



Partners *for* Education

BEREA COLLEGE

Supporting Educational Partnerships

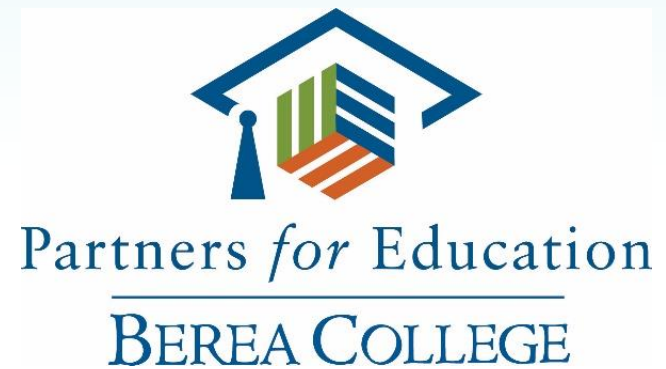


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Accelerating Student Outcomes Through Partnerships



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Supporting Educational Partnerships



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AGENDA

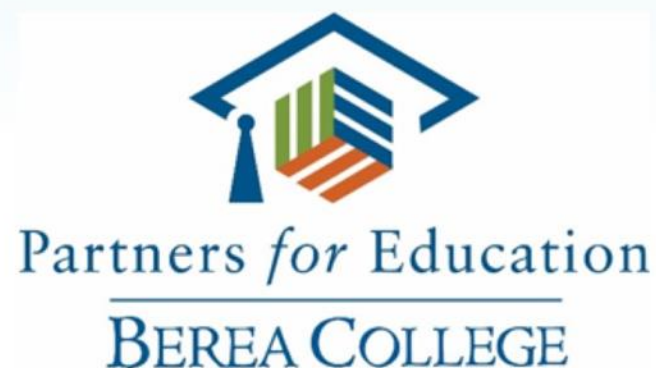


12:45 – 1:00 EST	Participant Login
1:00 – 1:05 EST	Introductions
1:05 – 1:35 EST	Featured Speaker
1:35 – 1:40 EST	Q&A
1:40 – 2:10 EST	Featured Speaker
2:10 – 2:15 EST	Q&A
2:15 – 2:25 EST	TI Representative
2:25 – 2:30 EST	Q&A/Closing

Accelerating Student Outcomes Through Partnerships



Dreama Gentry
Executive Director
Partners *for* Education
Berea College



Today's Conversation

- I. An introduction to Partners for Education, our model and our impact.
- II. An exploration of how partnerships are core to all we do, including our lessons learned and recommendations for accelerating outcomes in your community

A question and answer period will follow each section





Partners *for* Education

BEREA COLLEGE

Founded in 1995

by Berea College, **Partners for Education** works with local schools and communities to improve postsecondary attendance and attainment.

Radical since 1855

Berea College was founded 10 years before the Civil War to educate black and whites, men and women, together. As one of the largest, place based rural education initiatives in the country, Partners for Education extends the radical work of Berea College.

All Appalachian Students Succeed

We define success as earning a 2- or 4-year degree because we know this is the surest path to leading a healthy, fulfilled, and choice-filled life.



“Rural poverty is...widespread and diverse. Rural poverty encompasses impoverished rural hollows in the Appalachian Mountains, former sharecroppers’ shacks in the Mississippi Delta, and desolate Indian reservations on the Great Plains. The lack of a single image of rural poverty makes it more difficult to describe and discuss.”

William P. O'Hare, *The Forgotten Fifth: Child Poverty in Rural America*, 2009





We focus our direct work in Appalachia.

We catalyze a national movement to
accelerate rural student success, cradle to
career.



We focus on addressing three barriers:

Programming Gaps

Students in rural communities have limited access to high quality programs to meet their diverse needs, from cradle to career.

Capacity Constraints

Schools and communities lack access to the tools, techniques, and supports needed to tackle the challenges rural students and families face.

Systems Misalignment

Current systems do not support equitable educational outcomes in rural places.



Partners for Education Model

Implement Programs



Ensure there are quality programs to meet student needs from cradle to career.

Build Capacity



Build capacity in schools and communities by strengthening rural leaders' and organizations' ability to do place based work.

