

Narratives

Executive Summary

1. Executive Summary: The UNITE Service Corps (USC) seeks to place 54 full-time USC members in 54 of the poorest elementary schools in Eastern Kentucky. The USC program is a two-fold approach to provide math tutoring and wellness curriculum to address drug prevention and nutritional education for 4th and 5th grade students. The 54 USC members will leverage an additional 1,100 volunteers to help with activities at their assigned schools. At the end of the grant period, September 1, 2016 - August 31, 2017, expected outcomes are for students to show a 30% increase in both math scores and the healthy choices curriculum as measured by pre/post tests. This project will implement services for the CNCS focus areas of Education and Healthy Futures. The program will receive funds from both the CNCS investment of \$658,800 that will be matched with public funds from school service sites at \$5500/per school for a total of \$297,000.

Rationale and Approach/Program Design

Problem/Need: Operation UNITE (Unlawful, Narcotics Investigations Treatment and Education), along with collaborative partners, Eastern Kentucky school districts, county health departments, and local anti-drug coalitions, submit this proposal to fund 54 full-time AmeriCorps members to compose the UNITE Service Corps (USC). The mission of the (USC) is to address the urgent need in Eastern Kentucky schools for education in making healthy choices and math tutoring programs. With education for healthy choices, topics will be taught that include diet, exercise, and drug education. USC will serve the 5th Congressional District of Kentucky, an Appalachian area that has been identified by federal standards as having some of the highest levels of drug abuse, illiteracy, poverty, and obesity in Kentucky and the nation. According to a 2009 Appalachian Regional Commission Report (ARC) the area has been unable to attract business and industry due to the high rates of substance abuse and the lack of education for decades.

The 2010 feedback reports from the Kentucky Council on Post-Secondary Education (CPE) state that 29 percent of all Eastern Kentucky students leaving high school and going on to post-secondary training are required to complete remedial classes in math before earning college hours. The Council also reports that Algebra II in high school is a "gateway" subject in that those students successfully completing the course are twice as likely to complete college as those that fail. The 2013 American College Testing (ACT) Report on Kentucky found that 30% of students entering college meet college readiness in math.

Narratives

The need for healthy eating, drug education, and math tutoring programs is compounded by the widespread poverty in Eastern Kentucky. According to the 2014 US Census data, the 5th Congressional District has the 4th lowest median household income with 29.2% of households below the poverty level and 16 of the top 100 poorest counties in the nation. Of the counties receiving USC services, 9 have 100% of their students receiving free or reduced school lunches with the other two counties at 75%. Kentucky Performance Reports further show that approximately twice as many poverty students have a novice or lowest level achievement level in math. Students from poverty backgrounds are twice as likely to drop out of school leaving themselves at-risk for substance abuse. These students are often from homes that are mobile with less parental involvement which opens the door to substance abuse according to a 2011 study by Eastern Kentucky University on Appalachian School Districts and dropout rates. On the 2014 Kentucky Incentive Prevention Survey (KIP), these counties reported higher rates of prescription drug, over-the-counter drug, tobacco and inhalant abuse than other areas within Kentucky.

Many children are considered "at-risk" due to factors including poverty, low academic achievement, obesity and drug use/abuse by the student or family members. Research indicates at-risk students are more apt to turn to drug use than those having high self-esteem and who are academically proficient. In most drug education programs, much attention is given to these at-risk behaviors or factors. In the USC Service area math lags behind the other contents in progress. This is in part due the inability to use higher order or critical thinking skills as referenced earlier in the 2010 report from the Conference Board of Mathematics. Math proficiency in 8th grade is a key indicator for a child's readiness for higher education and the clearest pathway to high-paying, high quality employment as stated by the Anna E. Casey Foundation in their 2014 Kids Count Data report. It is the intent of this grant to provide math tutoring to enhance the student's ability to be successful in school at these early ages. According to the Search Institute, a global innovator in discovering what children need to succeed in their families, schools and communities, a child's commitment to learning and a sense of belonging at school helps them to practice resistance skills and recognize risky behavior. Statistics reveal that many students using drugs are the same students dropping out of school. The link between math and healthy choices education relies on the ability of a child to make decisions that will promote them to be successful in school. Math instructional techniques teach problem solving skills that are useful in making decisions about life issues as well. We are enhancing the student's abilities to make healthy

Narratives

choices and decisions in life.

Documentation of the need for drug education in Eastern Kentucky schools is illustrated in the 2014 Kentucky Department of Public Health Needs Assessment which was completed using the Kentucky Incentive for Prevention (KIP) Survey, US Census Bureau data, and Kentucky Performance Report data. The assessment reports the following information: 30.7% of 12th graders (8.7% of 8th graders) reported using alcohol in the past 30 days; 16.8% of 12th graders (5.1% of 8th graders) report using marijuana in the past 30 days; 58.1% of 12th graders (86.5% of 8th graders) said they do not feel it is wrong to use marijuana; 49.2% of 12th graders (83.0% of 8th graders) reported it is not wrong to drink alcoholic beverages; and 34.7% of 12th graders (17.2% of 8th graders) reported using marijuana at least once in their lifetime. In addition, that same report found that 19.1% of 12th graders reported using narcotics that were not prescribed to them at least once in their lifetime. According to the Centers for Disease Control and Prevention (CDC) Kentucky has the highest number of adults and teens using tobacco in the nation. All Kentucky rates of use and perception are higher than what is found in the nation according to the 2014 "Monitoring the Future Survey" conducted by the University of Michigan into which the KIP survey results are compiled. A 2011 report by the University of KY Center for Drug and Alcohol Research reported that rural youth start using drugs sooner and progress from experimentation to addiction faster than urban youth. According to the Operation UNITE Treatment Voucher survey, applicants report their average age of first time drug use in the 5th Congressional District of KY is age 11.

The CDC 2014 data indicates that in Kentucky, 30.1% of all adults (ages 20 and above) are obese. According to the 2014 "F as in Fat: How Obesity Threatens America's Future" report by the Trust for America's Health (TFAH) and the Robert Wood Johnson Foundation, KY ranked 9th highest in the nation in adult obesity rates (age 18 and up) with 31.1% of the adult population being obese. That same report found that KY ranked as the 8th highest state for childhood obesity with 19.7% of youth 10-17 being obese. The 2012 "Kids Count" report, funded by the Anna E. Casey Foundation and the Foundation for a Healthy Kentucky, shows the following obesity rates in the USC targeted counties for adults age 20+: Bell 31%; Breathitt 38%; Harlan 31%; Johnson 36%; Knott 37%; Laurel 36%; Leslie 37%; Perry 38%; Pike 34%; Rockcastle 34%; and Wolfe 38%. The Foundation for a Healthy KY also found that 66% of KY high school students did not attend physical education classes and that most obese children have at least one other major risk factor for cardiovascular disease. With these statistics

Narratives

in mind, it is clear that there is an urgent need for youth-targeted healthy choices education and math tutoring programs in Eastern KY.

