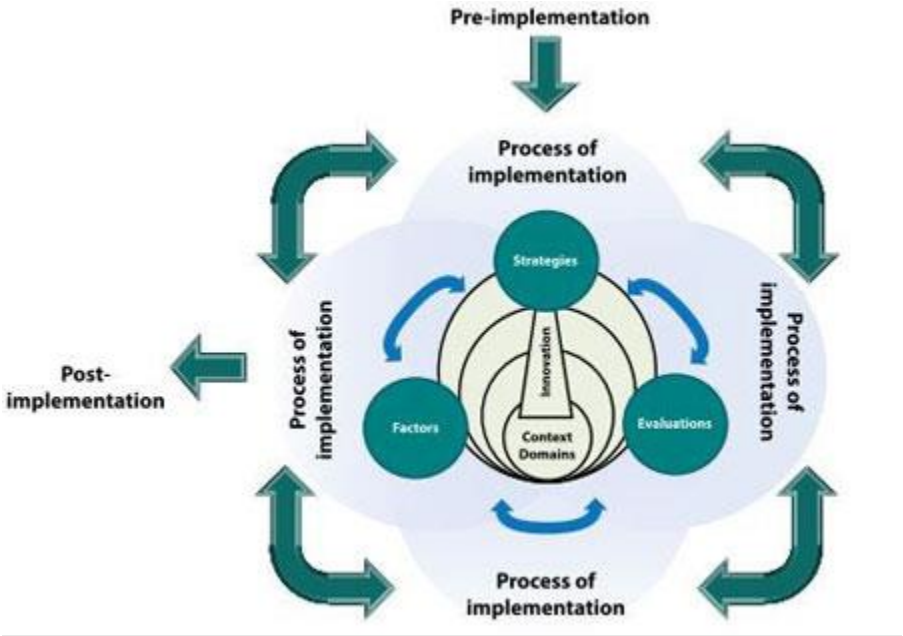
Activity 4.3 Implementation Science

Using implementation science principles in Phase 4 will bring research and evaluation closer to policy and practice. As pointed out by the Carnegie Foundation for the Advancement of Teaching,[51] "new research has found that personal beliefs, behaviors, and values of people involved in implementing reforms can affect the quality of implementation, and therefore, outcomes." Prichard recognizes that utilizing implementation science will help address potential barriers and gaps in local practice to achieve state scalability. To avoid potential concerns, Prichard will contract with implementation science experts to design a process that will inform

[51] https://www.carnegiefoundation.org/blog/quality-improvement-approaches-implementation-scienc

the State Steering Committee of challenges which could affect statewide scalability of this project. Exhibit E reflects a generic implementation framework utilized by the Fogarty International Center at the National Institutes of Health that will guide the implementation science plan.

Exhibit E Generic Implementation Framework



Activity 4.4 Define Local Effective Practice

In the final activity in Phase 4, the State Steering committee will utilize all that is learned during the first three phases to create models and best practices which can be implemented in the unique and diverse communities in Kentucky. Models will ensure hyper-local programming while creating a system of local needs assessment, implementation and continuous improvement efforts. Models will reference Kentucky communities to increase relatability, application and access to best practice examples for Kentucky leaders while emphasizing the need for school-based programming.

Phase 5 Evaluate. By project year 5, Kentucky will have used an iterative and data-driven process to enhance the FRYSC program to include more detailed goals and strategies for implementing the four pillars. In addition, Kentucky will have a roadmap showing a catalog of best practices and resource inventory, describing barriers, and recommending strategies for implementation and sustainability. Through its ongoing partnership with KYSTATS, the team will develop shared metrics to track progress and ensure accountability in the future.

Outside staff facilitators will assist in the development of the project's strategic systems assessments. The process will start by developing a unified vision across sectors and project partners. Each partner will be asked to consider how their agency's or sector's mission can contribute to the achievement of the vision. The assessment's goals will be an extension of the State Steering Committee's vision and will be concrete statements of what is currently desired and can be achieved for all students and families in Kentucky. Objectives will be statements of the system changes or initiatives needed to achieve the goal with strategies as the specific investments or activities Kentucky will practice in achieving its goals and vision.

Kentucky may be farther along in its development towards some goals than others, so the plan will include varied objectives and strategies regarding system development and maturity. Kentucky will work with the Institute for Educational Leadership Regional Coaches and policy team to ensure we are learning from other state-scaling grantees and national best practices as they evolve through the grant cycle. The strategic systems assessment will contain a range of goals reflecting varying priorities or needs across the state. In this same vein, it will be essential to recognize that different points of system maturity may exist in different regions or counties; therefore, the assessment will contain a blueprint for all communities, regardless of the level of system development in any one location or for any one demographic group. This means the

project team and evaluation must be intentional about soliciting input from diverse families and stakeholders across the state. This will occur through the work of Ad Hoc workgroups and annual evaluations. The Project Director will be responsible for bringing feedback and proposed refinements back to the FSCS Steering Committees for their use in producing the refined plan.

Activity 5.1 State FRYSC to FSCS Policy Changes

During the final phase, the Steering Committee will work with the project team to create policy changes for improved service delivery through the FRYSC system. This may include policy changes at the local and state level to ease barriers in service delivery.

Activity 5.2 Sustain State Training and TA Network

During this phase, the project team and partner agencies aim to develop full-service community schools and will collaborate in creating a long-term and sustained training and TA network for schools and FRYSC.

Activity 5.3 Partner LEA Sustainability Plans.

As stated, the FRYSC infrastructure of over 850 centers across the state is perfectly suited to implement full-service community schools, coordinators will use innovative fiscal strategies developed during the budgetary mapping process and work with the LEA and individual schools to create data-driven sustainability plans. Sustainability plans will be based on the data gathered during this project and include all the resources developed during the grant period, including the evaluation and needs assessment, implementation science recommendations, and system change recommendations.

Embed Equity. Prichard and program staff will analyze and track participation from Kentucky's stakeholders. First, the State Steering Committee will provide guidance on the

various aspects of diversity which should be incorporated into the project (e.g., race, ethnicity, location, etc.) Then the project team will work with staff from the Kentucky Center for Statistics (KYSTATS) and examine state and county data and map diversity across the state (e.g., using geographic information system mapping visualizations to explore current statistics and trends). Finally, the leads will work with FRYSC to solicit participation from families and local stakeholders in an ongoing basis. Stakeholders will be provided with travel expenses, stipends, and other resources (as appropriate) to facilitate their participation. Virtual meetings will also be facilitated to encourage participation from locations around the state.

Project Resources:

- CSSP Race Equity Impact Assessment

One of the first steps in meaningfully addressing equity is to build collective awareness of the presence of inequities, a member of the University of Kentucky's Education and Civil Rights Initiative (ECRI) and a member of KDE's Division of Diversity, Equity, Inclusion, and Belonging will be invited to serve on the FSCS State Steering Committee and help build awareness and incorporate equity into decision-making. In addition, Kentucky will host several targeted trainings for project Leads, members of the FSCS State Steering Committee, LEAs, ad-hoc workgroup members, and other participants which focus on recognizing and addressing disparities (racial, ethnic, geographic, able-ness, etc.). In Phase One, the project leads, together with a partner from the ECRI, will facilitate a review of tools to help address equity in policymaking, such as the Race Equity Impact Assessment. This or a similar assessment can then be incorporated into the system assessment and plan development process. Several other strategies will be implemented, consistent with recommendations provided by the Center for

Law and Social Policy (CLASP)[52]:

- *Make space for communities of color to lead and participate in conversations about policy decisions.* Prichard will examine diversity within the state and ensure its representation on the State Steering Committee, ad-hoc workgroups, and feedback sessions.
- *Assess and revise current policies.* The State Steering Committee and workgroups will use tools such as the Race Equity Impact Assessment during the project's work Phases.
- *Increase investments in programs that help families meet their basic needs.* The State Steering Committee will solicit guidance from fiscal experts to develop new opportunities and innovative fiscal strategies to better serve families in poverty throughout the state.
- *Improve data collection.* The State Steering Committee will work with partners from KYSTATS to develop the state's capacity to plan and be held accountable for equity.
- *Identify strategies to reach populations who are underserved.* The Policy Managers will work with representatives from different communities to understand the best messages and approaches to engage their populations.
- *Be thoughtful when creating and implementing new policies.* The Project Lead will partner with the Health Equity Office to continuously prompt discussions around equity throughout the project's work Phases.

This will be followed by the ongoing development and critique of strategies to recognize and neutralize systemic inequities in access to and use of services at the community level. The team will work with KYSTATS to upgrade its data-driven accountability system to contain measures or variables that help the state track equity in health outcomes and hold itself accountable for

[52] Center for Law and Social Policy and Zero To Three (2018). Building Strong Foundations: Racial Inequity in Policies that Impact Infants, Toddlers, and Families

ensuring all of Kentucky's children and families thrive.

Quality of Project Services

Prichard will ensure that **a diversity of perspectives is brought to bear in the design operation of the proposed project, including those of students, youths, families, educators and staff, beneficiaries of services, school leadership, and community leadership at both the state and local levels**. First, Prichard has agreements in the form letters of support (Appendix A) or memoranda of understanding (Appendix A) from several partners who have agreed to participate in the State Steering Committee, which will have the authority to design, implement, and evaluate the project, including the selection of partner LEAs. Table J reflects partners who have agreed, either verbally or in writing, to participate in the State Steering Committee upon funding. The State Steering Committee will reflect a diversity of perspectives by including state agencies, advocates, local community members, parents, students, families, and educators. While these partners' input will be critical to the project, additional voices will be required to ensure the inclusion of diverse perspectives from educators and other school staff, community school initiative leaders, education union or other association designees, family leaders participating in community school programs, community partners such as service providers, early childhood education providers such as Head Start, and community school coordinators from schools already implementing full-service community schools. The FSCS State Steering Committee will be composed using an inclusive model to ensure membership is racially diverse, and represents students, families, teachers and school, district, and community leaders from different regions.

