

*Table of contents*

*Many perceptions about Appalachian families have been shaped by the popular media, but movies and television shows have not portrayed Appalachian families in a very positive light, instead focusing on hillbillies and moon shiners living in run-down shacks. What is true about families living in Appalachia is that they are united by the high poverty rates that have persisted in the region. They have less education and fewer job skills and live in communities where there are few opportunities to break the cycle of poverty.*

Mark Mather, *Households and Families in Appalachia*<sup>1</sup>

**Absolute Priority 1:** Berea College has identified the contiguous Kentucky counties of Clay, Jackson and Owsley as a Promise Neighborhood. This defined geographic area is an Appalachian Regional Commission distressed area characterized by poverty, under-education, low performing schools and a myriad of health problems. Two of the Neighborhood's three high schools failed to meet AYP in 2008-09. **Jackson County High school, a low-performing school, did not meet AYP for the seventh year, putting it in Tier 5-2 of consequences.**

***Berea College has significant experience working with low performing schools*** including implementing services consistent with this grant within schools in our Neighborhood including Jackson County High School a low performing school. We have pulled together a Promise Neighborhood Management Board (MB) that consists of residents and community partners with experience developing and managing community programs and we have engaged the MB in developing this proposal for a planning process that will result in a continuum of solutions to improve the education and well-being of the Neighborhood. Our MB has connections throughout the P-16 education community that will enable us to share our experience with the Promise Neighborhood, as well as sustain and "scale up" our Promise Neighborhood across a broader region over time. All partners are committed to the project's

success as detailed in the Preliminary Memorandum of Understanding.

***Absolute Priority 2 Rural Communities:*** The Berea College Promise Neighborhood meets the unique challenges of high-need students in rural Appalachian schools and will address the particular challenges faced by these students and their parents. Berea College will serve three rural LEAs—Clay County School System, Jackson County School System and Owsley County School System—eligible under the Rural and Low-Income School program.<sup>2</sup> The Promise Neighborhood will improve student achievement and student growth, close achievement gaps, decrease dropout rates, and increase high school graduation rates in these three rural LEAs.

**I. NEED**

*The Promise Neighborhood will engage the community in planning for a continuum of education services to address the educational needs in the three economically depressed rural Kentucky counties of Clay, Jackson, and Owsley.* All three counties are among the poorest in the nation, as evidenced by the U.S. Index Value Rank which ranks all 3,100 U.S. counties. Owsley is the 3<sup>rd</sup> poorest county and Clay is the 4<sup>th</sup> poorest county in the U.S.<sup>3</sup> Clay and Owsley exceed 300% of the U.S. poverty rate and Jackson is above 200% of the U.S. poverty rate. The per capita income in each county is significantly below that of Kentucky and the U.S., and the child poverty rate is significantly higher than state and U.S. rates.

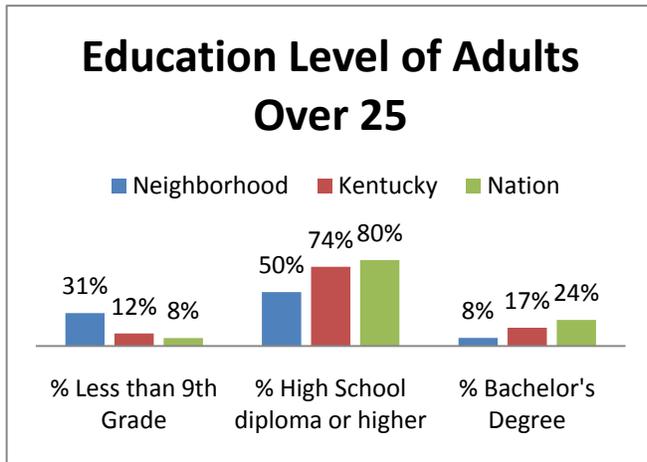
	<b>Clay</b>	<b>Jackson</b>	<b>Owsley</b>	<b>KY</b>	<b>U.S.</b>
<b>Per capita income</b>	\$9,716	\$9,664	\$10,742	\$20,482	\$26,309
<b>Child poverty rate</b>	47.6%	36.5%	56.3%	20.4%	16.1%
<b>% US poverty rate</b>	320.8	243.6	366.6	*	*
<b>County Index Value Rank (1 = best 3,100 = worst)</b>	3,097	3,063	3,098	*	*

In 2010, 81% of the school children in the Promise Neighborhood qualified for free and reduced lunch.<sup>4</sup> All three counties report unemployment rates that exceed the state average.

Jackson County, with 16.9% unemployment, has the second highest rate in Kentucky.<sup>5</sup>

### A. Academic Need

*Our Neighborhood has historically been under-educated.* Of the residents in our region over the age of 25, almost one-third (31%) have less than a 9<sup>th</sup> grade education. Only one-half have high school diplomas and only 8% have bachelor degrees or higher.<sup>6</sup> These adults are the parents of students currently enrolled in our schools. A parent’s education level influences a



child’s preparation for college. A U.S.

Department of Education study found that

only 19% of students whose parents had

completed high school diplomas or less

were “very” or “highly qualified” to enroll

in college.<sup>7</sup> These parents are less likely to

seek help, ask questions, or even know what

questions to ask, and therefore require a more proactive approach to preparation for college.

*Our parents do not have the information necessary to assist their children in academic*

*planning.* Though undereducated themselves, the majority of our parents want their children to

attend college and believe their children will attend college. In a 2009 survey of parents of

middle school youth in one of our schools, 67% reported that they think their children will

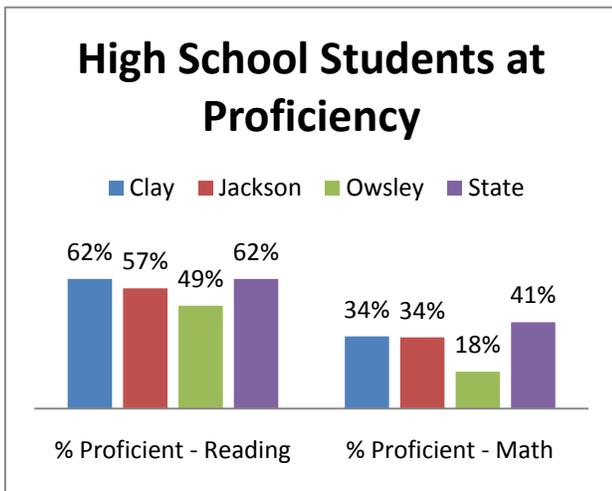
receive 4 year degrees.<sup>8</sup> Highly significant to the preceding statement is the investigation by the

Harvard Family Research Project that found the further in school parents believed their

adolescents would go, the higher the adolescents’ own academic expectations and achievement.<sup>9</sup>

However, our parents do not have adequate information to assist their children in college planning. In the fall of 2009, Berea College surveyed 297 parents of students in one a Neighborhood high school. Forty-five percent of those parents reported that no one in their child's school had ever spoken with them about college entrance requirements, with 60% having no information regarding the availability of financial aid to help pay for college. Only 12% thought their children could afford to attend public 4-year colleges using financial aid, scholarships, and family resources.<sup>10</sup>

*Many of our children are at risk of academic failure.* The Alliance for Excellent



Education reports a gap between Kentucky's standardized test scores and the National Assessment of Educational Progress (NAEP). Kentucky Assessments reflect many more students at proficient than NAEP—for example, student math scores on the Kentucky assessment are 28 percentage points higher than student math scores

on NAEP.<sup>11</sup> This is particularly disturbing given that large numbers of our students are scoring below proficient in math as measured by the Kentucky assessments. In 2009 in Owsley County, only 18% of students were proficient in math, compared to 41% of students in the state.<sup>12</sup>

NCLB requires schools to reach benchmarks. Failure to reach benchmarks results in the school not making Adequate Yearly Progress. Two of our three high schools failed to meet AYP in 2008-09. **One of our high schools, Jackson County, a low-performing school, did not meet AYP for the seventh year, putting it in Tier 5-2 of consequences.**<sup>13</sup>

