



Eastern Kentucky University
Phase II
Regional Grant Funds Proposal

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Section I

Background and Executive Summary

Background

Without having put a label on it, Eastern Kentucky University has long maintained a rich and proud tradition of providing service to the region of the Commonwealth of Kentucky in which it is located and from which it has drawn its student body. From initially becoming the first Normal school created in Kentucky and educating the majority of the teachers who would return to their southeastern Kentucky communities in order to teach the children living there, to most recently renewing its 1920s commitment to southeastern Kentucky's beekeeping communities through its Apiforestation project (see Section IV below), ECU has been and remains committed to its mission of regional stewardship in accordance with its declaration of being a 22 county campus. ECU has submitted its credentials as an "engaged institution" to the Carnegie Foundation for the Advancement of Teaching. Within its application for elective classification, ECU identified more than 450 ongoing partnership activities, the majority of which both were regional and of a stewardship nature.

The Commonwealth of Kentucky regional stewardship initiative has enabled ECU to institutionalize and more fully coordinate its campuses-wide programs designed to reach out to, and improve the quality of life within, ECU's 22 county service region. ECU has completed substantial compliance of its regional stewardship infrastructure plan by appointing its first Director of Regional Stewardship and establishing its Office of Regional Stewardship, which is being advised both by its Regional Advisory Committee and its Faculty Advisory Committee. All of the initiatives of the Office of Regional Stewardship invite inclusion of service learning elements for ECU's students. In addition, these initiatives will be a rich source of research: research opportunities for students; and applied research to be published or presented by faculty. ECU's Regional Stewardship Strategic Plan has been finalized for submission to the Council on Postsecondary Education following the conduct of five Community Needs Assessment Forums that were held in Somerset (for community members located within Laurel, McCreary, Pulaski and Wayne counties), Stanford (for community members located within Boyle, Casey, Garrard, Lincoln and Rockcastle counties), Hazard (for community members located within Harlan, Leslie and Perry counties), Irvine (for community members located within Estill, Jackson, Lee, Madison, Owsley and Powell counties), and Pineville (for community members located within Bell, Clay, Knox and Whitley counties). This Regional Grant Funds Proposal and the program designed to expand ECU's Education Extension Agent project to all 22 counties of ECU's service region described herein will be the centerpiece of the Strategic Plan.

EKU has initiated institutional alignment of the university, colleges, department or academic units, and faculty and staff to support public engagement by emphasizing the importance of regional stewardship in its:

- mission, vision, and values;
- organizational structure;
- leadership selection, evaluation, and development;
- institutional planning;
- internal policies and procedures;
- funding for public engagement;
- facilities and environment;
- faculty recruitment, selection, orientation, and professional development;
- individual incentives and rewards;
- unit level incentives and rewards;
- communications, rituals, awards, and ceremonies;
- information and reporting systems;
- evaluation and accountability; and
- curriculum and student educational activities.

Progress on all of the above, as well as EKU's regional stewardship key indicators, will be tracked through the utilization of Digital Measures software, which has been purchased and will be implemented between the present date and Fall 2009.

EKU is in the process of exploring the establishment of a "Collaboration Center" with Morehead State University and all of the 2- and 4-year postsecondary education institutions located within the 44-county combined service regions of ECU and Morehead State University. Based upon the similar demographics and community-articulated needs of this 44-county region, it is contemplated that the postsecondary institutions would utilize the Collaboration Center to partner in spearheading regional stewardship initiatives to address those common regional needs.

Executive Summary

This Regional Grant Funds Proposal contains five additional sections. Section II summarizes the needs of EKU's 22 county service region, as they fall within five areas: economic, including workforce, development; education; the environment; government; and health. Section III contains the centerpiece of this proposal: the expansion of EKU's pilot Education Extension Agent program from one county to all of EKU's 22 county service region, with the Education Extension Agents both providing and coordinating educational as well as other community services, often to be delivered at school locations so that these sites begin to approach "community" or "full service schools." Section IV describes the programs or projects that EKU would be coordinated for delivery in partnership with communities by the Education Extension Agents. These programs or projects, which incorporate engagement from all of EKU's colleges (as well as other units), fall into three areas and include:

1. School and Community Health, Wellness, and Safety

- "Movement in the Classroom" Program (enabling elementary school teachers to incorporate 30 minutes of movement activities for within the classroom without detracting from instruction or educational achievement);
- "Colonel Caravan" Health, Wellness, and Fitness Fairs
- Alzheimer's Patients Activities and Family Respite Program;
- Emergency Health Care through CPR Training Program;
- Critical Care First Aid for Schools and Communities;
- Domestic Violence Training Program;
- Industrial and Environmental Safety Program; and
- OSHA 10 Hour General Industry Safety Training Program.

2. Education

- Expansion of Education Extension Agent Program;
- Transitions Services for the Mildly Disabled Program;
- Dual Credit Program Expansion to EKU Regional Campuses;
- Student Alumni Postsecondary Recruitment Pilot Program;
- Providing the Services of EKU's Cooperative Education Program Students to Education Extension Agents and Communities; and
- Creating Cooperative Education Programs for High School Students.

3. Economic, including Workforce, Development

- Workforce Development through Improvement of Interpersonal Communication in the Workplace;
- First Line Supervision Certificate Program;
- Entrepreneurship Training Program; and
- Expansion of Apiforestation Program.

Section V sets forth a budget for the capacity building regional stewardship program. Section VI contains a bibliography of works cited in Section II of this Proposal.

Section II

Assessment of Regional Needs

For the purposes of this Regional Grants Funds Proposal, regional needs were assessed by quadrangulation utilizing four separate groups of sources: 1) fourteen “town meeting” type sessions conducted by Eastern Kentucky University’s president, Doug Whitlock, throughout ECU’s 22-county service region to gauge needs for programs and services; 2) analyses of 2007, 2008, and (where available) 2009 Comprehensive Economic Development Strategy reports (which contained the results of needs assessments) filed by the four Area Development Districts, which include service area counties within ECU’s 22-county service region (Bluegrass Area Development District, Cumberland Valley Area Development District, Kentucky River Area Development District, and Lake Cumberland Area Development District; 3) input from the members of ECU’s Regional Stewardship Advisory Committee; and 4) five Community Needs Assessment Forums covering all 22 counties within ECU’s service region (the first conducted in Somerset, KY for community members of Laurel, McCreary, Pulaski and Wayne counties; the second conducted in Stanford, KY for the community members of Boyle, Casey, Garrard, Lincoln and Rockcastle counties; the third conducted in Hazard, KY for the community members of Harlan, Leslie and Perry counties; the fourth conducted in Irvine, KY for the community members of Estill, Jackson, Lee, Madison, Owsley and Powell counties; and the fifth conducted in Pineville, KY for the community members of Bell, Clay, Knox and Whitley counties).

