

# PART I - FACE SHEET

|   |               |   |               |              |               |          |         |          |         |          |         |                   |         |          |               |  |  |
|---|---------------|---|---------------|--------------|---------------|----------|---------|----------|---------|----------|---------|-------------------|---------|----------|---------------|--|--|
| <b>APPLICATION FOR FEDERAL ASSISTANCE</b>   |               | 1. TYPE OF SUBMISSION:<br>Application <input checked="" type="checkbox"/> Non-Construction  |               |              |               |          |         |          |         |          |         |                   |         |          |               |  |  |
| Modified Standard Form 424 (Rev.02/07 to confirm to the Corporation's eGrants System)   |               |   |               |              |               |          |         |          |         |          |         |                   |         |          |               |  |  |
| 2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS):  |               | 3. DATE RECEIVED BY STATE:<br><br>07-JAN-11   |               |              |               |          |         |          |         |          |         |                   |         |          |               |  |  |
| 2b. APPLICATION ID:<br><br>11AC124171   |               | 4. DATE RECEIVED BY FEDERAL AGENCY:<br><br>FEDERAL IDENTIFIER:<br><br>09ACHKY0010001  |               |              |               |          |         |          |         |          |         |                   |         |          |               |  |  |
| <b>5. APPLICATION INFORMATION</b>   |               |   |               |              |               |          |         |          |         |          |         |                   |         |          |               |  |  |
| LEGAL NAME: Ohio Valley Educational Cooperative<br><br>DUNS NUMBER: 052183803   |               | NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes):<br><br>NAME: Angela Baldrige<br><br>TELEPHONE NUMBER: (502) 564-4986 4037<br><br>FAX NUMBER: (502) 564-6108<br><br>INTERNET E-MAIL ADDRESS: angela.baldrige@ky.gov                   |               |              |               |          |         |          |         |          |         |                   |         |          |               |  |  |
| ADDRESS (give street address, city, state, zip code and county):<br>100 Alpine Dr<br>Shelbyville KY 40065 - 8877<br>County: Shelby  |               |   |               |              |               |          |         |          |         |          |         |                   |         |          |               |  |  |
| 6. EMPLOYER IDENTIFICATION NUMBER (EIN):<br><br>610904744   |               | 7. TYPE OF APPLICANT:<br>7a. Other<br><br>7b. Other State Government  |               |              |               |          |         |          |         |          |         |                   |         |          |               |  |  |
| 8. TYPE OF APPLICATION (Check appropriate box).<br><br><input type="checkbox"/> NEW <input type="checkbox"/> NEW/PREVIOUS GRANTEE<br><input checked="" type="checkbox"/> CONTINUATION <input type="checkbox"/> AMENDMENT<br>If Amendment, enter appropriate letter(s) in box(es): <input type="text"/> <input type="text"/><br><br>A. AUGMENTATION        B. BUDGET REVISION<br><br>C. NO COST EXTENSION    D. OTHER (specify below):   |               | 9. NAME OF FEDERAL AGENCY:<br><b>Corporation for National and Community Service</b>   |               |              |               |          |         |          |         |          |         |                   |         |          |               |  |  |
| 10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: 94.006<br>10b. TITLE: AmeriCorps State  |               | 11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT:<br><br>The SUCCESS Corps  |               |              |               |          |         |          |         |          |         |                   |         |          |               |  |  |
| 12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc):<br><br>SUCCESS Corps will serve the state of Kentucky. Our central office will be in Frankfort, and we will accept applications to host our 20 sites from family resource centers and other community organizations all over Kentucky. Currently, in the 200  |               | 11.b. CNCS PROGRAM INITIATIVE (IF ANY):   |               |              |               |          |         |          |         |          |         |                   |         |          |               |  |  |
| 13. PROPOSED PROJECT: START DATE: 09/01/11      END DATE: 08/31/12  |               | 14. CONGRESSIONAL DISTRICT OF: a.Applicant <input type="text" value="KY 002"/> b.Program <input type="text" value="KY 006"/>  |               |              |               |          |         |          |         |          |         |                   |         |          |               |  |  |
| 15. ESTIMATED FUNDING: Year #: <input type="text" value="3"/>   |               | 16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?<br><br><input type="checkbox"/> YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON:<br><br>DATE:<br><br><input checked="" type="checkbox"/> NO. PROGRAM IS NOT COVERED BY E.O. 12372 |               |              |               |          |         |          |         |          |         |                   |         |          |               |  |  |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">a. FEDERAL</td> <td style="width: 80%; text-align: right;">\$ 133,000.00</td> </tr> <tr> <td>b. APPLICANT</td> <td style="text-align: right;">\$ 163,079.00</td> </tr> <tr> <td>c. STATE</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>d. LOCAL</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>e. OTHER</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>f. PROGRAM INCOME</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>g. TOTAL</td> <td style="text-align: right;">\$ 296,079.00</td> </tr> </table> |               | a. FEDERAL  | \$ 133,000.00 | b. APPLICANT | \$ 163,079.00 | c. STATE | \$ 0.00 | d. LOCAL | \$ 0.00 | e. OTHER | \$ 0.00 | f. PROGRAM INCOME | \$ 0.00 | g. TOTAL | \$ 296,079.00 | 17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?<br><br><input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO |  |
| a. FEDERAL  | \$ 133,000.00 |   |               |              |               |          |         |          |         |          |         |                   |         |          |               |  |  |
| b. APPLICANT  | \$ 163,079.00 |   |               |              |               |          |         |          |         |          |         |                   |         |          |               |  |  |
| c. STATE  | \$ 0.00       |   |               |              |               |          |         |          |         |          |         |                   |         |          |               |  |  |
| d. LOCAL  | \$ 0.00       |   |               |              |               |          |         |          |         |          |         |                   |         |          |               |  |  |
| e. OTHER  | \$ 0.00       |   |               |              |               |          |         |          |         |          |         |                   |         |          |               |  |  |
| f. PROGRAM INCOME   | \$ 0.00       |   |               |              |               |          |         |          |         |          |         |                   |         |          |               |  |  |
| g. TOTAL  | \$ 296,079.00 |   |               |              |               |          |         |          |         |          |         |                   |         |          |               |  |  |
| 18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT, THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.   |               |   |               |              |               |          |         |          |         |          |         |                   |         |          |               |  |  |
| a. TYPED NAME OF AUTHORIZED REPRESENTATIVE:<br><br>Angela Baldrige  |               | b. TITLE:<br><br>Program Director   |               |              |               |          |         |          |         |          |         |                   |         |          |               |  |  |
|   |               | c. TELEPHONE NUMBER:<br><br>(502) 564-4986 4037   |               |              |               |          |         |          |         |          |         |                   |         |          |               |  |  |
| d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:  |               | e. DATE SIGNED:<br><br>05/04/11   |               |              |               |          |         |          |         |          |         |                   |         |          |               |  |  |

## Narratives

### Executive Summary

SUCCESS Corps (Strategically Using Creative Contexts to Ensure Student Success) is a home-visitation program hosted by the Division of Family Resource and Youth Services Centers (DFRYSC). The Corps will require funding for a total 10 full time AmeriCorps members who will be placed at returning host sites. Members implement a strengths-based home-visitation model to serve at-risk mothers and children statewide. The model is a curriculum called MIHOW (Maternal Infant Health Outreach Workers Program), which is developed and maintained by Vanderbilt University. Using the curriculum, members support families to ensure prenatal health, family support, and parental involvement in early education, thereby promoting increased health and a greater level of student school readiness regardless of socioeconomic status. The target population is pregnant mothers and mothers parenting children aged 0-3. Success Corps members' second goal is to conduct community service and assist host sites with their missions.