*The cycle of under-education persists.* Many of our students are not completing high

school. In 2006, Kentucky's State Auditor found school districts underreported student dropout rates by an average of 30%.<sup>14</sup> Our 2008 reported graduation rates for our school districts were Clay 71%, Jackson 80%, and Owsley 86%. Kentucky's graduation rate was 85%.<sup>15</sup>

***Our students are not college ready.*** ACT college readiness benchmarks predict a 50% chance of getting a C or better in the first credit-bearing college course. Few of our students are at the college ready benchmark. According to the 2010 10<sup>th</sup> grade PLAN assessment, only 13% of our students are college ready in math and only 34% are college ready in reading. This compares to 23% in math and 40% in reading for the state.<sup>16</sup>

***Few students are entering college.*** In 2009, only 47% of our high school graduates entered college, compared to 56% for the state.<sup>17</sup> Most of our students who enter college are not persisting to college graduation. **Of the students who graduated from our high schools in 2000, 47% enrolled in Kentucky colleges that fall, but only 15% earned bachelor degrees six years later.** The 2006 KY college graduation rate is 47%, while the nation's is 56%.<sup>18</sup>

## **B. Family and Community Need**

***Our Neighborhood faces many family and community risk factors.*** Our Promise Neighborhood is located in Eastern Kentucky, which has the highest concentration of economically distressed counties in the U.S. and faces some of the most severe health challenges in the nation. This area was profiled in the 2009 ABC documentary "A Hidden America: Children of the Mountains." Diane Sawyer presented the world with a snapshot of the children and families living in Appalachian Kentucky. She reminded viewers that in Central Appalachia, residents live in poverty at three times the national poverty rate, have the shortest life span in the nation, face an epidemic of prescription drug abuse and have higher than average rates of toothlessness, cancer, and chronic depression.<sup>19</sup> Our region is known as the "heart and stroke

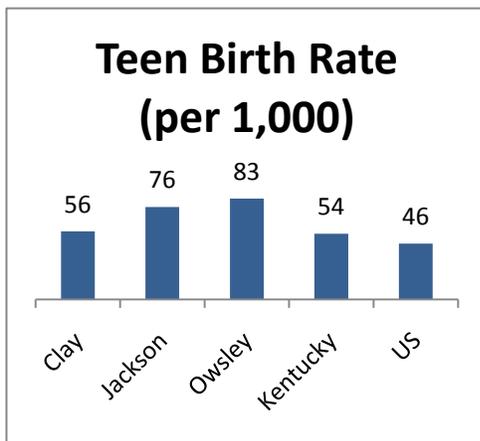
belt” of the U.S. because of the extremely high rate of heart disease and stroke.<sup>20</sup>

Many of the health problems in our Promise Neighborhood can be partly attributed to poor lifestyle choices that lead to preventable diseases and premature deaths. The poor health associated with our region also stems from economic and cultural factors like lower income and lower educational achievement, characteristics generally seen as precursors to poor health.

***The obesity rate for children is high.*** Kentucky is ranked 3<sup>rd</sup> in the nation for adults who are overweight or obese. More alarming, rates of children aged 2–5 in our Neighborhood who are overweight or obese are high: Clay County 23%; Jackson 16%; and Owsley 23%, compared to 14% of kids aged 2–5 nationally.<sup>21</sup>

***Oral health is a major health concern.*** Kentucky ranks first in the nation for persons who have lost all their teeth, 29<sup>th</sup> for dentist-patient ratio, and 49<sup>th</sup> in the number of low-income adults who made a dental visit the preceding year.<sup>22</sup> Kentuckians report higher rates of permanent teeth extracted (55%) than the nation (44%). For Kentuckians with a high school degree, 63% have had permanent teeth extracted, compared to 32% of college graduates.<sup>23</sup>

A study of 3<sup>rd</sup> and 6<sup>th</sup> graders by the Kentucky Children’s Oral Health Program showed



that in our Appalachian region of the state, 35% of 3<sup>rd</sup> and 6<sup>th</sup> graders need dental treatment. The study also found that 61% of children in our area have a history of tooth decay, compared with 56% in the state.

***High teenage birth rates.*** Teen birth rates are significantly higher in our Neighborhood. In fact, in

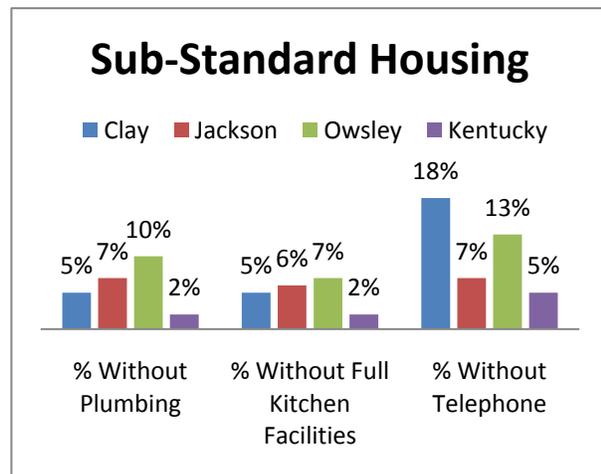
Jackson and Owsley counties, teenage birth rates are more than 1.5 times the national rate.<sup>24</sup>

***Residents are at risk for drug abuse.*** Eastern Kentucky reports higher rates of

pharmaceutical drug abuse and mental health problems than the state and the broader Appalachian region. Proportionately, more Appalachian adults abuse prescriptions, making Kentucky’s rate of abuse among the highest in the nation. Particularly disconcerting is that there is a greater incidence of addiction and abuse among Appalachian adolescents than among Appalachian adults. Findings demonstrate that adolescents in distressed Appalachian counties have the highest rate of non-medical use of psychotherapeutics—using data from the National Survey on Drug Use and Health (NSDUH), the Appalachian Regional Commission found that any reported drug dependence in the past year among persons aged 12 or older were highest in Eastern Kentucky. The rate of individuals aged 12 or older who reported needing, but not receiving, treatment for drug abuse in the past year were highest in Eastern Kentucky, as were rates of painkiller use.<sup>25</sup>

***Tobacco use is a key concern for adolescents in Appalachia.*** In Kentucky, 25% of high school students reported using tobacco—that rate is higher in Eastern Kentucky. In our Neighborhood, 30% of high school students reported that they use tobacco.<sup>26</sup>

***One of our counties lags behind in immunizing its children.*** Kentucky’s child immunization rate (80%) is on par with the nation (81%). Owsley County’s immunization rate is ten percentage points lower (71%).<sup>27</sup>



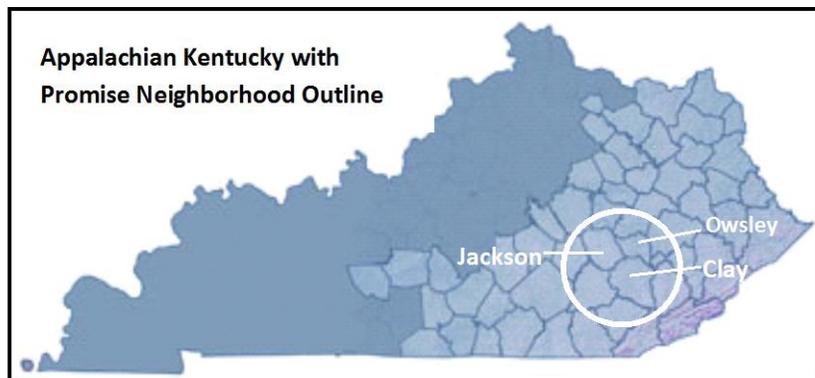
***Our Promise Neighborhood is characterized by substandard housing, economic hardship, and inadequate infrastructure.*** Our communities have the drive, but lack the delivery capacity to supply housing, employment, and

educational opportunities on their own. In Central Appalachia there are more than 100,000 substandard homes, which are overcrowded and lack essentials like electricity and plumbing. Many residents in our Neighborhood are living without plumbing, kitchen facilities and telephones.<sup>28</sup> To people who live where this is commonplace, “it becomes apparent that poverty is not a lack of wealth, but a lack of hope that things will ever change.”<sup>29</sup>

### C. Description of Geographically Defined Area

Author Ron Eller, describes what he sees as “two Appalachias”: “One reflects a way of life similar to the rest of the United States—middle class with urban areas, super highways and improved water systems. The other is the distressed areas, where the economy is still challenged, educational attainment is low, and poverty-stricken families lack access to many services.”<sup>30</sup> The latter describes our Promise Neighborhood, which serves residents in the three contiguous counties of Clay, Jackson, and Owsley. Even though the Neighborhood includes three counties, the area’s homogenous and geographically isolated population faces such similar economic, educational, and health challenges that they form one neighborhood.