The regional needs fall into five categories and are summarized as follows:¹

1. School and Community Health, Wellness and Safety.
 - Create equal and greater access to health related services
 - Develop and promote programs addressing healthier lifestyles
 - Develop program to obtain maximum use of school/ church indoor recreational facilities
 - Develop anti-smoking programs
 - Improve health education programs for all public school systems
 - Evils-of-drugs awareness programs
 - Evils-of-smoking awareness programs
 - Increase emphasis on preventive health maintenance activities

¹ Only categories within the purview of the Kentucky Regional Stewardship Program have been included here.

- Assist in the development of medical surveys for clusters of cancers, diabetes and cardiac related diseases to determine patterns of diseases
 - Expand and improve educational, early diagnostic and preventive health care programs
 - Promote education on good nutrition
 - Increase levels of physical activity
 - Encourage development of community centers that promote health, fitness and quality of life improvements
 - Promote reduction of heart disease (deaths due to significantly higher than state average)
 - Promote programs dealing with the health needs of a demographically-aging population (in the Aging Services area, the need for services is usually three times greater than the services that are actually provided)
 - Provide an array of community based services for elders in order to prevent institutionalizing them
 - Support substance abuse prevention and recovery programs
 - Promote the continued improvement and development of emergency services
 - Expand programs to eliminate spouse and child abuse
 - Enhance the safety of the citizens of the area
 - Provide healthcare at schools
 - Eliminate “turfism” in the provision of healthcare services
- Create new cultural awareness of “wellness”

2. Education.

- Create equal and greater access to educational opportunities
 - Pursue a program to improve school attendance throughout the county school systems
 - Strengthen child and adult literacy programs
 - Bridge education gap through remediation at elementary, middle and high school levels
 - Promote new methods/ideas for improving middle school age children’s education attainment for greater success in secondary education
 - Increase high school graduation rates
 - Enhance procedures for greater involvement of parents within dropout prevention program
 - Provide more training opportunities for students who wish to obtain a skill rather than continue their education in a post-secondary institution
 - Provide apprenticeship programs
 - Provide early childhood training and development
 - Provide educational opportunities for area adults

- Improve health education programs for all public school systems
- Increase postsecondary education programs through satellite opportunities
- Develop a regional educational program on the importance of the environment to make young people more aware of the critical nature of this issue
- Develop evils-of-drugs and tobacco awareness education programs
- Develop nutrition education programs
- Develop a regional educational program on solid waste emphasizing the cost of uncontrolled littering and illegal dumping
- Present postsecondary education as opportunities for our youth
 - Promote message of tie between degree attainment and increased income
- Steer our kids in the right direction
 - Increase the expectations of both students and their parents
- Increase dual credit offerings
- Tie P-16 education to economic development
- Have EKV tap into local, community resources
 - Increase the roles of P-16 councils
- Create community awareness of local, community resources
- Increase community, including parental, involvement with schools
- Provide services to autistic children and those with other special needs
- Facilitate civic engagement among students through partnerships
- Create greater utilization of area high school facilities
- Eliminate needs for remediation at postsecondary level
- Create perception of value of education through increased involvement of community
- Increase career and personal counseling
- Create seamlessness among three P-12 levels
- Postsecondary institutions meeting needs on non-traditional students
- Teach entrepreneurship in the schools
- Improve continuing education training for teachers
- Improve quality of school boards through grassroots leadership development
- Create more vocational training opportunities

3. Economic, including Workforce, Development.

- Escalate and improve upon efforts to fully develop potential agribusiness
- Promote development of an educated, well-trained workforce
 - Provide employment opportunities for the dislocated worker, with proper training of new skills needed for a diversified economy
 - Develop employability skills training on how to get and keep a job

- Ensure that 95% of graduating seniors take the Workkeys Test, with a goal of 70% obtaining the Kentucky Employment Certificate by the year 2011
- Provide targeted training to meet employer needs
- Establish a true paradigm whereby employer needs truly drive workforce development
- Provide administrative workforce development assistance to local government bodies
 - Determine the most significant management/ educational needs of local government officials and personnel
 - Train local officials in financial management, personnel administration and general management
 - Promote and encourage leadership training for all major elected officials
 - Train local officials in computer literacy and applications
 - Provide and attend relevant educational workshop seminars to enhance the capacity of the Area Development District Public Administration Specialist to perform a full range of management assistance functions
- Create a healthier workforce
 - Improve overall workforce health
 - Support substance abuse prevention and recovery programs to promote retention of workforce
- Create atmosphere that promotes local, homegrown businesses
 - Eliminate lack of entrepreneurs
 - Teach entrepreneurship in the schools
 - Create support for local businesses
 - Provide entrepreneurship development
 - Encourage cooperation and coordination between economic and community development groups and individuals to facilitate development and expansion of area businesses, communities, and business infrastructure
 - Attract capital for entrepreneurial development
- Create broadband connectivity
- Create Chambers of Commerce
- Create more vocational and technical training opportunities
- Improve industrial base with higher-wage employment opportunities

4. Environment.

- Improve land use practices to better control erosion from areas of strip mining, agriculture, cut over forest lands, road and highway construction and prevent pollution and sedimentation of our rivers and lakes
 - Encourage improved post mine usage and to find better ways of utilizing post mined land
- Improve planning (reduce sprawl occurring in a relatively haphazard manner)
- Develop “green” initiatives (i.e. recycling; elimination of illegal dumps)

5. Better Government.

- Promote civic engagement
 - Provide training on civic responsibilities to out-of-school adults through the media, civic organizations, chambers of commerce, social educational and religious groups
- Improve coordination of area organizations and governments
 - Develop more programs on a coordinated, regional basis (with less “turfism”)
 - Enhance leadership
- Fulfill need for a regional comprehensive catalog of human resources services
- Enhance improvements to the current system of social services and community facilities
 - Provide more youth community centers and activities
 - Improve health education programs for all public school systems
 - Expand programs to eliminate spouse and child abuse
 - Support and, where possible, expand the current Area Aging Services Program
 - In the Aging Services area, the need for services is usually three times greater than the services that are actually provided
 - Provide an array of community based services for elders in order to prevent institutionalizing them
 - With nursing homes being full, prevention is the key to a better lifestyle for the elderly (60+) population; problems can be thwarted through more preventive measures such as proper diet and early diagnosis of illness

Section III

EKU Capacity Building through Expansion of Education Extension Agent Program

Eastern Kentucky University has conducted a pilot Education Extension Agent program in partnership with the Madison County School District. The program has been designed to: increase attendance; provide intervention through remediation efforts at the elementary, middle school, and high school levels; address literacy issues; increase STEM achievement; increase retention; create cultural enrichment opportunities; increase student civic engagement; and increase the inclination of high school seniors to apply to and attend 2- and 4-year postsecondary institutions.

