

The Promise

I. Introduction

Tonight my subject is entitled simply "The Promise", however it is far from a simple concept. Tonight I will talk about a movement that has "cropped up" across America in the last nine and a half years. First, we are going to take a field trip back in time, then we will be propel back to the present to find out what "the Promise" is about in our field trip cities. Then for the rest of the evening you will hear a lot of talk about improvements, transformation, economic development, and finally, impact strategies. So here we go: first step of our evening:

II. A Field Trip back in time to visit the following: (Slide needed for each city with facts)

Kalamazoo, Michigan Prior 2005

- * Population 74,634 people
- *The economic recession hit here in the early 2000s taking a toll on area employment opportunities with dramatic declines in the manufacturing sector
- *Public school enrollment is decreasing
- *No new school had been built in Kalamazoo Michigan for 40 years

El Dorado, Arkansas Prior 2006

- *Population less than 20,000
- *Murphy's Oil Corporation is the major industry
- *Local public school enrollment and graduation rates are decreasing
- *The local high school is in need of rebuilding, citizens are not in favor of raising taxes to build a new one
- *The school system is ranked in the bottom 100 of high schools in America and offers only 2 AP classes

Denver Colorado Prior 2007

- *Population 650,000 people
- *Has a diverse economy that includes manufacturing, mining, energy, telecommunications however the economy has become unstable
- *Over 70% of the public school population is on free or reduced lunch
- *College enrollment rate of the public high school students is 56%
- *Ranked 48th in the nation in college access for minorities
- *Crime rate is increasing

Pittsburg, Pennsylvania Prior 2008

- *Declining population of 305,000
- *Middle Class flight has occurred from the City to the suburbs
- *Steel industry and heavy industry has experienced heavy loss
- *Declining public school enrollment
- *High school graduation rate is 63%

Lynchburg, VA Prior 2011

- *Population had been declining, saw an uptick to 68,000 in 2010 from 64,000
- *Poverty rate is increasing
- *Manufacturing has experienced losses and is no longer a top employer
- *Public school enrollment is declining
- *Free and reduced lunch rates increasing
- *At E. C. Glass High school 62% of graduates went on to post-secondary education, at Heritage High School 53% pursued post-secondary education
- *A community wide dialog on Race and Racism is on-going, following a major community incident

III. Back to 2015...What do these Cities have in Common?

In 2015 all of these seemingly unrelated places have **one** common thread: they are **"Promise Communities"**. What does this mean? Well, it means school improvements for each of these localities, it means increasing high school graduation rates and college access, and it also means making college affordable for all.

However, in the long run it is much more than college access and school improvement it is about strengthening a communities' economic development, it's about a community growing its own work force, and it is about improving the overall quality of life for all in a community that has "The Promise". In short "The Promise" is about community transformation and empowerment. (Michelle Miller Adams 2014)

What...transformation...oh that could be risky and take forever!!

However, the type of transformation I am talking about tonight doesn't have to be risky or lengthy.

A great definition from a study by the Upjohn Institute and one that was conducted by Michelle Miller-Adams, entitled; **Promise Nation Through Place-Based Scholarships** states: "Promise communities are those that seek to transform themselves by making a long-term investment in education through placed-based scholarships. While these programs vary in their structure, they all seek to expand access to and success in higher education, deepen the college-going culture in K-12 systems and support local economic development...this place-based model has existed in other forms-at a larger scale in the form of statewide merit programs such as Georgia Hope, and at a smaller scale in the form of scholarships extended to students based at a single school or even a single grade within a school-but the notion of awarding a scholarship based on school district attendance and residency is a new idea and one that has taken hold in communities of many different types and sizes"... A few programs have targeted scholarships toward low-income or first-

generation college students. However, despite the diversity of models, virtually all Promise programs include economic development (sometimes expressed as “community vitality,” “workforce development,” or “quality of life improvements”) as one of their motivations”. (Michelle Miller-Adams 2014)

IV. The Promise in the Field Trip Communities

So did our field trip communities change their culture and create a “promise” culture that would be transformational? Well, at the end of this discussion I will let **you** make that decision. First we need to visit our communities again and see how The Promise began:

- **Kalamazoo Michigan Promise** (Slide for each)