UNITE Service Corps will also be trained and certified in Disaster Emergency Management. Every year the USC region is subject to flooding due to excessive rainfall and entire communities are damaged and must rebuild. Members will be certified to aid Kentucky Disaster Emergency centers to help dispatchers and to set up emergency shelters for the homeless for emergency aid supplies. This component was added in 2012 following a series of tornados that ripped through several USC service counties leaving communities pummeled, people homeless, with several losing their lives.

Theory of Change:

Research shows that children who engage in activities that build math skills at an early age correlate to increased math skills in school. Specifically, children who played numerical board games at home had an increased numerical ability in school (Siegler, 2008). Preschool age children who increased spatial sense by playing with blocks, including Legos, were found to have increased mathematical skills in high school, even after controlling for IQ (Wolfgang, 2001). Learning math skills at appropriate levels in elementary school is the strongest predictor of later achievement in math and school readiness, compared to other skills learned at the elementary level, such as reading and attention (Duncan GJ, 2008). Similarly, a 2009 report by the Erikson Institute of Child Development also states that early math skills have the greatest predictive power of a child's later achievement in higher education. A 2010 report by the Conference Board of Mathematical Sciences (CBMS) states that elementary school math level learning lays the foundation for a child's future success by empowering their ability to think critically. This means that learning math at an early age is a powerful tool in preparing a child for later success in school and career, cognitively and socially.

According to a 2010 report by the "Safe and Drug Free Schools and Communities Program," lower math scores are linked to peer substance abuse. On average, students whose peers avoided substance use had test scores that were 45 points higher for math. Youth with an average grade of "D" or below were more than four times as likely to have used marijuana in the past year as youths with an average grade of "A". Adolescents who use alcohol may remember 10% less of what they have learned than those that don't drink according to the 2010 report. Interventions implemented in schools to prevent alcohol and drug abuse among youth have been found to be effective if they are

Narratives

theory-driven, address social norms, build skills helping students resist pressure to use alcohol and drugs, use interactive teaching approaches and peer leaders, be provided to students over multiple sessions and years, consist of training and support for facilitators, and be culturally and developmentally appropriate (Stigler, 2011). The Too Good for Drugs program has been found to be effective in decreasing intention to use alcohol or drugs and increase negative attitudes about using alcohol and drugs (Bacon, The Effects of the Too Good for Drugs Prevention Program on Students' Substance Use Intentions and Risk Protective Factors, 2000) (Bacon, Evaluation of the Too Good for Drugs Elementary School Prevention Program, 2003).

Research also shows that there is a link between physical activity and academic success. An article that reviewed ten years of the Take 10! Program, which integrates physical activity with elementary classroom academic topics shows that children who participate in the program increase physical activity and improve reading, math, spelling, and composite scores (Kibbe D L, 2011).

The USC project has the overarching goal of improving quality of life of residents by increasing college/career readiness and health. The project aims to do this by working in elementary schools in the UNITE service region to improve third to fifth grade student math skills, increase knowledge of the dangers of drug use, and increase knowledge of healthy behaviors, such as physical activity and nutrition. Strategies of the USC project include providing education for math, drug prevention and health, and engaging members of many sectors for volunteering, including schools, communities, and families, to develop a network of support for students.

The resources of the USC project include the placement of full-time AmeriCorps members in elementary schools in eleven counties of the UNITE service region. It was expected that 54 full-time members would be placed in 54 schools each year. Schools are chosen jointly by the county school superintendents and the USC program director, based on results of the most recent needs assessments. The USC members are trained in math tutoring, drug prevention, and nutrition education programs by UNITE staff, including the USC program director, USC co-program director, and the UNITE education director. Resources also include volunteers recruited from schools and communities that assist with activities that engage the students being tutored. Duties include coordinating school and community service projects and UNITE clubs. Other important resources include funding from CNCS, funding from schools, in-kind resources from volunteers and programs used in the project,

Narratives

such as math tutoring programs and research-based education programs for drug prevention and nutrition.

Volunteers in our program serve in various capacities. In the area of math tutoring, it is our goal to have volunteers assist with the before and after-school programs that our members must provide in schools. Extended School Services monies have either been exhausted or are not available for the majority of our schools. The only after-school programs available are those organized by USC members who organize volunteers to help and schedule students for participation. Volunteer recruitment comes from parents, retired teachers, and other professionals who can serve during the school day to assist teachers and staff. All volunteers who serve in the schools must meet the district and state requirements for working in the schools with children (background check, confidentiality training, etc.). Volunteers are recruited to help with all aspects of UNITE Clubs which, in addition to encouraging youth to lead healthy, drug-free lifestyles, develop leadership skills and promote positive involvement in their communities and schools by service to others. Typical activities include food drives for the needy, penny drives for cancer programs at area hospitals and treatment centers, gathering items for packages for US military service men and women, making gifts for disabled veterans and nursing home residents in their communities, and mentoring younger youth with presentations on healthy choices.

The first strategy of the USC program is to provide math tutoring to at-risk third through fifth grade students, either one on one or in group settings. The students will be pretested with a universal screener (EasyCBM) at the onset of the service to establish baseline data. The students will be monitored for progress while being tutored in math per the recommendation of the testing instrument used. The testing instrument is approved by the National Center on Response to Intervention via the U.S. Department of Education. The CBM test (curriculum-based measure) is recommended by the National Council of Teachers of Mathematics (NCTM). UNITE Service Corps will assist in giving the assessment to grades 3-5 at host school sites. The scores will indicate the needed areas of math tutoring which AmeriCorps members will provide based on the initial assessment administered to all students.

Students determined to be in need of math tutoring based on baseline scores from the EasyCBM, as well as other factors that are both academic and social/environmental-related, will be given math

Narratives

education in a group setting or one-on-one. Examples of other factors include being one grade-level behind or having parents who are incarcerated. School teachers produce a list of students who they deem to be at-risk and these students make up the group who receive tutoring. The USC project is designed to have resources available to any at-risk student throughout the year. However, because some students move in and out, the intervention is more suitable to be treated as a school-level project rather than individual-level. A student contact log will be kept, including number of times tutored and amount of time tutored. It is expected that 12160 students will be tutored in math per year (40 students per member). Each member will provide 150 days of tutoring, six hours a day, for 48,600 hours provided per school year. The student contact logs will track the students that participate and complete the program. Data will be transferred to an excel spreadsheet.

The second assessment will be administered near the semester break. The third and final assessment will be administered with about one-third of the school year remaining. Following the second assessment AmeriCorps members will be able to target the areas needed for the individual student to become more successful on the state mandated Kentucky Common Core assessment given during the last two weeks of the school year.

The second strategy of the USC project is to provide drug prevention education to fourth and/or fifth grade students in the schools. Nearly all schools chose fourth grade students to be targeted by the drug prevention curriculum, except for Pike County schools, which chose fifth grade students to receive the drug prevention education. Each member is expected to provide 8 hours of drug prevention education in group settings per week, for a total of 432 hours each year, and 23,328 overall schools. Each student participating in this component of the project will take pre and post-tests to assess knowledge change.