Table K. Broadly Representative Consortium - Steering Committee

State Steering Committee	Representatives
Kentucky Department of Education	[redacted] Associate Commissioner of Continuous Improvement and Support
Division of Family Resource and Youth Services Centers	[redacted], Director
Kentucky Department of Public Health	[redacted], Deputy Commissioner for Clinical Services
Kentucky Center for Statistics	[redacted], Executive Director
Office of Kentucky Adult Education	[redacted], Director, Outreach and Strategic Partnerships
Coalition for Community Schools at the Institute for Educational Leadership	[redacted], Regional Deputy Director, Southern Regional TAC
Kentucky Education Association	[redacted], President
Kentucky Out of School Alliance	[redacted], Director
Kentucky Head Start Association	[redacted], Executive Director
Foundation for a Healthy Kentucky	[redacted], President, and CEO

The Education and Civil Rights Initiative	[redacted]
Parent Representative	[redacted], Fayette County
Parent Representative	[redacted]Boone County
Parent Representative	[redacted], Rowan County

In addition to the State Steering Committee, partner LEAs will strengthen local FRYSC Advisory Councils, which can be considered site-based problem-solving teams. The FRYSC Advisory Councils provide the center with input, guidance, and recommendations regarding the planning, development, implementation, and correlation of services, programs, and activities. The Advisory Councils are required by current state statute to be one third parents of the school, one third school staff, and one third community members. Students are also welcome and encouraged to participate in middle and high school programs. As outlined in the Community Schools playbook "*community schools are effective when they are comprehensive, research-based, locally owned, and designed in response to local needs and assets."* The FSCS Coordinator will identify strengths and gaps within the FRYSC, create collaborative leadership opportunities, and find innovative ways to meet the needs of the community.

To ensure that local student, parent, and community voices will be included in the design of the project, FSCS coordinators and the FRYSC advisory committee will involve the school's site-based council. In 1990, the Kentucky General Assembly passed HB 940, which is best

known as the Kentucky Education Reform Act (KERA). KERA introduced a significant change in how schools addressed decision-making with the implementation of legislation which outlined school-based decision-making councils. Each school council includes a minimum of two parents, two teachers, and an administrator of the school. School councils promote shared leadership among those who interact closely with students. School councils have the responsibility to set school policy and make decisions outlined in statute which was designed to provide an environment to enhance student achievement and ensure diversity of perspectives are brought to bear in the design and operation of school practices and policies, school climate, student services, school curriculum, and staff hiring and retention efforts.

In addition to partnerships with the schools' School-Based Decision-Making Councils, FRYSC Advisory Councils, Prichard will convene ad hoc workgroups to address the needs of target populations or topics as determined by the State Steering Committee and participating LEAs. Two workgroups have already been identified and will focus on 1) the prevention of violence in schools to create safe and secure learning environments and 2) the improvement of overall access to the pipeline of services for individuals receiving benefits.

Adequacy of Resources

Prichard and a broadly representative consortium of partners have built a plan that takes advantage of current systems that include **full-time coordinators at each school** by infusing the four pillars into a well-established infrastructure. By the end of the grant period, Kentucky will have embedded the principles of full-service community schools into the FRYSC program. Considering there are more than 800 FRYSC coordinators already in Kentucky schools, this plan has been built to enhance, rather than duplicate, their work. As shown below, the core

components of each center align closely with the four pillars. The job profile reflects many of the duties expected by FRYSC coordinators.

To ensure non-duplication, each partner LEA will be provided with an FSCS Coordinator who will be housed at the district level. The FSCS Coordinators will work with the school and district administrators and the FRYSC Coordinators to identify the strengths and gaps of local systems and develop plans to provide students, families, and communities with more coordinated services. FSCS Coordinators will begin this work by utilizing the Scaling up School and Community Partnerships: The Community Schools Strategy. This complex work will require a highly organized professional with strong stakeholder management and community organizing ability.

Family Resource and Youth Services Center Coordinator Job Profile

Ensure Program Compliance

- Administer funding allocations
- Administer components work plan
- Maintain required records
- Recruit advisory council members
- Coordinate advisory council meetings
- Compile required reports
- Attend mandatory district, regional & state meetings and trainings
- Supervise center staff

Coordinate Center Programs

- Conduct needs Assessments
- Review relevant data with advisory council

- Establish measurable goals & objectives
- Identify & obtain community & program resources
- Design & implement programs
- Evaluate program outcomes based on Standards & Indicators
- Evaluate program outcomes

Support Students & Families using the Strengthening Families Framework

- Identify student/family needs & strengths
- Coordinate/refer families to resources
- Provide follow-up
- Evaluate service outcomes & growths

Build Community Relationships

- Identify existing resources
- Establish collaborative relationships
- Participate in pertinent interagency partnerships & agreements
- Participate in local, regional & state committees, boards, and advisory groups
- Network with family & community support organizations

Promote Center Awareness

- Develop program/center publications
- Media & Technology
- Disseminate resource information to home, school, and community
- Present at applicable school & community functions
- Share relevant data with stakeholders

The Kentucky legislature has funded the FRYSC program for more than 30 years and will be the catalyst to **sustain the position beyond the grant period,** by training current coordinators to continue the work long after the grant period ends. However, if funding for FRYSC positions in partner schools decreases, KDE has agreed to sustain this project for two years past the grant period. (Appendix A)

The FSCS Coordinator and the FRYSC Coordinators will collaborate continually during the grant period to **plan, integrate, coordinate, and facilitate programs and services at each school**. The data produced by the State Steering Committee, including the needs assessment, evaluations, and data dashboard, will provide both the FSCS Coordinators and FRYSC Coordinators with information needed for the identification of programs and activities that will support the needs of students, families, and communities with comprehensive services at each school.

In addition, the FSCS and FRYSC Coordinators will be supported by a Training and Technical Assistance (TA) network that will support the develop of their local plan. The Training and TA specialists will act as a resource that the FRYSC and FSCS Coordinators can call on to explore innovative strategies designed to improve the coordination of the pipeline of services available to families, strengthen community and service provider participation, and increase family engagement.

Quality of Management Plan

Prichard is perfectly positioned to **have a broadly representative consortium that reflects the needs of the community and its stakeholders**. The overarching goal of this project is to create greater coordination of services for students and families at the local level and to elevate cross-sector shared accountability for student outcomes. This opportunity aligns with Prichard's

commitment to study priority issues, inform the public and policymakers about best practices, and mobilize citizens, business leaders, families, students, and other stakeholders in a shared mission to move Kentucky to the top tier of all states for education excellence and equity for all children from their earliest years through postsecondary education. Using innovative practices such as lean impact principles, fiscal mapping, and implementation science, Prichard will provide partner agencies with the time and space to rethink the service delivery and as well as empower local education agencies by finding what works best to implement full-service community schools.

Prichard has long lasting relationships with state agencies, advocacy organizations, and local communities required to successfully complete this work and has signed several preliminary memorandums of understanding with state and local agencies. With these partners, Prichard can

achieve its vision to create a pathway to a more meaningful life for more Kentuckians with education at the core.

1. Some of the most important relationships for the success of this project will be with the Kentucky Department of Education (KDE), the Division of Family Resource and Youth Services Centers (DFRYSC), and Kentucky Center for Statistics (KYSTATS), Kentucky's longitudinal data system. Prichard has established relationships with these three state agencies and will build upon those relationships to ensure the four pillars are embedded systematically into policy and practice.

About KDE. KDE's latest initiative to reimagine the future of public education is United We Learn[53]. The United We Learn vision is to create a more vibrant experience for every student, encouraging innovation in

United We Learn: Listening Session Themes

Born out of the challenges faced during the COVID-19 pandemic and Kentucky's unique system, the Commissioner of Education and Lead Learner of KDE, [redacted], Ed.D., hosted statewide listening sessions with stakeholders to better understand the success and challenges for today's students and schools. Based on the themes highlighted during the tour, KDE has developed the United We Learn initiative to create a vision of the future for students and schools. KDE is currently developing support for schools to begin to include this vision in district strategic plans and is in its third cohort of Local Laboratories of Learning (L3).

[53] https://education.ky.gov/CommOfEd/Documents/United%20We%20Learn%20-%20Executive%20Summary.pdf

schools and collaboration with communities. The product of state listening sessions with teachers, administrators, students, families, and other stakeholders, United We Learn looks to ensure that "everyone in our Commonwealth – educators, families, students, community members, and business leaders – work together to support our public schools in bringing about deep and authentic learning experiences for all students." Building upon previous successful initiatives, such as 21st-century schools and Comprehensive Support and Improvement/Educational Recovery (CSI), KDE has built United We Learn to respond to the needs of students, families, and communities and will serve as the launch pad for the implementation of the four pillars.

FRYSC Advisory Council

Each FRYSC is required to identify a broad-based coalition of students, parents, and school staff to participate in the FRYSC Advisory Council. The responsibilities of this Council are oversite of the functions of the center, including budget, program development and evaluation.

Membership of the councils must include at least 1/3 parents, no more than 1/3 school staff, community members, and no less than 2 students.

About DFRYSC. DFRYSC is the administrative body for Kentucky's Family Resource and Youth Service Centers (FRYSC), a unique Kentucky program that provides funds to alleviate non-academic barriers to learning in schools where at least 20% of students qualify for free and reduced-price lunches. Administering FRYSC grants in more than 800 schools, DFRYSC ensures that centers provide programs and services that address a wide variety of non-academic barriers for students, kindergarten readiness, successful transitions from school to life, parent and community engagement, and student achievement and well-being. Kentucky's FRYSC program has served as a model for the successful implementation of state-

funded community schools. It will anchor the work proposed to provide local communities opportunities in the implementation of the four pillars. Prichard believes that many of the principles of the four pillars are available in the current system; however, the individualized and local nature of programs make it difficult to understand how. Therefore, Prichard will work closely with DFRYSC and KDE to identify the strengths and gaps of local programs and identify areas of improvement to achieve the principles of the four pillars.

About KYSTATS. The Kentucky Center for Statistics (KYSTATS) is responsible for developing, maintaining, and utilizing the Kentucky Longitudinal Data System (KLDS) to inform policymakers, practitioners, and the public throughout the state regarding outcomes for Kentucky's education and workforce programs. KYSTATS is legally authorized to collect and utilize statewide data, develop state and local level metrics, and evaluate and conduct research on education and workforce programs through Kentucky Revised Statute (KRS) 151B.131 to 151B.134. The KLDS encompasses an array of integrated data, inclusive of early childhood, K-12, postsecondary, and workforce data, which can be readily leveraged to produce meaningful outcomes for the Commonwealth and the nation's policymakers, practitioners, and the public.

The governance structure of KYSTATS streamlines sustainability of inter- and intra- agency data sharing and safeguards continued maintenance and analysis of state level metrics linking education and workforce data. KYSTATS is part of the Education and Labor Cabinet (ELC), the same state agency that houses both the State Workforce Agency (SWA) and the State Education Agency (SEA). KYSTATS is overseen by a Board of Directors, which is chaired by the Secretary for ELC and includes the Chief Executive officers from the Kentucky Department of Education (KDE), the Council on Postsecondary Education (CPE), the Cabinet for Health and Family Services (CHFS), and the Kentucky Higher Education Assistance Authority (KHEAA).

