K'LEA Integrated Action Plan Table of Contents		
Section	Page Number	
I. Overview	1	
A. The Partnership's Purpose	1	
a. Mission and goals	1	
b. Those the partnerships serve	1	
c. Reasons partnership is working together	1	
B. Context and Challenges	5	
a. History of Latino Achievement in Kentucky	5	
b. Steps taken to address LSS	3,7	
c. Kentucky Latino Barriers to Success	8	
d. Opportunities for Impact	8	
*Strategic Focus and Action Strategies	10	
C. Expected Student and Sector Outcomes	11	
a. Latino Student Outcomes	11	
b. Outcomes by Sector	12	
D. Guiding Principles and Values	13	
II. K'LEA Commitment to Collect Impact	14	
A. Framing a Common Agenda, Shared Leadership	14	
a. Terms Requiring Agreement/Definition	15 (See appendix H)	
b. Conflict Resolution	15	
B. Sharing Data and Measurement Systems	15	
III. Mutually Reinforcing Activities and Partner Roles/Responsibilities	16 (See appendix J)	
A. Sub-grant	17	
B. Communications	17	
a. External Communications	17	
b. K'LEA Internal Communications	18	
C. Support Structure and Backbone Organization	19	
IV. K'LEA Partnerships Roles and Responsibilities	21 (See also Section III)	
A. Partnership Expansion	21	
B. K'LEA Structure	21	
V. Latino Student Success Movement: K'LEA Participation with LSS	22	
Sites		
VI. Theory of Investment	23 (See appendix A/B)	
A. Sustainability	23	
VII. Evaluation	25	
A. Short-term Goals	25	
B. Intermediate Goals	26	
C. Long-term Goals	29 (see Student	
	Outcomes Chart pg 11)	
VIII. Conclusion	31	
IX. K'LEA Timeline	31	
X. Appendices	Document Attached	

The Partnership's Purpose

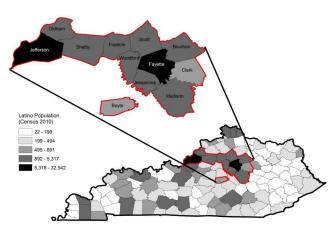
The Kentucky Latino Education Alliance (K'LEA) is a cross sector, cross agency partnership dedicated to increase the number of Latinos who obtain a high quality degree or credential in Kentucky. K'LEA has set out to foster Latino postsecondary degree attainment as to uplift the Latino community which will in turn enrich the overall Kentucky economy insuring a bright future for the Commonwealth.

K'LEA has determined its partners can have their greatest impact by addressing the need for better college preparation and increased student retention. Therefore, partners must improve policy and develop data-driven strategies for increased college preparation and retention rates. Strategic focus include: 1) prepare and coach families and students for college success; 2) develop and support student engagement; 3) formalize and strengthen transitions and transfers; 4) develop and enrich cultural competency; 5) impact institutional and agency policies and procedures to improve access and retention; 6) advocate for Latino student success; and 7) deepen and strengthen student engagement with professional organizations and networks.

K'LEA serves two groups of constituents. First and foremost, the partnership is dedicated to impacting the success of **Latino students and their families**. To achieve this goal, K'LEA seeks to develop tools and resources for the second group of constituents: current and future partner **organizations**, **institutions and leaders** placed in positions of service or policy creation that affect Latino student success.

In the last decade there has been a rapid increase in Kentucky's Latino population, mostly seen in the K'LEA service region, the Lexington-Louisville corridor. According to the *Living Cities Census Series* (Brookings Institute), Lexington ranks second in a list of the 100 largest U.S. cities with Latino population change from 2000 to 2007. Results from the recent

2010 U.S. Census show that Lexington's Latino population more than doubled in the 2000-2010 decade. This growth is evident in the Lexington/Fayette County schools where K-5 Latino enrollment is more than double that of the middle and high schools. Louisville is also included in the Brookings list, ranking 46th with a 27.6% increase in its Latino population. The 12 counties that make up the K'LEA service region (highlighted region in map below), including the two largest cities of Lexington and Louisville, are home to 52.8% of Kentucky's Latino population. The region also includes the two largest school districts which collectively educate 41.2% of the state's Latino students.



The partnership includes committed involvement of the state's leading and largest universities and community colleges, located in the Lexington-Louisville corridor, as well as the Council on Postsecondary Education (CPE), the key higher education authority that

serves to establish policy for all of Kentucky's regional universities and colleges. Expanding upon this premium collection of agencies and institutions, the alliance includes K-12 schools and school district representatives, the state's leading experts in financial aid and Latino advocacy, as well as policy makers, professional organizations and employers, all championing Latino student success.

Collectively, K'LEA understands that to achieve the mission and goals of the collaborative, partners must work together. Each partner impacts a specific portion of the cradle to career pipeline and is vital to Latino student success. Before K'LEA, Latino success was addressed individually or in small groups of organizations and/or institutions. Over the past seven years, Bluegrass Community and Technical College (BCTC) has led the state's Latino

student success (LSS) efforts by providing institutions the opportunity to recruit students at annual events such as the Latino Leadership and College Experience Camp (LLCEC) and the Latino Multicultural College Fair (LMCF). In addition to providing a space for college and university representatives from most of state's public and private institutions of higher education, school districts across the region are able to connect their students to these opportunities thus exposing them to post-secondary options. In turn, students and families enjoy the opportunity to discover, plan for, and successfully pursue higher education. K'LEA not only formalizes this work but allows for intentional synergy. Examples of promising practices developed by BCTC that will now be even more powerful include:

ACTIVITIES LED BY BCTC				
Partners	Description/Outcomes			
	Latino Multicultu	ural College Fairs (LMCF	F)	
 Kentucky State University Land Grant 1890 Institution (Hispanic Initiative) Kentucky Dream Coalition Kentucky/Bluegrass Chapter of the Society of Hispanic Professional Engineers University of Kentucky University of Kentucky Area Health Education Center (AHEC) University of Louisville 	and English as a S mission of providi college coaching. stop acting on thei linguistically relev supported this eve workshop develop recruitment, and o In 2007, the LMC college. In 2007, college opportunit them. In 2010, the number of student Month/Year Feb 2006 Oct 2006 Oct 2007 Oct 2008 Oct 2009 Nov 2010 Nov 2011 *The LMCF b to students all across	sinception in 2006, over 3,6 econd Language (ESL) you ng information, educationa The mission of LMCF is to r dreams by challenging the vant environments to plan formation, fundraising for transparent, fundraising for transparent, fundraising for transparent, fundraising for transparence coaching 55% of students surveyed r ies were available to them a percentage dropped to 42% is served by the Fairs are: Location BCTC Leestown Kentucky State University Fayette Cooperative Ext. Georgetown College University of Louisville University of Kentucky University of Kentucky Degan to receive funding in oss the state by providing trustersidad" printed material	uth have but opportund opportund opportund opportund on courage em in cultion their function supportation age. If data on supportation age. If data on supportation and that course exponded and that course exponded and in 2 # of Student opportunity of the course exponded and in 2 # of Student opportunity of the course exponded and in 2 # of Student opportunity of the course exponded exportant opportunity of the course exponded exportant opportunity of the course exponent opportunity of the course exposition of the course exportant opportunity of the course exportunity of the course e	renefited from the fair's mities, and specialized ge our youth to never curally and tures. Partners have opport, program and and meals, volunteer tudent perceptions of that they did not know ollege was possible for 011, 36%. The rents served 300 210 201 427* 864 591 620 anding the fair's reach

Latino Leadership and College Experience Camp (LLCEC)

- Kentucky State University Land Grant 1890 Institution (Hispanic Initiative)
- Kentucky Dream Coalition
- Southeast Migrant Education Program
- Kentucky/Bluegrass Chapter of the Society of Hispanic Professional Engineers (KYBG-SHPE)
- University of Louisville
- Midway College

The LLCEC is an intensive college preparation and leadership program for Latino youth. LLCEC provides a supportive environment where youth experience college life and classroom responsibilities and interact with faculty, staff, and community leaders. Students and parents discover career and educational opportunities and receive mentoring.