Toward those ends since the inception of the 2008-09 school year, after first working to understand the sense of "place" relating to the economics and education structure of the community so that people and resources might be identified and utilized efficiently, and facilitating partnerships between the ECU campus and the P-12 education systems in Madison County, ECU's Madison County Education Extension Agent has coordinated the following undertakings:

- Dual Credit: two classes are being offered to Madison County students as of Fall 2008.
- Literacy Assistance: various individuals on the ECU campus who are involved in literacy work have been identified. Meetings between these individuals and Madison County staff have been facilitated. Literacy enhancement groups are now developing and implementing their initiatives.
- Volunteer/Mentoring: a meeting with the Madison County Achievement Center Staff has been facilitated to determine mentoring needs for middle and high school students. Assistance has been provided in the following areas: a planning effort to establish a volunteer process and procedure for the school district; work between the ECU's College of Education and the school district to pilot a field-based mentoring project at Madison Middle School beginning Fall 2008; and a sports medicine-meeting was facilitated

between the ECU/ Berea College sports medicine faculties, and the school district's and Model Laboratory School's middle and high school athletic directors and principals to discuss process and procedure for use of athletic trainers and students studying to become athletic trainers within the schools.

- Madison County Student Leadership: an initial discussion has been facilitated between ECU and the school district to discuss how college students and high school students could plan and work together in various capacities.
- Community Arts Opportunities: a tour and meeting was arranged between the Richmond Area Arts Council Director and the newly employed Achievement Center staff so that they could understand the existing arts education partnership that currently exists and continue to build upon the present success of various programs now operating.
- Alternative School Vision Implementation: meetings were facilitated between the new principal and individuals both at ECU and the YMCA to enable him to implement a fitness and recreation program for his students and staff.

In addition, ECU's Madison County Education Extension Agent is presently exploring the possibility of planning and implementing a major place-based learning project within Madison County.

It is proposed that ECU's successful pilot Education Extension Agent program presently being conducted in Madison county be expanded in two ways: 1) to cover all 22 counties located in ECU's service region; and 2) to expand the role of the Education Extension Agent so that the Extension Agent would coordinate programs, projects, and the delivery of certain social and community services in all five of the areas for which Kentucky's Regional Stewardship Program has been created. This would be accomplished through the creation of an Eastern Kentucky University Center for Education Extension Services which would help rural schools, communities, and 2- and 4-year postsecondary institutions located within ECU's service region build capacity together by:

- | | | |
|----------------------------------|------------------------------|----------------------------------|
| • investing trust | • being good stewards | • giving back |
| • making connections | • facilitating change | • engaging in life-long learning |
| • recognizing value of education | • solving problems | • gaining knowledge |
| • revering place | • believing in possibilities | • building on success |
| • creating relevance | • deploying strengths | • celebrating diversity |
| • sharing resources | • achieving greatness | • realizing potential |
| • nurturing aspirations | • seizing opportunities | • encouraging growth |
| | • growing their own | |

- preserving culture
- embracing native ability

Eastern Kentucky University, recognizing the importance of education to the economic and social vitality of communities, renews its commitment to its 22-county service region and aims to re-establish the importance of place in learning and leading. Much as cooperative extension services were formed years ago in response to needs in an agricultural-based economy, this initiative responds to the knowledge-based economy of 21st century Kentucky with the proposed creation of the Center for Education Extension Services. The Center's foundation, which draws upon the work of some of the nation's leading rural education consultants, proposes that EKU's faculty and staff become engaged with the schools and communities of its service region in new ways—aiming to help simultaneously to revitalize *both*. By supporting schools in giving “concerted curricular and pedagogical attention to place—the immediate locality—schools can contribute to rebuilding community in rural America on an educational foundation Vital, self-governing communities . . . represent the greatest hope for American democracy and turn the cultivation of civic virtue into an educational goal every bit as important as education for success in the economic market.” (Theobald, 1997)

Based on research that links: community vigor with educational attainment (The Rural School and Community Trust, 2006); student engagement with enrollment in higher education; and adequate support systems with a community's perception of the value of higher education, EKU has crafted a plan for community outreach, empowerment and specialized services adapted from the *agricultural* extension agent model and informed by current thinking in the field of rural education.

EKU's Center for Education Extension Services, building on the school-community partnership, adds the power of an engaged institution of higher education to the formula to support community-based initiatives (The Rural School and Community Trust, 2003). The Center would employ Education Extension Agents, sited in each county, who would coordinate services, provide education and resources, collect data, and respond to needs. The guiding philosophy of their work would encompass the belief in the importance of place, culture and resident (local, community, and sub-regional) resources. It is envisioned that the Center would reside in EKU's College of Education, with seven additional Education Extension Agents to be hired, with each to be assigned a 3-county sub-region.

A selection of core services, initial examples of which are detailed Section IV below, would be implemented in each county. These services would be designed in response to the ‘five essential strategies’ identified by CPE to *double the numbers*. Other programs, services and initiatives would be tailored to each county on an as-needed basis and driven by community- expressed priorities.

Education Extension Agents would link stakeholders with specialized opportunities, rooted in the concepts of place-based learning and place-conscious capacity building, and shown to increase educational attainment, engagement in learning and community investment. Recognizing that each community has much of the knowledge and means already residing within its boundaries,

agents would work to help communities organize, engage and think in new ways about the rich resources and services that already exist in the ECU's 22-county service region.

Dynamic partnerships between the community stakeholders and the eight area public and independent colleges and universities, as well as the community college and adult education infrastructure, would be fostered.