### Rationale and Approach

#### NEED

In the Family Resource and Youth Services Centers (FRYSCs), located within schools all over KY, coordinators work with families and children to alleviate non-educational barriers to learning by providing a wide range of resources, from food, dental care, clothing, tutoring, transportation, parent education, and much more. Through these centers, a need has been identified to equalize school readiness across the socioeconomic spectrum of KY families. With FRYSCs, Kentuckians have an opportunity to combat the effects of poverty as early as possible through prenatal and early childhood care. Through partnership with the FRYSCs, and with much research about the effects of poverty on children, SUCCESS Corps has identified Kentuckians' need to reduce the effects of poverty on children by increasing school readiness, providing earlier screenings for poorer children, reducing abuse/neglect, improving parent/child relationships, increasing parent education, and reducing drop out rates by

## Narratives

supporting teen parents.

Author Jill Duerr Berrick cites many sources in her book, *Faces of Poverty*, when she claims:

"Poor children are more likely to be born in poor health, to die in the first year of life, and to show signs of poor nutrition or malnutrition.

Poor infants are less likely to have received prenatal care and are more likely to be born before term or at low birth weight.

Poor children suffer higher rates of child abuse and neglect....

Poor children are more likely to have trouble in school, to repeat one or more grades, to have significantly lower IQ's, and to drop out as adolescents."

Numerous studies support Berrick's conclusions that children raised in poverty enter school with a distinct disadvantage compared to wealthier children. These statistics should alarm all Kentuckians, where 16.3% of the population lives in poverty, according to an article published in July 2008 by David Boston. This makes KY the fourth-poorest state in the nation. Within this impoverished state, poverty statistics vary widely. According to Boston, 21 of the counties in KY are considered to have critical poverty rates (50% above the state average). SUCCESS Corps currently serves 8 of those 21 counties. In the 18 state-wide counties currently served by our corps, the average poverty rate is 20.4%, according to 2004 U.S. Census data. Even more threatening to our future is the high poverty rate for children. According to data presented by the Prichard Committee's 21% of the 277,000 children in KY aged 0-5 in 2006 live in poverty. Accordingly, KY data and the experience of educators around the state reflect Berrick's claims, showing correlative fetal health issues, low birth rates, continued abuse and neglect, low success rates in school and high drop out rates.

## Narratives

To combat the effects of poverty, offer an equal opportunity to Kentuckians and improve the future educational and social systems, we need to take the following four steps:

1) Increase health and developmental screenings so those families in poverty who are less likely to receive health care are able to identify barriers to learning as soon as possible. Screening is a cost-effective method designed to identify children who should receive more extensive assessment by specialized professionals. Although KY has implemented some programs to catch early developmental hindrances, such as KY Infants Sound Start, which provided newborn hearing screenings in hospitals until 2004, far too many children have significant developmental problems that could be identified between the ages of 0-3, before children enter school. Developmental delays, learning disorders, and behavioral and social-emotional problems are estimated to affect 1 in every 6 children. Only 20% to 30% of these children are identified as needing help before school begins. Opportunities for early delay identification are usually limited to health care professionals. Considering that currently 17% of children from birth to 3 years old are under-insured, too few children receive appropriate pediatric care. Without care they may not receive screenings until they enter school, according to KY's Early Childhood Initiative Summary. By that time they may lose several years of key developmental opportunity, directly hindering their progress. Even if a child is lucky enough to receive pediatric care s/he often has undetected delays, according to the Ages and Stages Questionnaire website, which states that pediatricians fail to detect delays more than 70% of the time when they rely on clinical judgment alone. Through SUCCESS Corps, we can provide reliable and valid screening instruments, which enable parent educators to identify 70% to 80% of children with developmental delays, according to the same website. In a state with so much poverty, intervention prior to kindergarten has huge academic, social, and economic benefits. Studies have shown that children who receive early treatment for developmental

## Narratives

delays are more likely to graduate from high school, hold jobs, live independently, and avoid teen pregnancy, delinquency, and violent crime, which results in a savings to society of about \$30,000 to \$100,000 per child.

2) Improve parent/child relationships. We need to equip parents with the skills to help their children grow, emphasizing their positive instincts rather than ignoring environments and attitudes conducive to maltreatment. In 2006, there were 19,833 children in KY (19.8%) who were victims of abuse or maltreatment, according to the Child Maltreatment 2006 report by the Administration for Children and Families. Research shows that home visitation and parent education programs reduce maltreatment and improve home environments. In one 15-year follow-up study called "Long-Term Effects of Home Visitation on Maternal Life Course and Child Abuse and Neglect" by Olds et. al, researchers found that "in contrast to women in the comparison group, those visited during pregnancy and the first 2 years of the child's life were identified as perpetrators of child abuse and neglect in fewer verified reports during the 15-year interval [of the study]." The effects were found to be even more significant among groups identified as having chronic stress factors, such as low socioeconomic status or single-parent families. Certainly reducing abuse/neglect improves the quality of life for children. Even if families have fewer chronic stressors, and a low risk for abuse/neglect, providing parent education and home visits contributes to a high quality home environment, which has significant effects on children's education. For example, according to one study by UNC, "children cared for in a high quality setting performed significantly better in math, language, and social skills at school entrance than did their peers in programs of poor quality." Similarly, the Southwest Educational Development Laboratory's Annual Synthesis in 2004 found that, "young children's home environment-including both family background factors and interactions between children and other family members-is strongly associated with their relative skills and abilities upon entry to kindergarten."

## Narratives

3) Improve parent education. According to the findings of Research Report No. 296 in Aug. 2000 by KY's Task Force on Adult Education "40% of KY's working age population is at the two lowest literacy levels, meaning they are not able to read at all or at very limited to moderate levels." Teaching children is more difficult when a parent is unable to read parenting resources or even read aloud with their children. The same study states that "low literacy levels of parents relate directly to the education of children and youth. Children of parents with low literacy levels are five times more likely to drop out of school." The correlation between parent education and children's success in KY is undeniable.

4) Reduce drop-out rates. According to the KY Dept. of Education, KY had a drop-out rate of 2.14 for grades 7-12 in 2006-2007. The state's drop-out problem has even attracted the attention of First Lady Jane Beshear, who has been working to plan a drop-out prevention summit as part of her key initiatives. Teen mothers are more likely to drop out of school, according to "By the Numbers: The Public Costs of Teen Childbearing in KY," published in Nov. 2006 by the National Campaign to Prevent Teen Pregnancy. Other data correlates, showing that in comparison to those who give birth before their 18th birthday and those who wait until age 20 or 21, the young teens are 50% less likely to complete high school, (per April Kaplan, author of "Teen Parents and Welfare Reform Policy"). Teen parents are also less likely to have the financial and experiential resources available to older parents. Their lack of resources directly affects our society, often resulting in a continued cycle of poverty when children of teen parents become adults. Children of teen parents contribute to higher rates of incarceration and increased use of child welfare services, according to the same report.

The above data directly parallels with data from the area we serve. Although our sites are selected through a competitive process each year, we currently serve counties with an average poverty rate of

## Narratives

20.4%, including Breathitt, Breckinridge, Boyle, Clay, Daviess, Franklin, Harlan, Jessamine, Knott, Knox, LaRue, Laurel, Lewis, Logan, Madison, Mason, Martin, and Whitley counties. The average poverty rate for these 18 counties is higher than that of KY's average. We serve in Harlan Co. Schools, for example, a district with the highest average drop out rate in the state. Other counties demonstrate compelling need correlative with state-wide data as well. The 2007 drop-out rate averaged approximately 2.84 in the 18 counties we serve. Like the poverty rate average for the 18 counties, the drop-out rate average is higher than KY's state average. Other statistics are similarly applicable, demonstrating that the identified state-wide need is especially applicable in our service counties. To ensure we continue meeting the above-stated needs, our future site selection will be based in part on county poverty rates, child abuse/neglect statistics, literacy rates, drop-out rates and teen pregnancy rates of areas served by potential sites. Furthermore, precedence will be given to successful sites that have already participated in the program, meaning that many of our current sites will continue to be served by SUCCESS Corps in the future.