Partners have supported BCTC in planning and fundraising for the program. In addition, partners have provided Science, Technology, Engineering, and Mathematics (STEMs) and Agricultural career exploration opportunities, provided special invitations to LLCEC participants to attend on-campus events and national conferences supported by the partner agency, and provided mentoring and one-on-one college coaching to participants. For example, in 2010, KYBG-SHPE coordinated travel and covered costs for 45 high school students to attend the National SHPE Conference held in Cincinnati, Ohio.

Of the 171 participants, 111 have graduated high school with the remaining 60 still enrolled in high school. Of the 111 that have graduated high school, 79 have enrolled in college giving the LLCEC a 70% college going rate. From the first cohort of 14 students, 11 (79%) have completed at least an associate's degree. Nationally, only 24% of Hispanic students enroll in college and 13% complete.

Outreach and Student Development

- Kentucky Higher Education Assistance Authority (KHEAA)
- Kentucky Dream Coalition
- *Events held all over the state

BCTC Hispanic Outreach, through its full-time position funded by BCTC, provides numerous college awareness and preparation workshops for students and families at a variety of locations annually. Through these outreach visits, workshops and coaching sessions, programmatic and student development connections have been made with host sites and partners providing enhanced opportunities for students. BCTC Hispanic Outreach shares space/time within these settings for partners to present. For example, KHEAA Financial Aid Outreach Specialist and/or student leaders from the Kentucky Dream Coalition attend these events providing expert or experiential advice to students and families. Annually, BCTC Hispanic Outreach conducts 60-75 middle and high school workshops, family informational sessions, and college planning presentations for educational professionals all across the state. In addition to these activities, the LLCEC and the LMCF, Hispanic Outreach hosts an average of 10 College Experience Days or campus visits that include tours, Q & A sessions featuring current college students and small group college coaching sessions. In 2011-2012, BCTC Hispanic Outreach provided workshops and visits to over 500 students.

K'LEA will build upon BCTC's LSS work by increasing partner capacity to prepare, enroll, retain and graduate students as well as doubling BCTC Hispanic Outreach staff. Formalizing partnerships, building individual and organizational capacity to lead, defining mutual goals and

sharing data organization will lead to sustained student success that is not dependent on the work of just one institution, one office or one coordinator.

CONTEXT AND CHALLENGES

History of Latino Achievement in Kentucky

In recent years, Kentucky has lagged behind many other states in most educational rankings; however, in the past decade, numerous educational reforms have afforded the state improved rankings jumping from 34 to 14 in educational quality and innovation. Despite such improvements, only 30% of Kentucky's adults ages 25-64 hold a college degree and the percentages are even lower for African American (24.6%) and Hispanic (16.42%) adults (*A Stronger Nation through Higher Education*, Lumina Foundation, 2012). To understand Kentucky's inconsistent history of being both progressive and regressive, one must consider the following factors and events:

Kentucky as a border state	Kentucky was a border state during times of slavery. Kentucky was home to slave holders and outspoken abolitionists such as Henry Clay. Many Kentuckians supported refugees fleeing slavery via the underground railroad, and many others ruthlessly hunted down "runaways" in hopes to cash in on the fugitive slave rewards.
The legacy of Berea College	Rev. John G. Fee started a one-room school in 1855 that eventually would become Berea College. Fee believed in educational equality thus creating a school that would be an advocate of equality and excellence in education for men and women of all ethnicities before integration was legalized in the south. Berea's commitment to interracial education was overturned in 1904 by the Kentucky Legislature's passage of the Day Law, which prohibited education of black and white students together. When the U.S. Supreme Court upheld the Day Law, Berea set aside funds to assist in the establishment of the Lincoln Institute, a school located near Louisville, for black students while they strategized for a legislative appeal to the Day Law. Finally, in 1950, the Day Law was amended to allow integration of students above high school.
Kentucky Equal Opportunity and	In 1981, the Commonwealth of Kentucky was deemed in violation of Title VI of the Civil Rights Act of 1964, for failing to eliminate the vestiges of its former de jure
Desegregation	racially dual system of public higher education. The Kentucky Plan was designed to
Plans	ensure equal opportunity of access to and success in higher education at the state's public colleges and universities by setting goals for African American student enrollment, retention and graduation. It also set goals for employment of African Americans in managerial, faculty and other administrative posts. Once released from the Kentucky Plan in 2007, CPE began to formalize a diversity framework, requiring all state universities and the Kentucky Community and Technical College System (KCTCS) to create Diversity Plans that must measure enrollment, retention, graduation, and employment (staff, faculty and administration) of African American, Hispanic,

Native Hawaiian/Pacific Islander, American Indian/Alaskan Native and/or 1st generation college students from low income households.

Progressive Legislative Educational Reforms

- In 1991, in response to the Kentucky Supreme Court ruling that the schools were inequitable and inefficient, the legislature totally reformed Kentucky's education system in the areas of finance, governance, and curriculum in an attempt to provide equal educational opportunities for all of Kentucky's children regardless of the property wealth of the district in which they lived. The Kentucky Education Reform Act (KERA) established learning standards for all students, which are significantly higher than those previously, established.
- The Postsecondary Education Improvement Act of 1997 is commonly referred to as House Bill 1 (HB 1). HB 1 mandated that the University of Kentucky become a Top 20 Public Research University by the year 2020. It also charged the University of Louisville to become a preeminent metropolitan research university over the same time frame. The law created several new entities: KCTCS, Kentucky Virtual Campus (KYVC), Kentucky Virtual Library (KYVL), Kentucky Virtual Schools (KYVS).
- In July 2006, Senate Bill 130 was passed by the Kentucky legislature. The bill amended KRS 158.6453 to include the provision that "no later than the 2007-2008 school year, and each year thereafter" the Commonwealth's assessment program shall include a high school readiness examination in grade 8, a college readiness examination in grade 10 and the ACT college admissions and placement examination in grade 11. These three examinations EXPLORE, PLAN and ACT comprise the Educational Planning and Assessment System (EPAS). Because of this requirement, many teachers and administrators requested an EPAS College Readiness Standards (CRS) alignment with Kentucky's curriculum standards to help link instruction and assessment standards. This document includes an alignment of standards between Kentucky's Program of Studies (POS) and the EPAS CRS.
- In 2009, Kentucky Legislature passed the "College and Career Readiness" Bill or Senate Bill 1 (SB 1). Included in these initiatives was a mandate for the Kentucky CPE, the Kentucky Board of Education (KBE), and the Kentucky Department of Education (KDE) to develop a unified strategy to reduce college remediation rates of recent high school graduates by at least fifty percent by 2014 from the rates in 2010, and to increase the college completion rates of students enrolled in one or more remedial classes by three percent annually from 2009 to 2014.

Though historically Kentucky has not enjoyed a large Latino population, Hispanic surnames appear in census records in the early 1900s. Finally, in the 1970s and 1980s, in response to the states growing migrant and refugees populations (from Central America and Cuba respectively), community-based, advocacy and professional organizations such as KY TESOL (for English as a Second Language professionals) and the Americana Community Center in Louisville were created to address the educational needs of the emerging population.