The third strategy of the project is to provide nutrition prevention education to fourth and fifth grade students in schools. As with the drug prevention education, all schools chose fourth grade students for this curriculum, except for Pike County Schools, which chose fifth grade students to receive the nutrition education. Each member is expected to provide 8 hours of nutrition education in group settings, for a total of 432 hours each year, and 23,328 overall schools. Each student participating in this component of the project will take pre and post-tests to assess knowledge change. Like the second strategy on drug prevention education above, each student participating in this component of the project will take the Healthy Futures pre and post-tests to assess knowledge change.

Narratives

An additional student survey will be implemented among 8th grade students to measure behaviors, such as risk perception regarding drug use, fruit/vegetable consumption, diet and amount of exercise. This survey will be given to students at the end of the year.

In the short-term, it is expected that third through fifth grade students that receive tutoring and education from USC members will show an increase in knowledge in these areas. Specifically, it is expected that these students will increase knowledge in math, drug prevention and nutrition. The students will show rate of improvement for academic performance at gain of 30%. The student's percentile score will increase at a rate of 30% based on the norms established by EasyCBM. We expect 80% of the participants to make an increase of 30% of their percentile score. Regarding nutrition and drug use, it is expected that knowledge will increase about the dangers of drug use and benefits of healthy eating, based on pre and post-tests given to students. Data from these assessments can be compared between schools where USC members are placed and schools without USC members. All schools where USC members are placed participate in the drug prevention and nutrition education and take the Healthy Futures assessment.

In the intermediate-term, it is expected that third through fifth grade students will show changes in behavior that result from increased knowledge. We expect there to be an increase in third through fifth grade students who were tutored in math to achieve math scores at grade level or above (apprentice). From education in drug prevention, we expect to see a decrease in the intention to use alcohol and drugs among fourth grade student (and fifth grade students in Pike County), as well as a decrease in absenteeism in these students. From education in nutrition, we expect to see an increase in consumption of fruits and vegetables, increase in diet and amount of exercise among fourth grade students (and fifth grade students in Pike County). Absenteeism data will be collected from average daily attendance on the KY State Report Cards website. Risk perception regarding alcohol or drug use and fruit/vegetable consumption will be collected from the student survey described above.

In the long-term, we expect that math tutoring will lead to a decrease in the high school drop-out rate for schools in districts where USC members were placed. We expect that math tutoring will lead to an increase in the percentage of high school graduates that are college and/or career-ready for schools in districts where USC members were placed. This data will be collected from the KY State Report Card

Narratives

website. We expect there to be a decrease in the number of alcohol and drug use incidences reported among middle school students in the districts where USC members were placed due to drug prevention education provided to fourth and fifth grade students. We will collect data regarding alcohol and drug use incidence from the Safe Schools Annual Report section of the KY School Report Card and from the KIP Survey (Kentucky Incentive Prevention) given to students.

To track program effects longitudinally, we will collect data on math scores, nutrition, obesity, and drug/alcohol incidence in the middle school. Anonymous data on students in middle school who attended elementary schools that were served by the UNITE Service Corps members will be compared with data on students from elementary schools that did not provide the USC program. Data on height and weight is recorded on all students in KY before entering sixth grade. This data can be collected from the schools to measure change in obesity among students who attended schools where the USC members were placed. We can identify the elementary school that each student attended prior to the middle school and assess BMI change for those exposed to the USC program and those attending elementary schools without the USC program. Data on the effect of math tutoring is available from the KY State Report card website and data on drug and alcohol use intention and nutrition will be collected in student surveys, which are described above.

Finally, in the long-term, we expect to see a decrease in obesity among middle and high school students in districts where USC members were placed due to nutrition education provided to fourth and fifth grade students. In the past three years, USC met their target goal of having 80% of students tutored in math improving their pre/post test scores by a minimum of 30%. During the previous academic year (2014-15) a total of 1,935 students were tutored with 30% improvement in pre/post test scores by showing a total growth in knowledge of 36%. Over 1,548 students improved by at least 30%. Average Growth was 42%. In the year 2013-14, the total growth in math was 35%. Students tutored in Healthy Futures curriculum also exceeded the expected outcome of 30% improvement in pre/post test scores by showing a total growth in knowledge of 36%. In order to retain a higher percentage of members for the entire year, we are asking members with teaching credentials to examine their job possibilities and not accept a USC position if there is a strong possibility they will be hired by a school district before their term of service is complete. Our retention rate for the 2013-14 academic year was 95.45% with one member leaving to take a director's position of the after-school program where he served and the second member leaving to take a position at a local. In addition, we

Narratives

are asking school superintendents and principals to only recommend applicants that they do not plan to hire during the school year. A detailed letter explaining the importance of member retention will also be distributed to all school superintendents and principals at the prior to member selection.

Logic Model:

The activities and expected outcomes of the USC project are shown in Figure 1. This logic model presents three rows of activities for each strategy of the project, math tutoring, drug prevention, and nutrition. The logic model provides a description of the inputs that are resources for the project as a whole.

The National Performance Measures (NPM) that are used as output/outcome indicators are also listed in Figure 1. An output indicator that will measure NPM ED2 is the number of economically disadvantaged students or students with special/exceptional needs that completed participation in the USC math tutoring program. An outcome indicator that will be tracked for a medium-term outcome is NPM ED5, the number of students with improved academic performance in math. Copy of the logic model can be found under the Logic Model tab of this proposal in egrants.

Evidence Base:

As described above, research shows that learning math at an early age helps prepare a child for later success in school and career. Implementing drug prevention and nutrition education curriculum, along with math tutoring, can improve learning opportunities for a student. The math tutoring intervention of the USC project was evaluated in fall, 2015 by external evaluators to determine if the expected intermediate-term outcome of an increase in the percentage of students who are achieving math scores at grade level (apprentice) or above was achieved.

The evaluation used was a quasi-experimental design with a statistically matched comparison group. This evaluation provided a moderate level of evidence of causal impact of the intervention on the target population. An experimental design is not appropriate because USC members working in schools do not have the ability to choose (randomly assign) students who will receive tutoring at this time.

The evaluation included 11 matched pairs of schools from 11 counties in eastern Kentucky where the

Narratives

program operated. The pairs include schools served by a USC member and a comparison school in the same county that did not have a USC member. Matching criteria used in selecting pairs included school demographic characteristics, such as enrollment, the percentage of students receiving free/reduced lunch, and the percentage of students scoring apprentice or novice on math K-prep testing. All USC participating schools were elementary schools, and therefore, were matched to non-participating elementary schools. All schools were in areas considered to be nonmetropolitan based on the National Center for Health Statistics urban-rural classification scheme for counties. A list of the 11 USC schools and 11 matched non-USC schools is provided in the Appendix. This list contains the data elements described above that were used for matching for each school, as well as comparable data for each school district and the state. The list also contains additional demographic data, including enrollment by gender and race, and district-wide data on population, median household income, and percentage of families with children under age 18 who are living in poverty.