Align Systems



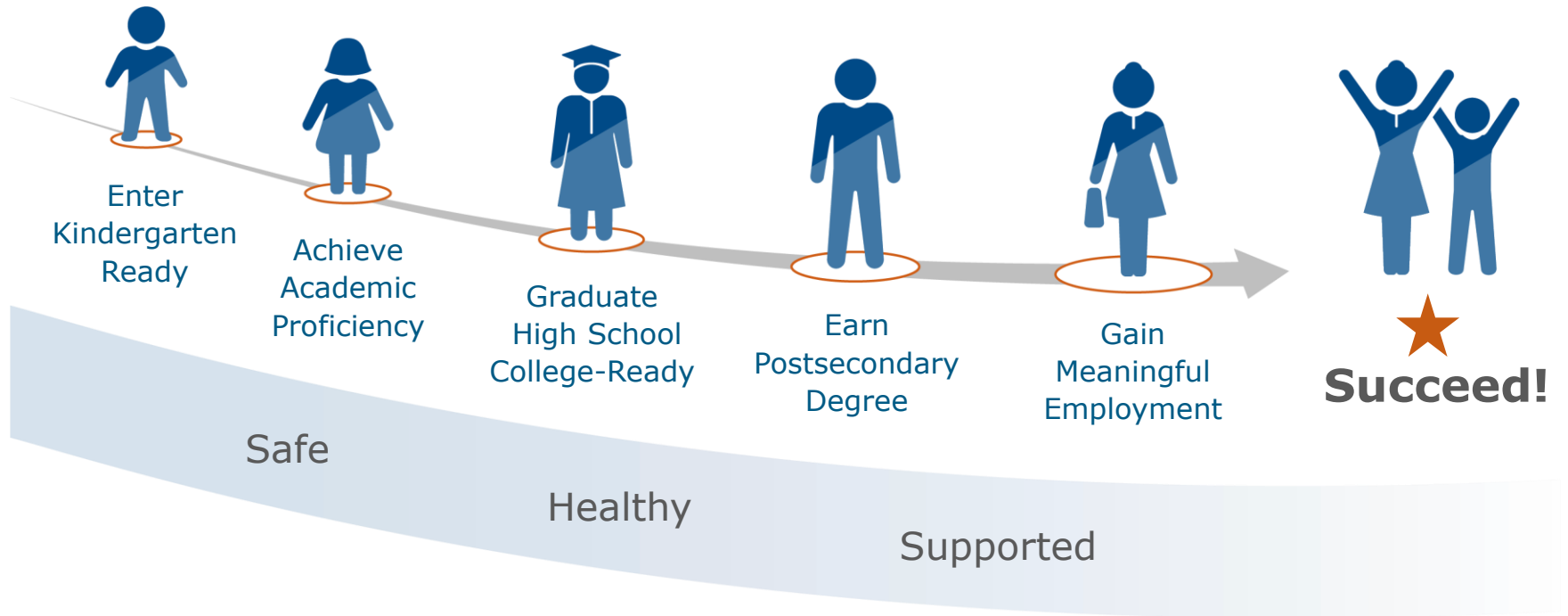
Align systems by influencing policy and investment decisions to accelerate change in rural places.