This structure supports agency coordination and simplifies the relationship between agencies, ensures executive support for research efforts, and fosters a truly collaborative relationship between education, workforce, and KYSTATS. Kentucky has proven its ability to sustain the longitudinal workforce efforts by the Governor, cabinet leadership, and legislators supporting the addition of state funding to the KYSTATS budget.

Prichard has a long **history of effectiveness in working with a diverse range of stakeholders, including students and families**. While Prichard believes that established partners are vital to this work, using the interactive continuous quality improvement goal of this project may lead to the identification of additional stakeholders as the work progresses. Table J provides an overview of current partners who helped establish this plan and have agreed to fully participate in the work. This Steering Committee reflects the commitment of state partners and advocates to the work proposed here.

During Year 1, Prichard will expand the Steering Committee to include additional members, including but not limited to, parents and students, previously funded full-service community schools, and others identified as critical partners, and will identify additional ad-hoc workgroups tasked with identifying issues requiring deeper investigation.

Prichard's citizen-led, bipartisan, solutions-focused approach has helped build many broad-based coalitions over its 40- year history, inspiring a shared vision and commitment to the education of the next generation. As an independent, nonpartisan party, Prichard has enabled the Committee to build consensus and focus on outcomes for Kentucky students and families. When the Prichard Committee began its work in the 1980s, Kentucky was at the bottom of educational rankings in the nation. The Commonwealth ranked 50th in adult literacy and 50th in adults with a high school diploma. Today, many of Kentucky's rankings in education are above or near

national averages. The Committee played a pivotal role in this progress by informing policymakers, engaging citizens, and making recommendations for change. Due to Prichard's role in influencing state-level policies to ensure ambitious outcomes for education with supported implementation, Kentucky's education system has climbed from the bottom of the national rankings to the middle.

The Prichard Committee continues to lead coalitions to drive and sustain policy change, monitor implementation to ensure desired results, and provide accurate, objective information highlighting Kentucky's challenges and spotlighting its educational successes. Below are a few examples of Prichard's success in convening a broadly representative consortium of partners.

Examples include:

- **ReadyKentucky:** In 2010, Kentucky became the first state to adopt the Common Core. ReadyKentucky, a project organized by the Prichard Committee with support from the Bill and Melinda Gates Foundation, focused on ensuring teachers and parents received accurate and timely information about the new Common Core State Standards. Kentucky became a rare Common Core success story through a communications strategy, building educator support, and bringing together a network of partners (The Kentucky Chamber of Commerce, Kentucky Department of Education, and Kentucky's PTA). This program was nationally recognized and received an award from the PIE Network in 2012.
- **KY Collaborative for Families and Schools:** In 2018, the Prichard Committee received a US Department of Education grant to establish a statewide family engagement center. The Kentucky Collaborative for Families and Schools became a network of families, schools, districts, and community partners focused on increasing open communication, learning opportunities, and shared decision-making power across the Kentucky education

system. Prichard recruited regional partners to advocate for effective and equitable family leadership and family-school-community partnerships.

- The National Center for Families Learning (NCFL), urban focus in Louisville.
- Partners for Rural Impact (PRI)- Eastern Kentucky and rural family focus.
- Learning Grove- Northern KY with ELL family focus.

Family Friendly Early Education Program Certification creation. Led by Prichard, the Kentucky Head Start Association (KHSA) and the Kentucky Collaborative for Families and Schools a new Family Friendly Early Education Program Certificate was established in August 2022. The Family Friendly Early Education Program Certificate is earned by early care and education programs that develop strategies to help schools and families become equal and productive partners in the education process. By promoting multiple, equity-driven strategies, this program demonstrates ways to individualize family engagement reflecting culture and values.

With training modules developed in a partnership between the Kentucky Collaborative for Families and Schools and the Governor's Office of Early Childhood, Kentucky's Head Start and Early Head Start programs are uniquely positioned to benefit from the Family Friendly Early Education Program Certificate. The multi-step process enables a program to conduct a focused self-assessment and to create sustainable systems and structures to support each of the five areas of family engagement.

In addition, the Family Friendly Early Education Program helps to drive student success, builds trust and goodwill with families, increases teacher and staff job satisfaction, helps create long-term plans, and builds closer ties between a school and its community.

The Prichard Committee also coordinates **weekly Kentucky childcare partner calls** to advocate around the principles of our Big Bold Ask campaign to increase investment in education by $1 billion by 2026. This included $251 million to provide childcare assistance to 23,000 more children under 200% of the federal poverty level and $80 million to provide public preschool to 10,000 additional 4-year-olds from families below 200% of the federal poverty level.

The Prichard Committee annually sends a group of Kentucky parents to Ed Trust **"Equity Matters Bootcamps**." The Bootcamp brings together advocates from different states to share information on what works and provide inspiration for what's possible to increase opportunities for historically underserved students. Kentucky participants represent diverse communities impacted by educational inequities, including civil rights, business, educators, disability rights, immigration rights, and families.

Finally, **The Greater Owensboro Partnership for Early Development** was established in 2021. The Prichard Committee partnered with The Public Life Foundation of Owensboro to strengthen early childhood quality and access in Greater Owensboro, Kentucky. Greater Owensboro is a "test kitchen' for Prichard's state-wide work in increasing access to high-quality early childhood education. This work produced a landscape analysis and needs assessment of early learning/childcare access in Daviess County in partnership with The Martin School of Public Policy at the University of Kentucky. In response to early childhood needs identified by the landscape analysis, over thirty community partners representing the early childhood, K-12, and higher education, business, local government, faith-based, and philanthropic communities convened to build the community's early childhood education five-year strategic plan. The Greater Owensboro Partnership for Early Development, meeting monthly in Owensboro from

August 2021 – January 2022, established six key goals to facilitate the creation of an early childhood ecosystem capable of ensuring that all Greater Owensboro children receive access to high-quality early learning and enter kindergarten prepared.

Below are examples that demonstrate Prichard's long history of building broadly representative consortiums and partnerships with students, families, teachers, and communities.

History of Effectiveness in Engaging Students and Families

- **The Commonwealth Institute for Parent Leadership (CIPL)** is an engagement and leadership development continuum for families, schools, and communities to increase the academic success of Kentucky students and Kentucky's public schools. The Prichard Committee has a history of supporting emerging and existing parent leaders across the Commonwealth. CIPL empowers parents with a deep understanding of the education system, the capacity to take leadership roles in their local communities, and the commitment to demand excellence for all students.
- **The Groundswell Initiative**: In 2019, the Prichard Committee created a campaign to elevate and amplify education action in Kentucky. We recognized communities were responding to the unique needs of students and families locally to realize better outcomes in education – early childhood through postsecondary. Groundswell members are the boots on the ground in a campaign to learn a Big, Bold Future for Kentucky – with teaching at the core. Early childhood advocates united through shared goals to strengthen early care and education for Kentucky children from birth through third grade and increase access to high- quality early childhood opportunities.

- **Strong Start**: Early childhood advocates united through shared goals to strengthen early care and education for Kentucky children from birth through third grade and increase access to high quality early childhood opportunities.
- **Equity Coalition:** Representatives from state and local agencies that advocate for honest and inclusive conversations that promote culturally responsive policies, practices, and imaginative investments to repair longstanding failures in the delivery of educational excellence for students who have been marginalized.
- **Teacher Fellows**: Teachers formally engaged with the Prichard Committee to launch strategic initiatives designed for local improvement with education at the core and to turn teacher-identified education priorities into reality through action research in classrooms across the state. This fellowship serves as a model for effective professional learning that catalyzes teacher leadership and transforms schools and districts while keeping our best teachers in the classroom. As a result, teachers working outside of their day-to-day context see their practice, routines, and policies in new ways and can facilitate school-based innovations.

Prichard's National Presence

- **Alliance for Early Success**: The Prichard Committee serves as the state partner of the Alliance for Early Success. The Alliance is a national nonprofit that works with early childhood policy advocates at the state level to ensure that every child, from birth through eight, has an equal opportunity to learn, grow, and succeed. In addition to receiving strategic, capacity-building investments from the Alliance, we are also part of a powerful national network that gives us access to technical assistance, rapid response emergency

support, resources, events, year-long consulting from their policy team, and connections to peers in other states tackling similar challenges.

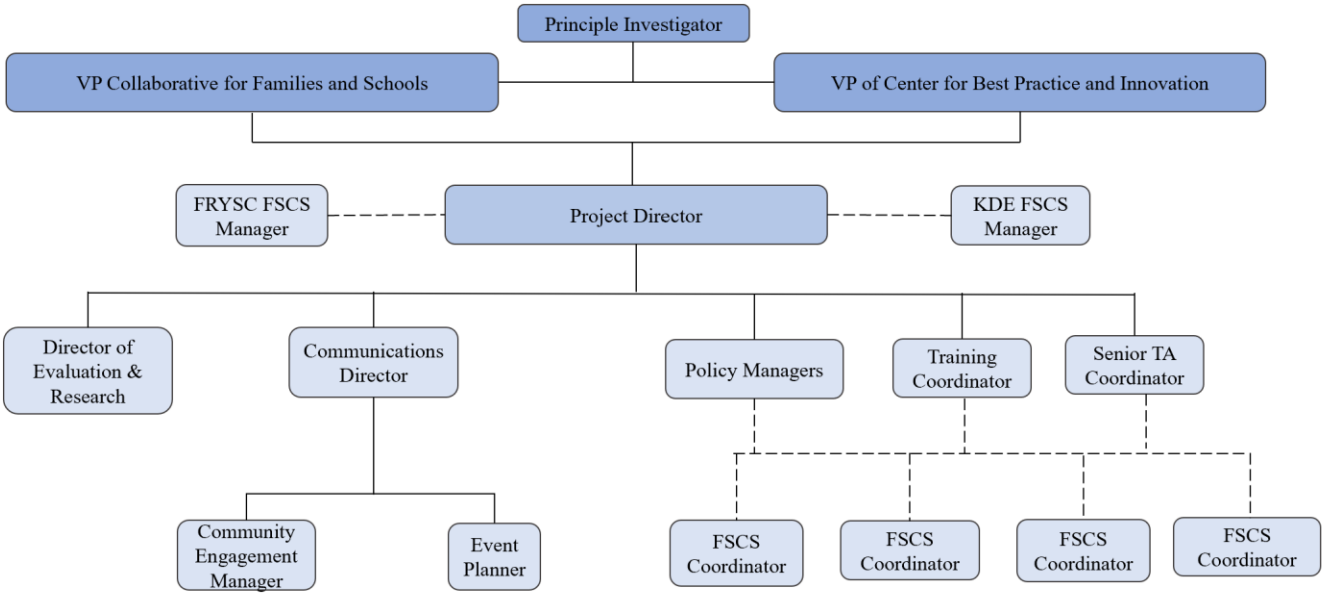
- **Policy Innovators in Education (PIE) Network:** The Prichard Committee serves as the state member of the PIE Network. The PIE Network connects, strengthens, and catalyzes the work of education advocates across communities, states, and ideologies to transform education so every student, in every community can achieve a future without limits. We know equitable community engagement, co-production, and antiracism work require ongoing learning, self-reflection, and awareness. Prichard staff and its partners are committed to work that ensures all voices are heard and represented in our collaborative work. Connecting with our community to align expectations, building authentic relationships that are authentic, and co-creating strategies creating positive outcomes in Kentucky.

