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Notice Inviting Application Criteria

1. A description of the needs of the students, students' family members, and community members to be served, including information about:
 - (a) the basic demographic characteristics of the students, students' family members, and community members.....1, 3
 - (b) the magnitude or severity of the needs to be addressed by the project.5
 - (c) the extent to which specific gaps or weaknesses in services, infrastructures, or opportunities have been identified and will be addressed by the proposed project.....4, 5

2. A list of entities that will partner with the applicant to coordinate existing services or to provide additional services that promote successful student, family and community results and outcomes. 13 (Fig. 10)

3. A memorandum of understanding between the applicant and all partner entities, describing the role each partner will assume, the services or resources each one will provide, and the desired results and outcomes..... Appendix B

4. A description of the organizational capacity of the applicant to provide and coordinate eligible services at a full- service community school that will support increased student achievement.15, 24
Applicants must also describe their past experience:
 - (a) building relationships and community support to achieve results15, 24
 - (b) collecting and using data for decision-making and continuous improvement.25

5. A comprehensive plan based on results-focused partnerships (as defined in this notice) that includes a description of well-aligned goals, services, activities, objectives, performance measures, and project results and outcomes.2, 18
How the proposed FSCS strategy is aligned with other school improvement strategies and Federal funding streams.13

6. A list and description of the eligible services to be provided or coordinated by the applicant and the partner entities; a description of the applicant's approach to integrating new and existing programs and services with the school's (or schools') core instructional program; and identification of the intended results and outcomes6 (fig. 8), 13 (fig 10)

7. A description of how the applicant will use data to drive decision-making and measure success. This includes a description of the applicant's plans to monitor and assess outcomes of the eligible services provided and coordinated by the FSCS project, as well as the number of individuals served, while complying with Federal, State, and other privacy laws and requirements.....26, 33

8. A description of the roles and responsibilities of a full-time full- service community school coordinator and the approach to ensuring that the full-service community school coordinator engages in joint planning with the principal and key community stakeholders.....18, 22

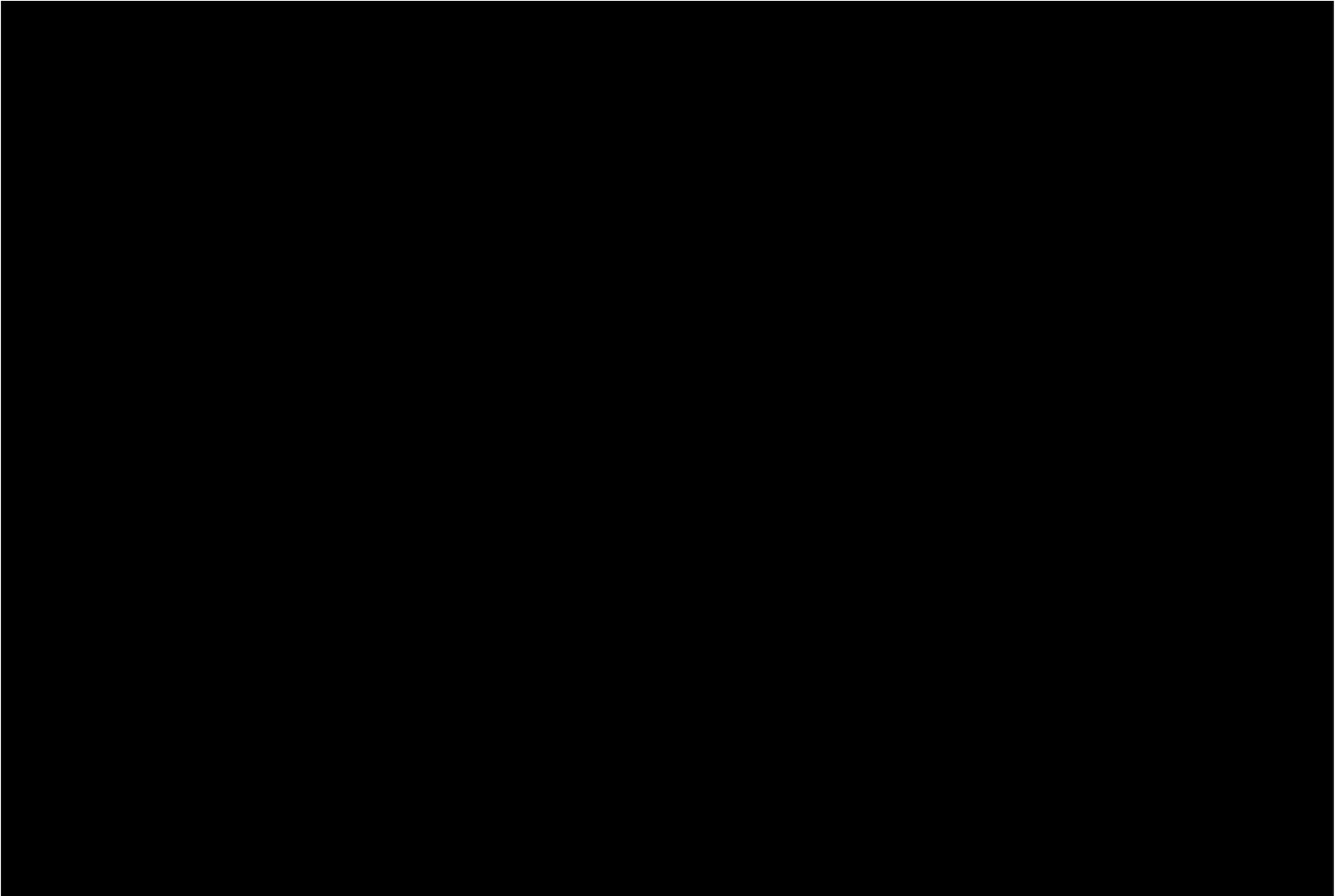
A. Quality of the Project Design

Our consortium, composed of Partners for Education at Berea College (designated lead agency), Knox County Schools, [REDACTED] [REDACTED] Eastern Kentucky Asset Building Coalition and KCEOC, developed Knox Full Service Community School (Knox FSCS) to meet the needs of the students and families in Knox County, Kentucky. Our program design is influenced by the [REDACTED] The Knox FSCS Consortium will collaboratively work toward the result that *All Knox FSCS Students Succeed at School* and has established indicators to measure this result (*Figure 14*). Key to Knox FSCS is a comprehensive plan based on the evidence based [REDACTED] [REDACTED] Our theory of change is illustrated by our logic model (*Figure 1*).

Promise Zone Competitive Preference Priority: Knox County is located in the only federally designated rural Promise Zone: the Southeastern Kentucky Promise Zone. A letter certifying our application is attached herein (*Appendix D*).