Implement Programs

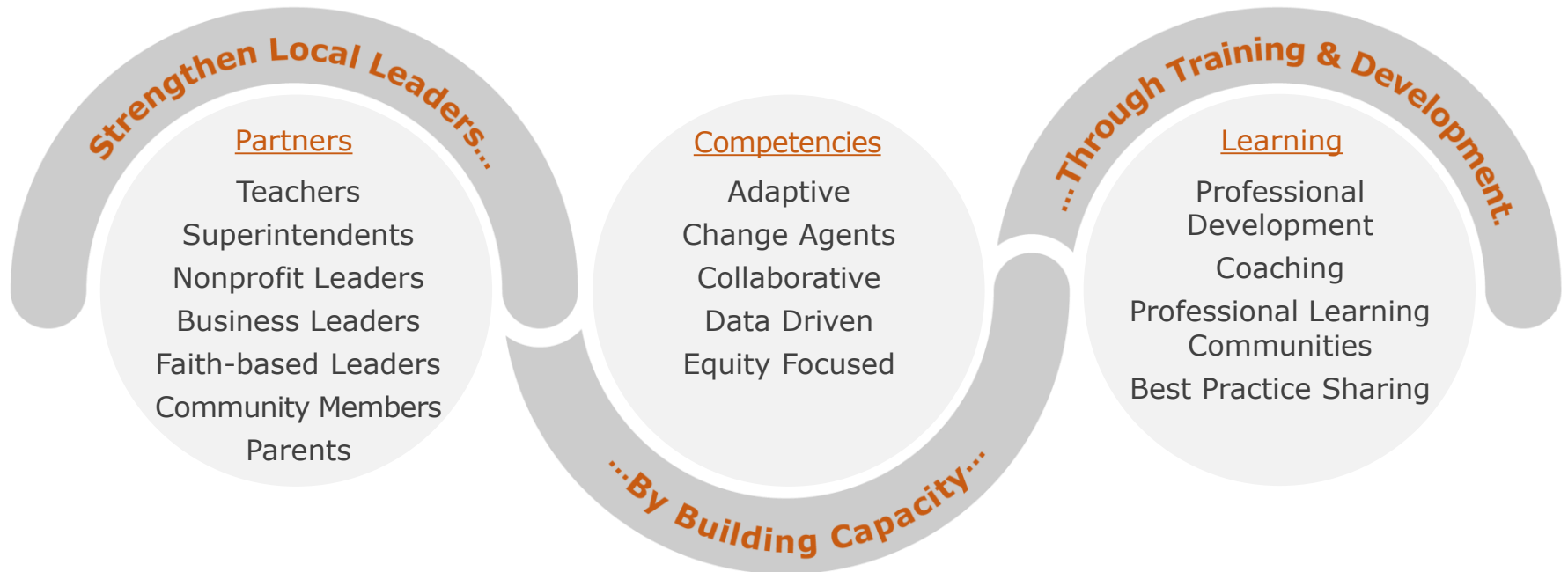
Take a cradle to career approach to ensure all rural students:





Build Capacity

Strengthen organizations' ability to positively impact educational outcomes.



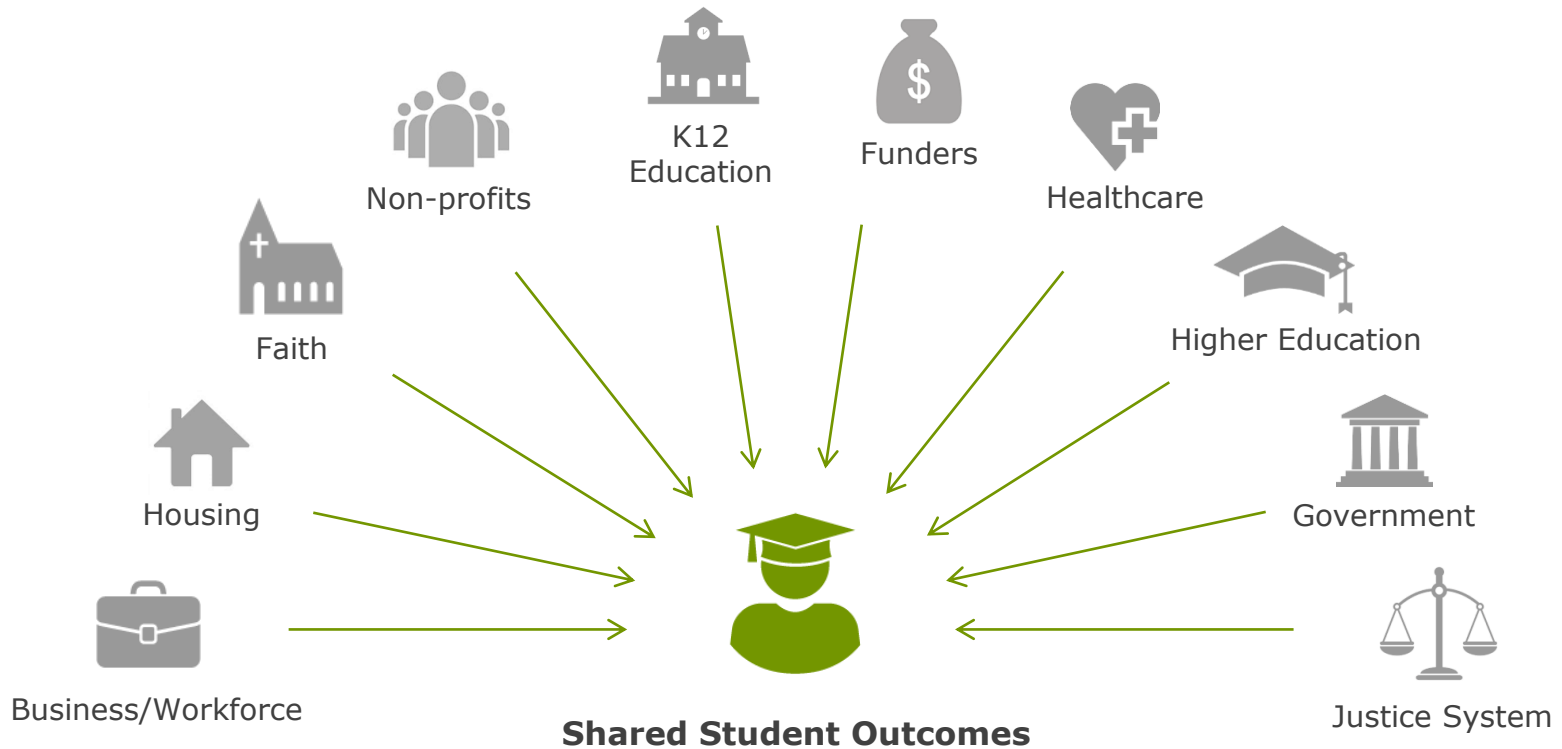
Through long term commitments with local partners, place based organizations build the leadership capacity required to improve organizational outcomes and transform communities.