Meeting the identified needs is increasingly important considering the anticipated funding reductions for successful early childhood development and parent education programs. According to an article called "Advocates Say More Cuts Would Be Devastating" by Deborah Yetter published in the Louisville Courier-Journal on Oct. 31, 2008, KY Gov. Steve Beshear is anticipating a budget shortfall of \$300 million. Such cuts threaten many social service programs, including those in education and child safety. These cuts would follow the recent failure to increase pre-k funding in KY for the 2009 fiscal year, despite increasing costs and need, according to preknow.org. Additionally, national funding is being cut for federal programs that contribute to screenings for poorer families with young children. Head Start, for example, lost \$10.6 million for the fiscal 2008 year, according to "Failed Follow Up" printed in the Washington Post on Feb. 20, 2008. With reduction of funds and programming to serve families and

## Narratives

children, the need for services like SUCCESS Corps' is greater than ever.

### TARGET COMMUNITY/SERVICE AREA

SUCCESS Corps' target community is KY families with children aged 0-3. Precedence is given to teen parents and families in poverty. Currently, we serve families in 18 counties. Although precedence is given to returning sites in these counties who successfully met their performance measures and effectively supported members, sites are chosen based on a competitive application process that allows for change according to next year's application pool. Through our partnership with FRYSCs and research we've conducted on regions and counties throughout KY, we know that the needs identified above exist throughout the state of KY and we are confident that we will have a range of applicants from all areas of the state that meet the identified needs. Our future corps will reflect the same geographic diversity as our current corps, but precedence will be given to those sites identifying high rates of poverty rates, child abuse/neglect statistics, drop-out rates, teen pregnancy rates, and low literacy rates in their service areas.

### PROGRAM STRUCTURE

SUCCESS Corps is hosted by the Family Resource and Youth Service Centers (FRYSC), a state agency designed to remove non-educational barriers to learning. The program director (supervised by the director of FRYSC) is housed in the FRYSC central office. From there, she manages the program, recruits sites, trains and supports supervisors and oversees members. Sites are recruited from Family Resource and Youth Service Centers (FRYSCs) or comparable community/family centers. FRYSCs are



## Narratives

hosted within schools and funding for the centers is based on poverty rates for the district (ensuring that SUCCESS Corps reaches the impoverished communities we want to target). Each FRYSC caters its services to the specific needs of its community. If an area has a high rate of dental problems, for example, the center may provide dental services to the community. If a district has an increasing problem with methamphetamine use, the FRYSC may focus on drug awareness education. Regardless of focus, All FRYSCs provide a variety of basic services (such as food and clothing supplies) and educational services while serving as a contact point for families who need other resources. Each of these centers is managed by a FRYSC Coordinator. The FRYSC Coordinators or directors of comparable community/family centers are eligible to host a SUCCESS Corps member. Coordinators are notified about eligibility and application procedures at various conferences throughout the year and via email lists. If a center is interested and able to pay the cash match (\$5400) they may apply to host a member. Applications are reviewed by a committee in the central office, and 20 full-time SUCCESS Corps member slots are awarded to the best applicants in the state who demonstrate compelling and grant-compatible need. The program director then trains supervisors about member recruitment, retention, diversity inclusion, member roles and member training. Supervisors submit a training schedule detailing site orientation plans for members. Supervisors then recruit potential members from the local community. The program director also refers potential candidates from idealist.org and other sources. Once the supervisor has selected the top two candidates, the program director interviews the potential member(s) and collaborates with the supervisor to officially offer the best candidate the position. The other becomes an alternate. Supervisors then have 1 day on site to introduce the member to the FRYSC, its mission, location and staff before the member leaves for orientation.

### MEMBER ROLES

## Narratives

During orientation, members learn about FRYSC and SUCCESS Corps, and learn about daily routines, challenges and resources (see Training section in Member Outputs and Outcomes). Additionally, they are instructed and tested on prohibited activities to ensure their personal responsibility for member compliance. Members' compliance is monitored through daily supervision by local supervisors, monthly reporting to the program director, weekly timesheet reviews by the supervisor and program director, annual site visits by the program director, weekly email contact, and monthly conference calls. Violations of rules and regulations are handled via a disciplinary procedure outlined in the members' contracts.

After orientation, each member returns to her/his host site where s/he begins serving the local community directly. Second-year members continue service, meeting with their client families, hosting group meetings and planning service projects. Newer members spend time orienting themselves and undergoing the supervisors' site training plans as approved by the program director. Because the community and thus the mission of each FRYSC are so different, the daily duties of each member vary until s/he is certified as a Parents as Teachers (PAT) parent educator. Prior to certification, each member serves the community within the FRYSC, helping with FRYSC projects that are educational in nature (i.e. tutoring, drug awareness education), or that offer services to students and other community members (i.e. providing children with clothing, sending letters to parents advising them of available resources, sending children home with backpacks of food for weekend sustenance). During this month, members familiarize themselves with the FRYSC and begin reaching out to the community and the families they may serve through community service projects. In the 2008-09 year, this month was valuable to members for understanding the mission of FRYSCs and SUCCESS. Members conducted many service projects, including a corps-wide project they planned together for My Good Deed Day. (Members spoke with children about what a good deed was, and encouraged each child to do a good

## Narratives

deed. Then, each child thanked a community member (i.e. veteran, senior citizen) who had served the community at one time. The children made greeting cards in which they dedicated their good deeds to the community members.) Members will conduct similar service projects while serving FRYSCs next year. After several weeks acclimating to the FRYSC, members attend a 1-week Parents as Teachers training program. Once members are certified as Parents As Teachers educators, their daily duties shift. They spend the first month recruiting families with children aged 0-3 and introducing those families to the program. During this time, members plan their initial home visits using the Parents As Teachers curriculum. Once they have a list of families and children's ages, members plan secondary visits. During the second visit, members begin screening children and working with parents to lead children through the age-appropriate developmental activities. Generally, members meet with each family at least monthly. Significant planning is required before each visit. After each visit, members complete time-consuming record-keeping to track the child's development and gather any resources the parents requested. Each visit takes approximately 3 hours to plan, and 3 hours of follow-up. Visits last 1 hour. If a member has 10 families they meet with bimonthly, they spend 70 hours every two weeks on home visit planning/participation/follow-up. Members spend the additional 10 hours planning and leading group meetings, planning and leading monthly service projects, recruiting volunteers, completing required paperwork (monthly reports, time-sheets) and serving families through the FRYSC (as they did during their first month). As members become more comfortable with the curriculum, the planning/follow-up won't take as long to complete, and they have more time to devote to FRYSC service, to community service projects, and/or to increasing their caseload of families. In order to attract professionals with the background and commitment necessary, and in order to meet hourly training requirements and serve a minimum number of families with the time-consuming PAT curriculum, all member positions are full-time slots.

While serving in their full-time positions, daily duties and local projects are monitored by the site

## Narratives

supervisor, who ensures member compliance. The program director further ensures that each member is serving in compliance through regular communication with the member and site supervisor, including teleconferences, site visits, time-sheet reviews and project reviews. Each month, members report their activities and accomplishments to the program director, who watches carefully for any signs of non-compliance. Issues are handled according to the member contracts.

According to the Research Quality Booklet published by Parents as Teachers National Center, the PAT curriculum has been proven to:

- 1) increase school readiness - PAT children were significantly more advanced in language development, problem solving, cognitive abilities, and social development at age 3 than comparison children
- 2) provide earlier detection of developmental delays - Parents as Teachers children performed above national norms at age three, although they were over-represented on traditional characteristics of risk. Also according to the booklet, "more than 1/2 the children with observed developmental delays overcame them by age 3."
- 3) discourage abuse/neglect - the average number of families with documented cases of abuse and neglect is significantly lower among PAT families than the general population. Additionally, "children of adolescent mothers who received Parents as Teachers services in combination with case management were less likely to be subjects of child abuse investigations than adolescent mothers who received neither service
- 4) and increase parent involvement with the children's education.

## Narratives

Just in serving as a parent educator, members can meet four of the six community needs identified in the "Need" section above. The other two needs are potentially met by building relationships with at-need community members and supplying them with resources and education, as explained below.

Members provide valuable parent education, including the latest neuroscience research, to parents whose lack of education may hinder their ability to learn valuable information about educating their children. By connecting with parents and bringing them into the FRYSCs for group meetings and other activities, members encourage a positive relationship with the school and the FRYSC. Since many FRYSCs offer GED and adult literacy classes, bringing parents into the centers can increase awareness of educational and other resources available.