Finally, in 2001, Northern Kentucky University was the first, followed by BCTC in 2003, to create and maintain programs focused on Latino student success. While both programs have received national and regional recognition, the general population of Kentucky has reacted with both support and pushback. Progressively, Kentucky is one of 14 states nationwide to offer instate tuition to undocumented youth who graduate from Kentucky high schools. Nonetheless, the recent anti-immigrant, anti-Latino wave of state legislation beginning with Arizona's SB 1070 made its way to Kentucky in the form of SB 6. With the support of educators, service providers, business owners and community advocates, SB 6 was defeated.

Kentucky's history demonstrates a willingness among leaders of influence to move forward in a proactive position as opposed to a reactive state. In the decades of substantial Latino growth from 1990-2010, Kentucky saw over 221% increase in the Latino population. Many Latino focused community-based organizations were created to address the growing needs of the community. Though progress was made, it was not sustained. Organizations were created but not solidified for success. The lack of plans for sustainability and growth resulted in great work starting, leaders reaching burn out, and inevitably, action ending due to lack of resources, human capital, and leadership.

Kentucky Latino Barriers to Success

The K'LEA project goals and objectives are designed to assist Kentucky Latinos in overcoming the barriers that hinder participation and success in postsecondary education:

Finances	The median income of Hispanics 16 years of age and older is \$18,000 in Kentucky, compared to \$25,500 for Non-Hispanic Whites in the same age group (Pew Hispanic Center, 2010). Their household size is larger than any other ethnic group, and they are less likely to have the resources to pay for college. (Pew Hispanic Center, 2010)
Language barrier	Only 23% of Latinos in Kentucky report that they speak English very well; but 98% of Kentuckians speak only English at home (Pew Hispanic Center, 2008). Historically, the state has had a small Latino population and lacks accommodations for non-English speakers, further increasing cultural/linguistic isolation and difficulty in navigating complex college processes.

Lack of intentional efforts to support Latino participation in postsecondary education Lack of awareness of college opportunities Lack of parental/school-based support	Kentucky falls well behind national averages in almost every category of educational attainment; and educational levels are even lower for minority populations: only 16.42% of Latinos in Kentucky have an associate's degree or higher (Lumina Foundation, A Stronger Nation Through Education, 2012). Consequently, Latino students and their families lack exposure to and knowledge of the college environment and processes such as admissions and financial aid. Latino students surveyed at the Latino Multicultural College Fairs held every year revealed that 36% of the respondents did not know about postsecondary opportunities available to them. The same survey revealed that the top three reasons students did not excel in high school were: 1) lack of family support, 2) lack of teacher/school support, 3) financial burdens. (see Appendix C)
Academic preparation	Nearly 61% of Latinos entering Kentucky's postsecondary institutions require remedial instruction; the percentage is even higher for those entering two-year colleges (CPE). These underprepared students are less likely to be retained, and consequently less likely to complete a postsecondary credential. Even when outreach efforts increase college enrollment, early and effective intervention is still needed to help Latinos succeed on campus.
Documentation status	While exact numbers are not available, personal and professional experiences of key K'LEA partners and leaders relate the unfortunate reality that a critical portion of Latino students in Kentucky are undocumented. Nationally, the Urban Institute estimates that one-fifth to one-sixth of undocumented immigrant students drop out of high school every year, resulting in only 65,000 graduating from high school every year; and of these high school graduates, only 5 to 10 percent go on to college. While undocumented youth in Kentucky may enroll as residents paying in-state tuition if they graduate from a Kentucky high school, they still face significant barriers. Undocumented youth are less likely than their peers to pursue higher education for a variety of complex inhibiting factors such as: (1) the demoralization and stress of being undocumented, (2) parents and teachers' poor advice that undocumented youth cannot access higher education, (3) little or no access to financial aid, (4) limited knowledge of scholarship resources, and (5) the fear that they will not be able to exercise their professional potential once they graduate.
Lack of cultural competency in institutions and agencies	A K'LEA survey of partners (see Appendix D) identified that many institutions demonstrate a lack of cultural understanding and the lack of institutional will to accommodate Latino students. When asked "What challenges and barriers does your institution need to overcome to work towards Latino student success?" responses included: • "Perceptions of low impact of Latino students on the future of our campuses" • "We have a 'we don't need to do anymore' mantra on campus" • "Image of Latino students on campus" (i.e. low expectations of student success)

Opportunities for impact

K'LEA seeks to impact Kentucky in the area of student success by enrolling and graduating Latino students, as well as providing the tools needed for that student's individual

success. This includes enriching and enlightening the educational environment for complete and total success of the Latino student and by extension, his/her family. Anticipating the swell of Latino students currently in elementary school, K'LEA has the opportunity to lay the foundation for Latino student success proactively (see Appendix E).

K'LEA data highlights that while enrollment within partner institutions of higher education has increased nearly 100% from 2006 to 2011 (965 to 1,927 students), graduation rates remain low with only 7.9% of students entering the community college graduating within three years and 50.4% of students entering public universities graduating within 6 years. The number of degrees conferred to Latino students in 2011 totaled 223 certificates, associates, and bachelor's degrees. While freshman year to sophomore retention rates at partner universities average 71.9%, retention at community colleges, where a vast number of students matriculate, are only 43.75% from first to second year. An initial review of the data has revealed that university students are lost after their sophomore year; however, more analysis is needed to determine the causes affecting student drop out. With the support of the K'LEA evaluator, Dr. Thomas Guskey with the University of Kentucky P-20 Innovation Lab, qualitative data will be gathered via focus groups and student surveys. Simultaneously, K'LEA will provide capacity building for partners to create programs that will intentionally support Latino students to prevent students stopping out of the universities once they enter second year or upper division course work.

The data shows that Latino students begin higher education equally at either a community college (49.9%) or universities (50.1%), and Latino students at all higher education levels are less likely to apply for and receive financial aid or scholarships. For students that attend community college, Latinos are more likely to enroll part time (see Appendix F). Upon

extensive review of data affecting the cradle to career pipeline, K'LEA partners identify seven areas for strategic focus necessary to increase Latino student degree attainment:

Strategic Focus	Action Strategies
1) Prepare and coach families and students for college success	 Educate and empower parents regarding school involvement Engage families in college awareness and readiness programs, workshops and presentations Improve communication of policy and procedures (admissions, financial aid, business office, advising, etc) to students and parents Provide holistic preparation services (tutoring, college coaching, financial literacy training) Contribute to completion through case management and support services
2) Develop and support student engagement	 Provide spaces for peer to peer support Provide programs and opportunities for student development and engagement
3) Formalize and strengthen transitions and transfers	 Allocate resources (including staffing commitments) to support Latino student retention Ensure ease of transfer between institutions Identify bottlenecks that prevent Latino student retention Improve transitions between elementary, middle, high school, and college
4) Develop and enrich cultural competency	 Address campus cultural obstacles to completion Educate teachers on cultural competency Provide culturally centered, bilingual services to students and families to assist in college going efforts Improve college counseling
5) Impact institutional and agencies policy and procedures to improve access and retention	 Review and advocate for intuitional, local and state policies that provide college access and success to Latino students Formalize commitments through statutes, executive orders, and/or state-wide strategic plans Promote Statewide Diversity Framework: All states colleges and universities are required to set challenging goals measuring student body diversity, student success, workforce diversity and campus climate required by the Kentucky CPE Provide and fundraise for sustained scholarships Provide resources for institutions to reach ambitious goals Use transparent data sharing
6) Advocate for Latino student success	 Address equity gaps in college attainment Hold school districts, colleges and universities accountable for graduating Latinos students on time Set challenging long term goals for Latino college completion
7) Deepen and strengthen student engagement with professional organizations and networks	 Offer apprenticeships and internships Offer job shadowing and career exploration Offer mentoring and professional development workshops Provide training on entrepreneurship

Expected Student and Sector Outcomes

K'LEA's expected student outcomes will measure the following. See Appendix H for definitions of K'LEA LSS indicators.