There are no interstate highways in the area, making it difficult to travel to or from the region. The Daniel Boone Forest covers a large part of the Neighborhood, contributing to the geographic isolation.



The population of our Promise Neighborhood is 42,900. Three towns are located within the Neighborhood: Manchester, population 1,738; McKee, population 878; and Booneville,

population 111. Manchester is home to the only Wal-Mart, and the only McDonald's, so residents from across the Neighborhood go there for shopping and socializing.

Three school systems serve our Neighborhood: Clay County (3,577 students), Jackson County (2,553 students), and Owsley County (909 students). Winding and poorly maintained roadways make traveling to school long and dangerous in inclement weather. Some students spend two or more hours per day riding buses to and from school. The only college located in the Neighborhood is an extended campus of Eastern Kentucky University in Manchester. Berea College is located in Madison County, which borders Jackson County on the west.

**D. The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities will be identified and addressed by the proposed project.** Working closely with our partners, we have analyzed the baseline data for our region. Gaps or weaknesses in services, infrastructure, or opportunities were identified in three areas. During the planning, these problem areas will be assessed, data will be gathered and interventions will be established.

***PROBLEM AREA 1: Our children are at risk of educational failure.*** Our schools are not meeting our students' educational needs. **An innovative curriculum that engages students from low-income Appalachian backgrounds is needed.** Students in poverty and students from families with low education levels need more academic assistance than other students due to the lack of academic advisors and academic role models in their families. Our schools offer limited academic interventions targeted to individual students with demonstrated academic need. In some schools, there are after-school tutoring programs, but they are for those students who take the initiative to attend—**no academic interventions are targeted specifically toward low-income students or to students whose parents have low education levels.** Low income parents and students are less likely to seek help, ask questions or even know what questions to

ask, and need a more proactive—rather than reactive—approach by teachers and counselors.

***PROBLEM AREA 2: Parents do not they have the skills or resources to help their children***

***succeed in school and prepare for college.*** One of our schools' most difficult tasks continues to be developing institutions responsive to the needs of rurally isolated Appalachian children.

Cultural barriers—schools in which the curriculum and academic environment are alien to the rural poor—as well as physical barriers—the lack of transportation and long daily commutes to school—have helped to perpetuate a state of under-education and powerlessness in our region.

Often by the time our children reach high school, the decision to go to college or to drop out of high school is already made—either by them or by their parents who do not realize education is a viable option. **Our schools have not targeted interventions toward the unique needs of low-income Appalachian parents.** Interventions must address the problems faced by these parents: lack of transportation, childcare, under-education, and alienation from the school system.

***PROBLEM AREA 3: Community Well-Being.*** Students' mental and physical health largely determines their academic success. Research shows that chronic illness, physical inactivity, substance use and other health-related behaviors and factors are consistently linked to academic failure. They also often affect students' school attendance, grades, test scores and ability to focus in class. In turn, academic success is an indicator of the overall well-being of youth and a predictor of adult health outcomes. **Thus, it is imperative that educational institutions and organizations recognize the relationship between health and education.**<sup>31</sup>

## **II. QUALITY OF THE PROJECT DESIGN**

***A. The plan to build a continuum of solutions designed to significantly improve the academic and family and community support indicators.***

This proposal is for a planning grant, to collect and analyze data to reveal both

community assets and needs in the Promise Neighborhood, and using that data, involve stakeholders in an in-depth planning process aimed at developing a continuum of solutions to not only strengthen schools pre-K-12, but also to improve the educational continuum birth to career which will lead to a stronger Neighborhood. We are basing our design on a set of assumptions:

- Strong schools prepare students for eventual college and career and are a central component to increasing community self-efficacy.
- Parents and the community hold assets that, when tapped, can contribute to both the strengthening of local schools and the economic and social development of the community.
- Schools situated in Appalachia can draw on a rich tradition of arts and humanities, involving community artists who can increase student learning in and through the arts.
- Student literacy development is a critical component of student success, requiring renewed emphasis as students make the transition to middle and high school. At the same time, engaging parents in literacy development activities with students can promote student learning and strengthen parents' ability to succeed economically and contribute socially.
- Creating a culture committed to college-going within the K-12 system and the larger community can contribute to raising student and family aspirations for college and career.
- Attending to health needs of students can ensure that they are ready for school as they enter kindergarten and that health concerns will not be a barrier to learning as they progress.
- Engaging local businesses and services can result in students and their parents learning together and working to strengthen local schools.

***B. The continuum of solutions includes a strategy, or plan to develop a strategy, that will lead to significant improvements in high need schools.***

As established in the Need section of this proposal, the schools and the community

infrastructure to support student learning would benefit from a systematic approach to school and community development. To that end, we will engage school and community leaders and stakeholders in a process of data gathering, analysis and planning to identify pressing needs and barriers and to develop a coordinated and broad set of solutions that will form the basis of a Promise Neighborhood implementation grant proposal.

The Promise Neighborhood Management Board, a group composed of residents from the Neighborhood and representatives from Berea College and other partner agencies, will be charged with oversight of data collection and analysis processes. It will also be charged with learning about possible solutions to persistent problems of underachievement and gaps in infrastructure in order to support students beginning in preschool and throughout K-12 education, helping them be prepared for college and career.

***C. Strategies for using data to manage program implementation***

The needs assessment, analysis and planning process will take place in two phases:

**September –February:** initial needs assessment data collection and analysis. Based on a wide array of data collection including: instructional walkthroughs of each school; interviews with students, parents, teachers and school leaders; surveys of students, parents, teachers, and school leaders; document review of curriculum at each school, recent Kentucky Department of Education scholastic audits, state and national assessments; community folklife data and exploration results; and impact of small scale pilots.

**March – July:** completion of planning process to identify a set of comprehensive and integrated solutions to improve schools and community support/engagement; development of an application for a Promise Neighborhood implementation grant; final reporting to USDOE.

Our Partner the Collaborative for Teaching and Learning (CTL) will take the lead on the

data collection and analysis process. Working with Promise Neighborhood staff and partners, CTL will conduct a six-month process of collecting data related to health, education and infrastructure needs in the proposed Promise Neighborhood. Data collection tools will include commonly recognized measures for student school readiness, such as the Pearson Working Samples System, and for student achievement, such as the current Kentucky state assessment system. In addition, it will include tools and protocols developed by CTL as part of work it has done previously in student literacy development, creation of a college-going culture, and statewide arts assessment. CTL is well known for its ongoing work in school improvement, literacy development, and arts assessment and integration. They will employ large group data collection and analysis as well as segmentation analysis, so the needs of subgroups of students—such as those students at the greatest risk of school failure, or families with the least resources or greatest health needs—will be captured and analyzed. Such analysis allows for development of both targeted and large scale interventions.

A second strategy for collecting data and informing the planning process will be through a partnership with the Kentucky Historical Society. Two folklorists and three community scholars will explore the Promise Neighborhood to determine and document local arts traditions and to gain a greater sense of their contexts. Educational or community solutions are often unsuccessful because they fail to take into account local contexts. This exploration process by professional folklorists will yield a greater understanding of the community arts assets available to strengthen the schools and develop the engagement of the larger community.

In partnership with the Kentucky Historical Society's Kentucky Folklife Program, the project will document contemporary arts, culture and living traditions in the Promise Neighborhood. Professional folklorists and community scholars are trained in folklife

documentation techniques, ethics of working with communities, research methods, presentation of cultural resources, grant writing, project development and event coordination. Folklorists and community scholars will explore, interview and document the rich artistic and cultural elements found in the Neighborhood. This research and documentation will serve as the basis for building a continuum of solutions in the arts and humanities that presents local culture in a respected and honored manner, and assures that arts and humanities educational experiences in the schools and community encompass culturally relevant forms of expression. Information gleaned from local exploration of arts and cultural traditions will contribute to development of a targeted and appropriate plan for implementation.