Align Systems

Align systems so that whole communities are working to ensure all students succeed.



By focusing partners on shared student needs, place based organizations build the practices, policies, and funding alignment needed to disrupt persistent inequities.

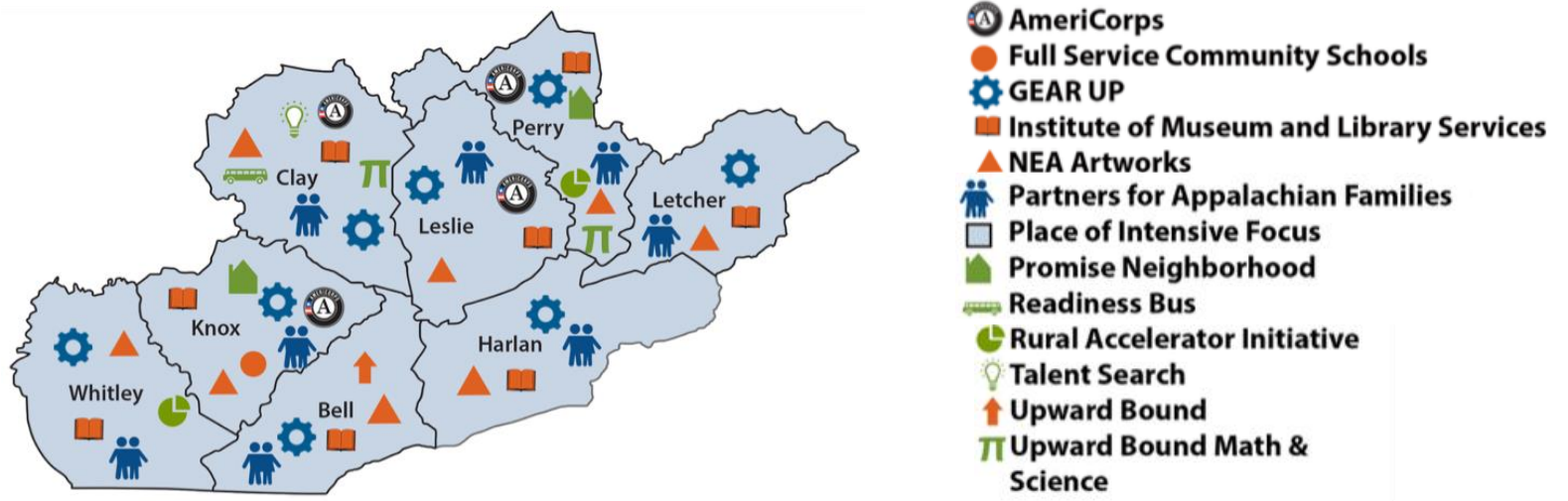




Our Impact



In our place of intensive focus,
we provide services to over 57% of all children.



In this eight-county region we serve...