Quality of Management Plan

Prichard's **management plan will achieve the project objectives and will be on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.** To achieve the goal outlined in this plan, a team of professionals with the abilities and skills needed to successfully accomplish the systems change will be required to implement full-service community schools statewide. This project will require a team with strong leadership and stakeholder management skills. It will also require building Prichard's staff to ensure proper support is in place to accomplish tasks. Finally, hiring of project team will comply with Prichard's commitment to equity, inclusion, and diversity, as described in

Exhibit F. Exhibit F identifies an organizational chart that reflects the internal structure of the project team.

Exhibit F. Organizational Chart



<u>Project Support</u>

***Principle Investigator (.15 FTE)*:** Brigitte Blom, President and CEO of the Prichard Committee for Academic Excellence, will serve as the principal investigator and will devote 15% of her time to this role. Blom reports to the Chair of the Prichard Committee Board and is paid by the Prichard Committee out of non-federal funds. The PI's time commitment of the PI is appropriate for the scope and scale of this project. As PI, Blom's responsibilities will include articulating the FSCS theory of action and strategic direction; leading the partnership among the Prichard Committee, KDE, DFRYSC, LEAs, and the community-based partners; collaborating with the evaluation team and aligning the FSCS program to other Kentucky family and literacy initiatives.

Principal Investigator qualifications, relevant training, and experience: Blom holds undergraduate degrees in economics and international studies and a master's degree in Public Policy from the University of Kentucky Martin School. Blom brings over 20 years of experience researching, designing, and implementing public policy, advocacy initiatives, and direct programs to drive community impact for families and children. As the former director of public policy for a large United Way, Blom has significant expertise in developing public policy agendas, advancing policy initiatives, and advocating for the most underserved and underrepresented community members. Blom has a demonstrated history of effectively overseeing complex funding streams and is a skilled budget manager. She has received grants and fiscal management training and is familiar with the background, purpose, and goals of FSCS. Blom has experience meeting project goals and objectives and has provided leadership on multiple early education initiatives and efforts to improve education funding and has a strong research background as a researcher on state tax and budget issues and poverty in Kentucky. She has significant knowledge of Kentucky's educational systems as she has been a member of Kentucky's Early Childhood Advisory Council since 2010, served as a Governor-appointed member of the Kentucky Board of Education for six years, and was an elected member of the Pendleton County Board of Education for ten years.

> Commitment to Equity, Inclusion and Diversity
> The Prichard Committee is a transformational organization where all people are respected and valued. We are committed to fostering, cultivating, and preserving a culture of diversity, equity, and inclusion. We embrace differences both visible and invisible; age, color, ethnicity, family or marital status, gender identity or expression, language, national origin, physical and mental abilities, political affiliation, race, religion, sexual orientation, socio-economic status, veteran status, and other personal characteristics that make Kentuckians unique.

Vice President of Collaborative for Families and Schools (VP CFS) (.5 FTE): Upon notification of funding, the Prichard Committee will begin to search for a full-time, 12-month

Vice President of Collaborative for Families and Schools. The VP CFS will be paid 50% out of the FSCS federal funds. The VP CFS will provide leadership, supervision, and/or support for the following FCSC grant funded positions: Project Director, Community Engagement Manager, Event Planner, and Training and Technical Assistance Specialists (2). The VP CFS will provide leadership for the Full-Service Community Schools, Statewide Family Engagement Center, and the Groundswell Initiative programs at the Prichard Committee. This role will contribute to the statewide scaling of a Full-Service Community School program in Kentucky by overseeing an equity-focused implementation of a "whole child" model as a system change strategy to build a statewide model for a full-service community school program. This position is directly responsible for implementing quality programs which adhere to the four pillars of successful full-service community schools within the identified LEAs, ensuring fidelity to integrated systems of supports targeting local services, as well as planning, integrating, coordinating, and facilitating programs and services at each LEA.

Vice President of Center for Best Practice and Innovation (VP CBPI) (.5 FTE): Upon notification of funding, the Prichard Committee will begin to search for a full-time, 12-month Vice President of Center for Best Practice and Innovation. The VP CBPI will be paid 50% out of the FSCS federal funds. The VP CBPI will provide leadership, supervision and/or support for the following grant funded positions: Communication Director, Director of Evaluation and Research, and Policy Directors (2). This role will contribute to the statewide scaling of a Full-Service Community School program by building a "community of practice" that ensures sustainability. In addition, one serving in this position will be responsible for ensuring Prichard's capacity to collaborate with partners and ensure the process, products, strategies, and technical

support can be further developed and brought to scale, based on regular findings of services and independent evaluation.

Communications Director (CD) (.25 FTE): Upon notification of funding, the Prichard Committee will begin to search for a full-time, 12-month Communications Director. The CD will be paid 25% out of FSCS federal funds. The CD will be responsible for all strategic communications of the project. They will lead a team including an Event Planner, Website Consultant, Newsletter Editor and will be tasked with the development of communication plans for *Bright Spots* of work in the target areas.

Community Engagement Manager (CEM) (1 FTE): Upon notification of funding, the Prichard Committee will begin to search for a full-time, 12-month Community Engagement Manager. The CEM will be paid 100% out of FSCS federal funds.

Communications, Public Relations, and Events Associate (AC) (.5 FTE): Upon notification of funding, the Prichard Committee will begin to search for a full-time, 12-month Community Event Manager. The EVP will be paid 50% out of FSCS federal funds.

Project Team:

Project Director (PD) (1 FTE): The project director will be paid 100% out of federal funds with a time commitment appropriate and adequate to meet the objectives of the project. A program of this scope and statewide scale, requires a full-time position with 100% effort on FSCS. To ensure the success of the project director, the principal investigator and vice presidents will meet regularly with the project director and assist with program start-up, evaluation, and continuous improvement. Reporting to the PI, the project director has responsibility for administering the project; developing and refining program operations to ensure that objectives

are met; ensuring the program complies with the department of education guidelines; managing the daily process and operation of the program through hiring, supervising, training, and guiding staff in the development, implementation, and evaluation of program activities; and ensuring the project is operated in a fiscally prudent manner and complies in compliance with all fiscal requirements. Additionally, the PD will work with KDE, FRYSC, partner LEAs, evaluators, and data contractors to ensure data for FSCS is tracked and collected; ensure services are data-driven and promote the continuous improvement of activities.

Director of Evaluation (DE) (1 FTE; decreases in FTE across the grant years to .6 FTE in Year 5): Upon notification of funding, the Prichard Committee will begin to search for a full-time, 12-month Director of Evaluation and Research. The DER will be paid 100% out of FSCS federal funds in Year 1. The FTE percentage will decrease every year by 10% and end Year 5 with .60 FTE. The DER oversees grant program evaluation and ensures alignment with state, district and local priorities and initiatives. The DER responsibilities will include managing the external evaluation relationship with the University of Kentucky School of Evaluation and KYSTATS.

Policy Managers (PM) (2 positions, 1 FTE each): Upon notification of funding, the Prichard Committee will begin to search for two full-time, 12-month Policy Managers. The PMs will be paid 100% out of FSCS federal funds.

Training Coordinator (TC) (1 FTE): This position will be responsible for initial training of FSCS Coordinators and FRYSC Coordinators on the objectives of the project, benefits of the FSCS model, and implementation of the four pillars in schools. In subsequent years of the grant, the Training coordinator will identify additional training needs and produce in-person and virtual training for identified school leadership, teachers, staff, community members, and families.

Senior Technical Assistance Coordinator (TAS) (1 FTE): Will be responsible for the identification, tracking and reporting of TA requests from participating LEAS. The TA Coordinator will also design and implement TA plans to address the needs of participating agencies.

Leadership at Cabinet for Health and Family Services

FRYSC FSCS Manager (FRYSC FSCS) (1 FTE): Prichard will also partner with the DFRYSC to onboard an FSCS Manager in each agency. The FSCS Managers will work with the Project Team to ensure identified successes inform initiatives and policy and will serve as programmatic experts to the Project Team.

Leadership at Kentucky Department of Education

KDE FSCS Manager (KDE FSCS) (1 FTE): Prichard will also partner with the KDE to onboard an FSCS Manager in each agency. The FSCS Managers will work with the Project Team to ensure identified successes inform initiatives and policy and will serve as programmatic experts to the Project Team.

Leadership at the LEAs

LEA FSCS Coordinators (FSCS Coordinator) (One at each partner LEA ,1 FTE): Each local district will have a full-time Community School Director who will be responsible for coordinating services, managing partnerships, providing direct support to students, and planning for program sustainability in each partner LEA. LEA FSCS Coordinators will be hired by the local districts.