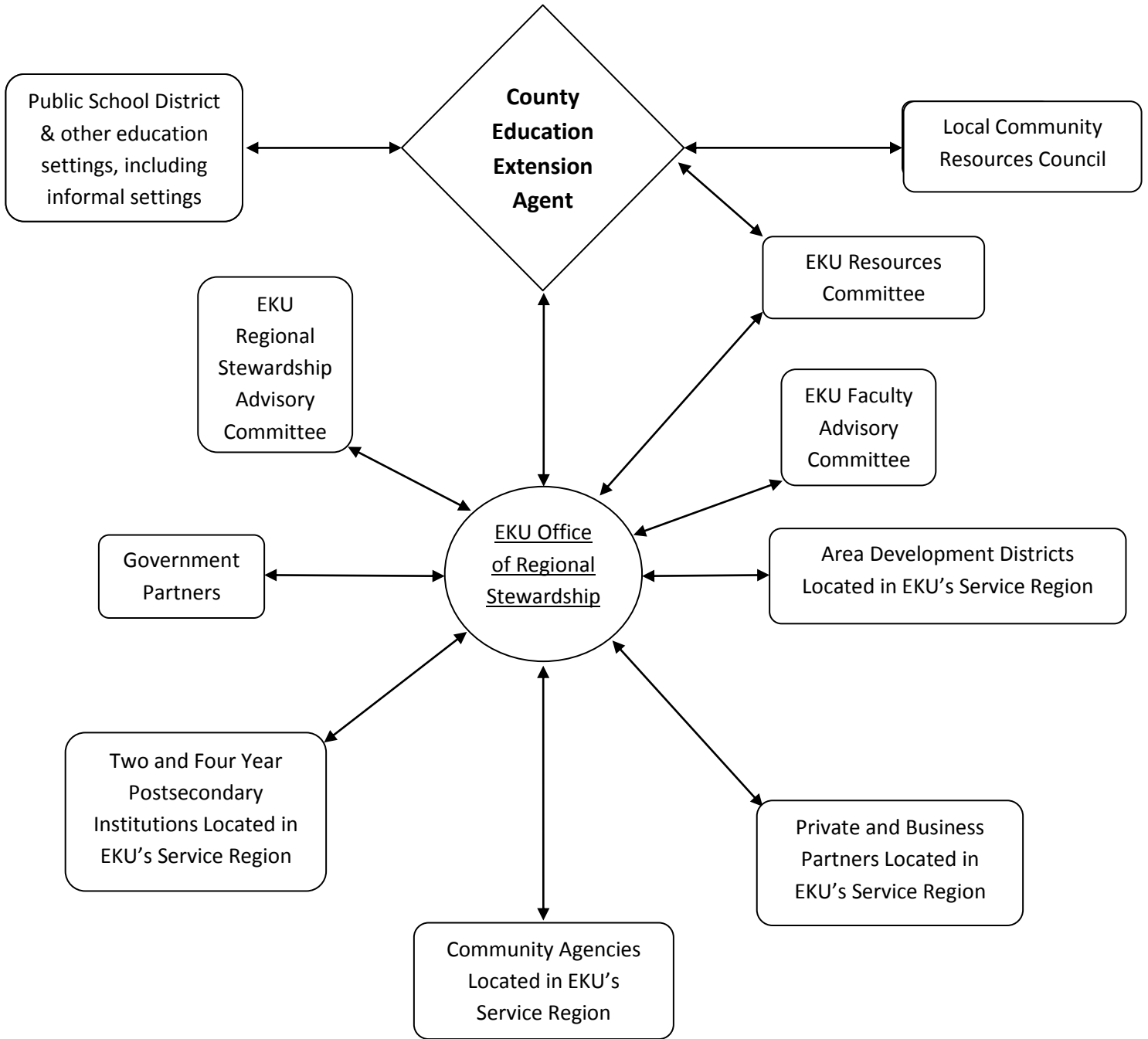
Structures designed to build efficiency and encourage authentic communication have been incorporated into the foundation of this concept. Teams of decision-makers and resource managers will be formed to guide and support the Education Extension Agents in their work. As has been mentioned, this concept is built on a belief in the importance of place, culture and resident resources. Therefore, each community will be asked to identify essential personnel to serve in a local advisory capacity to the initiative. Included would be personnel from such fields as county and city government, school district, SBDM, community action teams, family resource centers, healthcare and health education personnel, GEAR-UP, chamber of commerce, public health, social work, cooperative extension agents, county adult education programs, public safety, and other community leaders.

Likewise, a higher education resource committee would be formed at ECU to support and guide the work of the Education Extension Agents and to respond to community identified needs. This committee would identify university resources available to meet community-identified needs and would be comprised of representatives from the university's faculty regional stewardship and service learning committees, as well as a full complement of representatives from colleges, administrative units and student service representatives.

To further support the service delivery and coordination efforts of ECU's Education Extension Agents throughout ECU's 22 county service region, ECU's Office of Regional Stewardship would coordinate the provision of resources to the Extension Agents from: ECU's Regional Stewardship Advisory Committee; ECU's Regional Stewardship Faculty Advisory Committee; the 2- and 4-year postsecondary institutions located within ECU's service region; the Area Development Districts located within the service region; the community agencies, including Community Action and Cooperative Extension Agencies located within the service region; government entities and agencies; and private businesses.

A diagram synthesizing how resources would be coordinated to, and through, ECU's Education Extension Agents follows.

**Education Extension Agent Support Network
and
Resource Flow Chart**



Section IV

Services and Programs to Be Provided through ECU Capacity Building, and to Be Coordinated through Education Extension Agents

Through capacity building at Eastern Kentucky University, it is proposed that the following services and programs be provided to begin to address a number of the regional needs summarized above. Delivery of these services and programs would be coordinated through ECU's Education Extension Agents, and would be offered—wherever possible—on site at school locations within the service region.

1. School and Community Health, Wellness, and Safety.

“Movement in the Classroom” Program

Objective:

The program's objective is to have elementary school teachers devote 30 minutes of class time per day to involve students in physical activities in order to increase student health and physical fitness without decreasing academic achievement levels.²

Community Needs Addressed:

Create equal and greater access to health related services; develop and promote programs addressing healthier lifestyles; develop program to obtain maximum use of school/ church indoor recreational facilities; improve health education programs for all public school systems; increase emphasis on preventive health maintenance activities; create new cultural awareness of “wellness;” increase levels of physical activity.

² A program similar in nature to the one proposed has recently: been recommended for all Kentucky elementary school children by Kentucky Youth Advocates as part of its 2009 Blueprint for Kentucky's Youth Agenda (http://www.blueprintky.org/documents/08pub_09BlueprintAgenda.pdf) ; been adopted by the Fayette County School District.