I. The students, students’ family members, and community to be served, including information about the demographic characteristics and needs of the students, students’ family members, and other community members and the estimated number of individuals to be served.

The students, students’ family members, and community to be served: Knox FSCS includes two full service community school sites – Lynn Camp and Knox Central High School. Lynn Camp is a traditional, rural, P–12 school with one principal and 982 students. Knox Central High is a consolidated high school, grades 9–12, with one principal and 827 students.



As illustrated in Figure 2, the Kentucky Department of Education (KDE) ranks our FSCS sites near the bottom of all Kentucky schools (KDE divides Lynn Camp into three schools for ranking purposes).

Figure 2. 2013 KDE School Rankings and Classifications		
School	Percentile Rank	Classification
Lynn Camp Elementary	11%	Needs Improvement
Lynn Camp Middle	6%	Needs Improvement
Lynn Camp High	23%	Needs Improvement
Knox Central High	40%	Needs Improvement

Estimated Number to Be Served: Knox FSCS will provide services to the 1,809 students enrolled in these schools and their families. Figure 8 shows numbers served by eligible service and by sub-population.

Demographic characteristics and needs of the students, students’ family members, and other community members: Of the poorest 250 counties in the United States, 244 are rural. One in five poor children in this country live in a rural area. Knox County puts a face on rural poverty: a staggering 35.9% of Knox County residents live in poverty, a poverty rate **240.9% the U.S. average.**

Figure 3.	% Individuals in Poverty	Median Household Income
Knox County	35.9%	\$24,193.00
Kentucky	19.4%	\$42,610.00
United States	12.2%	\$53,046.00

The KIDS COUNT project ranks states and counties on overall child well-being, with 1 being the best ranking. Kentucky is ranked 34th. Within Kentucky, Knox is ranked 117 out of 120 on overall child well-being. Within the education domain, Knox has the worst ranking in the state at 120 out of 120.³

The Appalachian Regional Commission (ARC) created an index of county economic status that ranks all 3,110 counties in the nation—1 being the best ranking. The ranking system is based on three economic indicators—three-year average unemployment rate, per capita market income, and poverty rate. Knox County is ranked 3,064 out of 3,110 U.S. counties.⁴

Knox County residents have historically been under-educated and this cycle of under-education persists.

Figure 4 illustrates the educational attainment levels of Knox County residents as compared to those of Kentucky and the Nation.⁵ Since 1980, the percentage of adults with bachelor's degrees has increased nationally and across Kentucky at a rate that greatly exceeds the rate of increase in bachelor's degrees seen in Knox County as illustrated by Figure 5.⁶

Large numbers of our students are not persisting to high school graduation. High school students in

Knox County have low attendance and graduation rates and high grade retention and dropout

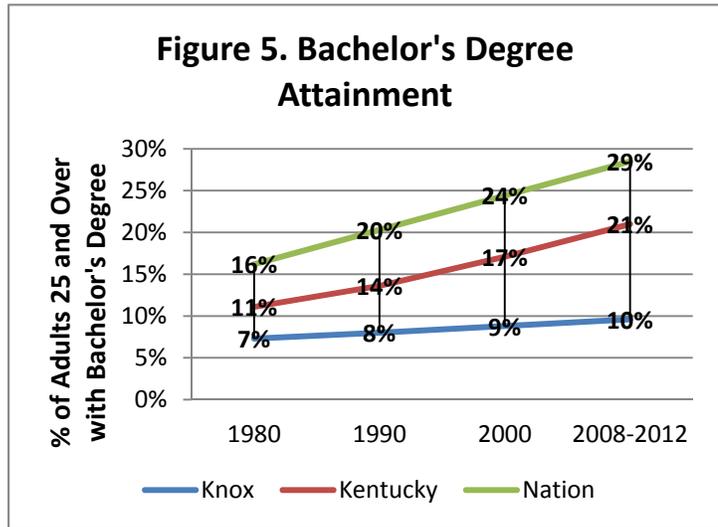
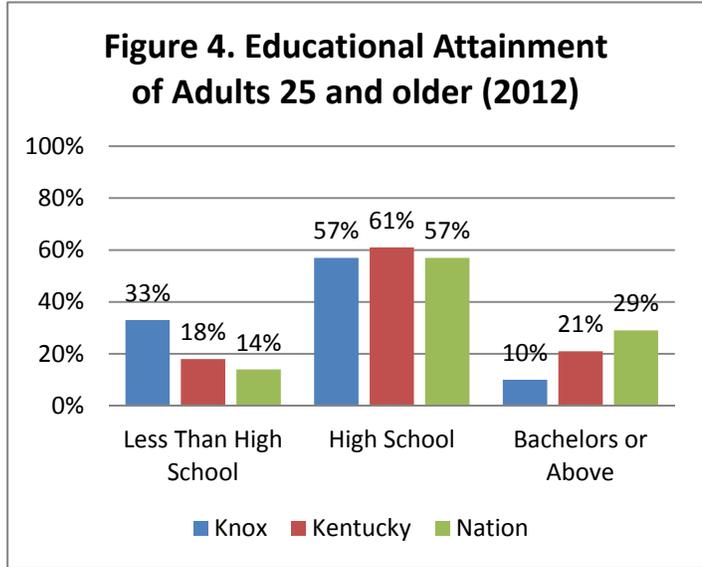
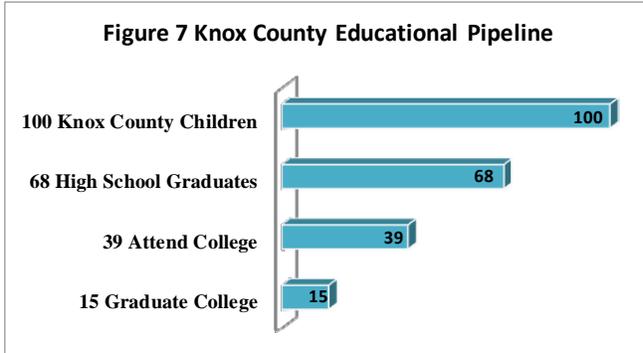


Figure 6. Student Success Data, KDE, 2012		
Figure	Knox County	State
Attendance Rate	92.4%	94.8%
Retention Rate	3.6%	2.3%
Dropout Rate	1.8%	1.7%
Graduation Rate	67.6%	78.9%
College & Career Readiness	37.8%	54.1%

rates as compared to the state. **Those Knox County students who graduate are not college ready.** KDE calculates College Career Readiness to determine how many students are ready for college and/or careers. In 2012, only 37.8% of our Knox County graduates were college and career ready.