- *Thanks to a very generous donation by anonymous donors who guaranteed for evermore that any Kalamazoo public school graduate who is enrolled in or resides in the district since kindergarten receives a scholarship covering 100% of tuition and mandatory fees at instate, postsecondary institutions (could be as high as \$40,000/\$10,000 for 4 years)

- * Scholarships are first dollar-this means that you get the amount for the above before any other student aid is granted

- * If a student has only lived in the district for 4 years and attended a Kalamazoo public school they will receive 65% of scholarship with a sliding scale in between this

- *Students must maintain a 2.0 GPA in their college courses and make progress toward a degree

- * Students can receive the Promise if they are enrolled in a public and private institution of higher learning in Michigan, as well as a short term career and technical programs offered at local community colleges

- *The Promise is good up to ten years after graduation from high school, (this suggests that the donors are seeking not just to increase college access and foster a college-going culture within the K-12 system, but also transform the place itself). (<https://www.Kalamazoopromise.com>)

- **El Dorado, Arkansas Promise**

- *In 2006 \$50 million commitment was made by The Murphy Oil Corporation to establish a Promise Program. When asked why Murphy Oil Corporation decided to fund the El Dorado Promise, Murphy’s Chairman of the Board Claiborne Deming stated, “Education is the one thing you can provide people that can permanently change their lives.”

- * It is Universal -every student who graduates and even if they “crawl down the aisle” and receives their diploma is eligible, no grade point average required for The El Dorado Promise Scholarship

- *Any student attending an El Dorado public school can receive the scholarship, they do not have to reside in El Dorado

- *First dollar scholarship given before other aid is given

*Can be used at any accredited two or four year, public or private institution of higher learning in the U.S. (it is capped at the highest annual tuition at an Arkansas public university) (eldoradopromise.com)

- **Denver Colorado Promise**

* In 2007 philanthropists Tim and Bernadette Marquez wanted to make a major gift to increase the level of college attainment among the most needy in Denver. The Marquezs joined Denver's Mayor John Hickenlooper and The School Superintendent and challenged the community to match a \$50 million pledge the Marquez's were offering

*Despite the rocky economy, the community responded to the challenge and held a special event featuring New York City Mayor Michael Bloomberg and they raised \$2.1 million for scholarships and program.

*Then a generous financial gift from Miller Coors was given, along with 6 other organizations

*DSF began in school year 2006-2007 with a pilot program establishing Future Centers(which are centers located in the schools that assist students with college access and financial assistance) in three Denver high schools, and by 2009 the program had expanded

* Today, DSF operates 16 Future Centers in the most at need high schools and it serves all other high schools with college advisors who visit regularly

*This is a need based scholarship and students who receive the Promise Scholarship must apply for 3 other scholarships so it is last dollar amount (www.denvershipscholarship.org)

- **Pittsburg Promise**

*In 2007, the City of Pittsburgh established The Pittsburgh Promise Program, a joint effort between the Promise, a 501(c)3 organization, and the Pittsburg Public Schools, they had no funding at the time!

*In January 2007 the Pittsburgh Federation of Teachers made the first contribution to The Pittsburgh Promise scholarship program. The donation by the union was to show the teachers' support for the program

*One year later, the University of Pittsburgh Medical Center (UPMC) recognized the impact of such an initiative and committed a \$100 million matching grant to support the program.

***UPMC stated, "The Pittsburgh Promise is more than an educational initiative; it is also a driver of community and economic development"**

*The Promise stated it would send all eligible public school student who graduates to trade school or college with a scholarship of up to \$40,000/or \$10,000 a year

*To receive The Pittsburg Promise a student must: Live in the City of Pittsburgh for the entire four years of high school, attend Pittsburgh Public Schools,

graduate with a cumulative, un-weighted GPA of 2.5 or better, maintain an attendance record of 90%

*Graduates must use their scholarship at an accredited college, university, or trade and technical school in Pennsylvania.

*Each student must file the FAFSA financial form, this is classified middle dollar scholarship because of this requirement. (pittsburgpromise.org)

- **Lynchburg Beacon of Hope Promise**

*Prior to 2011 the education subcommittee of the Dialogue on Race and Racism engaged in many hours of discussion on how to level the playing field in Lynchburg of “the haves and the have nots”. The desire was to decrease the gap in educational attainment for LCS’s most economically disadvantaged students, and increase educational attainment among all of Lynchburg’s students.