Method:

Professional development workshops would be conducted in the service region for teachers to learn the movement in the classroom curriculum. Workshops would be conducted by a team of experts including faculty from the Department of Exercise and Sport Science at ECU (part of ECU's College of Health Sciences). Buy-in for the program would first have to come from school principals, with the "buy-in" being coordinated through ECU's Education Extension Agents. To encourage schools' participation, ECU would provide an equipment grant to schools who participate. The equipment grant would provide mats, therabands, pedometers, a FITNESSGRAM Test Kit, etc. as well as the movement in the classroom curriculum book for all students.

Metrics of Success:

Outputs: number of ECU faculty providing professional development workshops, and number of workshops provided.

Outcomes: number of school districts participating; number of teachers attending professional development workshops; and fitness and academic outcomes for students receiving the 30 minutes of physical activities in class per day (Note: Schools would be required to provide the following data to the workshop leaders: 1) pre- and post-program pedometer-derived daily step counts for both experimental [students who participated in the movement in the classroom program] and control [any students who did not participate in the movement in the classroom program] groups for a defined period); 2) pre- and post-program BMI data for the experimental and control groups; 3) pre- and post-program FITNESSGRAM Test data for all students who participated in the movement in the classroom program; and 4) mean test scores on any academic disciplinary subject immediately following the testing period for both experimental and control groups); follow-on funding (cash and in-kind).

"Colonel Caravan" Health, Wellness, and Fitness Fairs

Objective:

Promote and increase awareness of elements of, and activities contributing to, health, wellness, and fitness within our communities.

Community Needs Addressed:

Develop and promote programs addressing healthier lifestyles; develop program to obtain maximum use of school/ church indoor recreational facilities; improve health education programs for all public school systems; increase emphasis on preventive health maintenance activities; encourage development of community centers that promote health, fitness and quality of life improvements; support substance abuse prevention; create new cultural awareness of "wellness;" increase levels of physical activity.

Method:

Through community fairs directed primarily toward middle school students, their families and teachers, ECU coaches, trainers, staff members of ECU's Athletic Department, and student-athletes would promote education in the areas of wellness (including nutrition) and fitness, and teach skills in sports, physical fitness, and strength training.³

Metrics of Success:

Outputs: numbers of community health, wellness, and fitness fairs conducted; number of ECU coaches, trainers, staff members of ECU's Athletic Department, and student-athletes participating in community fairs.

Outcomes: number of community members attending health, wellness, and fitness fairs conducted; based upon follow-up surveys, number of community members stating that their life style has changed based upon attendance at community fair; follow-on funding (cash and in-kind).

Alzheimer's Patients Activities and Family Respite Program

Objective:

Increase the number of elderly persons with Alzheimer's Disease, families of Alzheimer's patients, and service region counties presently being served by the ECU Department of Occupational Therapy (part of ECU's College of Health Sciences) project called "The Place to Be." (Note: presently "The Place to Be" is a weekly activity group, conducted only nine months per year, for Alzheimer's patients, with respite for the family who is caring for the patient in his home so that the family members may have time to complete errands or time away from care giving.)

Community Needs Addressed:

Promote programs dealing with the health needs of a demographically-aging population (in the Aging Services area, the need for services is usually three times greater than the services that are actually provided); provide an array of community based services for elders in order to prevent institutionalizing them.

Method:

Increase group activities (examples are: reminiscing; cooking; self care to increase independence; and social participation) to twice per week, on a year around basis (so as to create continuity of care), and extend "The Place to Be" project into other counties within ECU's

³ Due to recruiting constraints imposed on universities by the NCAA, these fairs cannot be directed towards high school students.

service region, by utilizing additional Department of Occupational Therapy faculty and creating a service learning project for Occupational Therapy students.

Metrics of Success:

Outputs: number of ECU Department of Occupational Therapy faculty members participating in “The Place to Be” project; number of ECU service learning students participating in “The Place to Be” project.

Outcomes: number of days per week “The Place to Be” program is offered; number of months per year “The Place to Be” program is offered; number of counties within service region “The Place to Be” program is offered; number of Alzheimer patients participating in “The Place to Be” program; number of families of Alzheimer patients receiving respite from care responsibilities; number of Alzheimer patients deemed to have increased independence through self-care activities; follow-on funding (cash and in-kind).

Emergency Health Care through CPR Training Program

Objective:

Increase the number of community members (including students) and professionals capable of applying one-man adult CPR using American Heart Association standards.

Community Needs Addressed:

Create equal and greater access to health related services; improve health education programs for all public school systems; promote the continued improvement and development of emergency services.

Method:

In four-hour increments utilizing one College of Justice and Safety instructor (or a College of Justice and Safety student who has been certified as a CPR Trainer through participation in a College of Justice and Safety service learning project) per group of six trainee participants train community members (including students) and professionals in applying one-man adult CPR using American Heart Association standards.

Metrics of Success:

Outputs: number of College of Justice and Safety instructors participating in program; number of College of Justice and Safety students who have been certified as CPR Trainers through a College of Justice and Safety service learning project participating in program.

Outcomes: number of counties within service region the Emergency Health Care through CPR Training Program is offered; number of community members (including students) and professionals trained and certified as capable of applying one-man adult CPR using American

Heart Association standards; number of community members receiving CPR from community members (including students) or professionals trained through the program; follow-on funding (cash and in-kind).

Critical Care First Aid for Schools and Communities

Objective:

Teach community members (including students) critical care techniques (including immobilization, bleeding control, splinting, airway management, trauma care, electrocardiogram, and emergency care in general) that can be mastered easily and yet potentially save lives.

Community Needs Addressed:

Create equal and greater access to health related services; improve health education programs for all public school systems; promote the continued improvement and development of emergency services.

Method:

In one hour increments per critical care topic, utilizing one College of Justice and Safety instructor (or a College of Justice and Safety student who has been certified as a Critical Care Trainer through participation in a College of Justice and Safety service learning project), train community members (including students) to administer critical care first aid.

Metrics of Success:

Outputs: number of College of Justice and Safety instructors participating in program; number of College of Justice and Safety students who have been certified as Critical Care Trainers through a College of Justice and Safety service learning project participating in program.

Outcomes: number of counties within service region the Critical Care First Aid for Schools and Communities Training Program is offered; number of community members (including students) receiving training in administering critical care first aid; number of community members receiving critical care first aid from community members (including students) trained through the Program; follow-on funding (cash and in-kind).

Domestic Violence Training Program

Objective:

Provide domestic violence intervention training (or train the trainer training) to local law enforcement officials and community members, for purposes of developing capacity to intervene in and lower incidents of spousal and child abuse.

Community Needs Addressed:

Expand programs to eliminate spouse and child abuse; enhance the safety of the citizens of the area.