Finally, in working with teen parents, members provide teens with resources and knowledge to be better parents. In building relationships with the teen parents, members also position themselves to influence teens to continue with school. As supporters, members can effectively offer parents valuable monetary (through FRYSC programming) and social resources they may not otherwise be aware of. In these ways, members can reduce the stress teens face juggling school and pregnancy, and provide teens with the resources and influence they need to stay in school. During the 2008-09 year, a Franklin Co. parent educator convinced a would-be drop-out to instead enroll in a GED program for pregnant teens. She is on track to complete her GED in the spring of 2009.

MEASURABLE OUTPUTS/OUTCOMES

## Narratives

Our goal for 2009-10 is to have 20 members who each conduct 5 personal visits with 8 to 10 families who have a child aged 0-3. (Family is defined as a guardian and a child.) Each member conducts 8 or more monthly group meetings per year for the parents, allowing a few months off due to member training and holidays. Each member also conducts 1 monthly service project. Each member recruits at least 1 volunteer per month to assist with monthly service projects and SUCCESS Corps/FRYSC missions. Intermediately, children make progress towards meeting 90% of their age-appropriate developmental goals within a year or the member refer the parents to appropriate specialists. Parents demonstrate 85% satisfaction with the progress of their children through the Parents As Teachers program.

### SELF-ASSESSMENT/IMPROVEMENT

In order to track progress, SUCCESS Corps members and supervisors submit monthly reports to the program director. Those reports (submitted online) track the number of families being served through home visits and/or group meetings, the number of volunteers recruited, other service projects, challenges the member is having, and member performance/development. In the coming year, the reports will be amended to include children's progress through developmental milestones. Improvement of the program will be based on weaknesses demonstrated through monthly reports. For example, if children are not progressing as expected, we will consult with the PAT national center, examine screening tools, etc....An outside assessment will be conducted in year two of funding.

### COMMUNITY INVOLVEMENT

## Narratives

In writing the grant application for the 2009-10 year, the director consulted with current and past members and supervisors, seeking their input on changes they would like to see in the program structure. One addition taken from these conversations includes the 2nd year member 'retreat' held on the first night of orientation. In 2009, a formal committee including 2 past members, 2 current members, and 2 supervisors will be formed to work with the director in planning future program trainings and to advise on program structure. They will communicate quarterly via e-technology and meet annually.

Additionally, the nature of the FRYSC program which serves as the base of the members' service is that of community involvement. The FRYSC program has worked diligently to become the "go to" entity for programs and activities within the local schools in communities all across KY, including the 18 counties where SUCCESS Corps currently serves. As such the FRYSCs ensure that there is community involvement in the program as a whole. They ensure that the members have open doors to community agencies to share their service, their mission and their passion.

Further, each local FRYSC is required to have an advisory council that works with center staff. This volunteer council is comprised of parents/guardians, community members and a limited number of school staff. Students serve on councils at the middle and high school levels. These councils are required to review needs assessment data, assist with developing programs and promote the programs to the local communities. FRYSC staff is also active in local community Inter-Agency Councils. Members also build relationships with community organizations and other members, thereby promoting sustainable

## Narratives

inter-agency partnerships and networks. These partners are all involved in planning the local SUCCESS Corps programming for the year.

Finally, in the 2009-10 year, participating families will be given a survey assessing their satisfaction with their program and requesting their input about the structure of the program. These surveys will be returned to the program director, who will analyze the data. Information collected from these surveys will be used by the program director in planning future years of SUCCESS Corps.

### RELATIONSHIP W/ OTHER PROGRAMS

SUCCESS Corps partners with other KY AmeriCorps programs during AmeriCorps week, and conducts orientation in conjunction with FRYSC Corps. Depending on their location, members collaborate on service projects with members of other AmeriCorps programs. For instance, in the 2007-08 year, 7 members in southeastern KY worked with an AmeriCorps VISTA member at Habitat for Humanity in Madison Co. Together, they helped finish 3 homes for community families. In the 2008-09 year, a SUCCESS Corps member partnered with a FRYSC Corps member to raise over 20,000 oz. of food for local pantries. Also in 2008-09, two SUCCESS members partnered with MSU Corps members to send care packages to soldiers serving in Iraq. The director of SUCCESS Corps also frequently collaborates with a nearby AmeriCorps program director to plan events, projects, and programming.

### REPLICATION

The Parents As Teachers curriculum is a nationally available program.

In the SUCCESS Corps blog ([www.successcorps.blogspot.com](http://www.successcorps.blogspot.com)), the director posts frequent updates about how members are serving their communities as well as new research developments and helpful information about parent education, child development, and community service. Additionally, all forms and documents utilized by the SUCCESS Corps director are available online at



## Narratives

<https://successcorps.pbwiki.com>. At the wiki website, parent educators also contribute, sharing documents they have created, offering their own tips and tricks, and asking/answering each others' questions in the forum. Access to this site is internationally available for use and/or replication.

### Organizational Capability

SOUND ORGANIZATIONAL STRUCTURE

ABILITY TO PROVIDE SOUND OVERSIGHT

SUCCESS Corps is hosted by the division of Family Resource and Youth Service Centers, which was established by the KY Education Reform Act of 1990. The primary goal of local school-based Family Resource and Youth Services Centers (FRYSC) is to remove nonacademic barriers to learning as a means to enhance student academic success in KY.

Each center is eligible for funding based on free/reduced lunch rates. The amount of funding they receive is based on the number of students qualifying for free lunches. Each center offers a unique blend of programs and services determined by the needs of the population being served, available resources, location and other local characteristics.

FRYSCs have established a record of success based on improved student performance in class work, homework and peer relations as reported by teachers. Parents, too, report they experience greater satisfaction and involvement with the schools as a result of assistance through their local FRYSCs.

The Division of FRYSC, the administrative arm of the program, is located in the Cabinet for Health and Family Services, although the program is funded with state education dollars. As such the division leadership collaborates with the leadership of both the KY Dept. of Education and the Dept. for Community-Based Services--the state's child protective services agency. This unique partnership positions the local FRYSCs to be aware of, as well as involved in, changes of an educational and

## Narratives

protective nature for students all across KY. The Division has been the guiding force in the administration of the program since its inception over 17 years ago. The program serves as a comprehensive referral source for students and families in every KY county.

FRYSC has hosted SUCCESS Corps since it began. Before SUCCESS Corps, FRYSC began hosting the FRYSC Corps, an AmeriCorps State program that is still active today. Together, AmeriCorps and FRYSC Corps have effectively maintained both programs, even increasing personnel to accommodate both programs. The Division outstations staff in 11 regions across KY to provide comprehensive technical assistance to local school districts and staff in the appropriate implementation of the FRYSC program. It also periodically monitors programs to ensure their commitment to mission and legislation requirement. The FRYSC initiative focuses its attention on the removal of nonacademic barriers to learning through building relationships with students and their families. The network of FRYSC programs has grown exponentially over the past 17 years to the point that there are 820 sites serving 1,163 of KY's near 1,250 public schools. With an annual budget exceeding 57 million dollars it is easy to see that KY legislators have valued the program and have taken notice of their experience in both working with families and implement programs to benefit them.

A portion of FRYSC's fiscal responsibilities are handled by Northern KY Cooperative for Educational Services (NKCES), who has handled almost half division's budget (including SUCCESS Corps) for several years. Through the fiscal agent, SUCCESS Corps has been in compliance with FRYSC's, AmeriCorps' and the KY Commission for Community and Volunteerism Service's regulations since its inception through a formula grant in 2007-08. The Division contracts with NKCES to employ staff and provide training that supports the work of local sites. The Division has required that the fiscal agent provide competent records that withstand the scrutiny of both the auditors of NKCES' board of directors as well as the Cabinet of Health and Family Services. Any violation of this trust would result in the

## Narratives

immediate termination of the contract and relationship that the Cabinet has with NKCES and the fullest extent of legal pursuit for any recovery.