Very few Knox County students attend college and graduate with a bachelor's degree within six years. The 2012 college going rate for Knox County students was 57% as compared to a 61% Kentucky rate. The most recent data on six-year college graduation for Knox County graduates predicts that only 37.7% of these students will attain a bachelor's degree, as compared to a 54% Kentucky rate.⁷ Current high school graduation, college going and six-year bachelor's



degree attainment rates predict a dire future for our youth. As shown in Figure 7, if we maintain the status quo, for every 100 Knox County children, only 15 will receive a bachelor's degree.

II. The eligible services to be provided, how those services will meet the needs, and the frequency with which those services will be provided

Eligible services to be provided, population and number to be served, connection to need and frequency of service are summarized in Figure 8. Eligible services to be coordinated are summarized in Figure 10, page 13.

Services will meet the needs of students, students' family members, and other community members: Berea College is the lead education partner for the Promise Zone and the Full Service Community School Model was listed as a strategy in the Promise Zone application process. Between October 2013 and May 2014, Consortium members reviewed school plans and scholastic reviews; analyzed school and student level data, as well as student and parent survey data; and interviewed administrators, counselors and teachers. From this comprehensive needs assessment, we have identified the gaps or weaknesses in services, infrastructure, or opportunities that will be addressed by FSCS eligible services. The following provides detail on the gaps and weaknesses identified and to be addressed by these services.

Figure 8. Eligible Services to Be Provided by the Full Service Community School

Eligible Service	Population to be Served (n=estimated numbers to be served based on data)	Need for Service	Frequency of Service
Remedial education, aligned with academic supports and other enrichment activities, providing students with a comprehensive academic program	Basic services available to all Students (n=1809 students). Targeted services provided to students scoring Novice or Apprentice on KPREP (n=904). Intensive services to students with multiple risk factors (n=360).	High % of students scoring below proficient in Reading Math at all grade levels (2012-2013 KDE data).	Daily during academic year; in-school and after-school; two weeks in summer. Basic service available drop-in to all students. Targeted and Intensive students receive 1 hour per day x 3 days per week.
Community service and service learning opportunities	Available to all high school students (n=1200). Intensive services to students identified as needing a connection to community (n=120).	No programming exists; High school students expressed need (Promise Zone 2014 listening sessions).	Academic year; after school, one time per week for two hours; Summer two hours per day for two week period. Same level of services provided to all who participate.
Job training and career counseling services	Basic services available to high school students [REDACTED]. Intensive services available to high school students at risk for dropping out of high school, specifically those	Lack of job training and career services. Waiting list of students for WIA program; high unemployment rate; high % teens not in school and not employed.	Basic services available afterschool, drop-in 2 times per week. [REDACTED] Intensive: Provided a job counselor to assist with academics and career training; during the academic year 2 hours per week

Figure 8. Eligible Services to Be Provided by the Full Service Community School

Eligible Service	Population to be Served (n=estimated numbers to be served based on data)	Need for Service	Frequency of Service
	who state financial reasons impacting decision to stay in school (n=15).		each week. Provided summer full-time work experience.
Family engagement, including parental involvement, parent leadership, family literacy and parent education programs	Basic services available to all families (n=1,809). Targeted focus on families going through a time of crisis (incarcerated parent, unemployed parent, death in family) (n=360). Intensive services provided to teen parents (n=20).	Family lack of knowledge of college and career planning and financial aid availability; lack of parent involvement in site based council elections; high number of teen parents, unemployed parents, mothers without high school degree.	Basic: Monthly family engagement session tied to academic success of students; annual visit to college or university for identified families of high school students. Targeted & Intensive: One [redacted] cycle per school semester, [redacted] every two years.
Activities that improve access to and use of social service programs and programs that promote family financial stability	Basic services available to all families (n=1809). Targeted focus on families going through a time of crisis (n=360). Intensive services provided to teen parents (n=20).	High number of teen parents, high number of unemployed parents, lack of community navigators available in community.	Basic Services: Year round financial counseling programming, on-going and as needed; annual [redacted] financial counseling. Targeted and Intensive: [redacted] [redacted] serves as a community navigator for these families.

Service: Remedial education, aligned with academic supports and other enrichment activities, providing students with a comprehensive academic program

Kentucky’s assessment, KPREP, yields scores that describe how students’ work compares to a fixed level of performance. The goal is to get all students to Proficient. Novice and Apprentice are the lower levels. As shown in Figure 9, more than one-half of our students scored below proficient in reading and close to two-thirds scored below proficient in math.

Figure 9	2012 - 2013 Reading			2012-2013 Math		
	% Novice	% Apprentice	% Below Proficiency	% Novice	% Apprentice	% Below Proficiency
Lynn Camp Elem	44.5%	30.5%	75.0%	34.5%	41.0%	75.5%
Lynn Camp Middle	37.9%	25.0%	62.9%	32.3%	47.5%	79.8%
Lynn Camp High	50.9%	11.3%	62.2%	22.9%	48.6%	71.5%
Knox Central High	48.1%	8.8%	56.9%	36.8%	52.1%	88.9%

Knox FSCS incorporates a tiered system of academic interventions and will provide each student a comprehensive academic program to fit their individual needs. Targeted services will be provided to students scoring Novice and Apprentice. Intensive services will be provided to youth with multiple identified risk factors.

Service: Community service and service learning opportunities

In Spring 2014, Berea College and our Promise Zone partners engaged over 300 students in 15 youth listening sessions in the eight counties in the Promise Zone. Knox County youth, when asked to describe their ideal county 20 years in the future, responded: “A thriving community that includes engaged citizens of all ages.” Youth report an interest in serving their community and state there are very few opportunities to engage in service and service learning.

Knox FSCS will provide high school youth an opportunity to participate in community service projects through [REDACTED]. Students identified as needing a connection to community, via survey results or referral, will be targeted for service.

Service: Job training and career counseling services

A decade ago, a Knox County high school graduate or even a high school dropout could find a job in the community. Those days are gone: 23% of Knox County teens are not in school and not employed, as compared to 9.4% of Kentucky teens and 8% of teens nationally.⁸

According to the U.S. Department of Labor Bureau of Labor Statistics, the March 2014 unemployment rate for Knox County was 11.9%, which is higher than the national unemployment rate of 6.7% and Kentucky’s unemployment rate of 7.9% for the same period. Not only are there few jobs available in Knox County, but there is stiff competition for each job that is available. Over the past three years, Knox County and all of the Promise Zone have seen the collapse of the coal industry. According to the Kentucky Energy Cabinet, the number of residents employed in mining-related jobs in the Promise Zone has decreased by 51% since 2010. In the last year alone 1,494 jobs were lost in the mining industry.