Method:

In 2 to 4 hour sessions directed to 20 or fewer persons faculty from the Department of Criminal Justice and Police Studies ECU's College of Justice and Safety, with support from that college's graduate students, will provide instruction and training addressing issues of domestic violence and prevention.

Metrics of Success:

Outputs: number of College of Justice and Safety instructors participating in program; number of College of Justice and Safety graduate students participating in program.

Outcomes: number of local law enforcement officials and community member participating in program; decrease in number of incidents of domestic violence (spousal or child abuse) reported; follow-on funding (cash and in-kind).

Industrial and Environmental Safety Program

Objective:

Develop local capacity to: manage or reduce injuries to workers, workers compensation claims, workers compensation premiums, and OSHA citations; and increase profit margins by controlling losses.

Community Needs Addressed:

Enhance the safety of the citizens of the area.

Method:

Over a three-day period per site involved, faculty member from the Department of Safety, Security, and Emergency Management ("SEM," part of the College of Justice and Safety) goes on site and assesses current loss record (i.e. OSHA recordables, EPA violations), and conducts a physical assessment of the site for hazards of operation, analyses the data collected and develops recommendations and counter measure, and presents findings and recommendations.

Metrics of Success:

Outputs: number of SEM faculty members participating in the Industrial and Environmental Safety Program.

Outcomes: number of safety/risk assessments conducted; percentage of counter-measures and recommendations acted upon by participating industries or municipalities within service region; extent to which injuries to workers, workers compensation claims, workers compensation premiums, and OSHA citations are reduced; follow-on funding (cash and in-kind).

OSHA 10 Hour General Industry Safety Training Program

Objective:

Train local industry and school personnel in how to lessen on-the-job and on-site OSHA risks, including those relating to work with, and storage of, hazardous materials, thereby creating a safer environment in the workplace and at school locations.

Community Needs Addressed:

Enhance the safety of the citizens of the area.

Method: The Workforce Education faculty of EKU's Continuing Education and Outreach Unit would provide ten hours of instruction (the scheduling of which can be customized to meet local needs) to groups not exceeding thirty in number; training would be appropriate for (among others) school district maintenance personnel, custodians, teachers/assistants dealing with any hazardous materials, and administrators supervising those areas. Upon successful completion of the course, participants would be issued the OSHA 10 hour card for their training records. The course can be customized to deal with local concerns and topics.

Metrics of Success:

Outputs: number of Workforce Education faculty giving program courses; number of program courses offered.

Outcomes: number of participants receiving OSHA 10 hour cards; reduction of number of OSHA-related incidents and OSHA citations; follow-on funding (cash and in-kind).

2. Education.

Expansion of Education Extension Agent Program

Objective:

See Section III above.

Community Needs Addressed:

Create equal and greater access to educational opportunities; pursue a program to improve school attendance throughout the county school systems; strengthen child and adult literacy programs; bridge education gap through remediation at elementary, middle and high school

levels; promote new methods/ideas for improving middle school age children's education attainment for greater success in secondary education; increase high school graduation rates; present postsecondary education as opportunities for our youth; promote message of tie between degree attainment and increased income; steer our kids in the right direction; increase the expectations of both students and their parents; increase dual credit offerings; have ECU tap into local, community resources; create community awareness of local, community resources; increase the roles of P-16 councils; increase community, including parental, involvement with schools; facilitate civic engagement among students through partnerships; create greater utilization of area high school facilities; promote civic engagement; improve coordination of area organizations and governments; develop more programs on a coordinated, regional basis (with less "turfism"); enhance leadership; fulfill need for a regional comprehensive catalog of human resources services; enhance improvements to the current system of social services; eliminate the needs for remediation at the postsecondary institution level; create perception of value of education through increased involvement of community; increase career and personal counseling; create seamlessness among three P-12 levels.

Method:

See Section III above.

Metrics of Success:

Outputs: increased number of Education Extension Agents working within ECU's 22 county service region; increased number of ECU faculty, staff and students working and collaborating with ECU's Education Extension Agents.

Outcomes: number of partnerships participated in or coordinated by Education Extension Agents; number of programs or projects participated in or coordinated by Education Extension Agents; increases in school attendance rates; decrease in school drop-out rates; increase in interventions for remediation at elementary, middle, and high school levels; increase in school achievement levels; increase in graduation rates; increase in volunteer and mentoring opportunities and activities; increase in dual credit offerings; increase in number of high school students applying to and attending 2- and 4-year postsecondary institutions; increase in number of students attaining associates degrees; increase in number of students attaining bachelor degrees; follow-on funding (cash and in-kind).

Transitions Services for the Mildly Disabled Program

Objective:

Expand ECU's program presently offered to high school juniors and seniors with mild disabilities to transition them to attend a postsecondary school following high school graduation

by ECU's Office of Services for Individuals with Disabilities (OSID). The expansion of the program envisions that OSID would start with mildly disabled students when they are in eighth grade and continuing to provide them with transition services throughout high school so that they will enroll and succeed in curricular courses that will enable them to graduate, and be admitted to and then attend postsecondary school.

Community Needs Addressed:

Create equal and greater access to educational opportunities; pursue a program to improve school attendance throughout the county school systems; bridge education gap through remediation at elementary, middle and high school levels; promote new methods/ideas for improving middle school age children's education attainment for greater success in secondary education; increase high school graduation rates; present postsecondary education as opportunities for our youth; promote message of tie between degree attainment and increased income; steer our kids in the right direction; provide services to autistic children and those with other special needs.

Method:

Screen and track students with mild disabilities from eighth grade through high school, intervening to help them determine their life goals, and assisting them in setting up high-school curricula that prepare them for their post-secondary choices. Work with school districts and ECU's Education Extension Agents to provide intervention when necessary to assure success in courses and retention throughout high school.

Metrics of Success:

Outputs: number of transition services offered to mildly disabled students from eighth grade throughout high school years.

Outcomes: number of constituents with mild disabilities (eighth grade and high school students) contacted; number of constituents with mild disabilities to whom transition services are offered; number of constituents with mild disabilities retained; number of constituents with mild disabilities graduated; number of constituents with mild disabilities enrolling in post-secondary schools; number of constituents with mild disabilities entering the workforce; follow-on funding (cash and in-kind).

Dual Credit Program Expansion to ECU Regional Campuses

Objective:

Expand ECU's dual credit program (through which high school coursework is aligned with first year college coursework, and high school students concurrently receive both high school and college credits for a college course taken on an ECU campus, via the Internet, or through an ITV offering) so that dual credit courses are offered on more than ECU's Danville and Richmond, and to more than Boyle county, Lincoln county, and Madison county school district students.