Latino Student Success Data Indicator	Baseline 2010	Baseline 2011	Short Term Goal (2012/13)	Mid-Term Goal (2013/14)	Long Term Goal (2014/15)
K'LEA Big Goal: 22,420 High quality degrees and credentials by 2025. To reach this goal an average of 1,725 Latino students should obtain degrees each year					
	PREP	ARATION			
High School Graduation Rates*	75.68				
E-PAS Scores** Explore (8th grade)	XXX	14.1			
PLAN (10th grade)	XXX	15.7	Goals to be determined		
ACT (11th grade)	XXX	17			
College Readiness*** English Math Reading		30.49% 28.36% 27.83%			
	A	CCESS			
Financial Aid (% of Latino students enrolled in higher education receiving PELL grants)		44% (844 of 1912)	Goals to be determined		
Postsecondary Enrollment (Fall semester at BCTC, JCTC, KSU, UK, UL)	1,738	1,912	2,500	3,000	4,000
	PRO	OGRESS	·		
Full Time Retention Rates (First time, full time degree seeking students entering Fall 2010 returning Fall 2011)		263 of 366 (71.9%)	75%	80%	85%
Part-time Retention Rates (First time, part time degree seeking students entering Fall 2010 returning Fall 2011)		22 of 39 (56.4%)	62%	68%	75%
Transfer (number of students transferring from BCTC and JCTC)	54	59	70	80	100
ATTAINMENT					
Degrees/credential conferred (BCTC, JCTC, KSU, UK, UL)	208	223	279 (25% increase)	337 (35% increase)	472 (40% increase)
3 year graduation rate	7 of 58 (12.1%)	3 of 38 (7.9%)	12%	18%	25%
6 year graduation rate		57 of 113 (50.4%)	55%	60%	65%

K'LEA's long-term sector outcome

Kentucky must ensure that Latino students complete college with the skills and abilities to be productive Kentuckians. To achieve this, K'LEA must empower educators, administrators, community advocates and the organizations, systems and institutions they lead to embrace Latino student success. As a result of taking ownership of Latino student success, leaders will improve policy, procedures, and budgetary and/or staffing commitments necessary to support students throughout the cradle to career pipeline.

K'LEA partners representing K-12, higher education, community based organizations and advocacy groups, workforce and professional organizations, and policy makers including municipal government staff will focus action on improving preparation and retention according to their expertise and within their specific communities or neighborhoods thereby mutually reinforcing the partnership's work throughout the region. The effectiveness of the partners' efforts will be evaluated based on the student outcomes listed above as well as review of the Kentucky High School Feedback Reports, K'LEA sub-grant progress and final reports (report forms being created by Core Team) and evaluative tools provided by Dr. Guskey.

Sector / Partner	Measurement Mechanism (see Student Outcomes chart pg 11)	Action Strategies
K-12	Graduation Rates ACT Scores	Strategic Focus #1Strategic Focus #3
Kentucky Department of Education (KDE) Paul Lawrence Dunbar High School (PLDHS)	High School Feedback Report	• Strategic Focus #4
Migrant Education Program (MEP)	K'LEA Annual Evaluation Sub-grant progress and final reports*	

^{*}Graduation Rates in KY are currently measured by the Average Freshman Graduation Rate; this average includes 7 of the 13 counties in the K'LEA Region. Please see Appendix M. KY is moving to a cohort model beginning starting with 2011 graduates. Data for 2011 graduates will be available in Fall 2012.

^{**}Please visit appendix M for comparisons of K'LEA region with state averages.

^{***} Based on the 2010-2011 ACT Test takers passing the CPE System-wide Benchmarks for the College Readiness **Please note that**: Students were identified for this study based on their demographic status in the KDE Student Information System. Only students identified as Hispanic are included in this study. Because students were identified from the KDE Student Information System, rather than the ACT data source, information in this report may not be consistent with ACT reports.

Community-Based Org / Latino Advocacy Org	Graduation Rates	• Strategic Focus #1
	ACT Scores	• Strategic Focus #2
Lexington Hispanic Association (AHU)	High School Feedback Report	• Strategic Focus #4
Americana Community Center (ACC)	Financial Aid	• Strategic Focus #5
Kentucky Dream Coalition (KDC)	Post-Secondary Enrollment	• Strategic Focus #6
KHEAA		
La Camara @ Wesley House (Behold 1500 Latinos)	K'LEA Annual Evaluation	
Migrant Network Coalition (MNC)	Sub-grant progress and final reports*	
Prichard Committee		
Village		
Higher Education	Postsecondary Enrollment	• Strategic Focus #1
	Full-time retention rates	• Strategic Focus #2
BCTC	Part-time retention rates	• Strategic Focus #3
Center College	Transfer	• Strategic Focus #4
Eastern Kentucky University (EKU)	Degrees and Credentials Conferred	• Strategic Focus #5
Jefferson Community and Technical College	3-year graduation rate	• Strategic Focus #5
(JCTC)	6-year graduation rate	
Kentucky Community and Technical College	, and grammar and	
Association (KCTCS)	K'LEA Annual Evaluation	
University of Kentucky (UK)	Sub-grant progress and final reports*	
University of Louisville (UofL)	San Branch La San and arrange ask arra	
Transylvania (Cot2)		
Workforce	Postsecondary Enrollment	• Strategic Focus #2
, ormored	Full-time retention rates	• Strategic Focus #7
National Society of Hispanic MBAs (NSHMBA)	Part-time retention rates	Strategie Focus #7
Hispanic Latino Business Council (HLBC)	Transfer	
KYBG-SHPE	Degrees and Credentials Conferred	
KTBO SIII E	Degrees and eredentials conterred	
	K'LEA Annual Evaluation	
	Sub-grant progress and final reports*	
Policy	Postsecondary Enrollment	Strategic Focus #5
Toney	Full-time retention rates	• Strategic Focus #6
CPE	Part-time retention rates	• Strategic Focus #0
LFUCG	Transfer	
LIOCO	Degrees and Credentials Conferred	
	3-year graduation rate	
	6-year graduation rate	
	0-year graduation rate	
	K'LEA Annual Evaluation	
	Sub-grant progress and final reports*	

^{*}Reports will be required only of partners who receive sub-grant dollars. Surveys, questionnaires and interviews will be conducted to capture impact of programs not funded.

Guiding Principles and Values

All partners within the alliance recognize that K'LEA's strategies and long-term goals will be challenging to achieve singularly by any one partner. To realize the vision of increased Latino student success, a more vibrant and empowered community, and an enriched

Commonwealth, K'LEA must be centered on principles of respect, selfless dedication to the needs of the community and students, and high levels of integrity and character. From the onset, K'LEA has intentionally provided Latino students' and parents' leadership opportunities within the alliance. Such opportunities are not token or honorary; rather students and parents are involved in the decision-making processes. Setting this example, the K'LEA Core Team includes a student leader. In addition, student-led organizations are included in the partnership with the aspirations of formally welcoming similar organizations during implementation. Partners have been highly encouraged to include students and parents within the leadership of their site teams.