29%

of all learners
in early childhood

68%

of all elementary and
middle school students

68%

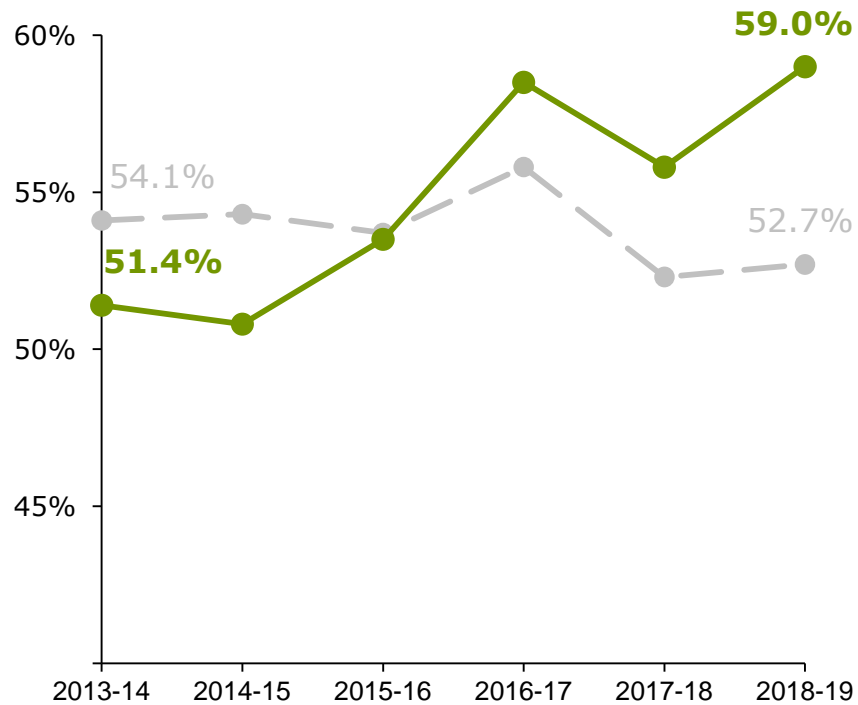
of all high school
students



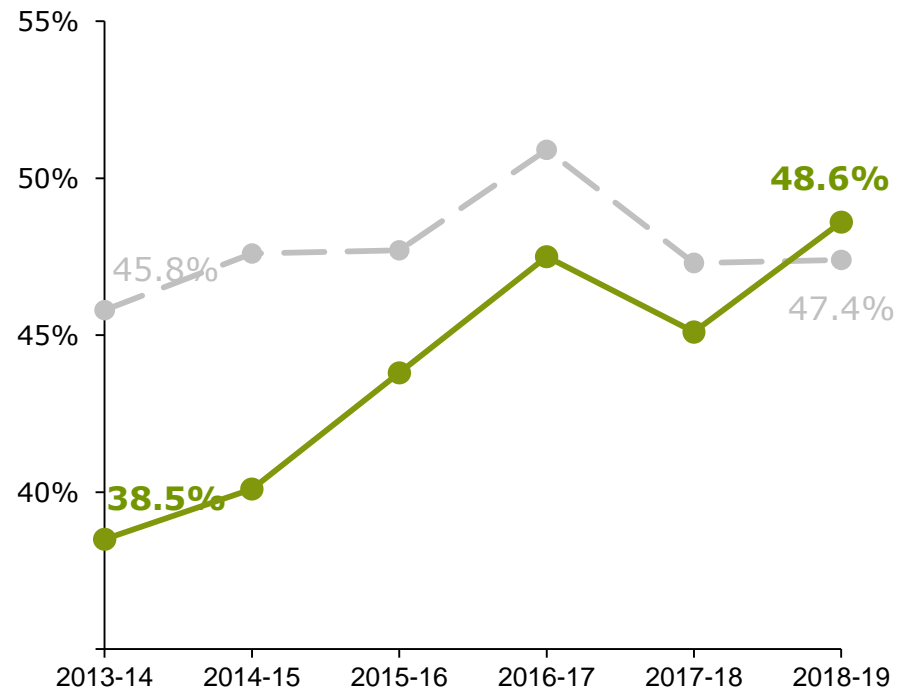
Note: figures here refer to our Promise Zone, a region comprised of eight counties: Whitley, Knox, Bell, Clay, Leslie, Harlan, Perry, and Letcher

Percent of 3rd Graders Proficient in:

Reading 2013-2019



Math 2013-2019

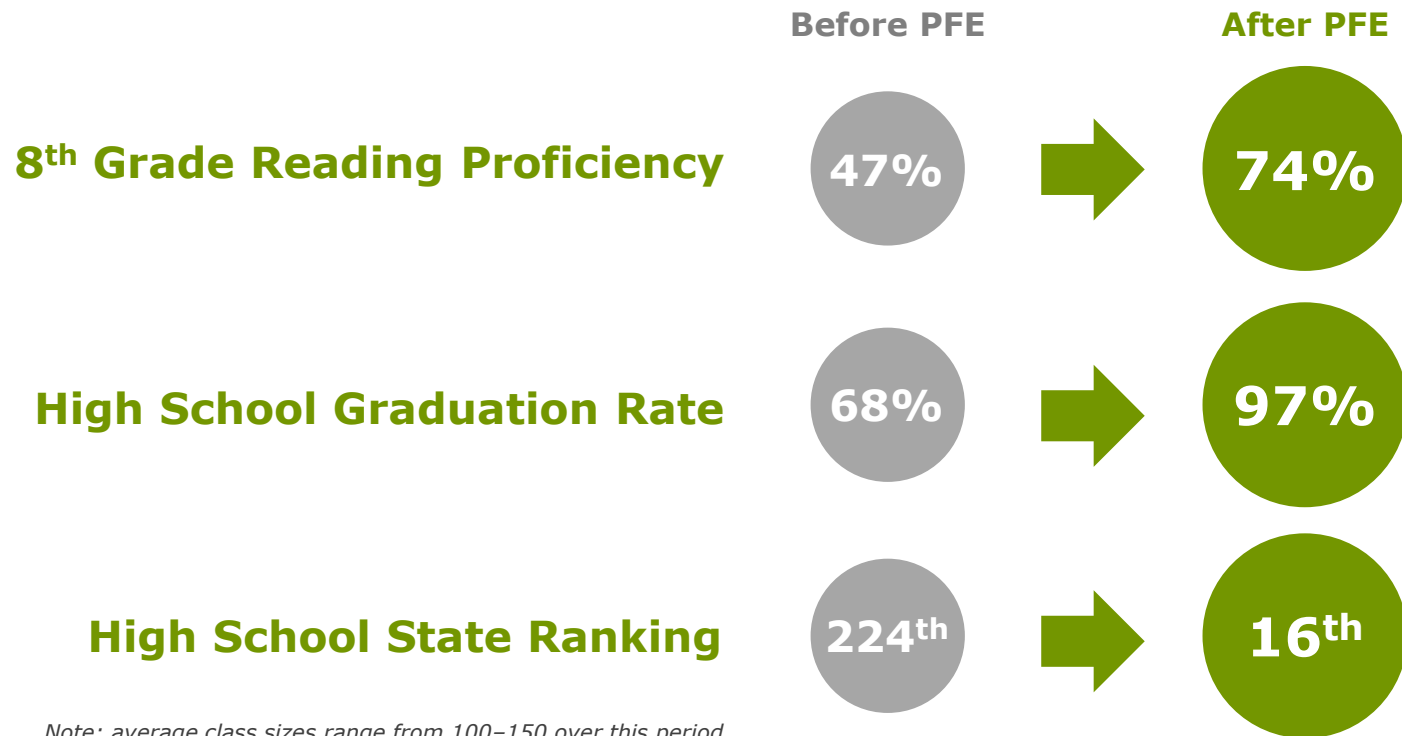


—●— Kentucky —●— PFE Promise Zone



Note: figures here refer to our Promise Zone, a region comprised of eight counties: Whitley, Knox, Bell, Clay, Leslie, Harlan, Perry, and Letcher

Braiding multiple programs and interventions in Leslie County (KY) resulted in a remarkable school transformation.



Note: average class sizes range from 100–150 over this period



“Partners for Education’s deep understanding of rural communities has enabled them to change outcomes in Appalachia. Taking their model to rural places across the nation is essential to creating educational equity for kids.”

Jennifer Blatz, President and CEO of StriveTogether



Rural Organizations Replicate Our Place Based Model: Heritage University (WA) launches Yakima Valley Partners for Education

Theory

We establish a **partnership** with an institution that will serve as an enduring anchor.

We support the identified anchor **to tailor the PFE approach** to respond to local needs.

We provide **ongoing technical assistance** to implement the approach and manage to results.

Practice

We are partnering with Heritage University on the Yakama Indian Reservation in Toppenish, WA.

We are providing guidance and coaching to Heritage University as they implement their version of our place-based anchor model.

Yakima Valley Partners for Education remains a member of our rural network.