The second six months of the planning period will entail working the broader community through a series of town hall forums to develop a plan for improving the schools and developing community engagement and support for increased student learning. The community meetings will be led by local residents and held in different locations throughout the Neighborhood to appeal to all groups within it. For example, meetings will be held at VFW buildings, public libraries, local restaurants, and public park shelters. The MB will frame achievement, health and support issues within the data collected, what is known from research and best practice on how schools excel, how college going is supported, and how the community rolls up its collective sleeves in order to bring all talents, assets and resources to bear in ensuring that students are healthy, successful in school and prepared for college.

Berea College currently manages a number of college readiness and access programs, aimed at increasing the number of students prepared for and entering college. We have worked with districts in the Appalachian region to improve instruction, formative assessment of student progress, and to mentor and support students as they progress through school. CTL has worked

extensively with GEAR UP Kentucky and the GEAR UP partnership projects around issues of classroom rigor, school culture and leadership to increase student achievement and college going. CTL is a leading partner in a Federal Striving Readers project—one of eight in the country and the only one to focus on rural schools—aimed at developing a tested, school-wide model for literacy development that supports student mastery in all content areas, addresses school leadership and culture, and helps build an infrastructure for sustainability. CTL has significant experience in arts education and integration, and has worked on behalf of the Commonwealth of Kentucky to assess the efficacy of school arts and humanities instruction and student results. CTL is a subcontractor for the Federal Regional Education Lab–Appalachia and, as such, works regularly to bring research applications to solve school achievement issues. These and other experiences will enable CTL and Berea College to work with local stakeholders to build a continuum of solutions to persistent problems of school underperformance and to lack of connection between community supports and the schools.

***D.) Identification and description of academic and family and community support indicators to be used for the needs assessment during the planning year.***

The Management Board has identified indicators to be used for the needs assessment during the planning year. We have retained indicators suggested by the Promise Neighborhood program, modified indicators to more closely fit our project plan and added indicators.

Indicator	Result	Means of Data Collection
<b>Table 1 Academic Indicators and Results They Are Intended to Measure</b>		
# and % of children birth to 5 who have a place where they	Children enter kindergarten ready to learn	Data from pre-school parent survey or school climate

usually go, other than the ER, when they are sick or in need of medical advice		survey for kindergarten parents; Data from Area Health Departments
# and % of three-year olds and kindergartners demonstrating age-appropriate functioning across multiple domains of early learning	Children enter kindergarten ready to learn.	Validated student performance measures for students ages 3 – 5, from KDE list of research-based assessments (Pearson’s Work Sampling System
# and % of children from birth to K entry participating in early learning settings	Children enter kindergarten ready to learn.	District office records for participating schools
# and % of students at or above grade level in English/language arts in grades 3 – 8 and high school as required by ESEA	Students are proficient in core academic subjects	Data from KY Core Content Test (KCCT) school reports and NCLB Accountability reports, available on KY Dept of Ed web site
% of classrooms characterized by rigorous instruction ( <i>Added by applicant</i> )	Students are proficient in core academic subjects and by the end of high school, are college ready	Classroom walkthroughs using protocols reflecting CCSSO national content standards adopted by KY
Attendance rate of students in 6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup> and 9 <sup>th</sup> grade	Students successfully transition from middle to high	District office records for participating schools

School wide focus on student literacy development in grades 6-12 <i>(Added by applicant)</i>	Students possess the literacy skills to read and write effectively and to master core content in all disciplines	CTL's Adolescent Literacy Model Performance Guide (as a part of Federal Striving Readers research project)
School culture that promotes college going for all students and is evidenced at classroom, school and community levels <i>(Added by applicant)</i>	All middle and high school students take appropriate course/acquire needed skills for learning in prep for college attendance. Parents are partners in college preparation	GEAR UP School Performance Guide for College Going Culture (assessment tool developed by CTL and used in GEAR UP projects over the past 6 years)
Graduation rate	Youth graduate from high school	Data from state assessment report and/or district records
% of Neighborhood high school graduates with regular diploma who obtain postsecondary degrees, or credentials without need for remediation	High school graduates obtain a postsecondary degree, certification or credential	Data from KY Dept of Ed and/or KY Council on Postsecondary Education from graduate follow up study
<b>Invitational Priority Arts and Humanities <i>(Added by Applicant)</i></b>		
# and % of students regularly participating in in-school arts instruction.	Students have increased exposure to & experience with comprehensive arts education.	School master schedule, course enrollment documentation

# and % of students regularly participating in in-school or after-school arts instruction as provided by an outside resource.	Students have increased exposure to and experience with community-based forms of cultural expressions	School master schedule, course enrollment; documentation from the outside resource; parent interviews
% of the school day/week devoted to providing in-school or after school arts instruction by an outside resource.	Students come to understand & appreciate community-based, local/regional cultural orgs & artistic resources.	School master schedule, data provided by the outside resource
# and % of students with special needs who participate in comprehensive arts instruction	Students come to appreciate school and take responsibility for their own learning and personal development	Data from school showing participation by students on IEP/504 plans/Gifted Service Plan/ ILP/Limited English Proficient (LEP)
# and % of students able to demonstrate authentic learning in the arts through the creation and display of art products and performances	Students express themselves through art production and performance both n school and within the community.  Families and community members support learning in the arts.	Master schedule, student exhibit & performance data, event brochures & flyers, school newsletters, student art products and performances, data from walk-through and classroom observation
The degree of evidence of arts	Clear support for the arts in	Data from walk-through &

standards and terminology throughout the school and within instruction	education and support for multiple forms of expression on the part of students.	classroom observation, school improvement plan, lesson plans, curricular units, assessment tools, staff PD
Lesson plans and curriculum alignment documents exhibit multiple areas where the arts are integrated across the discipline.	Students understand the interrelated nature of learning and the necessary integration of knowledge across disciplines.	Subject integration data from the school improvement plan, lesson plans, curricular units, assessment tools, etc.
<b>Table 2 Family &amp; Community Support Indicators &amp; Results They Measure</b>		
% of time schools allocate to moderate daily physical activity, nutrition/health ed	Students are healthy	Data from school and district records; master schedule
# and % of students involved in moderate daily physical activity/ nutrition/health ed	Students are healthy	Data from school and district records; master schedule; parent interviews
Student mobility	Students live in stable communities	Data from state report on % of student mobility
# and % of family members who attend parent conferences	Families & community members support learning in Neighborhood schools	School records on parent conference attendance

*E. The applicant demonstrates a commitment to work with the Department and with a*

***national evaluator for Promise Neighborhoods***

In implementing our planning grant, we will work closely with the U.S. Department of Education (USDOE) to ensure that we are meeting all USDOE objectives and Indicators for Success. Our Project Director will ensure compliance with the Government Performance & Results Acts by submitting all requested data on the objective, indicator and relevant performance measures. Our Management Board and Leadership team is committed to working closely with the National Evaluator and by participating in all USDOE evaluations. Berea College has participated in a national evaluation of GEAR UP and is currently participating in a technical assistance program provided by the OJJDP Mentoring Program.

***F. The project will be coordinated with similar or related efforts***

The Promise Neighborhood program will be housed in the Berea College Office of External Programs which includes the following Federal programs: GEAR UP, Upward Bound, Upward Bound Math Science, WEEA, OJJDP Mentoring, and Talent Search. Also located within this area are programs on college access and success funded by private and state dollars. The Office of External Programs works closely with the Appalachian Center, and the Center's Director will serve on the Leadership Team. The Appalachian Center coordinates all other College outreach efforts in the Promise Neighborhood. Members of the Leadership Team serve on state, regional and national boards that work with low-income Appalachian schools and communities including the Appalachian Studies Association, the GEAR UP Alliance and the Kentucky College Access Network. Members of the Management Board are active within the local community as parents, community members, artists and scholars, and active within the state, region and nation, as members of housing, health and art organizations. These factors will ensure that the Promise Neighborhood Program is coordinated with other similar efforts.