Youth understand this economic downturn and the challenges it brings. Knox County youth participating in Promise Zone listening sessions identified “industry leaving the community” as a primary challenge faced by the community. These youth identified “career opportunities beyond data center, call centers, and minimum wage paying jobs,” as a priority need for their community.⁹

KCEOC offers a broad range of services to young people between the ages of 16 and 21. These services include opportunities for assistance with academic or job-related learning, developing leadership skills, preparing for further education, and eventual employment. KCEOC is unable to meet the demand for their In-School Youth program. In 2013-2014 they were able to serve only 25 youth in this program and at any one time had 25 youth on their wait list.

All students will be provided job training and career counseling

Intensive services will be provided to ten students at-risk of dropping out of high school through the . The program prepares high school students for their goals after graduation. Participants receive work readiness training, case management services to assist them in developing a career plan, and a work experience. Students complete paid work experience in a field that interests them working ten hours per week during the school year and up to 40 hours per week during the summer.

Service: Family engagement, including parental involvement, parent leadership, family literacy and parent education programs.

The has found that the further in school parents believed their adolescents would go, the higher the adolescents' own academic expectations and achievement. Contrary to popular stereotypes depicting Appalachian parents who do not want their children to attend college for fear of losing the children, or who fear the children “will get above their raising,” we find that most parents *do* want their children to succeed at school and attend college. In a 2012 Berea College survey of 479 parents of Knox County middle school youth, 66% reported that they think their child will attend college and receive a four-year degree. Though undereducated themselves, we find that Knox County parents do believe that their children can go to college and want to support them. However, the survey revealed that many parents do not have adequate information to assist their children with college planning: 86% reported that no one in their child's school or in the community had ever spoken with them about college entrance requirements, 90% reported having no information about financial aid to help pay for college, and even more disturbing, only 33% thought their child could afford to attend a public four-year college utilizing financial aid, scholarships and family resources.¹⁰

In Kentucky, each school has a school-based decision making council. School councils promote shared leadership, and each council includes parents, teachers and an administrator of

the school. In Knox County, very few parents exercise their voice by voting in elections or running for council. At Lynn Camp, only seven parents voted and at Knox Central, ZERO voted. Principals report difficulty in recruiting the minimum number of parents for council.

Knox County has an extremely high rate of births to females ages 15-19, yet there are no services or programs for these teen parents. In Knox County in 2011, there were 66 teen births per 1,000 live births as compared to 43 per 1,000 in Kentucky and 31 in the U.S.¹¹ Pregnancy and birth are significant contributors to high school dropout rates among girls. Only about 50% of teen mothers receive a high school diploma by 22 years of age, versus approximately 90% of women who had not given birth during adolescence.¹²

All FSCS families will be provided services designed to increase family understanding of academic and college planning and the importance of serving as an active and informed educational advocate for their child. Targeted families will be provided services designed to increase parent leadership and engagement with the schools via our partnership with [REDACTED]. Teen parents will be provided intensive services through the evidence-based [REDACTED] program and through case management services provided by the [REDACTED].

Service: Activities that improve access to and use of social service programs and programs that promote family financial stability

The poverty of the county, the under-education of families and the economic landscape create dire circumstances for our families. In Knox County, 11.3% of families with children have at least one unemployed parent as compared to 6.3% of Kentucky families.¹³ Many families are facing financial instability and accessing social services for the first time, just as social services staff are receiving an overwhelming number of requests for assistance.

While all families are feeling the financial strain created by our economy, teen parents

are disproportionately impacted. Compared to women of similar socio-economic status who postpone childbearing, teen mothers are more likely to end up on public assistance.¹⁴ No services or support exists to link Knox County teen parents to existing services and there has been no focus on providing this group with services designed to create financial stability.

Knox FSCS will provide services to all families to improve their access to social service programs including those that promote financial stability, such as the [REDACTED].

Targeted services including mentoring by a community member and case management by the Family Engagement Specialists will be provided to families going through a time of crisis – families experiencing financial disaster, a death in the family or the incarceration of a parent. Intensive services will be provided to teen parents as the Family Engagement Specialist or a community member will assist them in navigating and accessing social services programs and programs designed to increase their financial stability.

III. The potential and planning for the incorporation of project purposes, activities, or benefits into the ongoing work of the applicant beyond the end of the grant.

Partners for Education at Berea College uses a place-based, student-focused approach to improve educational outcomes in Appalachian Kentucky. Our theory of change is “A well-coordinated collaboration of partners working with families and implementing research-based programs cradle-to-career while closely monitoring results will improve the educational outcomes of children and young adults.” We implement this approach throughout Appalachian Kentucky and most intensively in our Berea College Promise Neighborhood, the first rural Promise Neighborhood in the nation.

For the past four years, and more recently through the Promise Zone planning process, Berea College and Knox County Schools have collaborated to bring our place-based, student-focused approach to Knox County with the goal of achieving the result – *All Knox County*

youth will succeed in school. We have been successful in obtaining an AmeriCorps School Turnaround grant to place 24 full-time AmeriCorps members at Knox Central as mentors and family connectors; an Investing in Innovation Development program to support success in Advanced Placement courses for low-income students; and GEAR UP grant to provide college access programming. Knox FSCS is the next step in the implementation of our comprehensive plan to ensure the academic success of Knox County youth.

The philosophy behind Full Service Community Schools meshes perfectly with our partnership with Knox County and our placed-based, student-focused approach. Our Consortium’s work did not begin with this project and will not end with this project. We will incorporate the best practices and evidence from FSCS into our ongoing work. During the project period, the Project Director will seek private and federal funds to continue and expand FSCS services past the life of the grant. We are committed to a long-term partnership to ensure all Knox County students succeed in school.

IV. The extent to which the proposed project will integrate with or build on similar or related efforts to improve outcomes.

Knox FSCS will work closely with existing programs to maximize resources, build on similar efforts and avoid duplication of services. A key piece of the work during our planning period was an asset mapping of Knox County to identify organizations providing eligible services. We invited the leadership of these organizations to become a part of the FSCS movement, to braid their programs with Knox FSCS and to coordinate services thru Knox FSCS (*Figure 10 and Appendix D for letters of commitment*).