Exhibit G. Work Plan

Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Appoint staff & provide trainings	Develop Training and TA Network			
Establish State Steering Committee	Partner LEA Identify Priorities and Needs		Guidance and Support to LEAs Statewide	State FRYSC to FSCS Policy Change
Establish MOUs and MOAs	Identify Additional LEAs		Implementation Science	Sustain State Training and TA Network
Partner LEA plans			Define Local Best Practice	Partner LEA Sustainability Plans
FRYSC Evaluation		Recommendations for System Improvement		
Four Pillar Needs Assessment				
Data Collection		Refine State Training and TA based on local success		
Work as a Collaborative with Mutual Goals and Outcomes				
Conduct Project Management and Oversight				

Work Phase 1, Work Phase 2, , Work Phase 4, Work Phase 5

Detailed Work Plan Year 1 (M=Month)

Phase	Project Activity	Task	M 1	M 2	M 3	M 4	M 5	M 6	M 7	M 8	M 9	M 10	M 11	M 12
Project Management	Management and Oversight	Initiate grant	●	●										
		Complete required reporting				●				●				●
		Budget management and oversight	●	●	●	●	●	●	●	●	●	●	●	●
		Meeting participation and facilitation	●	●	●	●	●	●	●	●	●	●	●	●
		Communications with DOE	●	●	●	●	●	●	●	●	●	●	●	●
One: Analyze	Appoint staff	Develop "job descriptions" for the lead staff, committees, workgroups, and contracted staff	●	●										
		Onboarding of Lead staff			●	●	●							
		Hire Training Coordinator and Senior TA Coordinator					●	●					●	●

Phase	Project Activity	Task	M 1	M 2	M 3	M 4	M 5	M 6	M 7	M 8	M 9	M 10	M 11	M 12
		Leads develop Executive Summary of Grant, grant schedule, and materials				●	●							
		Onboard FSCS State Steering Committee members		●	●									
		Convene and train FSCS State Steering Committee				●								
		Issues RFPs and develop contracts with consultants			●	●	●							
		Hire FSCS manager at KDE and FRYSC			●	●	●							
		Hire LEA FSCS Coordinators					●	●	●					
		On-board LEA FSCS Coordinators						●	●					

Phase	Project Activity	Task	M 1	M 2	M 3	M 4	M 5	M 6	M 7	M 8	M 9	M 10	M 11	M 12
	Establish State Steering Committee	Confirm Sate Steering Committee Members	●											
		State Steering Committee Meets			●			●			●			●
		Determine early ad-hoc workgroups, including violence prevention and intervention		●	●									
		Ad-hoc workgroups and State Steering Committee identify issue landscape				●	●	●	●	●	●	●	●	
		Early ad-hoc workgroups meet with State Steering Committee to present recommendations for change years 2 through 5												●

Phase	Project Activity	Task	M 1	M 2	M 3	M 4	M 5	M 6	M 7	M 8	M 9	M 10	M 11	M 12
	Establish MOUs and MOAs	Establish clear roles and responsibilities for the project, including for contractors, State Steering Committee, KDE, DFRYSC, and partner LEAs	●	●										
		MOU/MOAs with state partners created			●	●	●	●	●	●	●	●		
		Final MOU/MOA signed									●	●	●	
		Final SEA MOU submitted to DOE												●
	Partner LEA Plans	State Steering Committee, LEA, and school partnership defined		●	●									
		Create FSCS Coordinator job descriptions			●									

Phase	Project Activity	Task	M 1	M 2	M 3	M 4	M 5	M 6	M 7	M 8	M 9	M 10	M 11	M 12
		Hire and onboard FSCS Coordinators				●	●	●	●					
		LEA project planning with project leads						●	●	●				
		LEA project implementation									●	●	●	●
Two: Design	FRYSC Evaluation	Design programmatic evaluation plan			●	●								
		Conduct evaluation					●	●	●	●	●			
		Prepare evaluation report										●	●	
		Present findings to State Steering Committee												●
	Four Pillar Needs Assessment	Design needs assessment			●	●								
		Conduct needs assessment					●	●	●	●	●			
		Prepare assessment report										●	●	

Phase	Project Activity	Task	M 1	M 2	M 3	M 4	M 5	M 6	M 7	M 8	M 9	M 10	M 11	M 12
		Present findings to State Steering Committee												●
	Data Collection	Determine data needs of projects			●	●	●	●	●					
		Identify data available for data dashboard					●	●	●	●	●			
		Create data dashboard										●	●	
		Present data dashboard to State Steering Committee												●

Detailed Work Plan Year 2 (M=Month)

Phase	Project Activity	Task	M 1	M 2	M 3	M 4	M 5	M 6	M 7	M 8	M 9	M 10	M 11	M 12
Project Management Two: Design	Management and Oversight	Complete required reporting				●				●				●
		Budget management and oversight	●	●	●	●	●	●	●	●	●	●	●	●
		Meeting participation and facilitation	●	●	●	●	●	●	●	●	●	●	●	●
		Communications with DOE	●	●	●	●	●	●	●	●	●	●	●	●
	Develop Training and TA Network	Develop trainings for partner LEAs on the four pillars	●	●	●									
		Establish online collaborative space for partner LEAs			●	●								

Phase	Project Activity	Task	M 1	M 2	M 3	M 4	M 5	M 6	M 7	M 8	M 9	M 10	M 11	M 12
		Schedule monthly meetings between partner FSCS Coordinators			●	●	●	●	●	●	●	●	●	●
		Develop tracking system for TA requests				●	●	●						
		Report best practices and T/TA needs			●			●			●			●
	Partner LEA Identify priorities and needs	FSCS Coordinator review evaluation and needs assessment reports	●	●										
		FSCS Coordinator collaborates with FRYSC coordinators and FRYSC			●	●	●							

Phase	Project Activity	Task	M 1	M 2	M 3	M 4	M 5	M 6	M 7	M 8	M 9	M 10	M 11	M 12
		Advisory Council to identify strategies to address needs												
		LEA plans adjusted with additional data						●	●					
		Updated plans implemented								●	●	●	●	●
	Identify additional LEAs	State Steering Committee use data to determine conditions for additional LEA inclusion	●	●	●									
		Additional LEAs identified				●	●							
		MOA created with additional LEAs					●	●						
		Hire FSCS Coordinator at additional LEA						●	●					

Phase	Project Activity	Task	M 1	M 2	M 3	M 4	M 5	M 6	M 7	M 8	M 9	M 10	M 11	M 12
		LEA project planning with project leads							●	●				
		LEA project implementation									●	●	●	●

Detailed Work Plan Year 3 (M=Month)

Phase	Project Activity	Task	M 1	M 2	M 3	M 4	M 5	M 6	M 7	M 8	M 9	M 10	M 11	M 12
Project Management	Management and Oversight	Complete required reporting				●				●				●
		Budget management and oversight	●	●	●	●	●	●	●	●	●	●	●	●
		Meeting participation and facilitation	●	●	●	●	●	●	●	●	●	●	●	●
		Communications with DOE	●	●	●	●	●	●	●	●	●	●	●	●
Three: Develop		Identify state pipelines	●	●	●									

Phase	Project Activity	Task	M 1	M 2	M 3	M 4	M 5	M 6	M 7	M 8	M 9	M 10	M 11	M 12
	Define State Pipeline Assets and Gaps	Invite pipeline representatives to State Steering Committee and ad-hoc workgroups		●	●	●	●	●	●	●				
		Determine pipeline service alignment recommendations									●	●	●	
		Present pipeline alignment to State Steering Committee												●
	Develop Fiscal Strategies	Identify fiscal mapping strategies	●	●										
		Hire consultant to conduct local fiscal mapping		●	●									
		Conduct fiscal mapping				●	●	●	●	●				
		Create usable, scalable fiscal strategy models									●	●	●	

Phase	Project Activity	Task	M 1	M 2	M 3	M 4	M 5	M 6	M 7	M 8	M 9	M 10	M 11	M 12
		Present findings to State Steering Committee												●
	Conduct Feasibility Study	Hire feasibility study consultant	●	●										
		Plan feasibility study		●	●									
		Conduct feasibility study				●	●	●	●	●	●			
		Prepare feasibility report										●	●	
		Present feasibility report to State Steering committee												●
	Identify Established Local Pipelines	Review data for local pipeline identification	●	●										
		Identify additional pipeline services to include		●	●	●								
		Identify best practices for pipeline alignment					●	●	●	●				

Phase	Project Activity	Task	M 1	M 2	M 3	M 4	M 5	M 6	M 7	M 8	M 9	M 10	M 11	M 12
		Present best practices to State Steering Committee									●			
	Recommendations for Systems Improvement	Use data to identify areas of improvement	●	●										
		Ad-hoc workgroup findings provided to State Steering Committee		●			●			●				
		Develop recommendations for systems improvement								●	●	●		
		Present recommendations to State Steering Committee												●
Four: Implementation	Refine State Training and TA	Use T/TA feedback to identify local success	●	●										

Phase	Project Activity	Task	M 1	M 2	M 3	M 4	M 5	M 6	M 7	M 8	M 9	M 10	M 11	M 12
	Based on Local Success	Update T/TA plan to reflect local best practice			●	●								
		Embed best practices in T/TA network					●	●	●	●	●	●	●	●

Detailed Work Plan Year 4 (M=Month)

Phase	Project Activity	Task	M 1	M 2	M 3	M 4	M 5	M 6	M 7	M 8	M 9	M 10	M 11	M 12
Project Management	Management and Oversight	Complete required reporting				●				●				●
		Budget management and oversight	●	●	●	●	●	●	●	●	●	●	●	●
		Meeting participation and facilitation	●	●	●	●	●	●	●	●	●	●	●	●
		Communications with DOE	●	●	●	●	●	●	●	●	●	●	●	●

Phase	Project Activity	Task	M 1	M 2	M 3	M 4	M 5	M 6	M 7	M 8	M 9	M 10	M 11	M 12
Four: Implementation	Guidance and support to LEAs Statewide	Identify best practice	●	●	●									
		Develop resources and products				●	●	●	●	●	●			
		Provide resources and products to FRYSC statewide										●	●	●
	Implementation Science	Hire implementation science experts	●	●										
		Plan to use implementation science at partner LEA			●	●	●	●	●	●	●			
		Report implementation science findings									●	●	●	
		Present findings to State Steering Committee												●
	Define local best practice	Develop implementation models that work									●	●	●	●

Detailed Work Plan Year 5 (M=Month)

Phase	Project Activity	Task	M 1	M 2	M 3	M 4	M 5	M 6	M 7	M 8	M 9	M 10	M 11	M 12
Project Management	Management and Oversight	Complete required reporting				●				●				●
		Budget management and oversight	●	●	●	●	●	●	●	●	●	●	●	●
		Meeting participation and facilitation	●	●	●	●	●	●	●	●	●	●	●	●
		Communications with DOE	●	●	●	●	●	●	●	●	●	●	●	●
Five: Evaluate	State FRYSC to FSCS Policy Change	Identify possible policy changes	●	●	●	●	●							
		Report findings to State Steering Committee						●						
		State Steering Committee members use data to influence policy change							●	●	●	●	●	●

Phase	Project Activity	Task	M 1	M 2	M 3	M 4	M 5	M 6	M 7	M 8	M 9	M 10	M 11	M 12
	Sustain State T/TA Network	Identify needs to sustain T/TA network			●	●	●							
		Develop plan to provide information and data to KDE and DFRYSC						●	●	●	●			
		Implement plan to sustain T/TA network										●	●	●
	Partner LEA Sustainability Plans	Use fiscal mapping to identify local sustainable strategies	●	●	●									
		Develop sustainability plans with KDE				●	●	●	●	●	●			
		Implement sustainability plans										●	●	●