Q & A

Power of Partnerships



Knox (KY) Promise Neighborhood:

An example of our partnership model



Programs



Communities identify and implement programs that address their unique needs.

Assess Needs

Convene stakeholders to use data to assess their needs and identify program gaps.

1.

2.

Secure Resources

Find and secure partners and public and private resources to address prioritized needs.

4.

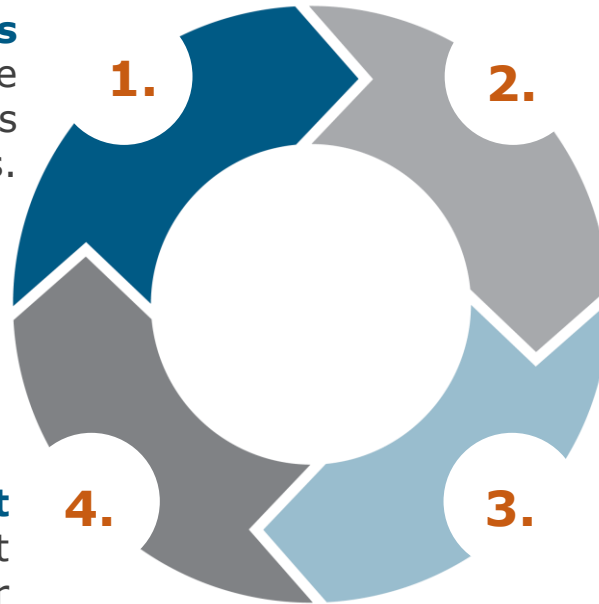
3.

Evaluate Impact

Continuously evaluate impact and monitor data to adapt our focus and approach.

Implement Programs

Implement programs ourselves or with partners to fill gaps.



Build Capacity



Stakeholders develop competencies to accelerate educational outcomes, cradle to career.

1.

Work with stakeholders to use data to identify the highest impact levers for improving outcomes

Partners

Teachers
Superintendents
Non-profit Leaders
Business Leaders
Faith-based Leaders
Community Members
Parents

2.

Develop a tailored approach for building the competencies, skills and content knowledge required to move those levers.

Competencies

Adaptive
Change Agents
Collaborative
Data Driven
Equity Focused
Content Specific

3.

Secure the resources and partners needed to deliver the capacity building.

Learning

Professional Development
Professional Learning Communities
Best Practice Sharing
Coaching

4.

Monitor progress, adjust course, replicate and scale to ensure impact.

Improvement

Evaluation
Modification
Scale
Replication



Align Systems



Multiple stakeholders, partners and whole communities are working to ensure all students succeed.

1.

Convene
multisector
partners

2.

Support
partners to
identify shared
student centered
goals

3.

Create a sense
of urgency to
drive action

4.

Encourage
public
accountability
for equitable
results

5.

Facilitate the
long term
relationships
needed to solve
persistent
problems



What are our lessons learned?

- Good Partnerships start with dreaming together
- Thriving partnerships can develop with little to no money
- Resources and dollars can make partnership more difficult
- Resources can turn partnerships into transactional relationships, or “has my partner become a vendor?”