Host and match schools are demographically similar. During the 2012/2013 school year, an average of 461 students were enrolled in the host schools and an average of 400 students were enrolled in match schools. Third grade enrollment averaged 58 students in host schools and 53 students in match schools. Fourth grade enrollment averaged 53 students in host schools and 55 students in match schools. Fifth grade enrollment averaged 57 students in host schools and 49 students in match schools. On average, 52% of host school students were male and 50% of match school students were male. There was an average of 97% students who were white and 1% of students who were African American/Black in host schools, while match schools had an average of 94% white and 1% African American/Black students. Host schools had an average of 74% of students on the Free and Reduced Lunch Program and match schools had an average of 65% of students on this program. The average median income in the host school counties was \$29,132 and the average median income in the match school counties was \$28,943. The average percentage of people in poverty was 32% in host school counties and 33% in match school counties.

The USC project was implemented as a school-level project due to the nature of how students are included in the project. At-risk students are determined by school principals by pre-test math scores, as well as other factors. At times, these students fall out of this group because they test higher on the quarterly math test and others will become eligible for tutoring based on these tests. Therefore, individual-level evaluation was not feasible, which led to use of a school-level evaluation with a

Narratives

comparison group. While this type of evaluation is not as strong as an individual-level evaluation with an individual-level comparison group, it was necessary given resources provided and difficulty obtaining student test scores in both intervention and non-intervention schools.

Impact data on math achievement was collected by the external evaluators from a KY State Department of Education school report card data that is available online. This data was collected for the year prior to program implementation for the baseline measurement, as well as for years during implementation. The data was collected for each school in the selected subset, including data by grade level for grades three through five, for the schools participating in the USC program and non-participating matched schools. The data includes the percentage of students who score at each performance level. There are four performance levels reported on the school report cards for K-Prep math testing: novice, apprentice, proficient, and distinguished. Data was compiled in an Excel file and analyzed in SAS to determine the mean percentage score at each performance level for each school type (host or match) and by grade. Significant differences between the baseline percentages (2011-2012 school year) and the latest year available (2014-2015 school year) were calculated using a t-test.

Results show that progress is being made toward achieving the intermediate-term outcome of an increase in the percentage of students who are achieving math scores at grade level (apprentice) or above. While overall and among fifth grade, both match and host schools had increases in the percentage of students scoring in the two highest proficiency levels (proficient and distinguished), host schools had greater changes from baseline to follow-up than match schools when examining scores by the two lowest grade levels. Minimal changes were observed among third and fourth grade match school scores from baseline to follow-up, but during this time, host schools saw statistically significant ($p < .05$) changes, including a decrease in third grade students scoring in the novice level, an increase in third grade students scoring in the distinguished level, and a decrease in fourth grade students scoring in the apprentice level (this was accompanied by a decrease in the percentage of fourth grade students scoring in the novice level that was not statistically significant). These changes indicate that more third and fourth grade students in host schools are scoring in proficiency levels that are at grade level or higher (apprentice or above), compared to match schools.

Notice Priority:

Math programs utilized by USC are research and evidence based as being successful in improving at-

Narratives

risk students' academic performance and meet the criteria of 2015 AmeriCorps Funding Priorities for Education. UNITE Service Corps will also be trained and certified in KY Disaster Emergency Management so they are ready to respond to natural disasters that occur in the USC region such as flooding and excessive wind.

Member Training: The Majority of USC training will be provided by the UNITE Education Director (ED), USC Program Director (PD), USC Co-Program Director (CO-PD). Training provided by others include: math tutoring skills taught by a National Board Certified Math Instructor as stated above; Reporting Suspected Child Abuse/Neglect will be taught by the Director for Protection and Permanency Office, Mountain District for the KY Department for Families and Children; Disaster Emergency Assessment will be provided by a representative for the KY Department for Emergency Management Office.

Following is an example of our training schedule for the 2013-14 year: September (Day 1): USC Program Orientation (Business training, Contract, prohibited activities, program duties description, confidentiality, AmeriCorps 101) and "Too Good for Drugs"; UNITE Clubs September (Day 2): Effective math tutoring practices October; Reporting Suspected Child Neglect and Abuse December: "Take 10" and "Energy Balance 101" January: Disaster Damage Assessment February: Job interview skills; Building a resume; UNITE Education Kit Training March: KY Test Ethics for proctors, scribes, and readers and How to use the Segal Education Award, April.

Members receive a copy of prohibited activities their initial program orientation and are asked to sign a copy of those activities to demonstrate understanding. A copy of this document is kept in member files that are retained by both the member and the USC PD. Members present a list to each recruited volunteer at the beginning of their service for the program.

Member Supervision: The USC Program will be well organized with supervision being provided by a triad of supervisors and instructors. The USC PD and CO-PD have school administrative experience and will serve as the first part of the triad. The PD and CO-PD will conduct orientation and monthly training sessions with members to review progress, time reporting and offer guidance and updates in addition to the above listed trainings. The UNITE ED, Debbie Trusty, and both the PD, Melinda Kincer, and CO-PD (to be named) will be the second part of the triad. USC On-Site Supervisors (OSS)

Narratives

will be the third part of the triad. OSS will directly supervise member math tutoring sessions and will sign weekly service logs to verify member service hours. OSS will work with classroom teachers and the member to identify at-risk students and assign them to USC members for Tutoring. The OSS will assist members in collecting pre/post test data for USC quarterly reporting and assign members to designated places in schools to implement service. OSS will include USC members in all school professional development training.

Section 1111 of the Elementary and Secondary Education Act is a plan to improve basic programs operated by local education agencies. New math standards were used for the first time in the school year 2011-2012 with students tested using the KY-Every Child Proficient and Prepared for Success standardized test (K-PREP). Section D, part III of the Elementary and Secondary Education Act addresses challenging students that are achieving at a lower level on the concepts at the grade level. Students tutored by USC members fall into the area below the proficient level. Members are trained by a Math Leadership Network Leadership Teacher (Ms. Kincer) in the navigation of Common Core Standards and the practices to be successful in tutoring math. USC members training will be provided by a National Board Certified teacher that has been a school consultant for strategies to assist at-risk students. Members are educated on standards that apply to each grade level. Supervision of members implementing these strategies will be monitored by the grade level teachers they are assigned to on a daily basis and the OSS.

Both the PD and CO-PD will have school administration experience and will observe tutoring sessions and evaluate those sessions as well. USC members will also require the OSS and the supervising teacher to submit a mid- and year-end evaluation of the member's service. We expect to see a decrease in the number of students that are scored in the lower level achievement areas of the KY testing program over the three year grant cycle.

Member Experience: The USC program is prideful of the powerful service experiences and impactful civic participation our members experience. Members are trained on the KY Core Content and gain a complete understanding of expectations for student success. In addition to teaching skills, our members are expected to do public speaking on behalf of UNITE as members of their community anti-drug coalitions. USC members gain experience at organizing and implementing educational activities in their communities related to the healthy choices curriculum. Our members are trained in

Narratives

disaster emergency management that give them the skills to be leaders during times of natural disaster that occur in our communities each year.