### III. QUALITY OF PROJECT SERVICES

#### *A. Proposed solutions to be provided by the project that are based on best available evidence*

During the planning year, a strategy for both data collection and solution planning is to pilot small pieces of candidate interventions to determine if they have potential for addressing school improvement needs. The following are descriptions of the proposed solutions:

***Training and Support for English/Language Arts Teachers:*** A small scale piloting of training and support in reading and writing for secondary English/Language Arts teachers in the five middle and high schools will strengthen students' ability to comprehend and provide evidence of learning across all content areas. Middle and high school English/Language Arts teachers are typically trained to teach literature and often need training and coaching support in teaching their students skills for informational reading, which applies to the bulk of text materials students encounter in middle and high school.<sup>32</sup> Pre- and post-testing of students in English/Language Arts classrooms, video footage of classroom implementation, and student and teacher interviews will yield data about the potential of this component of content literacy training for our schools.

***Artful Learning:*** A Small scale piloting of Artful Learning, a primary literacy and arts program, will use arts concepts and arts-based literature to develop student skills in both disciplines. The pilot is with primary teachers in five elementary schools within the Neighborhood. Materials are keyed to the Lexile framework (MetaMetrics at [www.lexile.com](http://www.lexile.com)) to adjust the reading level of materials for students appropriate to their level of development. Visual arts, music, dance and drama are highlighted arts areas. Student work samples and pre- and post-assessments, as well as video footage of classroom implementation, and student and teacher interviews will signal to the Management Board the usefulness of this solution to an overall set of project solutions.

***College Coaches:*** A small scale piloting of college and career mentors/counselors in the high

schools will encourage students to aspire to college, and provide them and their parents with support in terms of course selection, identifying their interests, and aiming toward a particular career as they begin to explore college selection. Student interviews and surveys, student entries on their Individual Learning Plan via the Kentucky Department of Education portal (obtained with student permission), and parent interviews will provide supporting data of effectiveness.

***ConnectUP Parent Programming:*** A small scale of piloting of parent programming in the five middle and high schools will empower parents to get involved in their students' educational experience and to provide parents with support in terms of identifying their students' educational challenges and strengths and locating opportunities and services to supplement their children's academic experience. Parent interviews and surveys, student entries on their Individual Learning Plan via the Kentucky Department of Education portal (obtained with student permission), and parent participation logs will provide supporting data of effectiveness.

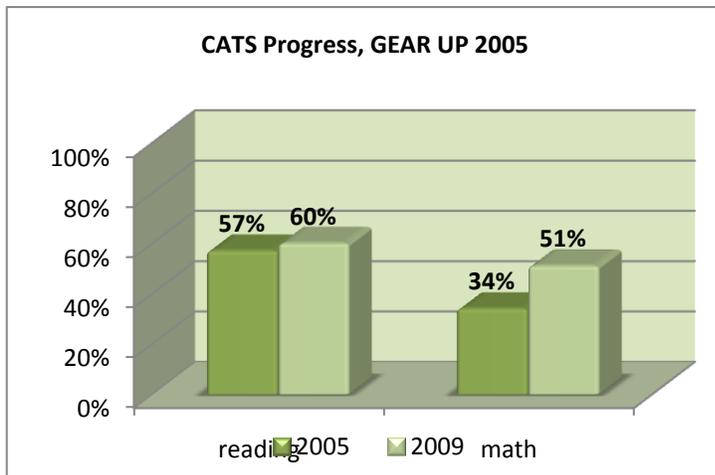
***Community arts programming:*** The community scholars and folklorists will work with community partners to develop a schedule of arts programs for the schools and communities. Programs will utilize local artists or artists who appeal to the community. Programs will be held in the school during the school day and connected to curriculum, and then will repeat after school with the community as a whole invited to attend. Promise Neighborhood staff, school leaders and teachers and our partners will attend the community presentations and take that opportunity to share information, meet community members and gain information on community needs in an informal environment. Student and community member interviews and surveys, participation logs, and student work will provide supporting data of effectiveness.

***B. The likelihood that the services to be provided will lead to improvements in the achievement of students as measured against rigorous academic standards.***

The proposed solutions grow from the experience Berea College has had in working with students in similar low-performing Appalachian schools. We have implemented each of these interventions and seen a positive impact. These interventions, which form the foundation of the Berea College GEAR UP program, have been effective in improving student achievement, closing achievement gaps and increasing college going rates in similar high need schools.

***Student Achievement and Growth:***

Berea College GEAR UP 1999, from academic years 1999-2000 to 2004-05, exceeded its objectives on student achievement and growth. Over 6 years, the percent of students at Proficient and Distinguished on Kentucky's Commonwealth Accountability Testing System



(CATS) increased 17 percentage points in math, and 15 percentage points in reading. During GEAR UP 2005, from 2005-06 to 2008-09, there was an increase of 17 percentage points in middle school students at Proficient and Distinguished on CATS

in math. While not as impressive, there was growth in reading of 3 percentage points.

***Closing Achievement Gaps:*** Importantly, Berea College has experience closing achievement gaps for low-income students, as measured by eligibility for free/reduced-priced lunch (FRPL) and for African American students. In 2004-05 (baseline), there was gap of 11 percentage points in CATS math between FRPL students and non-FRPL students. By 2008-09, the gap decreased to 9 percentage points. In CATS reading, the gap of 10 percentage points between FRPL students and non-FRPL students in 2004-05 narrowed to 8 percentage points by 2008-09.

Berea College made impressive progress in reducing the achievement gap between African American students and Caucasian students. Although the number of African American students in Kentucky is low, historically, the achievement gap is still high. Utilizing EPAS which shows state and national comparisons, Berea College's work indicates positive trends. While the percent of students at benchmark in math decreased in the U.S. and Kentucky, the African American students at Berea College GEAR UP high schools actually increased by 7 percentage points. With an increase of 18 percentage points, the percent of African American students at benchmark in reading also surpassed the scores in the U.S. and Kentucky.

***High School Graduation and College-Going Rates:*** In addition to student achievement, high school graduation and college-going rates increased. GEAR UP 1999 showed considerable progress in increasing high school graduation rates with a growth of 10 percentage points, and presented an impressive increase of 13 percentage points in the number of students who attended a college. GEAR UP 2005 also performed admirably: in the 2004-05 baseline year, the high school graduation rate was 86% and college-going rate was 52%. By 2008-09, high school graduation rate increased to 90% and college-going rate to 60%.

***C. The needs assessment and segmentation analysis will be used to determine that children with the highest needs receive appropriate services.***

The Project Staff and Management Board will employ segmentation analysis of data so the needs of subgroups of students— such as those students at the greatest risk of school failure or families with the least resources or greatest health needs—will be captured and analyzed. Such analysis allows for development of targeted and large scale interventions and ensures that the participants in the pilot programs are those with the highest need for specific services.

#### **IV. QUALITY OF PROJECT PERSONNEL**

***A. The quality of project personnel including the Project Director and the Leadership Team***

The Promise Neighborhood director and key personnel will have the relevant training and experience to manage a project of this size and scope. A strong Project Director, an experienced Leadership Team and an active Management Board will ensure effective implementation.

***Project Director:*** The Promise Neighborhood program will be led by a full-time, 12-month Project Director (PD). The PD will have extensive experience in Federal grant administration and a successful track record of coordinating partnerships in Appalachia. A master's degree is required, as is at least five years' experience working with low-income populations. The PD must have significant experience engaging community members; data collections and analysis; coordinating partnerships; developing and administering budgets; engaging community members; and designing, implementing, and evaluating community and academic programs. The PD will be accountable to the Principal Investigator and will have overall responsibility for the management of the Promise Neighborhood program. An employee of Berea College, the PD will follow Berea College personnel guidelines. A Project Director will be selected upon notification of funding. A position description for the Project Director has been approved and is attached along with the CVs of the leadership team.