AmeriCorps and FRYSCs are natural partners. Children cannot learn when they are lacking their basic resources. FRYSC hopes to remove nonacademic barriers to learning as a means to enhance student academic success in KY. However, children struggle to learn when they have not had the developmental guidance in their early years, a problem which SUCCESS Corps can address. Together, we hope to improve the lives of KY children and families, increasing educational opportunity and quality of life for Kentuckians.

The local FRYSCs that serve elementary schools are required to address issues of early childhood that have a direct impact on school readiness when the child is older. The Division has long been the state affiliate for the Parents as Teachers program and is vitally interested in providing quality child development programs and strategies through its local sites. As such, we are indeed partners with AmeriCorps. The very basis of community service is to ensure a better community tomorrow than we enjoy today. What better way to accomplish that than through a partnership that demands that all children of a local community have the resources needed to succeed?

SUCCESS Corps will increase community involvement with FRYSCs and the schools through parental involvement, volunteer recruitment, monthly service projects, and community interaction. Members promote sustainable partnerships to strengthen both the host sites and other agencies by increasing collaboration on projects, requesting donations of parenting supplies, serving on local committees, speaking to the community, hosting events and service projects, and building positive relationships with families. Early positive relationships allow the FRYSC staff to build on that relationship when the child is older and is actually enrolled in school. This positive relationship will expand the influence and work

## Narratives

of the local FRYSC immensely, thus adding capacity and value to FRYSC's current programming.

FRYSC is managed by its director who initially wrote the grant to begin SUCCESS Corps. He remains very supportive of the program. Through a chain of command, the FRYSC director oversees FRYSC Coordinators, who in turn apply for members through the SUCCESS Corps program director who passes applications to a review committee. Applications can be supplemented by recommendation letters from the FRYSC director or the program director, based on previous experience with a site. Sites must detail a plan about incorporating the member into the site's mission. Sites must address their plan for meeting AmeriCorps regulations, and must sign forms stating that they will comply with regulations. For example, all applicants must read regulations about not displacing an employee, and must sign a form attesting that the AmeriCorps member will not displace a current employee. They must provide detailed information about how they will supervise the member, including detailed plans for supporting the member's monthly service project, monitoring the members' service hours, and providing ongoing training for the member. Sites' compliance is monitored directly by the program director. Fiscal approval is required by the SUCCESS Corps program director, the FRYSC director, and the fiscal agent (Northern KY Cooperative for Educational Services). Finally, each site is selected by a review committee based on its history of need, plan for addressing SUCCESS Corp's goals, ability to effectively supervise a member, and ability to meet AmeriCorps regulations. Once sites are selected, the director leads a supervisors' orientation. During the orientation, supervisors are trained about AmeriCorps regulations, compliance issues, fiscal requirements, supervisory requirements, and program planning. They also receive a copy of the annual site visit monitoring tool so they know specifically what the program director and state compliance monitor will look for during a site compliance review. This is another means of ensuring year-long compliance with AmeriCorps regulations and appropriate program structure. Once the site supervisors are trained, monthly meetings are held between site supervisors to encourage collaboration and unity in achieving our goals. After the first few months, meetings are held

## Narratives

every two months with weekly email collaboration. Any assistance is channeled through the program director to the appropriate resource. The program director also has regular meetings with site supervisors as a group and individually to ensure they are receive the training and support that they need. The program director sends weekly emails to supervisors reminding them of deadlines and providing them with resources for supporting the program and members. Supervisors submit monthly reports detailing their fiscal contributions, member compliance, service project data, Parents as Teachers data, and any issues/problems they are having. The program director reviews these reports as they come in and is able to address any issues that have not come up through weekly emails/calls. The program director also conducts biannual site visits to monitor the site's compliance. The review tool used is based on the KY Commission's AmeriCorps compliance review tool and includes the criteria established by the AmeriCorps Regulations. Sites are also monitored locally by FRYSC advisory councils (comprised of parents, school board members, and students) who oversee FRYSC programming and fiscal spending. Additionally, many sites rely on community partners (such as day cares) for cash match contributions, and these community partners often have their own means of program monitoring to ensure that grant application projections are being met.

Additionally, the Division and its director leverage resources at the state level to ensure that the members have the needed training to successfully complete their service. As is evidenced in the budget, the Division invests heavily in its in-kind contributions to ensure the success of the Success Corps.

Thus far in the 2008-09 formula program years, the relationship between sites and the program director has been a positive one. During site monitoring visits, supervisors have overwhelmingly reported that they receive adequate training for effectively managing their site. Supervisors have also overwhelmingly reported that they feel supported and feel that any questions they have are answered quickly and effectively. Supervisors have appreciated the group conference calls, which offer opportunities for

## Narratives

collaboration. Additionally, supervisors have almost all commented on the program director's availability and supportiveness , citing weekly emails as informative, and regular phone calls as examples of the supportive network. In 2009-10, this support network will be increased by the implementation of an online forum where supervisors can pose and answer questions to help each other out.

### BOARD OF DIRECTORS/ADMIN/STAFF

Although FRYSC does not have a central board of directors, FRYSC is led by a director who has worked with FRYSCs in various capacities since their inception. He directly supervises the SUCCESS Corps program director , who served as assistant program director of two AmeriCorps programs from 2008-09. In October of 2008 she became program director of SUCCESS Corps. A college graduate and M.A candidate, she has several years of teaching and managerial experience prior to beginning as assistant program director. She will again serve as program director during the 2009-10 year .

### SELF-ASSESSMENT/IMPROVEMENT

FRYSC conducts an annual survey of staff working in the local FRYSCs to assess responsiveness and timeliness of central office staff. Annual personnel evaluations are conducted for each staff member in FRYSC.

### TECHNICAL ASSISTANCE

Fiscal assistance will be provided by the fiscal agent (Northern KY Cooperative for Educational Services) through the program director. Programmatic technical assistance will be provided by the program

## Narratives

director. If the program director is unable to offer satisfactory assistance individually, s/he will seek and channel assistance from the appropriate sources. When possible, they will be delivered via phone calls or email, but the program director will travel to sites when necessary. Sites will be selected based on their ability to meet fiscal/programmatic needs, and orientation will be provided to supervisors delineating necessary programmatic and fiscal information, including in-kind donation reporting, member time management, and ways of meeting program goals. (A more detailed description of the orientation is included in the Statewide Initiative Model section above.) The program director will identify training and technical assistance needs through monthly meetings with supervisors, weekly emails, regular phone calls with individual supervisors, and monthly reports on program progress provided by supervisors and members. Additionally, annual site visits will provide the program director with additional insight into each site's strengths/weaknesses/needs, and she will address them accordingly. Her immediate response will be to provide the appropriate resources to the site, and have conversations about the issue with the site supervisor and/or member.

### SOUND RECORD

### VOLUNTEER GENERATION/SUPPORT

FRYSC uses many volunteers to achieve its mission. Local FRYSC volunteers assist communities and schools as guest speakers, mentors, tutors, fundraisers, referral sources, and family supporters. With the help of volunteers, FRYSCs provide families with basic needs such as clothing, food, medical access, as well as more complex services such as tutoring, child care, and more. Because FRYSCs serve so many families around the state and partner with so many agencies and organizations, many family members and organizations in turn support FRYSC's missions by volunteering. Additionally, local FRYSC coordinators recruit volunteers from each FRYSC's community, and diversity training is offered regularly. Diversity-inclusion policies are stated and inherent to FRYSC's mission and presence as a

## Narratives

state agency.

### LEADERSHIP

Over the years, FRYSC has won many awards on the state and local levels. In 2007-08, Webster Co. FRYSC (a SUCCESS Corps site) was awarded the Harry J. Cowherd award for being the top-performing FRYSC in the state. FRYSC staff partners with many community leadership organizations, including DCBS, the courts, health departments, schools, and more. FRYSC's collaboration and service to communities around the state reinforces its leadership role.