The components that USC uses to meet this criteria begins on the first day of service where members are informed that we participate in the "Make a Difference Day" and "MLK Day" along with the other national and Kentucky AmeriCorps programs . USC participates in a food drive at each school with the food collected remaining in that community. USC members see that a significant number of families need assistance and how community service brings an increase of student's self-esteem by helping others. Members design monthly service opportunities for UNITE Club members to reflect on their service. AmeriCorps members keep a scrapbook of club service along with the club members that contains pictures, letters, and press clippings documenting their service. Members decorate a display board documenting their service and the activities of their students and volunteers that is presented to school boards and to KCCVS officers at the end of the service year celebration. Members receive a framed certificate and group photo at this celebration to remind them of the importance of lifelong civic responsibility to community service.

Members that serve in the USC are able to connect with each other within our Corps by several means that include: monthly Corps meetings for professional development; attending local UNITE coalition meetings and events; and they are encouraged to share ideas, strategies, and successes via emails and phone calls. USC members attend regional launch meetings that are arranged by the KY Commission of Community Volunteer Service. Current USC members are encouraged to mentor new members when their service ends and to become a member of the AmeriCorps Alumni community. Members that have graduated the program can mentor new members through the USC Member Facebook page as well as the KCCVS Facebook page and they remain on the listserv for the KCCVS newsletter.

As we have done successfully in the past, USC members will be inclusively recruited non-discriminately from across the state, region and national population. Minorities and individuals who are physically challenged will be encouraged to apply. Program vacancies will be distributed through: 1) Schools that work specifically with individuals with disabilities; 2) Independent living centers; 3) Vocational rehabilitation agencies; 4) Disability service groups; 5) Regional offices of the Department of Health, Education and Welfare; and 6) statewide agencies and groups that work with people with disabilities. USC will use the high school graduates with some college that are confident in math skills

Narratives

and that desire to serve in education. Serving as role models for the students they tutor, their qualifications must be exemplary, combining excellent academic proficiency and well-rounded interpersonal skills. USC members must demonstrate dedication to community service and skills in leadership, organization, computer technology, and communications. Program position vacancies will be distributed through 1) mailing list of state, regional, and national associations; 2) the AmeriCorps Online recruiting program; 3) school district offices; 4) professional colleagues and 5) programs known for their particular interest in the educational and career development of women and minorities. Applications will be reviewed and rated individually by members of a selection committee (including project staff and selected host site personnel). The applicants are then interviewed by the personnel committee and a decision made on the selected member. A limited number of applicants will be interviewed and rated separately by each selection committee member and the committee as a whole. Once the selections are made, candidates will be presented to the program director for interviews and approval. In order to recruit members with a disability, we will be partnering with the area school districts and several agencies to find members who are classified as disabled under Americans with Disabilities Act of 1996 and Section 504 of the Rehabilitation Act of 1973. Most of these agencies are Social Service agencies such as: State and area employment agencies, College and University Career Centers, Vocational Rehabilitation Agencies/programs from high schools and colleges/universities, Guidance Counselors from high schools from the Fifth Congressional District, Disability Related Advocacy organizations, and Office of Services for Individuals with Disabilities (OSID) at Kentucky's colleges and universities. The Directors of the Office of Services for Individuals with Disabilities from the colleges will not only guide us in locating possible members but will also be able to assist us with complying with the ADA of 1996 and Section 504 of the Rehabilitation Act of 1973. Because members are hired by each school district in which they work, comprehensive information about hiring qualified applicants with disabilities may be obtained by the districts from the Recruitment and Retention section of Office of Disability Employment Policy (ODEP) web site by the districts. They will also be able to access The Employer Assistance Referral Network (EARN), a service for employers sponsored by the ODEP, to help find qualified applicants. The districts will be asked to post open positions at job service or workforce employment centers, independent living centers, and job fairs.

Commitment to AmeriCorps Identification: Each USC member will be listed as an AmeriCorps member on the websites of both their assigned school and UNITE. They will utilize this website with

Narratives

their service duties, service location in the building, picture, and educational biography to inform parents of their role as an USC member in the school. Members wear photo identification badges required by school employees along with an AmeriCorps pin and a USC name badge containing the AmeriCorps logo. USC members will be issued two service gear items to wear during events at the school or community events with the AmeriCorps logo. All members will use USC letterhead bearing the AmeriCorps logo when sending information home with students or when writing professionals or businesses concerning USC business. When USC members are involved with a school event or community service project AmeriCorps signs and banners are displayed for branding purposes. UNITE's media director submits press releases to each member's local newspaper when the member is selected, identifying the program as AmeriCorps. Local news media are contacted to cover special events in the school or community and USC is identified as an AmeriCorps program.

Organizational Background and Staffing: Operation UNITE is a non-profit organization launched in 2003 to combat the illegal drug epidemic in Eastern Kentucky. UNITE serves the 32-counties of KY's 5th Congressional District by using a three-pronged approach to addressing substance abuse issues that includes law enforcement, treatment, and education programs. The cornerstone of UNITE's education effort seeks to prevent youth drug-use by empowering youth to become healthy leaders in schools and communities. UNITE works to achieve this goal by developing drug prevention, intervention and healthy lifestyles leadership programs that help youth learn to set goals, make positive choices, and lead healthy lives. UNITE partners with 45 school districts and more than 18,000 volunteers in 32 community anti-drug coalitions to conduct youth-targeted initiatives. Since inception more than 91,000 youth have participated in UNITE sponsored youth activities.

USC Staff/Experience, Training, Vacancies: The USC PD is Melinda Kincer brings 27 years of educational experience to this program including public educator with a Rank 1 in Educational Leadership. Mrs. Kincer has worked with the KY Department of Education as a facilitator in math education. Most recently she worked with the Office of Next Generation Learners in math network for classroom teachers. The USC CO-PD will also be a career educator and interviews were ongoing during the time this grant proposal was submitted. Debbie Trusty, UNITE Education Director, will oversee the USC program and be the primary grant writer for the project. Ms. Trusty has been a social worker for 34 years and currently serves on the Pikeville College Social Work Advocacy Board, Kentucky Prevention Network Board, Pike/Floyd County Kentucky Agency for Substance Abuse