***Leadership Team:*** The Promise Neighborhood Leadership Team will be Dreama Gentry, J.D., Director of the External Programs and Institutional Compliance Officer at Berea College, Deborah Walker, Ed.D., President and CEO of the Collaborative for Teaching and Learning and Chad Berry, Ph.D. Director of the Berea College Appalachian Center. **These three individuals will each devote 15% of their time to the Promise Neighborhood project as an in-kind match.** Together they bring a plethora of experience working with Appalachian communities, collecting and analyzing data and using data to improve schools, managing and

monitoring Federal grants, engaging community members in social change and researching and working on issues related to college preparation, access and success.

Dreama Gentry, J.D. will serve as project's Principal Investigator. Ms. Gentry reports directly to the Berea College President. The Promise Neighborhood Project Director will report to Ms. Gentry. Relevant training and experience include more than 12 years' experience developing, evaluating and providing leadership for partnerships between Berea College, local school districts and community based agencies, and training from the USDOE on topics such as financial management, program evaluation, program audit preparation, and services documentation.

Deborah Walker, Ed.D., CEO and President of the Collaborative for Teaching and Learning, will lead the Promise Neighborhood school improvement data collection process. Holding a Doctoral Degree in Education, she is as a leader in education with experience as a teacher, principal, district assistant superintendent, and university faculty member. Since 2002, Dr. Walker has served as President and Chief Executive Officer of CTL in Louisville, Kentucky. Dr. Walker provides instructional leadership and professional development for Jefferson County Public Schools, one of the largest school districts in the nation.

Chad Berry, Ph.D., Goode Professor of Appalachian Studies, Director of the Loyal Jones Appalachian Center at Berea College and a member of the Berea College History Department will serve as a Scholar and Cultural Consultant for the Promise Neighborhood. Dr. Berry is an award-winning teacher, a nationally-recognized expert in teaching history with visual images, and a pioneer in the use the digital storytelling in the history classroom. He has extensive experience working in Appalachian communities, engaging and empowering community members in social change. Dr. Berry is an historian and scholar of Appalachia.

***B. Prior performance on efforts similar or related to the proposed Promise Neighborhood.***

Berea College has experience implementing projects of similar size and scope to the proposed Promise Neighborhood. An independent, private college, Berea has a history and tradition of “providing educational opportunity primarily for students from Appalachia, black and white, who have great promise and limited economic resources.” All Berea students are low-income and none pay tuition. Berea College comes to this Promise Neighborhood Planning Grant with a successful history and tradition of partnering with local education agencies to effectively serve high need students, their parents and their schools. Since 1967 we have successfully implemented USDOE programs of the size and/or scope of the Promise Neighborhood proposal. We are currently effectively implementing the following programs and meeting all program objectives and goals:

- Upward Bound, 1967, annually serve 92 high school students with \$475,000 budget;
- Talent Search, 1991, annually serve 725 students with \$350,000 budget;
- GEAR UP, 1999, annually serve 4,000 high school students with \$2,800,000 budget
- UB Math/Science, 1999, annually serve 50 high school students with \$250,000 budget;
- Women’s Education Equity Act, 2009, annually serve 75 students with \$217,000 budget;
- Juvenile Justice Mentoring, 2009, serve parents of 160 students with \$167,000 budget.

***C. The applicant’s experience in and lessons learned by working with the schools described in the Absolute Priority I***

***Berea College has significant experience working with low performing schools through our GEAR UP program.*** Information and data demonstrate that Berea College has significantly improved student achievement, attainment, and retention through our work with low-performing schools. College staff that work with local schools regularly meet to share best

practices and lessons learned. Berea College, through the Mentoring Program and Upward Bound Math Science, has experience working in Jackson County Schools, located within the Promise Neighborhood and a low performing, Tier 5-2 high school. The staff that works in Jackson County and similar schools will mentor and advise the Promise Neighborhood staff.

***D. Serving the neighborhood and its residents***

For more than one hundred years, Berea College has served the people of Appalachia primarily through education, but also through other appropriate services. Current programs that form the foundation for our work with the Promise Neighborhood are our Entrepreneurship for the Public Good Program and our Brushy Fork Institute. These programs, located within the Appalachian Center, regularly engage residents, schools and community groups in our Promise Neighborhood and they will be actively engaged in the Promise Neighborhood program.

***The Entrepreneurship for the Public Good (EPG) Program*** creates a multi-year learning experience for undergraduate students to practice and implement Entrepreneurial Leadership in rural communities of Central Appalachia. The EPG Program defines “Entrepreneurial Leadership” as *“A process when one person or a group of people in a community originate an idea or innovation for a needed change and influence others in that community to commit to realizing that change, despite the presence of risk, ambiguity, or uncertainty.”*

***Since 1988, Brushy Fork Institute*** has worked to develop strong leadership in Appalachian communities. An outreach program of Berea College, the Institute offers leadership training, organizational development workshops and technical assistance to communities working for a better tomorrow. Brushy Fork has collaborated with a variety of organizations to design and facilitate training sessions on group process, vision, problem solving, consensus building and other essential skills for successful community development efforts.

***E. Collecting, analyzing, and using data for decision-making and ongoing improvement***

The College's experience with GEAR UP is particularly relevant to our capacity for implementing this Promise Neighborhood Project. Berea College took lessons learned in the first GEAR UP Partnership and scaled what was a successful local project up to an effective regional project. In the first Berea College GEAR UP Partnership Project, which had an annual budget of \$400,000, the College worked with one LEA in rural Kentucky. Lessons learned in the first GEAR UP project were used to scale the GEAR UP services to a regional program serving eight high-poverty schools in Appalachian Eastern Kentucky. Our current GEAR UP project has an annual budget of \$2,800,000 and requires a dollar per dollar match, which Berea College has successfully met. It is a partnership program with local, regional and national partners, each of whom brings skills, resources and experiences to the partnership relevant to the project's scope, and each partner is financially committed to the project.

Also of note regarding capacity to implement the Promise Neighborhood grant is that our current WEEA project includes a rigid evaluation and a control group to measure efficacy.

Using our experience with previous partnerships involving these schools and communities and similar schools and communities, we have developed and will implement a continuous improvement and assessment model to refine services and service delivery to ensure that we continuously meet project goals and objectives. Components of our model include the following procedures and practices:

- All services will be evaluated using appropriate tools including evaluation forms, facilitated debriefings, and pre/post tests. Data will be collected and analyzed by the Project Director, working with an independent evaluator, and shared with staff on monthly basis. Data will be used to refine services and service delivery.

- Annually, all stakeholders—students, parents, staff, school personnel and partners—will have opportunities to provide feedback on the program and its specific services. Stakeholders will have the opportunity to recommend new services, as well as to suggest services that may no longer be needed. Focus groups, interviews and surveys will be used to collect this information.
- The Promise Neighborhood program will rely significantly on data. The Project Director will review data relevant to project goals and objectives. Findings from data analysis will be shared with staff on a monthly basis and be used to refine services and service delivery.
- Quarterly, the Project Director will report to the Management Board with feedback received and improvements made in services and service delivery.

This continuous improvement and assessment model will ensure that Promise Neighborhood staff does not work in a vacuum, that feedback is utilized to improve the Promise Neighborhood Project, and that the Project continues to meet the needs of our Neighborhood.

***F. Creating formal and informal relationships and generating community support***

Berea College has significant experience building partnerships with local communities and generating community support for education reform. Our GEAR UP program is a partnership-based program where partners are instrumental in program design, implementation and assessment. More importantly, Dreana Gentry, Principal Investigator, has extensive experience in similar communities developing relationships with parents, business persons and community leaders and then leveraging those relationships to gather momentum for community improvement initiatives. A first generation college student from Appalachia, Gentry understand the cultural and formal and informal structures within our communities. Her leadership will ensure that the Promise Neighborhood program is culturally sensitive and captures the support of the formal and informal leadership structures within our communities.

***G. Securing and integrating funding streams from multiple public and private sources***

Berea College is extremely effective in securing and integrating funding streams from multiple public and private sources. The College provides a tuition-free education to all our students. The cost of education is covered by Federal financial aid and private gifts from friends of the college. We have an experienced development staff that provides assistance in securing funding for our community outreach programs. In addition, we have a grant writer specifically designated to pursue public funding for educational outreach programs.