Figure 10. Eligible Services to be Coordinated by Full Service Community Schools		
Organization & Program	Eligible Services Provided	Funding
Berea College Partner Corps AmeriCorps	Mentoring	Federal, CNCS and ED

Figure 10. Eligible Services to be Coordinated by Full Service Community Schools		
GEAR UP	Mentoring	Federal, ED funding
Berea College Advanced Placement Initiative	Comprehensive academic programs	Federal, Ed funding via Investing in Innovation grant
Grow Appalachia	Nutrition services	Private funding
EKU	Job training/career services	State funding
School Nurses Program	Primary health care	Private funding
KEDC	Job training/career services	Federal Department of Labor
Kids First Dental Care	Primary dental care	Private funding
Youth Service Centers Comprehensive Services to Families	Comprehensive academic program and family engagement	State funding via Cabinet for Health and Family Services
Eastern Kentucky PRIDE	Community service and service learning	Federal, National Oceanic and Atmospheric Administration, EPA and U.S. Army Corps of Engineers
Baptist Health Fitness	Physical activities	Private, Baptist Health
KCEOC Community Action Partnerships	Early learning programs; nutrition services, job training and career counseling, family financial stabilization programs	Federal and State, assorted funding streams
Knox County Health Department HANDS	Parent education programs, mental health services	Federal and State, assorted funding streams
Knox County Extension Office	Nutrition services	Federal and State, assorted funding streams
EKABC	Family financial stability	Federal, IRS and Private
EKU Early College	Comprehensive Academics	State
Union College	Comprehensive academic program, community service and service Learning	Private
	Job training and career counseling services	Private
Knox County Public Schools	Youth development, mentoring, family financial stabilization programs	State
Knox County Adult Education and Family Literacy	Adult Education	State
Knox County School Improvement Grant	AP, curriculum, career pathways	Federal

In discussion with these leaders, we realized that the services to students and families are not currently coordinated. Persons working with the same client base – students and their families – were often unaware of the others working with the same group. No council or group exists where stakeholders meet to discuss needs and programs. **An integral part of Knox FSCS is the creation of a Partnership Council focused on the result “All Knox County Youth will succeed in school.”** Stakeholders have committed to participate in order to coordinate efforts so all children and families are provided needed services to achieve the result.

B. Adequacy of Resources

I. The adequacy of support, including facilities, equipment, supplies, and other resources to be provided by the applicant and consortium partners.

Since the late 1800s, Berea College has partnered with Appalachian communities to provide educational opportunities to low-income youth. Since 1967, when we received our Upward Bound grant, we have effectively implemented U.S. Department of Education programs in the mountains of Appalachia. Current U.S. Department of Education programs include GEAR UP, UB Math and Science Center, Talent Search and Promise Neighborhood.

Berea College is committed to providing Knox FSCS with resources needed to achieve project goals and objectives as illustrated in our letter of commitment. College Faculty will be actively engaged, providing services to our students and their families, and professional development to our teachers. Faculty in Education Studies, the STEM disciplines, African American Studies, and the Appalachian Center, will advise our staff on effective curriculum, particularly in rigorous work that will prepare our students to be college and career ready. The Bonner Scholars will provide college student tutors and mentors.

Berea College has developed a longitudinal database to track individual student and

family progress on educational outcomes. The database will be provided to Knox FSCS and staff will be trained on its use. Berea College will provide a mobile computer lab and a resource library on school improvement and parent engagement.

A successful Full Service Community School program depends in great part on committed school partners. **Knox County Schools is committed to providing the resources necessary for effective implementation of Knox FSCS as outlined in their letter of commitment.** Knox Schools has committed an excellent location for a FSCS office at each site and will provide office equipment, furniture and supplies. The space is handicapped accessible and will be dedicated 100% to supporting and improving the FSCS educational initiatives. The FSCS Project Director will be located in the Knox County School Board Office alongside the Superintendent and the District Point of Contact. FSCS will be provided sufficient classroom and meeting space for workshops for students and their families. Knox County senior leadership time, including the time of each Principal, a District Point of Contact, and instructional supervisors, has been allocated to ensure effective integration of Knox FSCS into the Knox County instructional program.

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

Full Service Community Schools brings together Berea College, Knox County Schools, and multiple community organizations. *Letters of Commitment document partner commitment as well as financial commitment.* **The Memorandum of Understanding (MOU) included in Appendix B describes each lead partner's commitment.** Berea College has been intentional in entering a formal partnership with organizations key to the success of the Full Service Community Schools initiative. Key partners have signed the Memorandum of Understanding that clarifies and outlines the roles and responsibilities of each partner related to the development

FSCS sites will provide direct services to **1,809 Knox County students and their families**. Our budget is adequate to implement the planned services and activities, and costs are reasonable in relation to the number served, the high quality of services described, and the results and benefits to be derived from the FSCS model.

We have included a five year total project budget that details all project expenses, categorizing expenses as federal or match. All costs are reasonable in relation to the objectives and the scope of the program and all costs are linked back to the project goals. Each line item has been carefully calculated, using EDGAR and Berea College's costing principles, procedures, guidelines, restrictions, and limitations, and each has been connected to a specific objective.

The Full Service Community School program, our activities and our services address long-standing gaps related to rigor and high expectations in our Appalachian Kentucky schools. Our schools and communities do not have resources to adequately address the unique needs of our low-income students. As a result, schools and communities are failing our students. The costs of Knox FSCS are reasonable when compared to the long lasting, systemic change that will result. We will meet our goals and objectives, providing a solid return on the federal investment.

C. Quality of the Management Plan

I. A plan that includes planning, management, and oversight of the services including role of principal, FSCS coordinator, partners, parents, and community members.

Based on previous experience implementing complex federal initiatives in partnership with Knox Schools, including GEAR UP, AmeriCorps, and Investing in Innovation (i3), we have developed a comprehensive plan for effectively managing this program. This plan is codified in the Memorandum of Understanding (MOU) (*Appendix B*). **The MOU specifically details the roles of the Lynn Camp and Knox Central High Principals, and each lead partner, in the**

planning, coordination, management and oversight of the eligible services to be provided.

The role of the Knox FSCS Project Director, Lynn Camp FSCS Site Coordinator and Knox Central FSCS Site Coordinator is outlined in the MOU and further detailed in the position descriptions (Appendix A).

A key milestone in the planning to date has been the creation of the Knox County Partnership Council focused on achieving the result—All Knox County Students Succeed at School. The Partnership Council will be actively involved in the planning, coordination and evaluation of the Knox FSCS project. Representatives of all lead agencies will participate fully in the Partnership Council as outlined in the MOU. **Community members representing organizations and groups that provide services to Knox County students have pledged to participate in the Partnership Council (Appendix D).** Upon notification of funding, the Project Director and the Knox County District POC will jointly convene the Partnership Council. At that meeting, stakeholders present will list additional community members to engage in the Partnership Council to ensure a diversity of perspectives is brought to Knox FSCS. Specifically, **parents of students enrolled at Lynn Camp and Knox Central will be identified and invited to participate as full members of the Council.** The parent voice will be critical to the success of Knox FSCS and parent participation and decision making will be actively sought and cultivated. Figure 11 illustrates our organizational structure, including the Partnership Councils.