After two years of talking about the possibility of a promise program in Lynchburg, a committee member AND a local philanthropist “put money on the table” to make something happen besides talk!!

*The committee contracted with Laura Hamilton, (a young local dynamo known to make things happen); the committee gave her the assignment to go and investigate what would be a great promise model for Lynchburg.

*Investigation revealed that the best model for Lynchburg was a combination of Future Centers (one in each of the high schools) and a Scholarship fund to be awarded to graduates of the 2 public high schools in Lynchburg

*In 2011 the organization’s named their promise the Lynchburg Beacon of Hope, acquired 501c3 status, formed a Board of Directors, and established a MOU with the Lynchburg Public School System, thus sealing the first public-private place-based promise program of its type in the Commonwealth of Virginia. They also did not have a steady base of funding!!

*The board then set about raising funds to hire 2 FT Future Center Directors and part-time Program and Development Directors . Close to \$1 million dollars has been raised since 2011 to support 2 Future Centers and BoH scholarships. This was accomplished from community support through individuals, corporate and foundation donors

* A pilot Scholarship program was begun in Spring of 2013 when 1 BoH Scholar was selected and in the spring of 2014 when six graduates were selected each receiving a \$5000 scholarship/\$2500 for 2 years or \$5,000 spread over 4 years at a college located in Virginia

*Each BoH Scholar to this point must have a 2.3 GPA and attended for 4 years one of our 2 public high schools

*Presently Upjohn is preparing a cost estimate of a Lynchburg Promise scholarship model for first-dollar, middle and last dollar cost with key parameters being: graduation from a Lynchburg public high school, residency within the district, attendance at a public or private higher education institution in VA (trade or industry certified institutions as well).

*Scholarships being considered for grade point average of 2.3 or 2.5 with either \$5,000 to all graduates who are going to schools in VA or \$7,000 or \$8,000 if going to one of the 5 regionally accredited institutions (beaconofhopelynchburg.org)

Ok, here we are in January of 2015, some 9 and a half years after the first promise program began, so what has transformed in these Promise communities?

Remember the premise behind each of these promise programs can be summed up by this statement from Michelle Miller Wood of the Upjohn Institute:

“The anonymous donors behind the Kalamazoo Promise were seeking to change the trajectory of the community by making a transformative investment, not in infrastructure or by providing subsidies to business, but in human capital” (Michelle Miller-Wood 2014)

V. A 2015 glimpse of “The Transformation” in our Field Trip Communities

Kalamazoo Promise

- In the first five years of its existence, the Kalamazoo (Michigan) Promise saw an increase of student population in the Kalamazoo Public School of 2,450 students, or 20%
- Thirty-five percent of Promise-eligible students from the Class of 2006 had earned a bachelor’s degree by mid-2012, compared to a U.S. average of 23 percent.
- KPS students who started at four-year universities, 67 percent completed bachelor’s degrees in six years, compared to a U.S. average of 58 percent. (For white Promise students, the completion rate was 73 percent, relative to a U.S. average of 59 percent. For black Promise students, the completion rate was 51 percent, relative to a U.S. average of 38 percent.)
- The data analysis found that since the Kalamazoo Promise was announced, the percentage of KPS students attending in-state public universities almost doubled (This shift has some important economic development implications because graduates of in-state institutions are more likely to remain in that state for their career than if they left the state for college. Michelle Miller-Adams,2014)

- KPS one of the fastest-growing urban school districts in the nation and the only expanding urban district in Michigan. (show graph in Michelle's paper on growth on a slide)
- Since the Promise there has been a reduction in suspensions, an increase in credits attempted, and for African-American students a higher GPA
- Kalamazoo has built 2 new schools in the last nine and a half years

El Dorado

- Of the first class of Promise students, the 2007 EHS graduates, 27 percent graduated from college in five years or less.
- According to the Chronicle of Higher Education's latest figures, the state of Arkansas had a 19.7 percent four-year graduation rate and a 38.7 percent six-year graduation rate
- College enrollment rate increased from 65% to over 90% over 7 year period with 91% of freshmen completing their first year of college
- El Dorado residents voted to build a new state of the art high school, which has been completed
- The school system offered 2 AP classes before the Promise, 18 are offered now
- They went from the bottom 100 percentile in high schools in America to the top 100 percentile of high schools in America (eldoradopromise.com)