**V. QUALITY OF THE MANAGEMENT PLAN**

***A. We have developed an extensive plan for effectively managing this Promise Neighborhood program based on previous experience implementing successful U.S. Department of Education grants.*** Policies and procedures are in place for data collection, recordkeeping and reporting—financial, student, and activity. Berea College personnel, financial, and management policies are in place to ensure compliance with all Federal and state regulations.

Our Year One timeline with milestones for accomplishing project tasks, and responsible party (PD/Project Director; MB/Management Board; LT/Leadership Team; P/Partners; CTL/Collab. for Teaching and Learning; CS/Community scholars and/or folklorists) follows. This timeline will lead to development of a proposal for an implementation grant at the end of the planning grant timeframe. Many of the steps mentioned are further explained in Part IV which lays out indicators, results and measures for the project.

***September:*** Establish Promise Neighborhood MB including school district, business and community leaders (LT). Introduce the PN to the community via press, meetings, etc. (P). Orient school leadership teams to data collection and planning process (LT). Provide communication materials for parents regarding participation in data collection, pilots and

planning (CTL). Identify and develop tools for data collection (CTL). Determine how pre-school assessments are currently used Neighborhood (MB). Launch pilots (CTL/MB). Launch community folklife exploration (CS). Work with evaluator (LT). Hire a Project Director (MB).

**October:** Begin school walkthroughs for academic indicators (CTL). Compile existing student assessment and school climate survey data (CTL/P). Identify or develop a survey to address health and school readiness (MB). Meet middle and high school leadership teams for self-assessment on literacy and college going culture (CTL). Continue pilots (CTL/MB). Continue community folklife exploration (CS). Convene the MB for updates, survey development, and summaries of best practices for school improvement and community engagement (PD). Work with evaluator (PD/LT).

**November:** Administer preK-12 school climate survey with questions relating to health, safety and community supports (CTL). Compile school data on physical education, nutrition and student access to technology (CTL). Meet with preschool and elementary school leaders for self-assessment on instructional culture and whole child development (CTL/PD). Begin arts and humanities assessment process (CTL/PD/CS). Continue school walkthroughs for academic indicators (CTL). Continue small scale pilots (CTL/MB). Continue community folklife exploration (CS). Convene MB for updates and to identify business and community services for project engagement (PD/P). Work with evaluator (PD/LT).

**December:** Continue data collection process (CTL). Continue arts and humanities assessment process (CTL/PD/CS). Continue pilots (CTL/MB). Continue community folklife exploration (CS). Convene or meet virtually with MB for updates, initial sharing of data, and strategy session on community outreach (PD/P). Begin communications effort with business and community groups to engage them in PN initiative (PD/P/MB). Work with evaluator (PD/LT).

**January:** Continue data collection process; begin analysis of complete data sets (CTL).

Complete arts assessment process (CTL/CS). Convene school leadership teams for updates, preliminary data sharing, and professional reading and conversation (CTL/PD/P). Continue small scale pilots (CTL/MB). Continue community folklife exploration (CS). Convene MB for updates, input on expanding community engagement, and further study of best practices (PD/P). Continue communications effort with business and community groups to engage them in Promise Neighborhood initiative (PD/MB/P). Work with evaluator (PD/LT).

**February:** Complete data collection and analysis process except for pilots and community folklife exploration (CTL). Complete small scale pilots (CTL/MB). Complete community folklife exploration (CS/P/PD). Compile and analyze data from small scale pilots and community folklife exploration (CTL/CS/PD/MB/LT). Convene MB for status reports and to verify the planning process with their input (PD/P). Continue communications with business and community groups to engage them in initiative (PD/MB/P). Work with evaluator (LT).

**March:** Present preliminary data to school leadership teams and to oversight and planning committee for reactions, verification and in-depth study (CTL). Begin to develop a framework for solutions (MB). Continue communications effort with business and community groups to engage them in Promise Neighborhood initiative (LT). Work with national evaluator (LT).

**April:** Schedule two-day MB work session to consider solutions framework in light of data analysis & to pose questions for further study (PD). Continue effort with business & community groups to engage them in PN initiative; identify and contact possible places for solutions, like public libraries, community centers, public health agencies, etc (LT). Work with evaluator (LT).

**May:** Convene MB and add new data to solutions framework; continue solution development process and plan refinement; continue work with MB via e-communication and review of draft

plans (PD). Firm up plans for location of solutions within the community, in addition to solutions situated in schools (PD/P). Schedule end-of-year recognition with PN schools; include video documentation of pilots as well as other artifacts (MB). Work with evaluator (LT).

**June:** Continue solution development process and plan refinement; continue work with MB via e-communication and review of draft plans (PD). Firm up plans for location of solutions within the community, in addition to solutions situated in schools (PD/P). Continue end-of-year recognition planning; include video documentation of pilots as well as other artifacts (MB). Hold year-end event (All). Work with evaluator (LT).

**July:** Continue formal report writing and completion of all requirements for PN planning grant (PD/MB). Finalize plans for implementation with MB, schools and other community partners (PD/MB/P). Begin formal report writing process leading to development of implementation grant (PD/MB/LT). Continue communications effort with business and community groups to engage them in PN initiative (LT/P). Work with evaluator (LT).

**August:** Finish and submit report including close out of budgets & final expenditures (PD/MB).

The proposed project timeline incorporates data points designed to serve as benchmarks for collecting and analyzing data to inform decision-making and next steps, and to keep stakeholders informed of progress, including the Department and the national evaluator for Promise Neighborhoods. Our intent is to develop a feedback loop that relies on the collection of evidence (hard data, observation of practices, and otherwise) to inform actions and decisions in the development of a continuum of solutions to significantly improve the academic and family and community support indicators.

***B. The memorandum of understanding describes each partner's commitment***

Berea College has brought together a Management Board committed to the success of the

Promise Neighborhood process and committed to effective implementation of a Promise Neighborhood. Members of the Management Board collaborated to develop the Preliminary Memorandum of Understanding that 1) outlines a theory of change that is consistent with each partner's way of conducting their work and engaging with the community and 2) a governance structure that all partners support. In addition, each partner has outlined the organization's contribution to the project and its vision statement.

***C. Berea College will ensure that diverse perspectives are brought to bear***

Upon notification of funding, we will establish a **Promise Neighborhood Advisory Council (AC)** to ensure that diverse perspectives are brought to bear in the operation of the project, and to ensure a smooth delivery of services during the planning period. The AC membership will be structured to ensure parents, local business persons, professionals, teachers, school leaders, high school students, members of the faith communities and the social services community are heard and influence the planning and operation of the Program. The AC will meet quarterly to review progress and provide input to the Project Director and the Management Board.

Our project includes procedures for ensuring that the stakeholders' input and feedback results in continuous improvement in the operation of the proposed project based on feedback received. This continuous improvement and assessment model will ensure that the planning does not occur in a vacuum and that feedback is utilized to improve the program.

***D. The potential for continued support of the project after Federal funding ends***

Berea College is committed to the Promise Neighborhood and with support from our partners we will continue to engage with, support and provide programming to schools and community groups within the Neighborhood. The commitment of the Management Board will

not end at the culmination of the planning period. A primary role of the Management Board will be to locate funds to continue activities and services after Federal funding ends. Working with the Project Director, the Management Board will seek other funding sources including local community and business support, foundation support, state funding and Federal funding. This strategy for sustainability was successful in the Berea College GEAR UP 1999 Partnership which secured grants, state earmarks and private gifts to sustain effective practices of GEAR UP.

The MB will take the responsibility of looking for sources to take this program to scale in rural areas across Kentucky. The Management Board will talk with state legislators, the state secretary of education, college and university presidents, the state chamber of commerce, and foundations to see how the financial cost of the Promise Neighborhood can be shared by many state and private funds. All stakeholders will be engaged in sharing program success and will work together to determine how resources can be leveraged for on-going support.

## **VI. SIGNIFICANCE**

### ***A. The likelihood that the proposed project will result in long-term systems change or improvement***

Staff and Partners will build local capacity to institutionalize effective Promise Neighborhood services. The school system will have new resources and knowledge of effective strategies for involving low-income Appalachian parents, teachers will have gained knowledge that will lead to improved instruction, parents and students will have experienced a variety of arts programming and will understand the connection between the arts and their community.