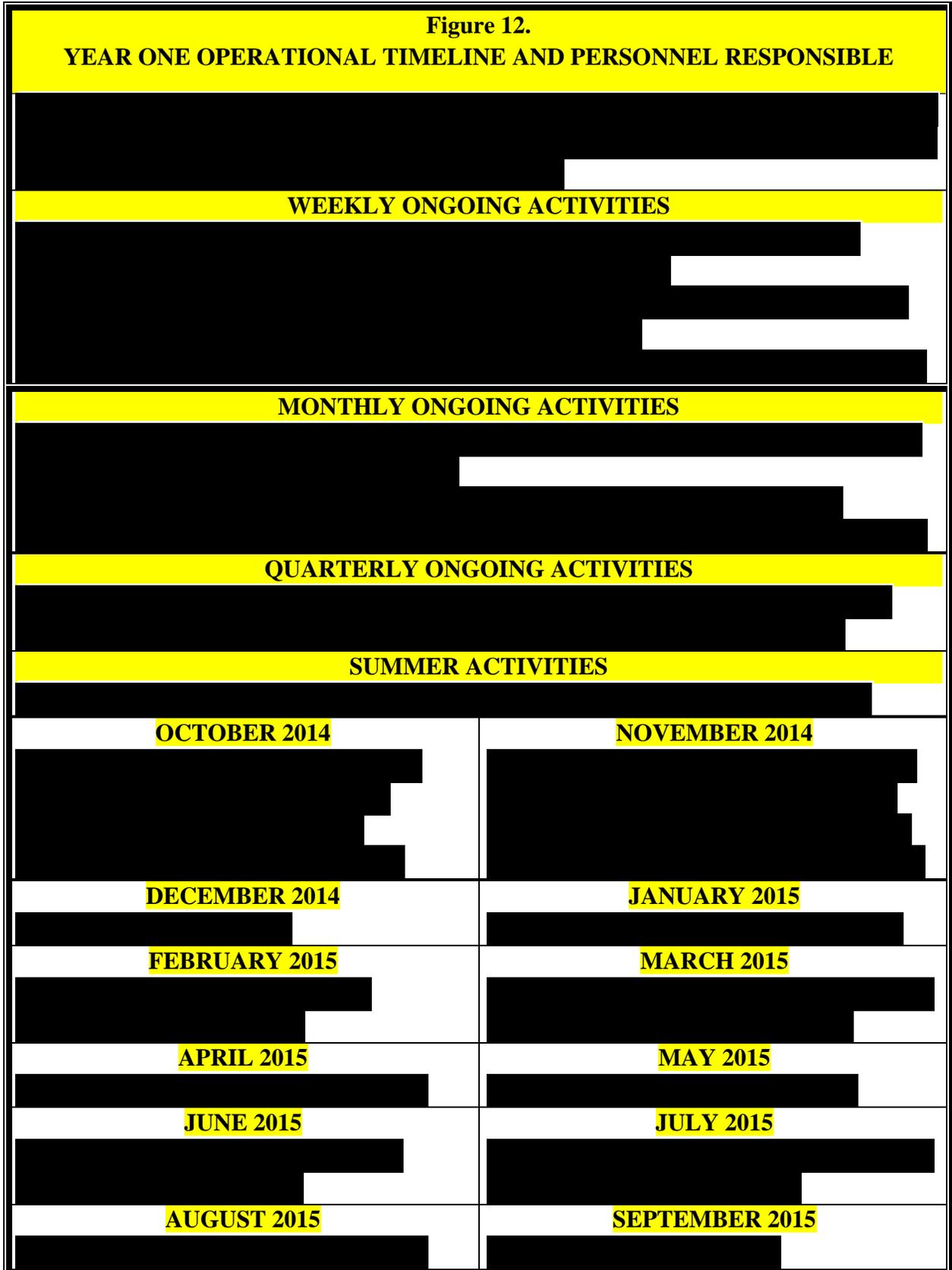
At their first meeting, the Partnership Council will form two school-level Partnership Councils – one for Lynn Camp and one for Knox Central. The school level Partnership Councils will be responsible for planning, guidance and evaluation of the FSCS program at the school. Membership of the school-level teams will include Partnership Council members and additional members with connections specifically to the individual site.

**Figure 11. Berea College Knox County Full Service Community Schools
Organizational Chart**



Policies and procedures are in place for data collection, recordkeeping and reporting – financial, student, and service—to ensure effective implementation of our comprehensive Knox FSCS plan. Berea College personnel, financial, and management policies are in place to ensure compliance with all federal and state regulations. In compliance with Department of Education regulations, all personnel will maintain time and effort logs. Logs will be turned in monthly to the Project Director, reviewed and signed by the Director and filed in the Director’s office. The district has assigned a District Point of Contact to serve as the on-site supervisor for the Project Director and each Principal will review and sign the Site Coordinator’s time and effort logs prior to their submission to the Project Director.

Our Year One timeline follows, with milestones for accomplishing project tasks, and responsible parties (Figure 12). No major changes are expected during the 2nd through 5th years.



II. The qualifications, including relevant training and experience, of the full-service community school coordinator and other key project personnel including prior performance of the applicant on similar or related efforts.

Upon notification of funding, we will begin a search for Site Coordinators and key personnel. Position descriptions have been approved by the Consortium (*Appendix A*).

Figure 13. Site Coordinator and Key Personnel FSCS Site Coordinator (2 positions 100% FTE for 12 months)	
QUALIFICATIONS	RESPONSIBILITIES
[REDACTED]	[REDACTED]
Project Director 100% FTE for 12 months	
[REDACTED]	[REDACTED]

Figure 13. Site Coordinator and Key Personnel FSCS Site Coordinator (2 positions 100% FTE for 12 months)	
<div style="background-color: black; width: 100%; height: 100%;"></div>	<div style="background-color: black; width: 100%; height: 100%;"></div>
Family Engagement Specialist 100% FTE 12 months	
<div style="background-color: black; width: 100%; height: 100%;"></div>	<div style="background-color: black; width: 100%; height: 100%;"></div>

Relevant Training and Experience of the FSCS Coordinator (2 positions, 100% FTE):

Pursuant to research and best practice, each site will have an FSCS Coordinator. This position will be hired immediately upon notification by funding. School and partner personnel will be actively engaged in hiring with the school Principal and the FSCS Project Director leading the interviews. Site Coordinators (SC) will assume leadership of a FSCS site and work collaboratively with the Principal to implement the FSCS program. Within their schools, SC will engage in joint planning with the Principal that encourages (1) identification of and support for mutually defined results and outcomes that are responsive to students’ needs, (2) alignment of services with those needs, and (3) shared accountability for achieving intended outcomes and results. The SC reports to the Project Director.