Pittsburg

- In five years, the City of Pittsburgh moved from a district facing the possibility of state takeover to being ranked 7th in the nation among public school systems in large U.S. cities (Great Schools Best Cities to Live and Learn 2010 report). |
- In 2010, 70% of Pittsburgh Public Schools made the federal No Child Left Behind requirements, while in 2007 only 40% did
- High school graduation rate rose from 63% to 69% in six years
- The college enrollment rate increased from 58% to 68%
- Pittsburgh has changed from an industrial city to one that harbors Technology. In its 3rd year of operation, Pittsburgh Promise supporting businesses began an intern-incubator program that took high-potential, low-income students and paid them for summer work experiences with the promise that once out of college, they would come back and support the sponsoring company. This program has been successful for dozens of students (pittsburgpromise.org)

Denver

- Over a five-year span, post-secondary enrollment has increased 29% among DPS graduates.
- The number of DPS students who enrolled in AP classes and passed AP exams increased by 50%.
- Further, the number of students taking dual enrollment and college-level courses while still in high school has tripled since 2006.
- College enrollment rate rose from 56% to 86% in five years
- College retention rate reached 79% for low income minority students(denverscholarship.org)

Lynchburg Beacon of Hope

- In 2013 after a full year of Future Centers in the high schools, Lynchburg City Schools Graduation Rate increased by 5% from May 2012- May 2013
- During College Application Week in November 2013, 1200 college applications were submitted by senior class of 580, in College Week 2014 this rate increased by 30%
- In 2013-2014 school year there was a 20% increase in FAFSA completion for LCS seniors over prior years, among seniors and families at both LCS High Schools
- Increase of 30 % of student taking the SAT for the first time, E. C. Glass was depleted of fee waivers.
- In 2014 school year free SAT Prep classes were offer, more than _____ students have taken advantage of this
- LCS application and enrollment at Central Virginia Community College increased by 9% from 2012-2013
- More than 1800 middle and high school students, and families were served through the Future Centers, over 40-50 students utilize the Future Centers daily
- Early College Partnership launched through CVCC and LCS in Fall 2013
- STEMH Academy opened Fall 2013, Dual-Enrollment Program through CVCC-Lynchburg College began, and in 2013 The LEAP Program began at Randolph College
- More economically-disadvantaged students have registered for college entrance exams (with fee waivers) than in 2011-12 combined

VI. So now I am sure that you may be asking yourself (if I have not put you to sleep at this point) what is the connection between educational attainment and economic growth, and a stronger urban core?

According to Jeff Thredgold, an economist, and a Michigan-based consultant, writing shortly after the Kalamazoo Promise was announced recognized this important shift to a human capital-centered strategy:

“Communities facing hard times have traditionally focused on such things as new public buildings, business parks, and the like as a means of enticing new employers and new residents to a community. Temporary tax breaks and incentives have also been tried frequently. Success has been limited. The Promise is different. The enticement of new residents to the community to take advantage of funding of their children’s college educations is a strong one. (Thredgold 2007).

Michelle Miller-Adams states about the Kalamazoo Promise: “By situating education at the center of the community’s economic development strategy, the Kalamazoo Promise emphasizes the value of human capital and provides a tangible incentive for its creation. “ (Michelle Miller-Adams, 2014)

Elaborating on the education-economy connection, Edward L. Glaeser of Harvard University and Albert Saiz of the University of Pennsylvania are among the economists who have explored the connection between workers’ skills and regional economic growth. These two researchers stated that a high-quality educational system plays two roles, attracting educated workers to a community while producing more of them through graduation and access to higher education.(Glaeser and Saiz, 2003)