Quality of Project Evaluation

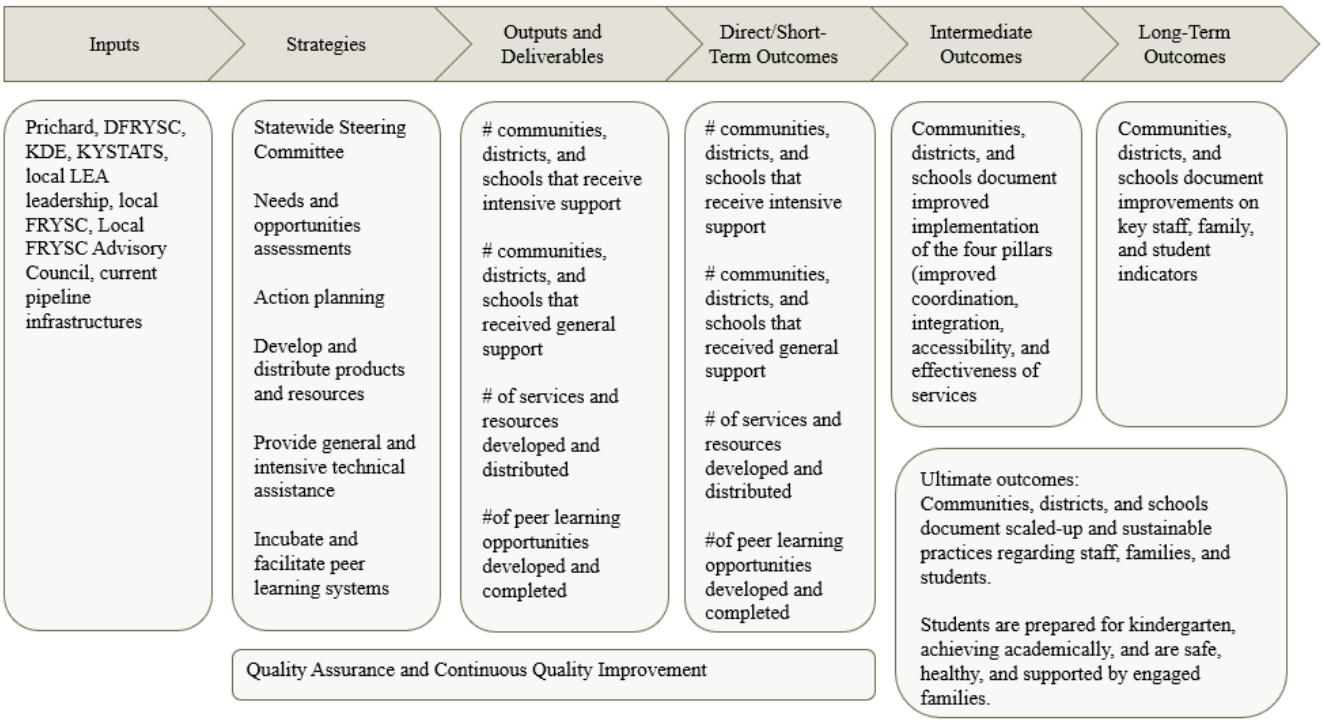
Evaluation will be essential in ensuring the project implements with a high degree of quality and responsiveness, meets its objectives, and achieves its goals. The evaluation group is an independent third-party research and evaluation team who is not involved in developing or implementing any activities. This team will conduct both the formative and summative evaluation in accordance with the logic model presented in Exhibit H In this chapter we describe:

Evaluation objectives

The summative and formative evaluation questions and the data sources and data collection methods used to address those questions.

- The quantitative and qualitative analyses we will conduct.
- The various reports we will produce and how they will be used to continuously improve project performance.
- Staffing for the evaluation and timelines for evaluation activities.

Exhibit H Kentucky Full-Service Community School Project Logic Model



Evaluation Objectives

The project evaluation is designed to support and improve project implementation, document accountability for project and program investments, and contribute to the body of knowledge on developing, scaling-up, and sustaining effective full-service community schools. At a minimum, the evaluation team (comprised of independent evaluators and project liaisons) will:

- Provide an annual progress report that contains findings from annual evaluation activities;
- Use formative evaluation activities to enact quality assurance and continuous quality improvement activities designed to refine and improve project investments;
- Collect and report on key performance indicators (KPIs) that reflect shorter- and longer-term project and population results including student outcomes (e.g., student chronic

absenteeism rates; student discipline rates, including suspensions and expulsions; graduation rates;); family outcomes (e.g., family stability or resiliency; family attendance at community or educational events; family communication with educators); school outcomes (e.g., school climate information; provision of integrated student supports and stakeholder services; expanded and enriched learning time and opportunities; number, qualifications, and retention of school staff, including the number and percentage of fully certified teachers, disaggregated by race and ethnicity, rates of teacher turnover, and teacher experience; changes in school spending information; collaborative leadership and practice strategies); and community outcomes (e.g., family and community engagement efforts and impact; regularly convening or engaging all initiative-level partners; organizing school personnel and community partners into working teams focused on specific issues identified in the needs and assets assessment); and project quality assurance measures (e.g., regularly assessing program quality and progress through individual student data, participant feedback, and aggregate outcomes to develop strategies for improvement).

- Make results of the evaluation publicly available through public evaluation reports, research and evaluation journal and conference publications, white papers, presentations and webinars, and other strategies.

Evaluation Questions and Data Sources. The evaluation will incorporate formative and summative evaluation questions, which are aligned with the activities, outputs, or outcomes specified in the logic model (see Appendix A). Thus, while an overarching project scaffold will be used to consistently guide and evaluate the project, the team will incorporate formative feedback in individual districts and communities receiving intensive support to ensure local

needs, preferences, and challenges are addressed. Formative findings will also contribute to case studies completed at each of the partner LEAs.

Furthermore, the formative evaluation will aim to improve the project's design and delivery. It will be key to understanding why the project may or may not be achieving its desired outcomes. The evaluation questions for process (related to logic model activities and outputs), direct or short-term outcomes, and intermediate outcomes will all be considered formative. The formative evaluation questions will also address the extent to which the project was implemented with fidelity (e.g., according to timelines and evidence-based practices for developing and supporting full-service community schools).

Direct versus Shorter-Term Outcomes. Direct and short-term outcomes are similar, varying primarily in the time from treatment. This is to say that direct outcomes are captured at the time of treatment, for example at the close of a training or technical assistance session. Shorter-term outcomes may address the same concepts or questions but are captured at a greater distance from the treatment. For example, a trainer may conduct follow-up one month after a training to determine if training concepts have been implemented in practice. In this way, the project will use data to ensure its resources and supports effectively transition into practice.

Intermediate Outcomes. Intermediate outcomes allow for the cumulative effect of different resources and services over a longer period of time. In this project, intermediate outcomes will be captured after two to three years of intensive services and will focus on the extent to which districts and communities are gaining traction on the four pillars.

Summative evaluation is a method of judging the worth of a project and often occurs at the end of project implementation but can occur at any point when a significant intervention is completed. Evaluation questions for long-term and ultimate outcomes will be considered

summative. These questions and outcomes directly relate to the overarching goals of the project to scale-up evidence-based full-service community schools using sustainable, responsive, and equitable strategies so that students can arrive at school healthy and ready to succeed, achieve academic success, and experience the support of engaged families.

Longer-Term Outcomes. The project's longer-term outcomes reflect the reason for the investment. In this project, the longer-term outcomes point at key performance indicators for students (e.g., improved student attendance; lower incidents of suspensions and expulsions; higher graduation rates; improved health indicators; better prepared for kindergarten, improved student achievement); families (e.g., improved family stability or resiliency, increased parent involvement); schools (e.g., improved school climate; improved qualifications and retention of school staff, collaborative leadership and practice strategies); and communities outcomes (e.g., specific issues identified in the needs and assets assessment addressed), and document the extent to which systems investments are bearing fruit in the form of improved and resilient environments for students.

Ultimate Outcomes. The project's ultimate outcomes may be beyond the scope of the project's five-year evaluation. The project will be guided by its "north star," improved student and family health and success and scaled-up and sustainable full-service community schools across the state.

Table L presents proposed evaluation questions along with corresponding data sources and data collection methods. The evaluation questions originate with and expand upon logic model elements (as presented in Exhibit H). The questions also seek to provide information on project quality (Q), effectiveness (EC), efficiency (EF), and equity (EQ). As evident, multiple data sources and data collection methods are planned to address evaluation questions. The

evaluation team will work with project leadership to make final decisions on the best methods for collecting data and to obtain feedback on instruments. Immediately following Table K, we explain each of the data sources or data collection methods identified in the table and how they apply to project strategies.

Table L Project evaluation questions with related data sources and collection methods

Evaluation questions	**Type**		**Data source or collection method**				
		Project data	Surveys	Focus groups	Interview	FOI indices	SLDS data
Developmental Evaluation							
1. What community needs, preferences, and challenges had to be addressed to ensure project implementation and success? *This question will apply only to districts receiving intensive support.*	EC, EQ	•	•	•			
Process (Formative Evaluation)							

Evaluation questions	Type		Data source or collection method				
		Project data	Surveys	Focus groups	Interview	FOI indices	SLDS data
2. To what extent was the project implemented with fidelity to project design, timeline, and evidence-based practices?	Q	●				●	
3. To what extent were resources and services reported to be high quality, relevant, and useful?	Q		●				
4. To what extent were resources and services	EQ		●	●	●	●	

Evaluation questions	Type		Data source or collection method				
		Project data	Surveys	Focus groups	Interview	FOI indices	SLDS data
reported to reflect equity in design and implementation?							
5. To what extent were project investments sufficient in type and scale to engage participants?	EF	●			●		
Direct/Short-term (Formative Evaluation)							
6. To what extent did participants report project resources and services led to increased knowledge and	Q, EC		●	●	●		

Evaluation questions	Type		Data source or collection method				
		Project data	Surveys	Focus groups	Interview	FOI indices	SLDS data
capacity to implement the four pillars?							
Intermediate (Formative Evaluation)							
7. To what extent are communities, districts, and schools documenting improved implementation of the four pillars (improved coordination, integration, accessibility, and effectiveness of services)?	EC, EQ		●	●	●	●	

Evaluation questions	Type		Data source or collection method				
		Project data	Surveys	Focus groups	Interview	FOI indices	SLDS data
Long-term (Summative Evaluation)							
8. To what extent does treatment at the district level lead to improvement on the four pillars at both supported (two schools per district) and non-supported schools?	EC		●	●	●	●	●
9. To what extent are communities, districts, and schools documenting improvements on key staff,	EC, EQ					●	●

Evaluation questions	Type		Data source or collection method				
		Project data	Surveys	Focus groups	Interview	FOI indices	SLDS data
family, community, and student indicators?							
Ultimate Outcomes							
10. To what extent are communities, districts, and schools documenting scaled-up and sustainable practices regarding staff, families, and students?	EC, EQ				●	●	
11. To what extent are students prepared for kindergarten;	EC, EQ						●

Evaluation questions	Type		Data source or collection method				
		Project data	Surveys	Focus groups	Interview	FOI indices	SLDS data
achieving academically; and safe, healthy, and supported by engaged parents?							