### SECURING MATCH RESOURCES

We have thus far been successful in securing match resources in the past years of SUCCESS Corps. Additionally, each local center is asked to pursue additional funding in order to expand the scope of their work. Many centers have leveraged multi-thousand dollar grants to expand their programs. In Fiscal Year 2007, the latest data available, over 7 million dollars in additional grants were made available to local schools through the efforts of the FRYSCs. Almost 2 million in cash donations and over 26 million donated goods, services and time were donated. The local FRYSCs also are responsible for over 50,000 home visits annually in KY. This is an average of 1 visit for every 13 students in school. The FRYSC program has long been heralded as the most successful part of KY's educational reform.

### SUCCESS IN SECURING COMMUNITY SUPPORT

### COLLABORATION AND STAKEHOLDERS



## Narratives

FRYSCs collaborate with thousands of groups around the state (and sometimes nationally, including local businesses, churches, other faith-based organizations, educational groups, social service agencies, the KY Commission on Community and Volunteerism Service and more as they seek to serve families with as many resources as possible. We coordinate regularly with the Governor's Office of Faith-Based Initiatives, the Dept. for Child-Based Services, the KY Dept. of Education, the judicial system, and many other agencies. As families' needs continue to increase, FRYSC continues to seek more partners and resources to address all the needs of KY families and children. FRYSC is supported by stakeholders, particularly those in the Family Resource and Youth Services Coalition of KY which promotes a network, including educators, family support practitioners and other human service providers, who strive to remove educational barriers to learning. The coalition continues to grow and provide training opportunities and more for the education and human service community.

Further, each local FRYSC is required to have an advisory council that works with center staff. This volunteer council is comprised of parents/guardians, faith-based community representatives, community members and a limited number of school staff. Students serve on councils at the middle and high school levels. These councils are required to review needs assessment data, assist with developing programs and promote the programs to the local communities. FRYSC staff is also active in local community Inter-Agency Councils where they can learn of the resources that exist in their local communities as well as changes and nuances of the programs. This is of supreme benefit as FRYSC staff work with families in need.

## CONTRIBUTIONS

Contributions from local FRYSCs and community partners have continued, and will continue to increase as the program continues. An increasing cash match is often paid partially or wholly by the board of

## Narratives

education and/or local partners such as day cares, community centers, pregnancy help centers, and more. In Lewis Co., for example, a local daycare contributed one site's cash match for the 2008-09 formula funding year. Since the program's inception in 2007, the sources for a cash match have diversified, growing to include non-FRYSC centers for example. Additionally, in-kind funds continue to absorb increasing mileage costs, member supply costs, and increasing costs of hosting a member (such as office space, Internet, computer availability, telephone line, and more).

### Cost Effectiveness and Budget Adequacy

Clarification Items:

6. Service gear without the AmeriCorps logo will be purchased with non-federal funds only. All service gear will be printed with the AmeriCorps logo on it.

7. Although the recommended budget for Travel to CNCS Sponsored Meetings is \$2000, the program director intends to take a year off from attending the national conference because she has attended for the last 3 years, and in these difficult financial times it seems more justifiable to spend the money on improving the enrollment and retention rates (by bringing members together more often and hosting more team-building events) than it does to spend the money on meals or conference costs.

8. The in kind donation for program staff and supplies is based on the state rate for calculating state office space. We pay based on square feet, and the costs of internet and other expenses are included.

9. Local sites currently slotted for next year include LTMS Middle School in Lexington, OWL in Lexington, Family Connections Parenting Center in Harlan, Corbin Intermediate/Middle School Youth Service Center, Lincoln Trail FRC, Meadowview Family Place in Nelson County, Abraham Lincoln Elementary FRC, Families First FRC, Beacon Youth Service Center, Stevenson Elementary FRC, Berea FRC/YSC, Franklin County High School YSC, Cravens Elementary FRC, and Bethany House Abuse Shelter in Somerset. We also have two returning sites who would like two members. Those sites include KY River Foothills Head Start in Berea and Safe Harbor Domestic Violence Shelter in Ashland. These

## Narratives

locations have funds from various sources, including local donations, their operating budgets, school board contributions, and more. Our application process is not yet closed, and we anticipate increased applications from shelters as our program has fit well into their structure, and the word is spreading. We have had increased inquiries about future SUCCESS Corps sites as well.

SUCCESS Corps' budget incorporates in-kind funds from the Family Resource and Youth Services Centers (FRYSC), a state-funded program. FRYSC will absorb increasing mileage costs and increasing training costs. An increased cash match will fund additional meetings. FRYSC will contribute in-kind mileage for the program director, mileage for members to/from program trainings, training costs for Parents as Teachers certification, supplies, office space, and lodging for the program director. Local sites provide a cash-match with monies raised through non-federal sources (usually donated by the board of education). Local sites will absorb increasing mileage costs, increasing training costs, member supply costs, and other costs of hosting a member (including office space, Internet, computer availability, telephone line, etc...). The budget has been carefully planned to support all program activities, including trainings, mileage, and other costs of supporting members as they serve families and their communities.

Local FRYSC programs are funded by grants from the Division of FRYSC which is a state "pass through" agency holding administrative authority over the local programs. Each biennium, the General Assembly of KY appropriates funding through its budget bill to fund the FRYSC program. A total of over \$57 million is committed to this program. At least 97% is contracted out through grants to local school districts to maintain local FRYSCs. The local sites have funding for payroll and fixed costs. Any additional funding is considered discretionary in nature. It is from these dollars that the local match is usually paid. Some centers may rely on a blending of these state and other local dollars to pay the cash match.

### Evaluation Summary or Plan

## Narratives

### EVALUATION SUMMARY/PLAN

In year one of funding, SUCCESS Corps' progress will be evaluated by the program director via data submitted by the site supervisors, members, and participating families. In year two of funding, the division will use the services of an outside evaluator with AmeriCorps evaluation experience to assess the progress and structure of SUCCESS Corps.

### Amendment Justification

#### NARRATIVE

Due to the economy and therefore a lack of funds, some of our host sites were unable to host members. Although we continue recruiting sites and accepting applications, we currently have unfilled slots. In order to support the commission and maintain Kentucky's statewide AmeriCorps capacity the decision was made to transfer our slots to programs with a better chance of finding host sites.

### Clarification Summary

Clarification Items as of 4/29/11:

1. STAFF AND MEMBER TRAVEL: TRAVEL EXPENSES FOR CNCS SPONSORED TRAVEL IS NOT REQUESTED ON THE BUDGET. IN THE CLARIFICATION SUMMARY FIELD PLEASE PROVIDE AND EXPLANATION FOR HOW THESE COSTS WILL BE COVERED. Due to budget cuts related to the current economic recession, out-of-state travel is not approved for this grant. Additionally, with the cuts we are facing, the director had to make a choice between maintaining the current level of member training or maintaining CNCS-sponsored travel for the director. Because other training opportunities are provided for the director, and because the director has attended the national CNCS conference yearly for the last few years, and because the members' preparation and satisfaction is of the utmost priority, the director chose to maintain member support. When our state's financial situation is improved, this item will be added back into the budget.

## Narratives

2. CONTRACTUAL AND CONSULTANT SERVICES: PLEASE VERIFY THAT THE \$110 PER NIGHT IS WITHIN THE APPROPRIATE LODGING PER DIEM FOR THE LOCATION. \$110/night was originally calculated based on rates of hotels in WV where the training will be, but based on changes we amended this to reflect KY's rate of \$65/night.

3. CONTRACTUAL AND CONSULTANT SERVICES: PLEASE VERIFY THAT THE CONTRACTUAL AGREEMENT WITH MIHOW DOES NOT EXCEED THE DAILY RATE OF \$750. \$7500 includes materials, training, and support. Trainers provide orientation for staff and members, totaling up to 6 days of training. The contract also includes quarterly trainings and access to scholarships/discounted rates for the annual conference, together equaling approximately 7 days of training. The contractual fee also provides for materials, including all 4 sets of the curriculum. Additionally, this fee covers data tracking, access to Vanderbilt University's REDCAP system, and technical support. Lastly, the MIHOW staff provides on-call support for the director and additional trainings for staff and members as necessary at the discretion of the director. Thirteen days of training alone would make this total equal a daily rate of \$577, and with the other benefits and days of support provided plus the curriculum this rate is well below the recommended daily trainer rate of \$750/day.