The College of Education will continue to pilot the Lincoln County Dual Credit Program and will provide technical support to the University as it plans to extend such programs to each ECU campus.

Community Needs Addressed:

Create equal and greater access to educational opportunities; pursue a program to improve school attendance throughout the county school systems; strengthen child and adult literacy programs; bridge education gap through remediation at high school levels; increase high school graduation rates; increase postsecondary education programs through satellite opportunities; present postsecondary education as opportunities for our youth; promote message of tie between degree attainment and increased income; steer our kids in the right direction; increase dual credit offerings; tie P-16 education to economic development; promote development of an educated, well-trained workforce.

Method:

Through the collaborative efforts of ECU's Colleges of Education, and Arts and Sciences: offer dual credit courses at additional ECU regional campuses and at ECU regional centers; and offer dual credit courses over the Internet and via ITV.

Metrics of Success:

Outputs: number of ECU regional campus and centers at which dual credit courses are offered; number of dual credit courses offered via Internet or ITV; number of dual credit courses offered.

Outcomes: number of school districts through which dual credit courses are offered; number of students in service region taking and passing dual credit courses; number of students within service region graduating from college in four years.

Student Alumni Postsecondary Recruitment Pilot Program

Objective:

Increase the awareness of high school students and parents of high school students with respect to: postsecondary education opportunities and entrance requirements; financial aid and scholarship availability; and availability of assistance with transition to postsecondary education. Increase the number of high school students who see postsecondary education as being an opportunity they can pursue.

Community Needs Addressed:

Create equal and greater access to educational opportunities; pursue a program to improve school attendance throughout the county school systems; increase high school graduation rates; present postsecondary education as opportunities for our youth; promote message of tie between degree attainment and increased income; steer our kids in the right direction; tie P-16 education to economic development; promote development of an educated, well-trained workforce.

Method:

On a pilot basis (utilizing eight high schools in the service region), ECU's College of Education would: place informational computer kiosks in high schools; and assign to each high school a student worker who was a full-time student of ECU and who graduated from that high school. The student would make ten trips per semester to the high school during the academic year to meet with his or her high school contemporaries and provide first-hand accounts about his or her college experience.

Metrics of Success:

Outputs: number of occasions on which kiosk-located, computerized information regarding education opportunities and entrance requirements, financial aid and scholarship availability, and availability of assistance with transition to postsecondary education was accessed by high school students; number meetings held between student alumni and high school students.

Outcomes: increase in number of students at pilot high schools attending postsecondary schools; follow-on funding (cash and in-kind).

Providing the Services of ECU's Cooperative Education Program Students to Education Extension Agents and Communities

Objective:

Utilize ECU's Cooperative Education Program (Co-op) students to publicize services being offered by and coordinating through ECU's Education Extension Agents. Have ECU Co-op students serve as ambassadors and mentors to the high school students in the service region.

Community Needs Addressed:

See community needs addressed by Education Extension Agents, above (as the address of those needs by the Education Extension Agents will be facilitated by the ECU Co-op students); encourage development of community centers that promote quality of life improvements; facilitate civic engagement among students through partnerships; create greater utilization of area high school facilities; promote civic engagement; provide training on civic responsibilities to out-of-school adults.

Method:

Have one Co-op student travel back to his or her former high school each Friday to person a kiosk at which information on each service offered by or coordinated through the county's Education Extension Agent will be available.

Metrics of Success:

Outputs: number of ECU Co-op students, replete with kiosks and community services information, employed in service area high schools.

Outcomes: number of people seeking information on available community services offered by or coordinated through Education Extension Agents; increase in number of people accessing community services; follow-on funding (cash and in-kind).

Creating Cooperative Education Programs for High School Students

Objective:

Create, for school districts that do not presently have them, cooperative education (co-op) programs, which enable high school students to expand their learning opportunities by an alternation of classroom study with paid, discipline and career-related work experiences. Through these experiences, students receive a realistic test of career interests and aptitudes, gain an understanding about the realities of work, and learn many things about people, practices and technology that can best be comprehended in a real-time work environment. The co-op program is an innovative instructional method that encourages learning and supplements the overall education experience for students. The program uses the world beyond the high school as a laboratory in which students can integrate classroom study with practice, resulting in an enriched education.

Community Needs Addressed:

Create equal and greater access to educational opportunities; pursue a program to improve school attendance throughout the county school systems; increase high school graduation rates; provide more training opportunities for students who wish to obtain a skill rather than continue their education in a post-secondary institution; provide apprenticeship programs; promote development of an educated, well-trained workforce; develop employability skills training on how to get and keep a job; provide targeted training to meet employer needs; establish a true paradigm whereby employer needs truly drive workforce development.

Method:

ECU's Cooperative Education Office staff can be instrumental in serving the region in offering its services in the development of programs in high schools not currently offering co-op

programs. The Director, Associate Director and Career Counselor of EKU's Cooperative Education Office will meet with the appropriate school officials and local employers in the development of a viable co-op program. After the development of the programs, the Office staff can serve as a resource to the high schools. Not only will this benefit the local high schools, but it will also benefit EKU. These endeavors would provide future opportunities for EKU Co-op students. EKU Co-op students could serve as ambassadors and mentors to the high school students. In addition, there may be local co-op employment opportunities for not only the high school students, but also for current EKU students from the service region.

Metrics of Success:

Outputs: number of meetings among service region school personnel and the Director, Associate Director and Career Counselor of EKU's Cooperative Education Office.

Outcomes: number of high school co-op programs created; number of students participating in newly created high school co-op programs; number of students (who otherwise would not have pursued postsecondary education opportunities) who gained post-high school full time employment resultant from newly created high school co-op programs.

3. Economic, including Workforce, Development.

Workforce Development through Improvement of Interpersonal Communication in the Workplace

Objective:

Increase efficiency and effectiveness of workers by increasing effective interpersonal communication in the workplace.

Community Needs Addressed:

Provide educational opportunities for area adults; promote development of an educated, well-trained workforce; provide targeted training to meet employer needs; establish a true paradigm whereby employer needs truly drive workforce development; provide administrative workforce development assistance to local government bodies; determine the most significant management/ educational needs of local government officials and personnel; train local officials in personnel administration and general management; create support for local businesses.

Method:

Faculty members from the College of Justice and Safety and the Workforce Education group in EKU's Continuing Education and Outreach Unit provide four hour courses to interested participants, including school district administrators and local and county government personnel.