Narratives

Policy (KY-ASAP), and the WestCare Foundation Eastern KY Region Board/ She is a certified grant writer through The Grantsmanship Program of CA. Pat Gifford, UNITE Chief Financial Officer (CFO) will oversee the grant finances and maintain standard accounting practices in monitoring/managing funds and personnel, and in ensuring that funds are expended in accordance with the approved budget. Mr. Gifford currently manages multiple millions of dollars in federal and state funding from the U.S. Department of Justice (DOJ), Centers for Disease Control (CDC), Substance Abuse and Health Administration (SAMHSA), Health Resources and Services Administration (HRSA), Appalachian Regional Commission (ARC), as well as numerous foundations. Mr. Gifford and Ms. Trusty do not receive any wages from the AmeriCorps grant. All UNITE grants are audited by an external auditor yearly and there have never been problems identified with the audits. All audits will be conducted in accordance with Subpart F of 2 CFR, Part 200, or an "audit under Subpart F." If successful, USC will be a 7th year recipient of the AmeriCorps grant with all staff acquainted with the grant management. To ensure external validity and objectivity for the evaluation of the proposed USC project, Mark Dignan, Ph.D., M.P.H., FAAHB, President of Southeastern Program Evaluation (SPE), Professor, Department of Internal Medicine, and Director, Prevention Research Center at the University of KY Medical Center has agreed upon award to serve as the Evaluator for the project. The role of the Evaluator will be to: 1) work in conjunction with the USC program to incorporate their performance measures 2) ensure that the proposed measures are accurately based on the goals and anticipated outcomes of the project to effectively impact the targeted population and communities served; 3) gather baseline data at the beginning of the academic year; 4) incorporate both outcome and process measures in the evaluation plan; 5) train project staff in the process by which the data for these measures will be collected; 6) provide evaluation reports to UNITE and KCCVS at the end of the year.

Compliance and Accountability:

During USC orientation, members are given a full list of prohibited activities by the program director with training provided. A complete section in member contracts is devoted to prohibited activities and is signed by the member to demonstrate understanding. Members are also given a copy of a grievance procedure during orientation. The PD would ensure that any dismissal would be through due process as detailed in the AmeriCorps member's contract with USC. Non-compliance with member duties includes not adequately reporting service hour totals, failure to perform USC duties, or engaging in prohibited/unallowable activities. Attendance for members is kept on-site by the member's OSS.

Narratives

Members are to sign in and out daily at the school's designated area. Time sheets are kept that reflects the member's daily service and a brief explanation of service for each day is signed by the member, verified and signed by the OSS, then mailed/faxed to the PD who compiles the information for CNCS required fiscal progress reports. USC program has had 100% compliance from members for the past three years with no compliance issues having been identified. Information regarding AmeriCorps policy regarding duplicating, displacing, or supplanting volunteers, school staff and/or interns is included in the member contract. Member contracts are signed during orientation before their year of service begins. An M.O.U. (Memorandum of Understanding) is presented to and signed by each school district board of directors and superintendent. USC service school principals are given a copy of the M.O.U. and member contract. Member activities are monitored on member schedules submitted every two weeks to the Program Director. Member activities are also monitored by service site visits that includes teachers interviews for those working with USC members regarding member activities

Organizational Capability

Organizational Background and Staffing: Operation UNITE is a non-profit organization launched in 2003 to combat the illegal drug epidemic in Eastern Kentucky. UNITE serves the 3-counties of KY's 5th Congressional District by using a three-pronged approach to addressing substance abuse issues that includes law enforcement, treatment, and education programs. The cornerstone of UNITE's education effort seeks to prevent youth drug-use by empowering youth to become healthy leaders in schools and communities. UNITE works to achieve this goal by developing drug prevention, intervention and healthy lifestyles leadership programs that help youth learn to set goals, make positive choices, and lead healthy lives. UNITE partners with 45 school districts and more than 18,000 volunteers in 32 community anti-drug coalitions to conduct youth-targeted initiatives. Since inception more than 91,000 youth have participated in UNITE sponsored youth activities.

USC Staff/Experience, Training, Vacancies: The USC PD is Eugene Newsome who brings over 34 years of educational experience to this program including teacher, Jobs for Kentucky Graduates Coordinator, and Day Treatment Director as well as grants management. The USC CO-PD, Nancy Hale, brings 36 years as a public educator working as a teacher and public school administrator. Ms. Hale was chosen as the Kentucky Educator of the Year two times during the 1990s and is certified in grants management. Debbie Trusty, UNITE Education Director, will oversee the USC program and be the primary grant writer for the project. Ms. Trusty has been a social worker for 34 years and currently serves on the Pikeville College Social Work Advocacy Board, Kentucky Prevention Network

Narratives

Board, Pike/Floyd County Kentucky Agency for Substance Abuse Policy (KY-ASAP), and the WestCare Foundation Eastern KY Region Board and is a certified grant writer through The Grantsmanship Program of CA. Pat Gifford, UNITE Chief Financial Officer (CFO) will oversee the grant finances and maintain standard accounting practices in monitoring/managing funds and personnel, and in ensuring that funds are expended in accordance with the approved budget. Mr. Gifford currently manages multiple millions of dollars in federal and state funding from the U.S. Department of Justice (DOJ), Centers for Disease Control (CDC), Substance Abuse and Health Administration (SAMHSA), Health Resources and Services Administration (HRSA), Appalachian Regional Commission (ARC), as well as numerous foundations. Mr. Gifford and Ms. Trusty do not receive any wages from the AmeriCorps grant. All UNITE grants are audited by an external auditor yearly and there have never been problems identified with the audits. All audits will be conducted in accordance with Subpart F of 2 CFR, Part 200, or an "audit under Subpart F." At this time, there are no USC staff vacancies. If successful, USC will be a 7th year recipient of the AmeriCorps grant with all staff acquainted with the grant management.

Evaluation:

To ensure external validity and objectivity for the evaluation of the proposed USC project, Mark Dignan, Ph.D., M.P.H., FAAHB, President of Southeastern Program Evaluation (SPE), Professor, Department of Internal Medicine, and Director, Prevention Research Center at the University of KY Medical Center has agreed upon award to serve as the Evaluator for the project. The role of the Evaluator will be to: 1) work in conjunction with the USC program to incorporate their performance measures 2) ensure that the proposed measures are accurately based on the goals and anticipated outcomes of the project to effectively impact the targeted population and communities served; 3) gather baseline data at the beginning of the academic year; 4) incorporate both outcome and process measures in the evaluation plan; 5) train project staff in the process by which the data for these measures will be collected; 6) provide data analysis reports to UNITE and KCCVS at the end of the year.

Compliance and Accountability: During USC orientation, members are given a full list of prohibited activities by the program director with training provided. A complete section in member contracts is devoted to prohibited activities and is signed by the member to demonstrate understanding. Members are also given a copy of a grievance procedure during orientation. The PD would ensure that any dismissal would be through due process as detailed in the AmeriCorps member's contract with USC.