4. OTHER PROGRAM OPERATING COSTS - PLEASE EXPLAIN THE COST OF SQUARE FOOTAGE FOR PROGRAM STAFF AND SUPPLIES. The cost of square footage for program staff and supplies is based on the formula used by the Division of Family Resource and Youth Services Centers. The Division is located within the Cabinet for Health and Family Services and indirectly pays a set rate for use of the cabinet's office space at the CHS building in Frankfort, KY. These rates are non-negotiable and are based on other standard rates used in state government.

## Narratives

5. SOURCE OF FUNDS: PLEASE VERIFY THE SOURCE(S), AMOUNT, AND INTENDED PURPOSE OF MATCH FUNDS IDENTIFIED TOTALING \$175,560. Based on amendments, the match funds total \$163079. \$109340 of the match includes in-kind funds contributed by the Division of Family Resource and Youth Services Centers, whose budget is funded primarily through state allocations. The remaining cash match is provided by local businesses, individuals, educators, health care providers, and others with a vested interest in seeing families receive support for meeting basic needs and succeeding educationally. The local sites recruit this cash match from non-federal funds, unless they receive a release from the funder. Each site will contribute \$5373.90.

6. PLEASE REVISE YOUR BUDGET TO EQUAL THE FUNDING AN MSY AMOUNT LISTED ABOVE.  
Budget amended.

7. FAMILIES SERVED INDIVIDUALLY WITH EARLY EDUCATION CURRICULUM-BASED HOME VISITS: THIS MEASURE WILL NEED TO BE REVISED SO THAT THE OUTPUT IS ACCURATELY ALIGNED TO THE INTERMEDIATE OUTCOME AND THE SERVICE PROVIDED. INSTEAD OF "DEVELOPING A SUPPORTIVE RELATIONSHIP" THE ACTIVITY IS REALLY IMPLEMENTING 5 SUCCESSFUL VISITS WITH THE CHILD'S FAMILY USING THE MIHOW CURRICULUM. THE TARGET WOULD BE THE TOTAL NUMBER OF CHILDREN BEING SERVED DURING THESE VISITS. THE INDICATOR IS A CHILD, SINCE THE CHILD WILL BE MEASURED AS THE INTERMEDIATE OUTCOME. THE PM STATEMENT SHOULD ALSO REFLECT THIS. THE PROGRAM WILL ALSO NEED TO REVISE THE INTERMEDIATE OUTCOME TO REFLECT THE NUMBER OF CHILDREN THAT WILL "MEET PROGRESS TOWARDS MEETING 90% OF THEIR AGE APPROPRIATE DEVELOPMENTAL GOALS." THE TARGET VALUE SHOULD BE THE NUMBER OF CHILDREN THE PROGRAM EXPECTS TO HAVE "MEET PROGRESS TOWARDS."

The measures have been corrected.

## Narratives

8. PLEASE DEFINE HOW THE PROGRAM WILL IDENTIFY "PROGRESS TOWARDS MEETING 90% OF AGE APPROPRIATE GOALS" AND EXPLAIN WHY THIS IS AN APPROPRIATE GOAL.

This target will be measured using the milestones tracked in the MIHOW curriculum. This is an appropriate measure because it demonstrates the impact of the MIHOW curriculum in tracking and supporting age-appropriate development. We have chosen 90% as a target because this number puts us ahead of the national average, and is a large majority, but allows for some flexibility. According to the Palo Alto Medical Foundation, "developmental targets listed in parenting books or on Web sites represent when 50 percent of all children will be reaching a certain stage...Rather than an exact time, there is a normal range for each stage of a child's development. For example, the normal range for walking is between 11 and 16 months. If your daughter has no signs of developmental delay in other areas and is healthy, the fact that she is not yet walking by 12 months should not be a concern." We believe that if a child is meeting 90% of their other developmental goals, their development as a whole is on track and we can be assured of our success. According to the CDC, "Babies develop at their own pace, so it's impossible to tell exactly when your child will learn a given skill. The developmental milestones ... will give you a general idea of the changes you can expect, but don't be alarmed if your own baby's development takes a slightly different course." The 10% variance allows for our clients to develop along slightly different timelines, allowing flexibility for cultural and social differences, while still ensuring our guarantee that the large majority of their development is appropriate. In the United States, 17 percent of children have a developmental or behavioral disability such as autism, intellectual disability (also known as mental retardation), or Attention-Deficit/Hyperactivity Disorder (ADHD). Many of our clients have barriers that prevent them from meeting 100% of their age-appropriate developmental goals. Site visit reports, developmental milestone checklists, screening tools, and monthly reports will be used for tracking this progress.

## Narratives

9. OTHER PROGRAM OPERATING COSTS: THE BUDGET DOES NOT INCLUDE COSTS FOR CRIMINAL BACKGROUND CHECKS. PLEASE EXPLAIN HOW THESE COSTS WILL BE COVERED. YOU MAY REVISE THE BUDGET TO INCLUDE THESE COSTS, IF NECESSARY BUT MAY NOT EXCEED THE LEVEL OF FUNDING FOR WHICH YOU ARE UNDER CONSIDERATION. PLEASE VERIFY THAT THE CRIMINAL HISTORY CHECKS CONDUCTED FOR MEMBERS AND STAFF WILL INCLUDE AN FBI FINGERPRINT CHECK IN ADDITION TO THE [sic]:

When the original grant application was submitted, FBI checks were not a requirement and background checks have always been done through the Administrative Office of the Courts here in the Cabinet for Health and Family Services (in-kind). We amended the budget per this clarification request and included the cost of conducting a broader background check through the Administrative Office of the Courts in KY (in-kind through the Division of FRYSC) for all applicants, and an FBI check, including the FBI fingerprint check for position finalists. Both costs are now reflected in the budget.

Above changes are also reflected in the budget and performance measures sections directly as requested in the clarification request.

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Clarification Items as of 5/4/10

Most are listed in the budget narrative per request.



## Narratives

10. The increase in cost per member service year is due to the increase in the members' living allowance.

Previous Clarification Items:

1) The program collaborates with the FRYSC Corps program when members lead community service projects, like Earth Day cleanups or canned food drives. However, FRYSC Corps provides tutoring to students as its primary mission, whereas SUCCESS Corps's primary mission is to provide resources and early childhood education training for parents of children aged 0-3 through home visits and group meetings. Although both corps serve through the Family Resource and Youth Services Centers, they serve separate target populations and meet very different goals for the centers.

2) This AmeriCorps program does not focus on tutoring, and therefore is not subject to AmeriCorps tutoring reporting requirements. Although SUCCESS Corps members mentor clients (like teen parents who are struggling in school), SUCCESS Corps members are parent educators (providing information about early childhood development), not tutors. Members try to help their clients be successful in school, but they do so by providing the teen parents with necessary resources for success. For example, one SUCCESS Corps member this year found a local mathematician and connected the mathematician with a teen parent who was struggling with geometry. The mathematician was able to provide volunteer tutoring services to the client based on the connection encouraged by the member. In another case, a member partnered with a local university to provide math and writing tutoring to teen parents at a local high school. In this way, SUCCESS Corps members enable students to succeed with access to necessary resources without regularly serving as tutors themselves.

3) The program director conducts biannual site visits.

## Narratives

4) This AmeriCorps program does not focus on tutoring, and therefore is not subject to AmeriCorps tutoring reporting requirements. Although SUCCESS Corps members will at times seek tutoring resources for clients (like teen parents who are struggling in school), SUCCESS Corps members are parent educators (providing information about early childhood development), not tutors.