K'LEA COMMITMENT TO COLLECTIVE IMPACT

Framing a Common Agenda, Shared Leadership and Accountability

K'LEA undertook an intensive planning process to ensure that all partners share a deep commitment to Latino Student Success. The planning process for K'LEA included convenings, individual meetings with partner sites, and planning assignments and surveys. The K'LEA Core Team represented all six sectors; these highly invested leaders provided one on one coaching to most partner sites. Partner sites completed community history timelines, ecosystem analyses and surveys about communications and partner roles and responsibilities. The input provided in these coaching meetings and assignments/surveys was integral to the creation of this Integrated Action Plan. Please review Appendix G for an outline of meetings and K'LEA partner assignments.

Going forward, any potential new partners will be made aware of the vision from the outset and will be asked to prepare institutional history timelines, community ecosystem analyses and roles and responsibilities, communications and sustainability plans. Regular meetings will

refresh and renew the team charter and the shared vision, as well as provide spaces and forums for partners to ask questions, provide feedback and step into leadership roles.

Terms Requiring Agreement/Definition: See Appendix H for definitions of commonly used terms and measurement indicators.

Conflict Resolution

The K'LEA decision-making system creates a fuller picture of a partner's level of support than a simple YES/NO vote. It identifies real areas of concern and allows for civil dissent. See Appendix I for decision making and consensus building process. During the planning process, K'LEA partners were surveyed to determine how to hold alliance members accountable. The general consensus indicators for accountability are:

- Meeting attendance and participation: Members must attend ¾ the schedule meetings and are expected to come prepared to participate
- Completing surveys, reports and assignments
- Willingness and ability to share data

Partners who do not demonstrate commitment to K'LEA by attending meetings, completing reports and assignments, and by openly sharing data will not be eligible for sub-grants provided by K'LEA as well as future collaborative grant opportunities.

Sharing Data and Measurement Systems

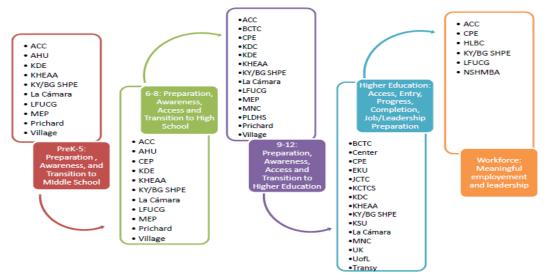
To ensure consistent and accurate collection and analysis of data, K'LEA will retain the services of the P-20 Data Collaboration directed by Dr. Charles McGrew. The IAP development process revealed significant gaps and challenges in data collection, analysis and availability among partner organizations. To strengthen K'LEA's ability to collect and analysis relevant data, Dr. McGrew will work in partnership with Dr. Heidi Hiemstra and Cody Johnson of the Council on Postsecondary Education (CPE) and the Kentucky Department of Education (KDE) to ensure transparency and reporting within the partnership. The CPE adds strength to the K'LEA data

team because all institutions of higher education are required to report student body diversity, student success, workforce diversity and campus climate to CPE on an annual basis. K'LEA will create memoranda of agreement specifying consistent data reports to be given annually. Dr. McGrew will provide his expertise to refine the K'LEA data measurements and will coordinate his efforts with Dr. Guskey (K'LEA evaluator) for consistency. K'LEA is committed to fostering a sense of trust and understanding amongst its partners by creating a safe space to share and discuss issues. K'LEA affirms its duty to not misuse shared data to assign blame, to penalize or embarrass any person, agency or organization but to own results as a community for the sole purpose of improving college completion.

BCTC and CPE will take the lead on reporting data and results provided by the P-20 Data Collaborative to the Lexington-Louisville corridor in the form of press releases, reports published on the website, public meetings, published reports, and media interviews. K'LEA will make sure that partners understand the data and will provide press releases and reports partners may utilize to disseminate data and results to their specific community.

MUTUALLY REINFORCING ACTIVITES & PARTNER ROLES/RESPONSIBILITIES

Expanded detail of partner activities, roles and responsibilities addressing K'LEA Strategic Focus is included in Appendix J. The graph below demonstrates the partner's impact on the cradle to career pipeline.



16 | K'LEA Integrated Action Plan: Lumina LSS Grant 7512

Sub-grants

K'LEA partners will be encouraged to apply for sub-grants during implementation to carry out project activities in their localities focusing on the seven areas of strategic focus. Partners will be required to demonstrate collective impact in their proposals to maximize impact and resourcefulness of funds. In addition, partners will be asked to match 50% of the grant award with in-kind and /or cash match funds. The Project Director and K'LEA Core Team will lead the sub-grant application and selection process. The application form, along with a sub-grant agreement listing responsibilities and requirements of sub-grantees that includes mid-term and final progress reports, has been developed. Such reports will include data measures and evaluations to demonstrate impact or the need for course correction. See Appendix K sub-grant application.

The rubric for selection, though not finalized, will include standards for collective impact, Latino student and family leadership, sustainability, and strategic focus. In addition, the Core Team will take into consideration the geographic location and service area of each partner to ensure that grant dollars are spent wisely across the Lexington-Louisville corridor.

CommunicationsExternal Communications

K'LEA will leverage technology to communicate externally. A website is currently being created and will be touchstone for the work (website under construction). BCTC as the backbone organization will partner with KCTCS to lead the public awareness campaign, bringing its statewide reach and experience in conducting large-scale efforts. The public awareness campaign will consist of press releases and event notices will be sent to regional print and broadcast media. Key Spanish language media outlets include: La Voz de Kentucky, Al Día en América, El Kentucubano, Radio Vida 1440, and La Poderosa 105.7. Press releases and newsletter articles

will highlight the project collaborations making public the commitment of major Kentucky institutions and high-level leaders. Key communication efforts will be ongoing and broad-based to highlight the opportunities and assets of Latino student success and the difference that a coordinated effort can make in affecting student outcomes.

Partners of K'LEA will use their own communication platforms to communicate with their constituencies. The project will make extensive use of electronic media to reach stakeholders. Links will be added to partner websites with information, resources, and contacts. Facebook, Twitter, and other social media will be used to engage students in real-time personal contacts.

A quarterly e-newsletter highlighting practice and policy will be sent to partners and interested parties to provide updates on project activities. As evaluative measures are tracked, ongoing progress will be included in the e-newsletter and periodic press releases will publicize significant outcomes. In addition, quarterly K'LEA meetings and an annual conference will further emphasize the connection between practice and policy among partners in an intentional face-to-face manner.

K'LEA Internal Communications

The K'LEA partner survey reinforces the relevancy of current methods for internal communication consisting of:

- Email
- K'LEA website (in process)
- Quarterly face to face meetings, held alternately in Lexington, Louisville and Frankfort to ease the burden of travel among partners within the region.

The above methods will be enhanced with quarterly newsletters and an annual conference to facilitate extensive sharing, evaluation and professional growth.

During the planning process, each partner was empowered to identify an internal site team consisting of individuals with the appropriate expertise and influence required to carry out

the vision of K'LEA within their institution or organization. For detailed lists of partner site teams see Appendix J.