Perhaps most importantly, the Neighborhood will have a college going culture among our parents, students and community. Higher expectations for youth will continue to positively impact our schools and our communities. College access is first and foremost a shift in family and school culture. Once a student has been successful in college, other members of the family

are more likely to attend. GEAR UP programs report that as school culture shifts to include better academic preparation and awareness about college, it does not shift back. The change of culture for families and schools is not expensive but it must be intentional.

***B. The project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population***

Berea College has the capacity to work with others to ensure that the proposed practice, strategy, or program will result in long-term systems change and improvement. Best practices from the Promise Neighborhood will be further developed and brought to scale, based on the findings of the proposed project. Our goal is for the Promise Neighborhood to be replicated and continued.

Throughout the planning period, Berea College will look for community groups and community volunteers to take the lead on arts programming and the college coaching. Through the training of teachers, the schools will increase their own capacity to provide services to its youth. Most importantly, we will provide leadership and skills building opportunities for residents throughout the planning period. We will engage community volunteers and empower them to provide leadership after the program is complete.

***C. The project involves the development or demonstration of promising new strategies***

A key piece of the planning period will be the small scale piloting of four new strategies for improving student learning: Training and Support for English/Language Arts Teachers; Artful Learning; College ConnectUP Parent Programming and Community Arts Programming. These small scale pilots will be rigorously assessed to determine impact on student learning and engagement. The findings from the pilots will be shared along with relevant information need to replicate the successful strategies.

***D. The potential to sustain and apply the model of the proposed project or strategies, including the potential for implementation of the model in a variety of settings.***

Berea College expects the knowledge we gain from this project to help us refocus and reshape the objectives, strategies and activities of our current programs where we are partnering with Appalachian communities on school improvement initiatives. Our programs will be able to use the tool kit of strategies for working with communities, students and parents, and Promise Neighborhood program staff will model and share resources that teachers and school personnel can use in other schools. We will seek funding for new programs based on this model.

The small scale piloted programs are designed to be implemented, studied and then replicated. Our vision is to assess and then replicate the pilots in other schools we partner with across the Appalachian area. Education is a serious concern in Appalachia and we plan to intentionally and strategically impact all areas so that no student lacks a support system in getting a strong education.

***Berea College and our partners will broadly disseminate information on the effective elements of the Promise Neighborhood and encourage further development or replication.***

- Berea College's President will provide information to all Kentucky colleges and universities.
- Through Kentucky Campus Compact, we will distribute information to their nationwide network of 34 other state compacts and over 1,100 campuses at conferences and through publications. Campus Compact will propose replication within the community service field.
- Through the National College Access Network (NCAN) and Kentucky's state partnership with NCAN (KCAN) there is a strong network to disseminate information and promote the College Coaches model as a best practice at conferences and trainings nationally.
- Berea College access staff will assist Promise Neighborhood staff in presenting at the state,

regional and national TRIO and GEAR UP conferences. At these conferences, information will be presented to college access personnel from across the nation.

- The Principal Investigator will apply to present the findings nationally, including the Public Education Network conference and the Education Trust meetings.
- Berea College will have a Promise Neighborhood webpage where the findings of the PN evaluation, the best practices from the program and the program model will be disseminated.

***E. The applicant will track available sources of Federal, State and local funds***

A key role of the Leadership Team will be to stay apprised of Federal, state and local funding opportunities. Currently, each member of the team is connected to professional organizations that provide regular updates on funding opportunities – including the Appalachian Regional Commission, the Kentucky Appalachian Commission, the National College Access Network, the Council for Opportunity in Education, and the Public Education Network. In addition, the Principal Investigator is a graduate of The Grantsmanship Center International and receives regular updates from TGCI on private grant opportunities.

***F. The applicant will identify impediments to achieving goals and report those impediments***

A key piece of the planning process will be documentation of project successes and of barriers to success. The Project Director will work closely with the Management Board to identify barriers to success that result from local, Federal or state policy or requirements, which will be noted and shared with the National Evaluation and with the Program Officer. Strategies for overcoming barriers will be developed and tested. Successful strategies will be shared with the Department.

***Invitational Priority Arts and Humanities:*** Our Planning Proposal includes opportunities for students and parents to experience and participate actively in the arts and humanities so as to

broaden, enrich, and enliven the educational, cultural, and civic experiences available in the Neighborhood. We propose strategies for connecting the arts and humanities to the community as well as strategies for offering activities during in-school and out-of-school settings.

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<sup>1</sup> [www.arc.gov](http://www.arc.gov) Maher, Mark “Households and Families in Appalachia.”

<sup>2</sup> (<http://ed.gov/programs/reaprlisp/eligible08/index.html>.)

<sup>3</sup> Compiled by the ARC, Oct. 2006 [www.arc.gov](http://www.arc.gov)

<sup>4</sup> <http://nhs.ky.gov/octdataout/rptlist.htm>.

<sup>5</sup> [www.workforcekentucky.ky.gov](http://www.workforcekentucky.ky.gov)

<sup>6</sup> Appalachian Regional Commission, Oct. 2006, [www.arc.gov](http://www.arc.gov)

<sup>7</sup> US DOE, NCES Longitudinal Study of 1988 8<sup>th</sup> graders, 1994

<sup>8</sup> Parent Survey, Sept 2009

<sup>9</sup> [www.hfrp.org/publications-resources/](http://www.hfrp.org/publications-resources/)

<sup>10</sup> Parent Survey, Sept 2009

<sup>11</sup> [www.all4ed.org](http://www.all4ed.org)

<sup>12</sup> as measured by Commonwealth Accountability Testing System - CATS

<sup>13</sup> [http://www.education.ky.gov/KDE/Administrative+Resources/Testing+and+Reporting+Reports/No+Child+Left+Behind+Reports/2009+No+Child+Left+Behind+\\_NCLB\\_+Briefing+Packet+and+Reports.htm](http://www.education.ky.gov/KDE/Administrative+Resources/Testing+and+Reporting+Reports/No+Child+Left+Behind+Reports/2009+No+Child+Left+Behind+_NCLB_+Briefing+Packet+and+Reports.htm)

<sup>14</sup> Lexington Herald-Leader, 13 Oct 2006

<sup>15</sup> <http://www.education.ky.gov/KDE>

<sup>16</sup> [www.education.ky.gov/KDE/](http://www.education.ky.gov/KDE/) KDE:02/15/10

<sup>17</sup> [www.education.ky.gov/KDE/](http://www.education.ky.gov/KDE/)

<sup>18</sup> 2008-2010 KY Postsecondary Education Profile

<sup>19</sup> “A Hidden America,” ABC News, 2009.

<sup>20</sup> [www.uky.edu/ue/cc/cardiovascular.htm](http://www.uky.edu/ue/cc/cardiovascular.htm)

<sup>21</sup> Source: BFRSS 2005.

<sup>22</sup> <http://www.uky.edu/UE/CC/oral.htm>

<sup>23</sup> BFRSS 2006 Data

<sup>24</sup> Kids County, 2006, <http://datacenter.kidscount.org>

<sup>25</sup> [www.arc.gov](http://www.arc.gov)

<sup>26</sup> [www.kentucky.com/static/pdfs/ARCreport.pdf](http://www.kentucky.com/static/pdfs/ARCreport.pdf)

<sup>27</sup> [www.Kentuckyhealthfacts.org](http://www.Kentuckyhealthfacts.org)

<sup>28</sup> [www.kyhousing.org/uploadedFiles/Data\\_Library/Publications\\_and\\_Reports/HousingStudyBroch906.pdf?f?n=2719](http://www.kyhousing.org/uploadedFiles/Data_Library/Publications_and_Reports/HousingStudyBroch906.pdf?f?n=2719)

<sup>29</sup> FAHE.org

<sup>30</sup> Reeves, March 2002

<sup>31</sup> Source: [www.cdc.gov/healthyyouth/health\\_and\\_academics/index.htm](http://www.cdc.gov/healthyyouth/health_and_academics/index.htm)

<sup>32</sup> (Biancarosa and Snow: *Reading next—a vision for action and research in middle and high school literacy*, 2004 & 2006)