5) SUCCESS Corps is committed to continuous improvement based on feedback from clients, members, and staff. Supervisors submit monthly reports to the program director reporting their satisfaction with members' performance and addressing any problem areas. Members also submit monthly reports in which they report on their performance measures, describe any problems they are having, and request or reject assistance from the program director. The supervisor reviews monthly reports and tracks progress towards performance measures on a monthly basis. Members also conduct a mid-year and end-of-year self-evaluation, a separate site evaluation, and a program director evaluation. At the same time, supervisors conduct mid-year and end-of-year member, site, and program director evaluations. The program director reviews all evaluations. An outside FRYSC staff member reviews program director evaluations and provides the director with anonymous results. When weaknesses are seen in the data or member/site satisfaction, the program director works with the site/member/client to assess and improve and problem areas. The program director also conducts biannual site visits with each site. During the visit, she meets both individually and as a group with the supervisor and member to assess their relationships, the effectiveness of the program, and any other issues. Members also contribute to the structure of the program and continue improvement through regular communication with the supervisor, and special opportunities for input at the second-year member retreat. During the retreat, practices and policies from the prior year are reviewed, and changes are effected based on former members' feedback and collaboration.

6) The submitted aligned performance measure should be altered in terms of their order. The

## Narratives

intermediate outcome should become the end outcome, and the end should become the intermediate. The output should remain that members will develop a supportive relationship with families. The intermediate outcome should be that client families demonstrate satisfaction with the program and their childrens' progress. The indicator, target, instrument, statement, and data associated with this goal should remain the same. The end outcome should be that clients will demonstrate progress in reaching developmental milestones. The indicator, target, instrument, statement, and data associated with this goal should remain the same.

### Continuation Changes

Year 3

#### PROGRAM CHANGES

##### PART TIME DIRECTOR

In 2011-12, the program director position will be converted to part-time to accommodate the reduced number of member slots being requested.

##### MEMBER ENROLLMENT:

In 2009-10 we were unable to fill all of our slots by October despite heavy emphasis on recruitment and expansion. Our major barrier is simply that most of the agencies that host our program have experienced significant funding cuts, and because of the lack of infrastructure for early childhood development in Kentucky, our goals are secondary to most agencies that host us. This secondary status results in elimination of our efforts when their continually decreasing budgets allows only bare-bones coverage of their primary missions. Despite the challenges, we continued recruiting sites, but we chose to release our remaining 9 slots to another Kentucky program that was more successful with site recruitment. Since releasing the sites, we have seen a positive outcome from our previous recruitment

## Narratives

efforts. We now have all 11 slots assigned to sites, and have requests from sites to be on our waiting list.

All of the slots (except for one which is enrolling two part-time members to begin in January) have members enrolled. However, with further government funding cuts expected, we anticipate that many sites who have confirmed that they intend to participate next year may find themselves with less funding than they currently have. Therefore, we are asking to reduce our number of slots to 10 slots to ensure that we are maximize our funding in 2011. Until then, we continue adjusting to make the program more viable for host sites. For example, to make the program more affordable the host agency absorbed the cost of one training previously charged to the sites, blended trainings (orientation and MIHOW) to cut costs, and adjusted our curriculum to reduce costs.

### RETENTION:

In 2010-11, our retention rate is approximately 100%. We currently have the same members we originally enrolled, and so far all are performing well so we expect our rate to remain at 100%. We will continue trying to increase our retention rate by emphasizing professional standards during the interview process, supporting members, offering trainings, and measuring member satisfaction with the program.

### PERFORMANCE MEASURES:

SUCCESS Corps met and/or exceeded all of our Performance Measures for 2009-10.

So far, we are doing the same in 2010-11. Members have recruited numerous volunteers, and with the new curriculum were able to begin serving families earlier than last year. They have led monthly service projects, many of them collaboratively, and they have spoken about their AmeriCorps service in many

## Narratives

public sectors. Several of the members have taken on leadership roles for our large state-wide, inter-agency service project called Build-A-Bed, which was started by SUCCESS Corps and FRYSC Corps. Although our first quarterly report data is not yet available, the program director anticipates a positive review based on member reports to date.

### Performance Measures

#### SAA Characteristics

- AmeriCorps Member Population - None
- Geographic Focus - Rural
- Geographic Focus - Urban
- Encore Program

#### Priority Areas

- |   |   |
|---|---|
| <input type="checkbox"/> Education                            | <input checked="" type="checkbox"/> Healthy Futures           |
| <i>Selected for National Measure</i> <input type="checkbox"/> | <i>Selected for National Measure</i> <input type="checkbox"/> |
| <input type="checkbox"/> Environmental Stewardship            | <input type="checkbox"/> Veterans and Military Families       |
| <i>Selected for National Measure</i> <input type="checkbox"/> | <i>Selected for National Measure</i> <input type="checkbox"/> |
| <input type="checkbox"/> Economic Opportunity                 | <input type="checkbox"/> Other                                |
| <i>Selected for National Measure</i> <input type="checkbox"/> | <i>Selected for National Measure</i> <input type="checkbox"/> |
| <input type="checkbox"/> Disaster Services                    |   |
| <i>Selected for National Measure</i> <input type="checkbox"/> |   |

Grand Total of all MSYs entered for all Priority Areas 10

#### Service Categories

- |   |   |   |
|---|---|---|
| School Readiness/Head Start/Early Childhood Education | Primary <input type="checkbox"/>            | Secondary <input checked="" type="checkbox"/> |
| Parent Support  | Primary <input checked="" type="checkbox"/> | Secondary <input type="checkbox"/>            |

#### Families served individually with early education curriculum-based home visits

**Service Category:** School Readiness/Head Start/Early Childhood Education

**Measure Category:** Needs and Service Activities

#### Strategy to Achieve Results

**Briefly describe how you will achieve this result (Max 4,000 chars.)**

After receiving their curriculum certification, each member will be expected to conduct at least 5 personal monthly visits with 3 children (in utero visits will be tracked by the child, although prenatal meetings involve mostly the mother). Members track their visits through curriculum's record-keeping systems, and report progress monthly to the supervisor and director via a monthly report form. Sites are responsible for recruiting families. During these visits, members will utilize the MIHOW curriculum to educate parents and young children about early childhood development. They will conduct activities to promote children's development, and will provide the families with resources for further learning. Additionally, they will provide families with information about accessing basic resources like food and clothing as necessary. Planning the visits and completing follow-up

**Briefly describe how you will achieve this result (Max 4,000 chars.)**

paperwork takes much time, although actual visits last only one hour.

**Results**

**Result: Output**

Members will implement at least 5 successful visits with at least 3 clients using the MIHOW curriculum

Indicator: Number of children visited

Target: At least 30 children will receive a total of 50 individual MIHOW visits.

Target Value: 30

Instruments: Site visit records, monthly report forms

PM Statement: Members will conduct at least 5 successful home visits with children, resulting in a corps-wide total of 50 visits conducted with at least 30 children using the MIHOW curriculum.

Prev. Yrs. Data

**Result: Intermediate Outcome**

Children will demonstrate progress in reaching developmental milestones

Indicator: children of PAT families

Target: The child should make progress towards meeting 90% of their age-appropriate developmental goals listed in the MIHOW curriculum within a year or the member should refer the parents to appropriate healthcare resources.

Target Value: 90%

Instruments: This target will be measured using the milestones measured through the MIHOW curriculum. This is an appropriate measure because it demonstrates the impact of the MIHOW curriculum in tracking and supporting age-appropriate development. Site visit report, developmental milestone checklist, screening tools, and monthly reports

PM Statement: Members should work with children and families and ensure that the child makes significant progress toward meeting 90% of their age-appropriate developmental goals within the member's term of service, or the member should demonstrate an appropriate referral to address developmental delays.

Prev. Yrs. Data

**Result: End Outcome**

Parents will demonstrate satisfaction with the program and their children's progress

Indicator: PAT parents

Target: PAT parents will demonstrate 85% satisfaction with the progress of their child through the PAT program.

Target Value: 85%

Instruments: survey

PM Statement: PAT parents will demonstrate 85% satisfaction with the PAT program and their child's progress at the end of their PAT relationship

Prev. Yrs. Data

## Required Documents

**Document Name**

**Status**

Evaluation

Not Applicable

Labor Union Concurrence

Not Applicable