Relevant Training and Experience of other Key Project Personnel:

Project Director (100% FTE): Located in the School District office, the Project Director (PD), reports to the Executive Director of Partners for Education at Berea College, and has responsibility for the planning, implementation, management and oversight of the FSCS project.

Family Engagement Specialist (100% FTE): With an office at each FSCS site and reporting to the FSCS Project Director, the Family Engagement Specialist (FES) is responsible for providing family engagement services, including parental involvement, parent leadership, family literacy and parent education programs, and providing activities and linkages to improve family access to and use of social service programs.

Principal Investigator (.10 FTE): [REDACTED] Executive Director of Partners for Education at Berea College, will serve as the Principal Investigator (PI), devoting 10% of [REDACTED] time to this role and will be paid by Berea College out of **non-federal funds**. [REDACTED] reports to the Berea College President. As PI, [REDACTED] responsibilities will include articulating FSCS strategic direction and theory of change, facilitating the partnership between Berea College and Knox County Schools, collaborating with the evaluation team, and aligning the program to other Berea College and Appalachian K-16 initiatives focused on similar results.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Prior Performance on Similar or Related Projects: [REDACTED] Berea

College is in Year 3 of a Promise Neighborhood Implementation grant and in Year 3 of an Investing in Innovation (i3) Development grant. The learnings from the Promise Neighborhood experience provide a strong foundation for this program. Berea College staff has received extensive experience in [REDACTED] and specific technical assistance [REDACTED] [REDACTED] Berea College, Knox Central High School, and Lynn Camp are partners in the i3 program. The i3 experience has provided school leadership, teachers, and Berea College staff with extensive experience in implementing evidence-based interventions with fidelity, collecting and analyzing school and student level data, and technical assistance on effective program implementation. Our relevant experience with Promise Neighborhood and i3 ensures a strong foundation for the implementation of FSCS.

In addition, data demonstrate that Berea College has significantly improved student achievement, attainment and retention through our work with low-performing schools. For example, Berea College GEAR UP 1999, from years 1999 to 2005, exceeded its objectives on student achievement and growth. Over six years, the percent of students at or above grade level, as measured by the Kentucky Commonwealth Accountability Testing System, increased 17% in math and 15% in reading. During GEAR UP 2005, from years 2005 to 2009, there was an increase of 17% in middle school students at or above level in math and a growth in reading of 3%. Importantly, Berea College has experience closing achievement gaps for low-income students, as measured by eligibility for free/reduced-priced lunch (FRPL). In GEAR UP 2005, at baseline, 2004, there was gap of 11% in math between FRPL students and non-FRPL students. By 2008, the gap decreased to 9%. In reading, the gap of 10% between FRPL students and non-FRPL students in 2004 narrowed to 8% by 2008.

D. Quality of Project Services

I. The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice.

Our services have been greatly informed by research and effective practices. We have adopted and refined [REDACTED] framework for delivering services with supporting activities that reflect generally-accepted best practices. Efforts focus on identifying activities that yield the most promising results. Knox Full Service Community School proposes a comprehensive set of services—for parents, students and community members—that support increasing student success and improving access to family and community services. We replicate the below research-based programs and practices.

[REDACTED]

[REDACTED] These warning signs more accurately predict whether a student will drop out of high school than any socio-economic factors and can be used to predict high school graduation as early as the start of middle school [REDACTED]

In partnership with our schools and [REDACTED] we will launch [REDACTED] system that tracks individual student data–socio-economic status, school data, achievement data. [REDACTED]

[REDACTED]

Full Service Community Schools’ Site Coordinators will access the system to produce [REDACTED] This will enable staff [REDACTED] to ensure students are receiving the interventions needed to be on track for academic success.

[REDACTED] Our consortium has designed a Full Service Community School model with [REDACTED] [REDACTED]. Many articles provide descriptions of [REDACTED] models in their entirety and data to support their effectiveness [REDACTED] and [REDACTED] is an integral part of the Knox school improvement plan. FSCS utilizes the philosophy and framework of [REDACTED] to ensure we provide [REDACTED]

[REDACTED] The model is built on the recognition that all students need varied levels of supports, targeted and intensive. For example, the family engagement program is designed to support all families through the provision of monthly sessions. Some families need [REDACTED] [REDACTED] because of factors impacting their success – unemployment, incarcerated family member, traumatic event. For example, [REDACTED]

[REDACTED] can be small group activities designed for specific groups of families, such as a

Grandparents as Parents support group. Lastly, even fewer families, like families headed by a teen parent, require [REDACTED] [REDACTED] in order to succeed. [REDACTED] may include a one-on-one mentoring relationship with a caring adult. Across all our services, FSCS utilizes [REDACTED] [REDACTED] each student and family receives supports [REDACTED]

[REDACTED] [REDACTED] Research illustrates that student academic preparation initiatives alone are not enough for low-income, first-generation college students to achieve academic success.¹⁸

Social support services (e.g., networking, leadership experience, and college knowledge) are necessary to empower students to make the transition to college. The essence of [REDACTED]

[REDACTED] is the engagement of every [REDACTED] that research has shown effective in not only getting students on track toward college, but also helping them persist once there – [REDACTED]

[REDACTED] to better serve rural Appalachian youth.

Over the last four years, out of more than 3,000 students encouraged by [REDACTED] to raise their academic performance and graduate from high school, 95% went on to college. [REDACTED] has a demonstrated success record in rural communities. For example, [REDACTED] [REDACTED] began working in 2001 with a rural district in New York’s Adirondack region, the high school graduation and college-going rates were 54% and 43%, respectively. Eight years later, both rates exceeded 90%.

High school students identified [REDACTED] as at-risk of not graduating will be identified [REDACTED]

[REDACTED]

[REDACTED] is an evidence-based practice with a record of success with parents from low-income, rural backgrounds. [REDACTED] empowers parents

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Our FSCS comprehensive evaluation plan, and associated continuous feedback and modification structure, will ensure we implement the [REDACTED] model with fidelity and with high quality, which will lead to increased academic achievement of students as measured against rigorous academic standards including K-PREP and EOC exams.

E. Quality of the Project Evaluation

I. The evaluation will provide timely and valid information on the management, implementation, or efficiency of the project.

Our evaluation will be led by the Project Director and an Independent Evaluator, [REDACTED] [REDACTED] is familiar with the FSCS model, has experience teaching in Kentucky’s public schools, and has extensive experience as an external program evaluator for federal programs, including GEAR UP state and partnership programs and i3. Our evaluation effort will have two major purposes. First, it will provide the Consortium with formative feedback, helping to shape Knox FSCS as it proceeds. Second, the evaluation team will assess ways and the degree to which Knox FSCS is meeting project objectives.