Metrics of success:

Outputs: number of College of Justice and Safety and Workforce Education faculty giving program courses; number of program courses offered.

Outcomes: attendance at program courses; number of people able to complete program course successfully; follow up survey of relevance and satisfaction (to both participants and their employers); follow-on funding (cash and in-kind).

First Line Supervision Certificate Program

Objective:

Increase the core competencies (including basic and advanced supervision; motivating employees; legal issues for supervisors; time management; presentation skills; effective team building; conflict management; accident prevention; sexual harassment; coaching and workplace communication; creative problem solving; dealing with difficult people; effective communication skills; total quality management; computer skills, including basic, MS Access, MS Excel, MS PowerPoint and MS Word) of first line supervisors in industry, businesses, school districts, and local and county governments; equip supervisors with the interpersonal or “people skills” necessary to supervise others and increase overall performance of the businesses or offices in which they work. The target participant is one who has recently become a new supervisor, one who aspires to become a supervisor in the near future, or an existing first line supervisor without any formal training.

Community Needs Addressed:

Provide educational opportunities for area adults; promote development of an educated, well-trained workforce; provide targeted training to meet employer needs; establish a true paradigm whereby employer needs truly drive workforce development; provide administrative workforce development assistance to local government bodies; determine the most significant management/ educational needs of local government officials and personnel; train local officials in personnel administration and general management; train local officials in computer literacy and applications; create support for local businesses.

Method:

Workforce Education faculty from EKU’s Continuing Education and Outreach Unit provide thirty-six hour courses (which can be can be flexible in terms of how the days are scheduled) to

interested participants, including school district administrators and local and county government personnel, in classes not exceeding twenty-five persons.

Metrics of success:

Outputs: number of Workforce Education faculty giving program courses; number of program courses offered.

Outcomes: attendance at program courses; number of people able to complete program course successfully; follow up survey of relevance and satisfaction (to both participants and their employers); follow-on funding (cash and in-kind).

Entrepreneurship Training Program

Objectives:

Building upon successes previously achieved in Jackson and Madison counties, in six additional counties within the service region help prepare people interested in starting, growing, or strengthening a business; build skills in making good business decisions; implement innovative business development programs that help people become self-sufficient and give back to their communities; create jobs in the “for-profit” and “not-for-profit” sectors; advance the dissemination of entrepreneurial training programs; revitalize economic development; create awareness among entrepreneurs of the need for entrepreneurial education and training; create support for local businesses.

Community Needs Addressed:

Provide educational opportunities for area adults; create atmosphere that promotes local, homegrown businesses eliminate lack of entrepreneurs; provide entrepreneurship development; encourage cooperation and coordination between economic and community development groups and individuals to facilitate development and expansion of area businesses, communities, and business infrastructure.

Method:

Through a ten week training course to include comprehensive course material review, facilitated group discussion, networking, and business plan development, faculty from the College of Business and Technology educate the participant to ensure that decisions can be made based upon understanding of the fundamentals and processes of business startup and growth, as well as the experiences of others. The goal is to provide the necessary tools to ensure that proper planning can take place in order to increase the success rate for business startups and growth undertakings. Course content includes: the entrepreneurial mindset; the management team; legal

issues; marketing (purpose and research, analysis, penetration tactics); financial (the foundation, management tools, budgeting); operations and managing growth; and money sources. Methodology of instruction includes: providing entrepreneurs with skills to launch new ventures and grow existing businesses; partnering with recognized leaders in entrepreneurial education to disseminate training programs; teaching entrepreneurs the critical skills needed to operate and grow ventures; and facilitating networking for participants through the creation a database of graduates, publishing newsletters, and forming an internet network of participants and facilitators. Optional additional courses include: an E-Bay / Web Workshop class; and a QuickBooks Accounting class.

Metrics of Success:

Outputs: number of College of Business and Technology faculty giving program courses; number of program courses offered.

Outcomes: number of participants completing course; number of new businesses started; number of existing businesses expanded; number of new jobs created; number of businesses creating an Internet component; follow-on funding (cash and in-kind).

Expansion of Apiforestry Program

Objectives:

Increase apiforestation (the practice of reclaiming coal mine lands by planting honey bee attracting trees, shrubs, and vegetation) and the establishment of working bee yards on reclaimed coal mining sites. By working with coal companies and other regional interests to bring additional acres of mining reclamation lands into apiforestation and bee yard production, broaden the economic development programs capable of being developed within them, and expand the existing Apiforestry Program presently being conducted in Perry county by the Lost Mountain Honey Bee Project sponsored by EKV's Environmental Research Institute. Create service learning courses for both college and high schools students relating to the program, and expand community outreach and education programs in the participating communities.

Community Needs Addressed:

Escalate and improve upon efforts to fully develop potential agribusiness; for the environment, improve land use practices to better control erosion from areas of strip mining and prevent pollution and sedimentation of our rivers and lakes, and encourage improved post mine usage and to find better ways of utilizing post-mined land; create support for local businesses.

Method:

Accept additional tracts of land from mining companies that are desirous of having them reclaimed. Following apiforestation, establish working bee yards, including a queen bee production program (queen production is an underrepresented industry in the continental United States; establishing a queen production program in eastern Kentucky would enable beekeepers to

produce bees adapted to the specific conditions found in this region). Enhance rural economic development through beekeeping activities that provide eastern Kentucky communities with a wide range of economic possibilities: queen bee production (capable of providing high quality queens to commercial beekeepers throughout the nation) honey production; beeswax and cosmetic production; pollination services; and scientific research on bee genetics and overcoming bee colony collapse disorder.

Metrics of Success:

Outputs: number of Environmental Research Institute faculty, staff and students participating in the program; number of research projects undertaken through the program; number of cooperating coal companies participating; number of workshops, trainings, and outreach events offered to community audiences.

Outcomes: number of additional acres placed in apiforestation; total number of bee hives, colonies placed on reclamation sites; total honey production per season; total number of queen bees produced per season; number of community members working at apiforestry sites, bee yards; number of agribusiness commercial enterprises created; number of scholarly papers, presentations given per season; follow-on funding (cash and in-kind).

Section V

Program Budgets

Regional Stewardship Program Budgets

Expansion of Education Extension Agent Program

- \$175,000 Education Extension Agents
- 7,000 start-up expenses
- 50,000 travel expenses
- 28,000 m & o expenses

\$260,000 total

Transitions Services for the Mildly Disabled Program

- \$30,000 Transition Specialists
- 4,000 travel expenses
- 6,000 m & o expenses

\$40,000 total

Section VI

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