Support Structure

BCTC has seen growth in Latino enrollment and improvements in retention and graduation rates since 2005. In recent years, the Hispanic Outreach and Student Services Office has become expert in Latino student services by adapting traditional academic advising model to better address the needs, concerns, and talents of Latino students. In efforts to institutionalize Latino student success, the Office collaborates internally with faculty, staff, and administrators from a variety of departments and academic divisions so that Latino students at BCTC have the opportunity to receive the care and services they need and deserve. Ms. Howard has been in her current position for seven years and was recognized nationally by Excelencia in Education as an Example of Excelencia Semi-finalist. Ms. Howard has successfully managed local and state grants such as Kentucky College Access Network "KnowHow2Go" grant, and has developed state-wide initiatives such as the Latino College Fair and the Latino Leadership and College Experience Camp. BCTC pursued the Lumina Latino Student Success funding because of this deep commitment to Latino students and the recognition for a need to expand services across a broader region. For these reasons, BCTC will serve as the backbone organization for the K'LEA partnership.

To facilitate success, the K'LEA support structure consists of two parts: BCTC (Project Director and Hispanic Outreach Coordinator) will serve as the Backbone Organization and the Core Team (members elected annually). Erin Howard will serve as Project Director to provide capacity building and support to partners drawing upon lessons learned from the past seven years of Latino student success efforts. She will provide the leadership to build a sustainable

partnership and will focus on college coaching and retention programming for currently enrolled college students at BCTC and K'LEA partner institutions. She will coordinate K'LEA quarterly meetings and annual conferences, serve as liaison between partners and K'LEA Core Team when necessary, oversee sub-grant processes and communications plan including creation and publication of the K'LEA newsletter and website, and expand K'LEA partnership and sustainability by meeting and on-boarding new partners, organizing funder's briefings and strategy sessions.

To assist the Project Director and expand the level of services to the Latino population served by K'LEA, an additional staff member will be hired in the Office of Hispanic Outreach and Student Support Services at BCTC. The Hispanic Outreach Coordinator will focus efforts on educational outreach and place-based college coaching, as well as coordinating and supporting cornerstone events/programs like the LMCF and LLCEC. The coordinator will also be trained to provide holistic college coaching and advising so that he/she may also support students enrolled in college thereby increasing and extending the BCTC's Hispanic Outreach office capacity to outreach, advise and coach students within the region.

K'LEA Core Team is designed as a reflective, responsive team of adaptive leaders, elected with alternating 2 year terms, whose primary activities will be partner site team coaching, selecting and approving K'LEA sub-grants, setting meeting and conference topics and agendas, and evaluating K'LEA structures and processes to promote, expand and deepen the partnership. The Core Team will ensure that annual conferences and any quarterly meetings include professional development opportunities focusing on adaptive leadership and collective impact. During the planning process, each partner was asked to create a leadership development plan (a mechanism to empower and teach students, clients, and employees so that they can become

involved in long-term leadership of LSS efforts; see Appendix J).

PARTNERSHIP ROLES AND RESPONSIBILITIES

Please refer to chart on page 12 "Mutually Reinforcing Activities/ Partner Site Roles and Responsibilities" as well as Appendix J.

Partnership Expansion

Due to the large region that K'LEA serves, full representation in K-12, workforce, and policy are still being achieved. K'LEA Core Team is working hard to bring additional organizations/leaders from those sectors to the partnership.

Identified Organizations/Leaders			
K-12 Workforce Policy			
Jefferson County Public Schools	Brown-Forman	Louisville Metro Mayor's Office	
Shelby County Public Schools YUM!			
Additional partners as identified in all sectors			

K'LEA Structure



planning process forward and provide personalized coaching for partner sites. Through communication with partner sites, this model has been reaffirmed. As implementation begins, the Core Team will evolve to include representatives from all sectors. Core Team members will serve two-year terms selected at the annual meeting. The Core Team has the

The K'LEA Core Team was established to move the

authority to reevaluate the structure of K'LEA as the partnership grows and make recommendations for working committees and structural changes.

All partners have formed site teams. Each site team is in charge of organizing and conducting the work at their site. In addition, site teams are responsible for communicating with the Core Team and collaborating with others to mutually reinforce K'LEA's vision and mission.

The K'LEA partnership plans to work together regardless of funding; however funding will impact the development of K'LEA as a stand-alone non-profit community based organization.

The ground rules for the work of the partnership include:

- Be prepared for the work (read documents, complete assignments)
- Be respectful of others' time (begin and end meetings on time)
- Listen when others are speaking
- Speak your own truth
- Respect different opinions/perspectives
- Be honest and transparent
- Create and foster a safe environment of trust and confidentiality
- Regularly review ground rules for relevance
- See Appendix I for the K'LEA Charter.

THE LATINO STUDENT SUCCESS MOVEMENT K'LEA Participation with Lumina LSS Sites

K'LEA's backbone organization, Core Team and partner sites are committed to the many tasks and learning opportunities necessary to carry out an effective program. The 13 Latino Student Success sites bring diversity of thought, practice, geographical and political realities, and experience to this initiative. K'LEA Core Team and partner sites will participate in Lumina Latino Student Success conferences. When able and appropriate, they will participate in additional opportunities for training, development and sharing of Latino student success promising practices, data, and helpful tools and resources provided by other LSS sites, FSG, Excelencia in Education and the many others deeply invested Latino Student Success.

Demonstrations of K'LEA's commitment to collaboration and sharing are seen in the work of the backbone organization and its staff. BCTC's Office of Hispanic Outreach has, since its inception in 2005, collaborated with agencies and individuals all across the state and the country to provide greater opportunities for students and to enhance local programming. Please see the chart on page 3 for examples of collaboration.

*Please refer to Appendix A/B to review the budget narrative for K'LEA

BCTC has funded the Hispanic Outreach/Support Services Office staff and budget for 7 years. This initiative was not started with grant dollars or special funding revenues. Instead, BCTC Administration, committed to diversity and inclusion, understood the importance of intentional efforts needed to cultivate Latino student success and made the necessary staff and budget commitments to support these efforts. BCTC will continue to fund the full-time Latino Outreach/Retention Program Specialist; the grant will provide a small stipend for the current employee to lead this initiative as Project Director. BCTC has also committed to fund half of the new Hispanic Outreach/Support Coordinator position in the final two years of this grant; funding will be sought to continue the position afterward. BCTC is also committed to providing a budget for program activities.

Additionally, external funds will be utilized to support K'LEA outreach initiatives and activities, including Partners for Youth Foundation and other current funders, while seeking additional funding sources. Project partners, Core Team, and community leaders will be asked to assist in procuring funds to continue successful activities, further develop and strengthen the partnership and build a Latino scholarship fund.

Sustainability

Project staff will coordinate an annual funder's briefing for local and regional foundation leaders to highlight the importance of Latino student success to the state and the work and impact of K'LEA. Additionally, an annual funding strategy session will be held for the Institutional Development and Grant Directors of partner sites to create more substantive long-term fundraising and grant seeking plans for the collaborative. Potential partners for sustainability

and development include:

ORGANIZATION	POTENTIAL ROLE / CONTRIBUTION TO K'LEA	
Bluegrass Community Foundation	Funding	
National Center for Family Literacy	Training for parent engagement and leadership development, promising practices for family literacy, and potentially funded collaborative efforts	
Gheens Foundation	Funding	
Norton Foundation	Funding	
CES Foundation	Funding	
United Way of the Bluegrass	Volunteer training, networking and fundraising development	
Americorp Vista	Funding for on-site college coaches for K-12 and community	
	based organizations	
Other organizations named by partners include:		
	ty Action Council, Toyota, Amazon, UPS, Supermercado E, Wal-Mart, Brown Foreman, YUM!, Metro United Way	

In addition to the annual funder's briefing and funding strategy sessions, Core Team and the Project Director will assist partners in preparing needs analysis and impact statements they can present to the leadership of their organizations for improved budgetary and staffing commitments. For example, K'LEA envisions partner colleges and universities allocating resources and budget commitments to hire their own Hispanic Outreach/Retention Specialist. See Appendix L for job description.

