

Berea Promise Neighborhood

Jackson, Clay, and Owsley Counties, Kentucky



2011 Promise Neighborhood Implementation Grantee

Mission

The Berea Promise Neighborhood (BPN) promotes academic achievement and fosters the physical, social, and emotional well-being of children and youth in three economically distressed counties in rural Kentucky. The effort is centered on creating excellent schools and building a culture of success, and includes expanding access to learning technology and Internet connectivity, and boosting family engagement in student learning. Over the next 20 years, BPN is projecting to reach 17,344 children.

Early Results

- Since 2012, the kindergarten readiness scores across the three counties which make up the Berea Promise Neighborhood (Jackson, Clay and Owsley counties) have increased from 16 percent to 42 percent. In other words, more students are prepared to get a positive start in school.
- BPN has increased access to Advanced Placement courses to support middle and high school students and teachers, and has added academic specialists to work with students in their first and second year of post-secondary education.
- BPN has put in place an academic early warning and response system that is codified and consistent across all 16 schools in the region. Full-time academic specialists monitor individual student progress and mobilize appropriate support quickly to solve problems with attendance, behavior, or course work.
- BPN launched a new after-school program in all three counties focused on math, reading, nutrition education, physical activity, the arts, and character development, and is aligned and supportive of the school curriculum. After-school programs currently serve approximately 900 students in the three counties.

Timeline for the Work

2012	2013–2015
Key elements of the continuum of services serve all 6,319 children in the three counties.	Implementation of additional elements of the continuum (mentoring, expanded learning opportunities, and more) to reach more residents, including low-income students, males, and elementary school students. In 2013, instituted an Integrated Planning process to engage schools more directly in the work and to align PN results and indicators with school state-mandated goals.

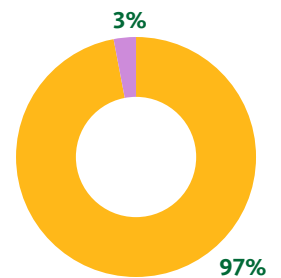
Community Served

Jackson, Clay, and Owsley Counties are three of the most economically distressed counties in Appalachia. Located in the mountains of eastern Kentucky, they are home to 39,533 people and 6,319 public school students. All school districts within the Promise Neighborhood are classified as Needs Improving.

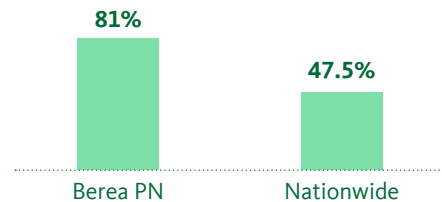
Neighborhood Composition

- White
- Other

Source: U.S. Census 2010.



Students Qualifying for Free or Reduced School Lunch



Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2000–01, 2005–06, 2008–09, and 2009–10.



Partners

Clay County School System
Collaborative for Teaching & Learning
Cumberland Valley Regional Health Department
Eastern Kentucky Child Care Coalition
Jackson County School System
Owsley County School System
Save the Children

What Is a Promise Neighborhood?

Promise Neighborhoods represent a 20-plus year commitment by local leaders to create communities of opportunity that allow children to learn, grow, and succeed. Based on the operating principles of the Harlem Children's Zone, Promise Neighborhoods build partnerships between schools, community organizations, local businesses, and community members to wrap children in high-quality, coordinated health, social, community, and educational support from cradle to career.

About the Promise Neighborhoods Institute at PolicyLink

The Promise Neighborhoods Institute at PolicyLink (PNI) helps build and sustain Promise Neighborhoods to ensure children are healthy, succeed in school, reach their full potential, and that families and neighborhoods support the healthy development, academic success, and well-being of their children.

PNI's system of technical assistance and disciplined approach moves communities from talk to action by:

- accelerating local leaders' ability to achieve results;
- building evidence that cradle to career systems are working across America; and
- supporting leaders' efforts to scale and sustain results.

From Promise Neighborhood Leaders

“The results-based accountability work we were introduced to during the STAR Leadership Program has been instrumental in our ability to quickly turn the dial on academic achievement. The STAR team has shared RBA with our entire department. Several leadership staff in our department attended a training session to increase our collective experience with RBA. So our effective use of data is happening in the neighborhood and in our other programs.”

—GEAR UP, Educational Talent Search, Upward Bound Math Science

www.promiseneighborhoodsinstitute.org
www.policylink.org

Promise Neighborhoods Results & Indicators

The Promise Neighborhoods program is one of the most results-based and data-driven efforts in America focused on collective impact. Every Promise Neighborhood works toward making progress on the same 10 results and 15 indicators through a mix of solutions and strategies that include families, programs, policies, and systems.

Table 1. Education Results & Indicators

Results	Indicators
Children enter kindergarten ready to succeed in school.	<ul style="list-style-type: none"> • # and % of children birth to kindergarten entry who have a place where they usually go, other than an emergency room, when they are sick or in need of advice about their health. • # and % of three-year-olds and children in kindergarten who demonstrate at the beginning of the program or school year age-appropriate functioning across multiple domains of early learning as determined using developmentally appropriate early learning measures. • # and % of children, from birth to kindergarten entry, participating in center-based or formal home-based early learning settings or programs, which may include Early Head Start, Head Start, child care, or preschool.
Students are proficient in core academic subjects.	<ul style="list-style-type: none"> • # and % of students at or above grade level according to State mathematics and reading or language arts assessments in at least the grades required by the ESEA (third through eighth and once in high school).
Students successfully transition from middle school grades to high school.	<ul style="list-style-type: none"> • Attendance rate of students in sixth, seventh, eighth, and ninth grade.
Youth graduate from high school.	<ul style="list-style-type: none"> • Graduation rate.
High school graduates obtain a postsecondary degree, certification, or credential.	<ul style="list-style-type: none"> • # and % of Promise Neighborhood students who graduate with a regular high school diploma and obtain postsecondary degrees, vocational certificates, or other industry-recognized certifications or credentials without the need for remediation.

Table 2. Family and Community Results & Indicators

Results	Indicators
Students are healthy.	<ul style="list-style-type: none"> • # and % of children who participate in at least 60 minutes of moderate to vigorous physical activity daily. • # & % of children who consume five or more servings of fruits and vegetables daily; or possible third indicator, to be determined (TBD) by applicant.
Students feel safe at school and in their community.	<ul style="list-style-type: none"> • # and % of students who feel safe at school and traveling to and from school, as measured by a school climate needs assessment; or possible second indicator, TBD by applicant.
Students live in stable communities.	<ul style="list-style-type: none"> • Student mobility rate; or possible second indicator, TBD by applicant.
Families and community members support learning in Promise Neighborhood schools.	<ul style="list-style-type: none"> • For children birth to kindergarten entry, the # and % of parents or family members who report that they read to their child three or more times a week. • For children in kindergarten through the eighth grade, the # and % of parents or family members who report encouraging their child to read books outside of school. • For children in the ninth through twelfth grades, the # and % of parents or family members who report talking with their child about the importance of college and career; or possible fourth indicator TBD by applicant.
Students have access to 21st century learning tools.	<ul style="list-style-type: none"> • # and % of students who have school and home access (and % of the day they have access) to broadband Internet and a connected computing device; or possible second indicator TBD by applicant.