Research Plan:

Planning Phase (Year 1)

Developing Instrumentation:

Surveys. The evaluation team will develop and test surveys for administration to school-based staff who are participating in the intervention (as a part of our analysis of the fidelity and quality of implementation) and for parents at schools with and without the intervention (as a part of our evaluation of short-term and intermediate outcomes). During the first year of the study, we will develop the survey instruments, conduct cognitive interviews with a convenience sample key stakeholders for each instrument, and pilot test the surveys with a snowball sample of school staff and parents at the four schools where service provision will be taking place. This process will improve the validity and reliability of the survey instruments for use in years 2-5 of the study.

Focus group and interview protocols. A key component of the evaluation work will be to use a case study approach (Yin, 2017[54]) to compare the eight schools that receive the intervention with eight comparison schools that do not (in Years 2-5). For school staff across these 16 schools, we will also develop interview and focus group protocols to better understand supports and barriers in place to meet student needs as well as their progress towards short-term and intermediate outcomes of interest. As with the survey instruments, we will develop these instruments and conduct preliminary interviews and/or focus groups with staff members at the four schools where service provision will be taking place.

[54] https://us.sagepub.com/en-us/nam/case-study-research-and-applications/book250150

Observation Protocol. Based on observations conducted in the four schools where service provision will be taking place in the first year of the study, the evaluation team will develop an observation protocol to take into account the quality and quantity of services provided to students at the schools. The researchers anticipate using this observation protocol to collect quantitative and qualitative data by observing half-a-day of school activities such as faculty/staff meetings, interactions between school staff and families, as well as interactions between school staff and students.

Implementation Indices. We will develop Fidelity of Implementation Indices, that track implementation of services in three domains: project, technical assistance, and district action plans, specifically:

Project Design FOI. this index will track the extent to which all products and services are developed and deployed. The index will address not only the nature and scope of the product or service but also its attention to evidence-based practices and equity. We draw upon both Hall and Louks (1977) Levels of Use and Penual and Means (2004) Theory of Change to inform our indices.

Technical Assistance FOI. this index will track the extent to which intensive technical assistance plans (for the eight intensive districts) are implemented as specified. The index will allow for some mutability in technical assistance plans, allowing for necessary adjustments in planning as districts engage in the work (see, Rogers, 2003[55]). The index also will address best

[55] Rogers, E. (2003). Diffusion of innovations. New York: Free Press.

practices in providing technical assistance, to ensure that both intensive content and process are captured.

District Action Plans FOI. this index will capture the extent to which a district's action plan is implemented, in the time available from action planning to the end of the project period.

Implementation of Four Pillars

Four Pillar Indices. These will be designed to capture concrete data on the four pillars. The indices will be guided by evidence-based practices and current research on FSCS, to define the four pillars (Integrated Supports, Expanded and Enriched Learning Time, Active Family and Community Engagement, and Collaborative Leadership and Practices to Support High-Quality Teaching) in measurable and comparable terms. Faculty researchers who work in educational leadership, curriculum and instruction, family and community engagement, and special education will serve in an advisory role in building the four pillar indices.

Finalizing Study Design. Upon notice of the award, the evaluation team members and KYSTATS representatives will finalize evaluation plans, particularly the impact evaluation study design. In developing, scaling-up, and sustaining effective full-service community schools, interventions as part of this project will be implemented at the individual school level. As the project implementation team envisions supporting eight schools across four different school districts and regions of the state to engage in treatment activities, the evaluation team and KYSTATS will be responsible for determining appropriate comparison schools for the impact analysis. This will help to ensure that similar schools are being compared and that findings can be generalizable to the various regions of the state in which the interventions are taking place. The

researchers will choose comparison schools that have similar demographic and academic profiles as the treatment schools along multiple dimensions, leveraging state longitudinal data systems (SLDS) information available at the student and school levels. Once selected, they will collect the same baseline information from the comparison schools as the treatment schools.

Moving towards the impact analyses for student-level outcomes, we will further hone the research design to ensure that similar students are being compared between treatment and comparison schools. One approach may be to develop individual matches between students in treatment and comparison schools based on a set of pre-determined criteria, such as a student's sex, race/ethnicity, socioeconomic background, and measures of baseline characteristics. These matches could be constructed either through a propensity score model or through the use of exact matching on discrete variables with caliper matching on continuous variables. In instances where we are estimating the impact on a repeated measure, such as a student's achievement or chronic absenteeism, they will blend the individual matching scheme with a difference-in-difference or fixed effects estimation model to account for baseline level and/or trend differences between matched treatment and comparison students. If treatment and comparison schools are similar on multiple dimensions combined with treatment and comparison students within those schools matched on similar dimensions, then they should be able to mitigate bias arising from the selection of specific schools into the treatment of expanded full-service school supports.

Study Phase: Years 2-5

Fidelity and Quality of Implementation:

Implementation Indices. Project implementation indices, to be developed in year 1, will contribute variables to analyses. These indices will help the team track quality of implementation according to project design and district needs as well as capture comparable progress towards outcomes across districts.

Surveys of School Staff for Implementation (or Direct Outcomes). In schools receiving the intervention, we will administer an online survey to school staff who participate in general and/or intensive technical assistance trainings or use the resources, and products associated with planning, implementing, or operating full-service schools available through each year of the grant performance period. This survey will rely on a longitudinal design – with repeated administrations as school staff engage with the intervention over Years 2-5 of the study. Survey items will be designed to assess the quality, relevance, and usefulness of trainings or resources/products as well as any immediate (direct) changes in knowledge or understanding of the staff members. Finally, the survey will ask respondents to report on service statistics at their school, including the number of parents and students served in individual events or group-based services, the numbers and types of services or resources provided, as well as other deliverables on a school-by-school basis. Survey data will be used to conduct descriptive analyses that generate measures of central tendencies, frequency distributions, as well as correlations between various variables (e.g., the types of services provided by a school).

Project data. We will collect data from the project team on the number of services provided, the number of products or resources developed, and other deliverables.

Qualitative data obtained from interviews and focus groups will be coded and analyzed for patterns and themes utilizing Dedoose software. The evaluation team also will use qualitative data to contextualize, explain, and corroborate quantitative findings.

Short-term and Intermediate Outcome Evaluation:

GIS and Google Analytics. Evaluators will include the use of Geographic Information Systems visualizations when appropriate (e.g., to illustrate the extent to which the Center is reaching its target audiences). Project data also will include Google Analytics data that reflect project website traffic. Evaluation team members will use Excel, R data analyses software, and ARC Map to analyze or visually present quantitative data.

State Longitudinal Data System (SLDS) products. The evaluation team will use the SLDS to access and track KPIs, as specified in the program and project design. In the event some KPIs are not available in the SLDS, the evaluation team will recommend valid proxy indicators that can be reliably collected at the district and community level.

Case Studies. Our evaluation of the implementation of this program is well-suited for a case study approach. By comparing schools with and without the intervention, we will capture the unique context of each, identify patterns or trends across all the schools, understand what, if any, variation exists within and across schools receiving or not receiving the intervention, and theory-build to guide our evaluation as well as contribute to the literature more broadly (George and Bennett, 2005[56]). Our case studies will consist of three components:

[56] https://mitpress.mit.edu/9780262572224/case-studies-and-theory-development-in-the-social-sciences/

Parent Surveys. As we describe above, we will administer online surveys of parents in control and intervention schools in order to measure some key short-term outcomes including family stability or resiliency; family attendance at community or educational events; and family communication with educators. We will work with school-based staff to recruit a convenience sample of parents as well as relying on snowball sampling strategies to increase our sample size by engaging with parents. We aim to administer parent surveys annually in the spring of Years 2-5 of the study.

Observation of Service Provision. We will use our observation protocols developed in Year 1 to document the quality and quantity of services provided to students at the intervention schools and to understand the extent to which students at schools that are not formally receiving the intervention are also providing services to children and families who attend their schools. We anticipate that the data we collect through these observation protocols will be especially useful in triangulating and making sense of the impact analyses. We will spend one day per year (in Years 2-5) in each school in the study, coupling the half-day of observation with the focus group or interviews detailed next.

Focus Groups or Interviews with School Staff. At schools that are receiving the intervention, as well as schools in the control group, we will conduct annual focus groups or interviews with key staff members who are involved with service provision for students and their families. We plan to use these conversations to better understand supports and barriers in place to meet student needs as well as the perception school staff have of the progress each school is making towards our short-term and intermediate outcomes of interest.

Impact Analyses: The impact analyses will be designed in Year 1 and conducted in Years 4 and 5. There are several opportunities to compare data across sites and users. First, while each district will be treated as a case study, unique in context and approach, the data across all districts can be aggregated and comparisons in process and results made when appropriate. Second, the dosage or intensity of service use also may vary across users in both intensive and general support sites. Thus, comparisons can be made between users with higher versus lower intensity of service use. Finally, the team can examine use and results according to demographic factors including rural versus urban location, district poverty, extant district resources such as local investments, and diversity of population (primarily race/ethnicity but also potentially abledness, primarily language, percent refugees, etc.).

Use of Incentives. The project team will incorporate district and school incentives into its budget, to facilitate the participation of comparison districts and schools, which will drive a high-quality design. Comparison schools will be offered $10,000 per year in recognition of their participation.

Reports and Continuous Improvement. The evaluation team will analyze, summarize, and share formative data with project leadership as quickly as possible (no more than four weeks from completion of a data collection activity). Providing data promptly will help ensure findings are useful for informing continuous quality improvement. The evaluation team will share formative data (e.g., webinar survey results, focus group results) via briefs as well as through annual reports. The evaluation manager will share any available progress data and results from the evaluation during regularly scheduled monthly calls with project leadership.