The collaboration formalized through K'LEA will continue to advocate for Latino success efforts and sustain the involvement of community leaders. The continued presence of Outreach and Support Coordinators dedicated to the Latino population will ensure that activities and supports remain in place. Latino student success is a key element in achieving CPE's 2011-2015 Strategic Agenda, KCTCS' Transformation Initiative, Louisville's 55,000 Degrees Initiative, and JCTC's "Achieving the Dream" efforts. By aligning these resources and developing shared metrics, the project outcomes will be sustained as key elements in ongoing public initiatives. Furthermore, K'LEA will interface with programs such as TRIO (Talent Search, Upward Bound, and Student Support Services), Gear-Up, College Goal Sunday, and CPE's Governor's Minority

Student College Preparation Program and Academically Proficient Junior/Senior Diversity

Conference to provide culturally responsive outreach training for the aforementioned program staff and by extension providing information and avenues for involvement for Latino students and families.

EVALUATION

As outlined in Section I (Expected Student and Sector Outcomes), baseline measures have been established to quantitatively analyze the effectiveness of K'LEA's efforts over the course of the grant. The partnership will assess its progress towards Latino student and sector outcomes including its evolvement as a sustainable alliance through comprehensive evaluations conducted by Dr. Guskey of the University of Kentucky P-20 Innovation Lab located in the College of Education. Though final touches establishing the baseline data are being conducted by the P-20 Data Collaborative, Dr. Guskey will assist the Project Director, Core Team and key data partners in refining the data analysis by exploring deeper questions to identify in more detail the factors that contribute to or inhibit Latino student success. The evaluation will include partner and student interviews and focus groups, student and parent surveys, data analysis and program/meeting observations.

K'LEA actions anticipated for the duration of Lumina Foundation investment and the impact of each action are outlined as follows:

Strategic Focus Addressed	Action	Expected Impact/Outcome
	K'LEA Short Term Goals: July 15,	, 2012- May 31, 2013
Strategic Focus # 1 Strategic Focus # 2 Strategic Focus # 3 Strategic Focus # 4 Strategic Focus # 5 Strategic Focus # 6 Strategic Focus # 7	Hire full time Latino Outreach/Support Services Coordinator;	 Double capacity of BCTC Hispanic Outreach Office: Implement Hispanic/Latino student support networks and mentoring at 10 area middle and high schools (increasing from 3 to 10) Provide 30 additional college awareness presentations (increasing from 30 to 60)

		 Provide college coaching/holistic advising to 100 college students annually Provide monthly college coaching visits at key partner sites and high schools within K'LEA Service region for 200 students annually Continue and strengthen K'LEA team Review KCTCS/BCTC policies to remove/reduce barriers to Latino success Organize and direct LMCF, LLCEC, and Lidership Conference
Strategic Focus # 4 Strategic Focus # 5	Select K'LEA Core Team Leaders;	 Develop and empower 8-10 leaders from K'LEA partner sites Attend diverse Professional Development Opportunities
Strategic Focus # 4 Strategic Focus # 6 Strategic Focus # 7	Create and promote K'LEA Website and Newsletter;	Launch website and build database with at least 250 registrants
Strategic Focus # 4 Strategic Focus # 5 Strategic Focus # 6 Strategic Focus # 7	Strengthen K'LEA partnerships in under-represented sectors (Workforce and K-12);	 Hold meetings with administrators from 12 county school districts in K'LEA service region Add 5 business/employers or professional organizations to K'LEA partnership
Strategic Focus # 1 Strategic Focus # 2 Strategic Focus # 3 Strategic Focus # 4 Strategic Focus # 5 Strategic Focus # 6 Strategic Focus # 7	Award sub-grants;	Award \$100,000 in sub-grants
Strategic Focus # 4 Strategic Focus # 6	Provide continued coaching to partner site teams;	Coach partners receiving sub-grant awards (number depends on quantity of partners awarded grants)
Strategic Focus # 4 Strategic Focus # 5 Strategic Focus # 6	Hold 3 quarterly K'LEA meetings that include (1) Professional development on Collective Impact and Adaptive Leadership, (2) Latino Student Success Promising Practices, (3) Partner Site Team sharing, data review/evaluation and problem solving and (4) Cultural competency;	Provide training and capacity building for 60 individuals from partner sites
Strategic Focus # 4 Strategic Focus # 5 Strategic Focus # 6	Hold annual K'LEA Conference for partners and interested individuals from 6 sectors;	Host 150 individuals representing all 6 sectors at annual conference
Strategic Focus # 5	Measure increases in # of Latino student enrollment, retention, and	See chart on page 11

	degrees conferred;	
Strategic Focus # 4 Strategic Focus # 5 Strategic Focus # 6	Hold Funder's Briefing and Institutional Development Strategy Session;	 Convene 10-12 local/regional foundation leaders Convene 15 grants directors/institutional development representatives for strategy session Raise \$10,000 in cash for K'LEA programs
Strategic Focus # 1 Strategic Focus # 2 Strategic Focus # 3 Strategic Focus # 4 Strategic Focus # 6 Strategic Focus # 7	Hold LMCF in Lexington and Louisville	Provide 1,200 students from service region college exploration opportunity which includes workshops on planning for college, applying for financial aid and scholarships, discovering career paths, connecting to leadership/enrichment and experiential learning programs, and selfesteem/self-awareness workshops
Strategic Focus # 1 Strategic Focus # 2 Strategic Focus # 3 Strategic Focus # 4 Strategic Focus # 6 Strategic Focus # 7	Hold LLCEC	 Provide intensive college coaching and leadership development to 55 high school students and 20 current college students Train 20 college students in peer mentorship
Strategic Focus # 1 Strategic Focus # 2 Strategic Focus # 3 Strategic Focus # 4 Strategic Focus # 6 Strategic Focus # 7	Hold Lidership Conference	Provide 60 college students leadership, career and academic enrichment conference

A thorough evaluation including assessing sub-grantee reports, conducting student/parent focus groups, partner interviews, and data review will measure effectiveness of above programs/strategies as well as sector strategies outlined on page 12. Partners will utilize sub-grant dollars and institutional funds to implement actions holistically preparing and retaining students that align with targeted strategies specific to each sectors expertise and goals.

expertise and goals.			
	K'LEA Intermediate Goals: June 1st,	2013	3- May 31, 2014
Strategic Focus # 1	Award sub-grants;	•	Award \$50,000 in sub-grants to
Strategic Focus # 2			partners
Strategic Focus # 3			•
Strategic Focus # 4			
Strategic Focus # 5			
Strategic Focus # 6			
Strategic Focus # 7			
Strategic Focus # 4	Select K'LEA Core Team Leaders	•	Develop and empower 8-10 leaders
Strategic Focus # 5			from K'LEA partner sites
Strategic Focus # 4	Hold 2 quarterly K'LEA meetings that	•	Provide capacity building and
Strategic Focus # 5	include (1) Professional development		professional development for 70
Strategic Focus # 6	on Collective Impact and Adaptive		members of partner organizations
	Leadership, (2) Latino Student Success		1 0