Narratives

Non-compliance with member duties includes not adequately reporting service hour totals, failure to perform USC duties, or engaging in prohibited/unallowable activities. Attendance for members is kept on-site by the member's OSS. Members are to sign in and out daily at the school's designated area. Time sheets are kept that reflects the member's daily service and a brief explanation of service for each day is signed by the member, verified and signed by the OSS, then mailed/faxed to the PD who compiles the information for CNCS required fiscal progress reports. USC program has had 100% compliance from members for the past three years with no compliance issues having been identified. Past Performance for Current Grantees and Former Grantees: In the past three years, USC met their target goal of having 80% of students tutored in math improving their pre/post test scores by a minimum of 30%. During the previous academic year (2013-14) the total growth in math was 35%. Students tutored in healthy futures curriculum also exceeded the expected outcome of 30% improvement in pre/post test scores by showing a total growth in knowledge of 36%. In order to retain a higher percentage of members for the entire year, we are asking members with teaching credentials to examine their job possibilities and not accept a USC position if there is a strong possibility they will be hired by a school district before their term of service is complete. Our retention rate for the 2013-14 academic year was 95.45% with one member leaving to take a director's position of the after-school program where he served and the second members leaving to take a position at a local. In addition, we are asking school superintendents and principals to only recommend applicants that they do not plan to hire during the school year. A detailed letter explaining the importance of member retention will be also be distributed to all school superintendents and principals at the prior to member selection.

Budget/Cost Effectiveness

The USC is again applying for a fixed grant this cycle. The cost per MSY will consist of personnel expenses, personnel fringe benefits, travel, supplies, training, evaluation, living allowance, FICA and workers compensation, health care, and administrative costs. The member living allowance is based on 54 full-time AmeriCorps members at the minimum allowance of \$12,530.

The project will again use The Corps Network Health Care benefit. Each school district will provide a \$5,500 match for each member assigned to that district. These funds coupled with the grant funding requested will provide the source for the above mentioned expenses. This fund is sufficient to support a full-time Program Director and a part-time Co-Director with all of their benefits, materials, and travel. Operation UNITE's anti-drug education initiative is enhanced as each member teaches the

Narratives

"Too Good for Drugs" curriculum and helps sponsor a UNITE Club. Each member receives \$12,530 living allowance paid throughout the 11-month program and receives a \$5,775 education award upon completion of the program.

The plan for obtaining diverse non-federal resources for program implementation and sustainability will be to increase community support and funding sources by building upon UNITE's partnership programs and establishing collaborative partnerships with these programs. USC's collaboration with Eastern Kentucky schools and programs will support and extend USC programs which will address the critical need for healthy choices education and math tutoring programs in Eastern Kentucky. UNITE's Board of Directors, UNITE Director of Development and the USC Program Director will be actively engaged in obtaining non-federal resources for sustainability by collaborating with USC's school, community and faith-based partners to seek a wide variety of outside funding.

USC members will build community support by making presentations to community and faith-based organizations and obtaining media coverage about the healthy choices education and math tutoring service projects which they are implementing across Eastern Kentucky. UNITE's collaborative format will encourage USC area schools as well as community and faith-based organizations to work together to bring increased drug/nutrition education and math tutoring funding to the USC area. USC will work throughout the grant period of the AmeriCorps program funding to establish a collaborative format that will garner area community and faith-based organizations to continue to share resources, expertise, programs and materials to continue high quality drug/nutrition education and math tutoring programs.

The school districts will make a cash match per AmeriCorps member of \$5,500 for a total of \$297,000 for the 2016-17 program year. The USC school site partners will also contribute in-kind a school USC On-Site Supervisor and work site where the members will implement the USC programs. All professional trainers will provide in-kind training to USC members. Operation UNITE, through existing federal funds, will provide \$750 in cash funding for each UNITE Club that USC members establish or expand for at least \$33,000 non-corporation cash dollars for the grant. Although the administrative positions and services provided by UNITE are funded with federal dollars and are therefore not included in the USC budget, these partnerships and resources are important to note. USC will also see additional cash and in-kind funding each year from USC communities for USC programs.

Narratives

Budget Adequacy: The budget indicates sources of match funds with each of the USC school partners contributing \$5,500 per USC member to the USC to support the services provided by the USC member(s) assigned to the USC partner school districts. The total of USC partner school district contributions will be \$297,000. USC's budget is more than adequate to support the USC program design as it supports program activities including the cost of criminal history checks and FBI checks. The PD will work closely with the UNITE Board of Directors to collaborate with USC area community and faith-based organizations to increase drug and nutrition education and math tutoring programs in the USC area of Eastern Kentucky. The 44 USC school partners will provide on-site member supervision and associated fringe benefits for these supervisors as in-kind support.

Travel for staff and members, including transportation, lodging, subsistence, and other related expenses, USC PD and CO-PD's salaries, fringe benefits, and travel will be covered by the funds received from the USC partner school districts.

Evaluation Summary or Plan

Introduction

Operation UNITE was again awarded funding to begin the USC project in 2011 by CNCS. As a part of this funding, an evaluation plan is required for grantees receiving over \$500,000 by the end of the third year of funding, which is fall of 2014 for this project. USC program staff hired an outside evaluator, as required by CNCS to prepare and conduct the USC project evaluation. The evaluation plan is intended to examine the processes and outcomes of the USC project. By examining processes of the project's implementation, barriers and successes can be identified. Examining the outcomes of the program, in terms of what actually occurs, versus what was planned will help determine the project's impact. This will help inform other schools in Kentucky regarding effective programs that help increase success and health of students.

The USC project has three interventions that are intended to serve as a comprehensive approach to improving success in school and careers and health of students in the USC service region: math tutoring, drug prevention, and health education. In order to narrow the evaluation and use resources in a productive manner, this evaluation will focus on one intervention: math tutoring. By focusing the evaluation on one intervention, the evaluators and program staff intend to obtain a moderate level of

Narratives

evidence showing a causal relationship between the intervention and intended outcomes.

Research Questions

The USC project has three components: math tutoring, drug prevention, and nutrition. The main component is the math tutoring intervention, and this is the component which will be evaluated. Below are key questions about the implementation and impact of the math tutoring component. The implementation questions focus on the processes of implementing the math tutoring component. The impact questions focus on the short-term outcomes of the math tutoring component.

Process Evaluation Questions

1. How many tutors are participating in the project?
 - a. What are their characteristics (qualifications)?
2. How many students were tutored in math and/or provided with drug prevention or nutrition education?
 - a. What are their grades?
3. How many USC members were placed in schools in the UNITE service region?
 - a. What are the characteristics of the schools?
 - b. How many hours of tutoring and education did the USC members provide?
4. How many volunteers did the USC members engage in the schools and communities where they were placed?
 - a. How many service hours were provided by volunteers?

Impact Evaluation Questions

1. Were there changes in knowledge, as shown by math scores from the participating schools that received tutoring and education?
 - a. Did providing math tutoring increase knowledge in math, as shown by math scores of participating schools, as compared to similar schools not receiving tutoring?

Study Components

Evaluation Design

The evaluation will include 11 matched pairs of schools from 11 counties in eastern Kentucky where the program is operating. The pairs include schools served by an AmeriCorps member and a comparison school in the same county that does not have an AmeriCorps member. Matching criteria

Narratives

include school demographic characteristics, such as enrollment, the percentage of students receiving free/reduced lunch, and the percentage of students scoring apprentice or novice on math K-prep testing. All participating schools are elementary schools, and therefore, will be matched to non-participating elementary schools. All schools are in areas considered to be nonmetropolitan based on the National Center for Health Statistics urban-rural classification scheme for counties. See the Appendix for the proposed list of 11 USC schools and 11 matched non-USC schools. This list contains the data elements described above that are used for matching for each school, as well as comparable data for each school district and the state. The list also contains additional demographic data, including enrollment by gender and race, and district-wide data on population, median household income, and percentage of families with children under age 18 who are living in poverty.