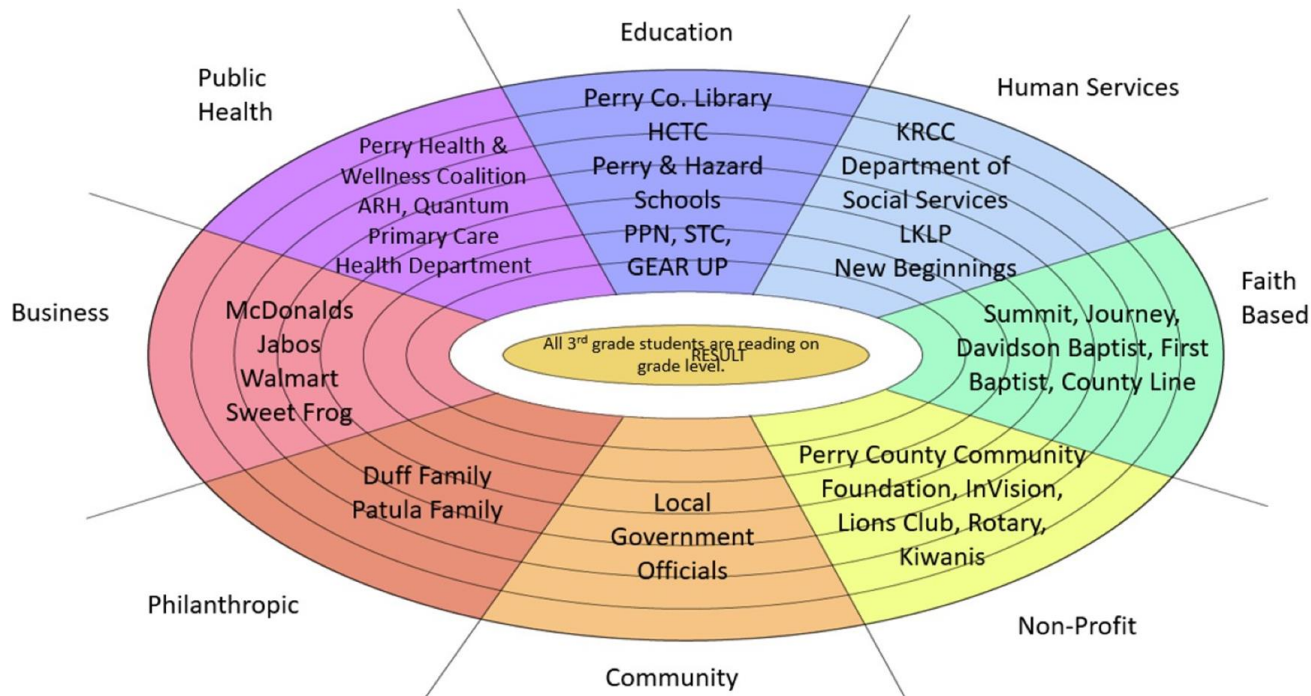


How to accelerate results

- Build partnerships around a specific, measurable result
- Multi-sector partnerships are essential to moving educational outcomes

Results in the Center

What partners in the community contribute to the result? Insert prior work if applicable



Contact Information

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To learn more about our webinars and other activities
that support moving educational results, visit
www.berea.edu/pfe/events/ruralsummit



Q & A

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- » Michelle Grooms
- » Education Technology Consultant
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Professional Learning

Individualized Coaching

TI Educational Technology Consultant by State



[Robyn Poulsen](#)

ME, NH, VT, MA, CT, RI, NJ, MD, DE

[Mr. Dana Morse](#)

NY, PA

[Jamila Gadsden](#)

NC, SC, VA, Washington DC

[Michelle Grooms](#)

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[Beth Smith](#)

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TX ESCs 4, 10-13, 15, 18-20, AZ, NM

[Marco Gonzalez](#)

TX ESCs 1-3, 5-9, 14, 16, 17, OK

[Brian Dunncliffe](#)

AK, CA, CO, HI, ID, MT, NV, OR, UT, WY

[Ron Thomas](#)

IL, MO, TN, MN, SD, ND, IA, NE, KS

[Tom Steinke](#)

Canada

Q & A

Closing

December 10, 2020 – Rural Library Summit

A half-day celebration of the impact libraries have on the aspirations of young people and a recognition of their contribution to third grade reading outcomes, especially for students in rural communities. Participants will learn about and connect with a range of opportunities with regional and national organizations, including the newly launched Rural Library Fellowship.

<https://www.berea.edu/pfe/librarysummit/>

Conversations for Action: Monthly Webinars

Partners for Education has committed to creating opportunities to continue sharing ideas, experience, and practical advice for improving educational opportunities in rural communities. Each month we will host a webinar featuring a conversation with people committed to serving the needs of rural students. To learn more and to register for future Conversations visit:

<https://www.berea.edu/pfe/events/ruralsummit/>



January 7, 2021 - Navigating Equity and Access for Higher Education

Cathy Moak, Ph.D., is the Project Manager for Professional Development for The University of Texas at Austin GEAR UP.

<https://education.ti.com/en/resources/funding-and-research/partners/ti-talks>

February 13, 2021 – WeTeach CS and You Can Too!

In lieu of the monthly TI Talks event, Carol L. Fletcher, Ph.D. will present, “WeTeach_CS and You Can Too!” as part of the 2021 Virtual T³ International Conference on Feb. 13, 2021. Fletcher is the Director of Expanding Pathways in Computing (EPIC) at The University of Texas at Austin.

www.education.ti.com/t3ic

Upcoming TI Events



2021 VIRTUAL T³IC | FEB. 13, 20 AND 27 | #T3IC

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