	Promising Practices, (3) Partner Site Team sharing, data review/evaluation and problem solving and (4) Cultural competency;	
Strategic Focus # 4 Strategic Focus # 5 Strategic Focus # 6	Hold annual K'LEA Conference for partners and interested individuals from 6 sectors;	Host annual conference for 200 individuals
Strategic Focus # 5	Measure increases in # of Latino student enrollment, retention, and degrees conferred;	See chart on page 11
Strategic Focus # 4 Strategic Focus # 5 Strategic Focus # 6	Hold Funder's Briefing and Institutional Development Strategy Session;	 Host funder's briefing for 10-12 local and regional funders; provide update on K'LEA programs and impact Host 20 grant directors/institutional development directors at strategy session Raise \$20,000 in cash matches for K'LEA programs, partnership, and scholarships
Strategic Focus # 1 Strategic Focus # 2 Strategic Focus # 3 Strategic Focus # 4 Strategic Focus # 6 Strategic Focus # 7	Hold LMCF in Lexington and Louisville	Provide 1,300 students from service region college exploration opportunity which includes workshops on planning for college, applying for financial aid and scholarships, discovering career paths, connecting to leadership/enrichment and experiential learning programs, and selfesteem/self-awareness workshops
Strategic Focus # 1 Strategic Focus # 2 Strategic Focus # 3 Strategic Focus # 4 Strategic Focus # 6 Strategic Focus # 7	Hold LLCEC	 Provide intensive college coaching and leadership development to 55 high school students and 20 current college students Train 20 college students in peer mentorship Build capacity at key partner sites to duplicate camp efforts hosting an additional 30 high school and 10 college students
Strategic Focus # 1 Strategic Focus # 2 Strategic Focus # 3 Strategic Focus # 4 Strategic Focus # 6 Strategic Focus # 7	Hold Lidership Conference	Provide 60 college students leadership, career and academic enrichment conference conducting student/perent focus groups.

A thorough evaluation including assessing sub-grantee reports, conducting student/parent focus groups, partner interviews, and data review will measure effectiveness of above programs/strategies as well as sector strategies outlined on page 12. Partners will utilize sub-grant dollars and institutional funds to implement actions holistically preparing and retaining students that align with targeted strategies specific to each sectors expertise and goals.

K'LEA 1	Intermediate to Long-Term Goals: June	1 st , 2014 – September 30, 2015
Strategic Focus #1 Strategic Focus #3 Strategic Focus #4 Strategic Focus #5 Strategic Focus #6	Measure increases in budgetary and staffing commitments of partners;	Secure commitments of 3 institutions to hire Hispanic Outreach/Retention Specialist
Strategic Focus # 5	Measure increases in # of Latino student enrollment, retention, and degrees conferred;	See chart on page 11
Strategic Focus # 5	Secure foundation/grant funds and report sector investments for K'LEA sustainability;	 Establish K'LEA Fund (foundation account) Raise \$30,000 in cash funds for K'LEA programs, partnerships and scholarships
Strategic Focus # 4 Strategic Focus # 5 Strategic Focus # 6	Hold annual K'LEA Conference.	Host annual conference for 200 individuals
Strategic Focus # 1 Strategic Focus # 2 Strategic Focus # 3 Strategic Focus # 4 Strategic Focus # 6 Strategic Focus # 7	Hold LMCF in Lexington and Louisville	Provide 1,400 students from service region college exploration opportunity which includes workshops on planning for college, applying for financial aid and scholarships, discovering career paths, connecting to leadership/enrichment and experiential learning programs, and selfesteem/self-awareness workshops
Strategic Focus # 1 Strategic Focus # 2 Strategic Focus # 3 Strategic Focus # 4 Strategic Focus # 6 Strategic Focus # 7	Hold LLCEC	 Provide 2 LLCEC Provide intensive college coaching and leadership development to 100 high school students and 40 current college students Train 40 college students in peer mentorship
Strategic Focus # 1 Strategic Focus # 2 Strategic Focus # 3 Strategic Focus # 4 Strategic Focus # 6 Strategic Focus # 7	Hold Lidership Conference	Provide 75 college students leadership, career and academic enrichment conference

The evaluator will prepare an annual report for the Core Team and Project Director to distribute to Lumina and FSG, noting progress on all measures and identifying areas of concern. Changes in strategy, activities, and K'LEA structure/development may be determined based upon

progress reviews. Additionally, once the Lumina/FSG evaluation plan is in place, the K'LEA Project Director and evaluator will ensure the alignment of the plans.

Conclusion

At the end of the funding period, K'LEA will be an established catalytic force that will serve as a template for collective impact. In addition to the sustainability of K'LEA, Latino student college completion will increase. K'LEA partners will demonstrate institutional commitments and supportive environments conducive for Latino student success as today's large wave of elementary and middle school students begin to reach college.

K'LEA TIMELINE

Project Activity	20	2012 Quarter					2013 irter		2014 Quarter						2015 irter		Responsibility
3	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
Kick-off event			X														KCTCS/BCTC Public Relations, Project Director, Core Team
Issue sub-grant apps			X			X				X				X			Project Director
Sub-grant review			X			X				X				X			Core Team
Award sub-grants			X				X				X				X		Core Team / BCTC
Interview for Latino Outreach Coordinator			X														ВСТС
Start Date for Latino Outreach Coordinator			X														ВСТС
Hold Mayor's Meeting				X				X				X				X	Core Team / Extended Partnership
Annual K'LEA Conference						X				X				X			Core Team / Extended Partnership
Annual LLCEC			X				X				X				X		BCTC Latino Outreach (partners invited to participate)
Annual LMCF Lexington				X				X				X				X	BCTC Latino Outreach (partners invited to participate)
Annual LMCF Louisville				X				X				X				X	Core Team (leaders based in Louisville)
Annual Lídership Conference					X				X				X				
Cultural Competency Training			X	X	X	X	X	X	X	X	X	X	X	X	X	X	Core Team / Extended Partnership
							Co	mmu	nicat	ion							
Launch Website			X														KCTCS/BCTC Public Relations, Project Director
Launch Social Media			X														KCTCS/BCTC Public

																	D.L.C. D.L.
																	Relations, Project Director
Create and share media and outreach tools			X	X	X	X	X	X	X	X	X	X	X	X	X	X	KCTCS/BCTC Public Relations, Project
developed for partners																	Director
Develop information materials in Spanish			X	X	X	X	X	X	X	X	X	X	X	X	X	X	KCTCS/BCTC Public Relations, Project Director, Core Team
Conduct quarterly webinars			X	X	X	X	X	X	X	X	X	X	X	X	X	X	Project Director / Core Team
Monthly Core Team Meetings	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Core Team
Site Coaching	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Core Team
Promotion of events	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	KCTCS/BCTC Public Relations, Project Director, Core Team
							Su	ıstair	abili	ty							
Develop partnerships with school districts in K'LEA Region			X	X													Project Director, Core Team, Partners
Further develop partnerships with other groups as needed			X	X	X	X	X	X	X	X	X	X	X	X	X	X	Project Director, Core Team
Membership growth			X	X	X	X	X	X	X	X	X	X	X	X	X	X	Project Director, Core Team
Finalize match funds						X											Project Director, Partners
Hold Funder's Briefing				X				X				X				X	Project Director, Core Team, Partners
Partner Funding Strategy Sessions							X				X				X		Project Director
Fundraising and development			X	X	X	X	X	X	X	X	X	X	X	X	X	X	Project Director, Core Team
							I	Evalu	atio	1							
Sub-grant progress reports				X				X				X					Partners
Sub-grant final reports		X				X				X				X			Partners
Implementation of evaluation			X														P-20 Innovation Lab (Dr. Thomas Guskey)
Annual evaluation		X		X		X		X		X		X		X		X	P-20 Innovation Lab (Dr. Thomas Guskey)
Annual report for Lumina			X				X				X					X	Project Director

Quarter 1: Jan-Mar, Quarter 2: Apr-June, Quarter 3: July-Sept, Quarter 4: Oct-Dec