Methods

The process and outcome questions that will be addressed with this evaluation are those listed above that pertain to the math tutoring intervention. These questions are shown in the process and impact component tables below (Tables 2 and 3), which provide indicators, measurement tools, person responsible, and data for each question.

Amendment Justification

N/A - there are no amendments.

Clarification Summary

A. General clarification items:

1. Funding request was reduced to \$658,800 to reflect 54 Member Service Years (MSYs), at @12,200 cost per MSY.

Executive summary is revised below and change was made in the budget. No change was needed in the performance measure as number of members requested did not change.

2. Funding request was reduced as stated above in #1

B. Programmatic clarification items:

1. How USC members will not duplicate staff/teachers roles: The 54 UNITE Service Corps members are placed in the most rural elementary schools within the 5th Congressional District of Kentucky. These schools do not have staff to provide math tutoring or that can teach drug prevention or wellness curriculum to students. Without UNITE Service Corps in the school these services would not be available to the students served.

Narratives

2. How the program meets requirements for tutoring programs:

Our members will be trained by a Melinda Kincer, Program Director, who is a retired elementary school teacher with 27 years of experience. She has her Masters in Instructional Leadership and Rank I in Elementary Education. She was selected by her district to be the liaison for the Kentucky Department of Education for mathematics and was in charge of training peers in her district as well as surrounding districts. She has served on the state textbook adoption team for mathematics education for elementary schools. She has also served as a test item screener for the testing company Pearson. She will provide the strategies, vocabulary, and correct use of manipulatives to prepare USC members to instruct and guide small group as well as one on one tutoring. Record keeping such as tracking skills for each student will also be included in the training. Periodic training in math strategies, math common core and any other mathematics concern that is organic to the USC members will also take place through out the year. A National Board Certified Teacher of Mathematics is also available as backup for the program as needed.

3. Executive Summary Revisions: The UNITE Service Corps (USC) seeks to place 54 full-time USC members in 54 of the poorest elementary schools in Eastern Kentucky. The USC program is a two-fold approach to provide math tutoring and wellness curriculum to address drug prevention and nutritional education for 4th and 5th grade students. The 54 USC members will leverage an additional 1,100 volunteers to help with activities at their assigned schools. At the end of the grant period, September 1, 2016 - August 31, 2017, expected outcomes are for students to show a 30% increase in both math scores and the healthy choices curriculum as measured by pre/post tests. This project will implement services for the CNCS focus areas of Education and Healthy Futures. The program will receive public/private funds with the CNCS investment of \$658,800 will be matched with \$297,000 received from the school service sites.

C. Budget Clarification Items:

Changes were made to reflect the reduction in requested funds as discussed in A, #1 above.

D. Performance Measure Clarification Items:

1. MSY's were changed to reflect member time spent in math at 90% (48 MSY's) and Healthy Futures at 10% (6 MSY's).
2. Members are placed in the most impoverished rural schools in the 5th Congressional District. Math Tutoring or wellness curriculum were not available prior to USC member service. Those

Narratives

programs are not taught by school staff and would not be provided if USC members were not there to provide the service. According to the 2014 US Census data, the 5th Congressional District has the 4th lowest median household income with 29.2% of households below the poverty level and 16 of the top 100 poorest counties in the nation. Of the 11 counties receiving USC services, 9 have 100% of their students receiving free or reduced school lunches with the other two counties at 75%.

3. ED1 is added in the performance measure section.
4. Changes to described instrument section of ED2 have been made in the performance measure section.
5. ED27 was removed from the performance measure section.
6. The test is research based and norm referenced. We will pre-test students before the onset of tutoring and test students upon exiting the tutoring.
7. Target Value for ED5 is revised in the performance measure section.

E. Evaluation Clarification Items:

No changes needed.

F. MSY with No Program Funds Attached Clarification Items:

Operation UNITE can not afford to sponsor members without program funds. We are not applying for no-cost MSY's.

Clarification Changes - Round Two received on 04/25/16

B. Programmatic Clarification items:

1. Executive Summary revisions to include source of funding (Private/Public): The UNITE Service Corps (USC) seeks to place 54 full-time USC members in 54 of the poorest elementary schools in Eastern Kentucky. The USC program is a two-fold approach to provide math tutoring and wellness curriculum to address drug prevention and nutritional education for 4th and 5th grade students. The 54 USC members will leverage an additional 1,100 volunteers to help with activities at their assigned schools. At the end of the grant period, September 1, 2016 - August 31, 2017, expected outcomes are for students to show a 30% increase in both math scores and the healthy choices curriculum as measured by pre/post tests. This project will implement services for the CNCS focus areas of Education and Healthy Futures. The program will receive funds from both the CNCS investment of \$658,800 that will be matched with public funds from school service sites at \$5500/per school for a

Narratives

total of \$297,000. Changes were made in the Executive Summary section of the grant.

D. Performance measure clarification Items:

1. How program meets the requirement of economically disadvantaged. USC will serve economically disadvantaged students in school districts that meet the poverty guidelines for free or reduced school lunch guidelines. Nine (9) of the school districts served by USC receive 100% free or reduced lunches and two (2) districts are at 75% of their students meeting the guidelines for free or reduced lunches. Eligible for free (at or below 130% of poverty) or reduced (between 130% to 185% of poverty) lunch or enrolled in a school where the majority of students are eligible for free or reduced lunch; may or may not actually be accessing free/reduced lunch. Information for this measure was obtained from the Kentucky Department of Education website for the National School Lunch Program (NSLP) for academic year 2015-16. Output measure ED1 was added to the performance measure section of the grant proposal.

2. Add output ED1 to the performance measure section: Output ED1 has been added to the performance measure section.

3. Please clarify how the proposed standardized test for ED5 meets the requirements articulated in the Performance Measure Instructions for this measure: The easyCBM is for grades K-8. The easyCBM provides 3 forms of a screening measure to be used locally for establishing benchmarks. All measures have been developed with reference to specific content in mathematics (National Council of Teaching of Mathematics) and using Item Response Theory. Our schools use the term RTI response to intervention. The easyCBM falls within state testing disaggregated reliability and validity data for diverse populations.

4. Please revise the "Described Instrument" Section of ED5 to include when the pre-test will be administered for consistency:

The pretest easyCBM will be administered before tutoring begins. This revision has been added to the Described Instrument section of ED5 in the performance measure section.

5. Please revise the target for ED2 so that it corresponds with the number of students that complete 1536 minutes of tutoring. The target for ED2 cannot be fewer than the number of students expected to

Narratives

improve academic performance in ED5:

The output Target ED2 should be 2160 students. The target number for ED2 has been revised in the performance measure section.

Continuation Changes

N/A - there are no continuation changes needed.

Grant Characteristics