Formative: [REDACTED] will independently study all components of the FSCS work each year – eligible services to students and families and implementation of [REDACTED] Using a logic model approach, [REDACTED] will document the evolving theory of action for each component, and

compare those strategies with realities observed in the field and through data. Annually, [REDACTED] will meet with the Partnership Council to report findings and facilitate a discussion on the implications for change. In addition, [REDACTED] will be given the responsibility and license to assess and document the health of the Knox FSCS and to report out both strengths and weaknesses.

Summative: [REDACTED] will study program components and the degree to which they are interacting with and supportive of each other. At the beginning of the grant period, [REDACTED] will establish baseline data and targets to measure progress toward the objectives. The evaluation will assess the degree to which Knox FSCS is achieving its stated benchmarks and targets.

The evaluation will study Knox FSCS carefully, both its operation and impact, at different levels of the system. These levels run upwards from individual student achievement to quality of instruction to local school system capacity to Partnership activity. At the first level, the evaluation will carefully monitor the influence of the Knox FSCS on student achievement. At the second level, the evaluation will look at the nature and quality of instruction in our schools and its correlation with Knox FSCS activities. At the third level, the summative evaluation will include an assessment of staff, leadership and Partnership Council performance. The results of the summative evaluation will be utilized to measure efficacy of the Knox FSCS.

II. The evaluation will provide guidance on or strategies for replicating or testing the project intervention in multiple settings.

Annually, findings from the evaluation design will discuss in detail the implementation, analysis, and limitations of the study. In particular, we will identify key practice areas that we will study for replication in rural schools. For example, we plan to assess the impact of the [REDACTED] program on students identified as disengaged from school.

Knox FSCS is partnering with [REDACTED]

success in meeting our specific program objectives. Figure 14 summarizes our results, indicators and performance measures.

Figure 14. Knox FSCS Results Framework	
Project Indicators	Quantitative & Qualitative Data
Results 1: Students succeed academically	
Indicator 1.1: Improvements in math and English, as measured by state assessment	Quantitative Data: [REDACTED] Qualitative Data: [REDACTED]
Indicator 1.2: Decrease in grade retention (semester)	Quantitative Data: [REDACTED] Qualitative Data: [REDACTED]
Indicator 1.3: Increase in overall GPA (annual)	Quantitative Data: [REDACTED] Qualitative Data: [REDACTED]
Indicator 1.4: Increase graduation rates (annual)	Quantitative Data: [REDACTED] Qualitative Data: [REDACTED]
Indicator 1.5: Increase in college going rates (annual)	Quantitative Data: [REDACTED] Qualitative Data: [REDACTED]
Results 2: Students Are Actively Involved in Learning and the Community	
Indicator 2.1: Increase in attendance (semester)	Quantitative Data: [REDACTED] Qualitative data: [REDACTED]
Indicator 2.2: Increase in participation in high impact practices/services (semester)	Quantitative Data: [REDACTED] Qualitative Data: [REDACTED]
Indicator 2.3: Increase in homework completion rates (semester)	Quantitative Data: [REDACTED] Qualitative data: [REDACTED]
Results 3: Schools are a safe, supportive, stable learning environment	
Indicator 3.1: Increase in students feeling safe and supported (annual)	Quantitative Data: [REDACTED] Qualitative Data: [REDACTED]
Results 4: Schools are engaged with families and communities	

Figure 14. Knox FSCS Results Framework	
Project Indicators	Quantitative & Qualitative Data
Indicator 4.1: Increase in students who feel supported by their teachers (annual)	Quantitative Data: [REDACTED] Qualitative Data: [REDACTED]
Indicator 4.2: Increase in teachers who report positive family interaction (annual)	Quantitative Data: [REDACTED] Qualitative Data: [REDACTED]
Indicator 4.3: Increase in families who report positive school interactions (annual)	Quantitative Data: [REDACTED] Qualitative Data: [REDACTED]
Results 5: Schools are engaging places	
Indicator 5.1: Increase in family participation with school (annual)	Quantitative Data: [REDACTED] Qualitative Data: [REDACTED]
Indicator 5.2: Increase in families who feel connected to resources (annual)	Quantitative Data: [REDACTED] Qualitative Data: [REDACTED]
Results 6: Families are actively involved in children’s education	
Indicator 6.1: Increase in family involvement with children’s education (annual)	Quantitative Data: [REDACTED] Qualitative Data: [REDACTED]
Indicator 6.2: Increase in family knowledge on college planning/financial aid (annual)	Quantitative Data: [REDACTED] Qualitative Data: [REDACTED]

[REDACTED]

³ http://kyyouth.org/wp-content/uploads/2013/12/2013_KYKidsCount_FINAL.pdf
⁴ Appalachian Regional Commission. “County Economic Status Fiscal Year 2013: Appalachian Kentucky.” http://www.arc.gov/reports/region_report.asp?FIPS=21999&REPORT_ID=42
⁵ U.S. Census Bureau. “American Community Survey 5-Year Estimates, 2005–Present.” Compiled by the Appalachian Regional Commission, October 2013.
⁶ U.S. Census Bureau. “American Community Survey 5-Year Estimates, 2005–Present.” Compiled by the Appalachian Regional Commission, October 2013.
⁷ Kentucky Center for Education & Workforce Statistics. “Knox County 2014-2015 Profile.” Utilizes data from the Kentucky Longitudinal Data System (KLDS).
⁸ http://kyyouth.org/wp-content/uploads/2013/12/2013_KYKidsCount_FINAL.pdf
⁹ “Promise Zone Youth Listening Sessions.” Spring, 2014.

¹⁰ Berea College Parent Survey, Sept. 2012.

¹¹ http://kyyouth.org/wp-content/uploads/2013/12/2013_KYKidsCount_FINAL.pdf

¹² Perper K, Peterson K, Manlove J. “Diploma Attainment Among Teen Mothers.” Child Trends, Fact Sheet Publication #2010-01: Washington, DC: *Child Trends*; 2010.

¹³ http://kyyouth.org/wp-content/uploads/2013/12/2013_KYKidsCount_FINAL.pdf

¹⁴ Schuyler Center for Analysis and Advocacy. “Teenage Births: Outcomes for Young Parents and their Children.” December, 2008.

█ [REDACTED]

¹⁸ Oakes, J. *Keeping track: How schools structure inequality*. Yale University Press, 1985; McDonough, P. M., *Choosing colleges: How social class and schools structure opportunity*. SUNY Press, 1997.

█ [REDACTED]

www.cipl.org/Articles/Publications/cipl_didnt_know.pdf

²¹ Moore and Emig. [REDACTED] February, 2014.

<http://www.childtrends.org/wp-content/uploads/2014/02/2014-05ISSWhitePaper1.pdf>