Annually, the evaluation team will analyze and summarize data to address project and program performance measures (i.e., measures of quality, relevance, usefulness, and cost efficiency), including progress made toward outcomes, for the project's Annual Performance Report (APR). The evaluation team will work with project leadership to develop project measures that address process, short-term, intermediate, and long-term outcomes. Examples of possible project measures include:

- Each year, staff from at least 100% of districts access the project's website. (Based on Google Analytics geolocation data.)
- Each year 80% of respondents receiving intensive support will indicate those services are of high-quality. (Based on ratings of survey items.)
- Each year 80% of training participants will report improved understanding or skills related to the four pillars. (Based on survey results.)

The evaluation team also will develop an annual internal evaluation report that addresses evaluation questions, describes progress made toward achieving outcomes, and identifies the project's strengths and areas in need of improvement. Additionally, in Year 2, the evaluation manager will prepare a summary of progress demonstrated so far towards achieving process, short-term, and, to the extent possible, intermediate outcomes.

In the fall of each year (starting in Year 2), the evaluation manager will use annual reports (APR and the internal evaluation report), input from project leadership, and the successes and challenges encountered by the evaluation team during the year to inform changes to the logic model and evaluation plan.

Staffing and Timeline. The project will contract with The University of Kentucky Evaluation Center, to work in partnership with the Kentucky Center for Statistics. This team will be composed of qualified and experienced methodologists and social scientists who will partner to examine the project's effectiveness, efficiency, and equity, as captured in the evaluation questions listed above, and to add to the literature on FSCS, including barriers and facilitators to implementation, impact on outcomes, and measurement instruments.

University-based Research Team. The Evaluation Center is an independent research and evaluation unit that serves as the external evaluation team for a range of federally funded projects, including projects funded by National Science Foundation, the U.S. Department of Education, and the Health Resources and Services Administration. The Evaluation Center is guided by an Advisory Board with a faculty representative from each department in the College of Education at the University of Kentucky; this Board monitors the integrity of interactions with project leaders and highlights areas of potential bias. The Center approaches evaluation using a "utilization-focused" framework, prioritizing the usefulness of evaluation activities for all stakeholder groups.

- [redacted], who specializes in educational measurement, serves as the Director of the Center, and will oversee the evaluation efforts. The evaluation and research team includes faculty and staff evaluators with training in qualitative and quantitative methodologies such as interviews, survey design, quasi-experimental design, and psychometrics. The team also includes advanced graduate students who have completed coursework in quantitative methods, qualitative methods, psychometrics, and program evaluation. The evaluation and research team includes the following faculty members:

- [redacted] who joined UK in the fall of 2020 from New York University's Research Alliance for New York City Schools. Her research focuses on understanding the ways in which to generate more equitable school experiences and outcomes for all students, particularly students of color and those from economically disadvantaged families. Trained as a demographer, [redacted] has experience conducting mixed methods research, working on program evaluations, and in research-practice partnerships.
- [redacted] is an Associate Professor in the Department of Educational Policy Studies and Evaluation. His primary line of research focuses on the variation in impacts of K-12 school choice programs and policies, including charter schools and private school voucher programs, using quasi-experimental research methods with statewide longitudinal student data.
- [redacted]. She was both a classroom teacher and a practicing litigator; both inform her research. Her research interests lie in policy evaluations using both legal and quasi-experimental analysis. She serves as the Assistant Director of the Education and Civil Rights Initiative.
- [redacted] is a Professor and Chair in the Department of Educational Policy Studies and Evaluation. She also serves as Program Chair for Research Methods in Education and on the Kentucky School Curriculum, Assessment and Accountability Assessment council. She was previously certified as a 5-12 mathematics educator in West Virginia. Her research is anchored in quantitative methods and measurement, with a focus on survey research.

- Other faculty members who are connected to family and community engagement, school leadership, special education, civil rights, and health, will serve in advisory roles as the evaluation instruments and indices are developed.

Kentucky Center for Statistics.

The Kentucky Center for Statistics (KYSTATS) is responsible for developing, maintaining, and utilizing the Kentucky Longitudinal Data System (KLDS) to inform policymakers, practitioners, and the public throughout the state regarding outcomes for Kentucky's education and workforce programs. KYSTATS is legally authorized to collect and utilize data statewide, develop state and local level metrics, and evaluate and conduct research on education and workforce programs through Kentucky Revised Statute (KRS) 151B.131 to 151B.134. The KLDS encompasses an array of integrated data, inclusive of early childhood, K-12, postsecondary, and workforce data, which can be readily leveraged to produce meaningful outcomes for the Commonwealth and the Nation's policymakers, practitioners, and the public.

The governance structure of KYSTATS streamlines sustainability of inter- and intra-agency data sharing and safeguards continued maintenance and analysis of state level metrics linking education and workforce data. KYSTATS is part of the Education and Labor Cabinet (ELC), the same state agency that houses both the State Workforce Agency (SWA) and the State Education Agency (SEA). KYSTATS is overseen by a Board, which is chaired by the Secretary for ELC and includes the Chief Executive officers from the Kentucky Department of Education (KDE), the Council on Postsecondary Education (CPE), the Cabinet for Health and Family Services (CHFS), and the Kentucky Higher Education Assistance Authority (KHEAA). This structure simplifies the relationship between agencies, ensures executive support for research

efforts, and fosters a truly collaborative relationship between education, workforce, and KYSTATS.

[redacted] is the Executive Director, formerly the Research and Analytics Director for three years prior, at the Kentucky Center for Statistics (KYSTATS). She has a Doctorate in Educational Policy Studies and Evaluation from University of Kentucky specializing in Measurement and Statistics, as well as M.S. and B.S. degrees in Mathematics from the University of Kentucky and Georgetown College respectively. [redacted] served as a faculty member, teaching graduate education courses in research methods, statistics, program evaluation, and classroom assessment.[redacted] also served as an evaluator over the past eight years on numerous state and federal grants across multiple disciplines in North Carolina and Kentucky. [redacted] oversees the development, maintenance, and reporting for the Kentucky Longitudinal Data System (KLDS) and the Kentucky Labor Market Information. [redacted] guides a team of research analysts developing meaningful reports for policymakers, practitioners, and the public on topics related to education and workforce outcomes. These reports cover all pathways of education through the workforce—ranging from early childhood learning through labor market outcomes. The research staff at KYSTATS will support the administrative data for this project.

Table M presents a timeline for when key evaluation activities are expected to occur annually.

Evaluation Activity	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12
Revise evaluation plan & logic model	X	X										
Develop/revise instruments	X	X	X	X	X	X	X	X	X	X	X	X
Evaluation calls with leadership	X	X	X	X	X	X	X	X	X	X	X	X
Collect project data	X	X	X	X	X	X	X	X	X	X	X	X
Identify sample & conduct email product and resources survey (starting in year 2)			X	X					X	X		
Conduct interviews									X	X		
Conduct surveys of general TA events (e.g., trainings; starting in year 2)	X	X	X	X	X	X	X	X	X	X	X	X
Conduct focus groups (starting in year 2)						X				X		
Conduct interviews with project staff (starting in year 2)	X	X										
Identify sample & conduct interviews with intensive									X	X		

Evaluation Activity	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12
TA recipients (starting in year 2)												
Develop & share formative evaluation briefings	X	X	X	X	X	X	X	X	X	X	X	X
Analyze & summarize data for APR											X	X
Develop annual internal evaluation report	X	X										
Publish or present evaluation findings (starting in Year 2)	X	X	X	X	X	X	X	X	X	X	X	X

Strategy to Scale

It is Prichard's belief that enhanced use of the FSCS model, based on the Four Pillars of Full-Service Community Schools, will augment the FRYSCs ability to provide a pipeline of full services to children and families at the local level in every community they serve. Confident in its potential for success, this project has been intentionally designed **to scale full-service community schools at a statewide level.** This grant opportunity has given Kentucky a unique opportunity to convene a broad body of state and local stakeholders, including the Kentucky Department of Education (KDE) and the Division of Family Resource Youth Service Centers

(DFRYSC) to focus on the creation of a plan that will be used to scale the use of the FSCS model based on the Four Pillars to schools across the Commonwealth. The plan will be informed by the participating LEAs and evaluation and needs assessments created at the state level.

Within the first year, the 4 identified LEAs and up to 16 additional LEAs will begin to integrate the four pillars into their daily operations. The participating LEAs will 1) receive additional funding to identify the unique needs of the communities they serve; 2) design and implement solutions to meet those needs and coordinate and increase the pipeline of services needed to improve academic and family success; and 3) report progress, results, and potential impediments for future success to the Statewide Steering Committee. After the first year of the grant performance period, the State Steering Committee will determine the conditions by which additional schools and LEAs will be invited to participate in the project, including the number and percentage of additional LEAs as well as the number and percentage of schools within each LEA. The additional participating LEAs will join the initial LEAs to provide valuable insight into what is working and what is needed for successful implementation of the FSCS model in schools. The local data provided by the LEAs will be augmented by the statewide needs assessment and the FRYSC evaluation. Both will be completed in year 1 of the grant performance period and inform the creation of the statewide scaling plan.

In years 3 through 5 of the grant performance periods, Technical Assistance (TA) Coordinators, housed at KDE and the DFRYSC, will begin to reach out to additional non-participating LEAs to share the value of the FSCSs and how to design strategies to integrate the Four Pillars of Full-Service Community Schools in their districts. The TA Coordinators will also work with non-participating LEAs to identify TA needs and design a plan to provide the appropriate TA.

Finally, Prichard has the **capacity to work with others, including many of the broadly representative consortium and State steering committee members, ensuring the proposed process, products, strategies, and practices will further develop and bring to scale full-service community schools statewide**. Because the plan will be created for the existing network of FRYSCs, statewide implementation will not depend on the creation of an infrastructure within schools to scale use of the FSCS model. Leveraging the FRYSC network will increase the likelihood that a LEA will implement the statewide plan in their schools beyond the fifth year of the grant. This will lead to a more coordinated pipeline of services available to families at the local level in order to improve child and family outcomes. As evidenced in this plan, Prichard, in partnership with KDE, DFRYSC, the Statewide Steering Committee, and other partners, has the commitment necessary to not only produce such a blueprint, but to sustain it through agreements that reach beyond the fifth year of the grant performance period. The blueprint will be made available to any school or LEA that wishes to explore the possibility to enhance and coordinate the pipeline of services for children and families. Because TA resources will be retained after the fifth year of the grant performance period, additional LEAs will be supported to expand their current efforts to align with the FSCS model more closely.