Edward Glaeser consulting with Christopher R. Berry of the University of Chicago have shown that regions with skilled workforces (“smart” regions) experience higher rates of population and income growth than those without these assets. Their research found that regions where more than 25 percent of the population had college degrees in 1980 saw their population surge by 45 percent on average over the subsequent twenty years, while low-skilled metropolitan areas (those where fewer than 10 percent of adults had college degrees in 1980) grew on average by just 13 percent. In addition, an interesting fact is that even unskilled workers located in the “smart cities” earned significantly more than their counterparts in metropolitan areas with lower levels of educational attainment.(Glaeser and Berry, 2006)

Ms. Miller-Adams findings about the Kalamazoo Promise revealed: The Kalamazoo Promise and programs modeled on it are good examples of this dual dynamic. The availability of scholarships creates an incentive for workers and businesses who value education to move to or remain within the community. At the same time, it increases pressure on the public school district to educate and graduate students who are prepared to pursue some kind of post-secondary education. Over time, these two paths should converge to yield a more skilled local workforce.(Michelle Miller-Wood, 2013)

In the Lynchburg region we are very fortunate to have 5 colleges and a university. Within a community, the presence of institutions of higher education can also contribute to economic growth. Even if the direct impact on growth is debatable universities play a critical role in workforce development and as a resource for businesses seeking to develop or apply new technologies. Higher education institutions also serve as an amenity for those who live near them, with college sports, cultural events, recreational facilities, and continuing education among the benefits they provide. (Federal Reserve Bank of Chicago 2007),

Others argue, however, that cities are becoming increasingly important engines of regional economic development and indeed global competitiveness. Bruce Katz, director of the Metropolitan Policy Program of the Brookings Institution, has written extensively about the advantages of a dense urban core. Katz notes that since the 1990s the trend of population decline in the nation's major cities has reversed. He and his colleagues have proposed a set of new federal urban policy initiatives to support this uneven, but potentially important urban resurgence. One of these strategies is to invest in the growth of the middle class through investments in education. "The key to growing an urban middle class is simple: education," writes Katz. "With residential choice dependent on school quality, cities need to ensure that their schools can attract and retain families with broader options". (Katz 2006)

VII. By now I hope that you have concluded that "A Better Educated Population is Better for BUSINESS in Lynchburg...and that that small group of people who spent two years talking about transforming our community came up with a great plan for not only closing the disparity gap in Lynchburg but for also growing our economy when they created Lynchburg Beacon of Hope.

Why should Lynchburg Beacon of Hope focus on increasing levels of post-secondary educational attainment in Lynchburg? Remember, when BoH defines college, they are including all training beyond high school.

Georgetown University Center on Education and the Workforce says by 2018, 820,000 of the expected 1.3 million job vacancies in Virginia will require postsecondary credentials – or 64 % percent of all Virginia jobs will require postsecondary education by 2018.

In 2010, the Weldon Cooper Center at the University of Virginia released data that forecasts exceptional growth in industry-specific sectors here in Central Virginia (2008-2018).

Industry Title	2008 Estimated Employment	2018 Projected Employment	Total Percent Change
Health Care and Social Assistance	12,997	16,907	30.10%
Professional, Scientific, and Technical Services	5,351	6,854	28.10%
Arts, Entertainment, and Recreation	887	1,092	23.10%
Construction	7,116	8,590	20.70%
Educational Services	9,370	11,185	19.40%
Local Government, Excluding Education and Hospitals	3,695	4,288	16.00%
Administrative Support and Remediation	5,487	6,345	15.60%

Occupational Title	2008 Estimated Employment	2018 Projected Employment	Total 2008-2018 Employment Change (# employees)	Total % Change
Network Systems/ Data Analysts	106	169	63	59.40%
Nursing, Psych. & Home Health Aides	2,054	3,139	1,085	52.80%
Medical and Public Health Social Workers	83	123	40	48.20%
Rehabilitation Counselors	285	421	136	47.70%
Occupational Therapist Assts.	82	120	38	46.30%
Healthcare Support Occupations	3,280	4,718	1,438	43.80%

In summary of this presentation on Promise programs I would like for you to have a few take-aways:

- Education can be an extremely important factor in a community's economic success
- Education increases a person's productivity, the more productive the individual the better worker that person will be
- Regions that have high human capital are attractive and appealing to businesses, and they want to locate or relocate in these regions
- Today's most successful businesses depend on highly educated workers, hiring unskilled workers will become a thing of the past in America
- The Kalamazoo Promise is the oldest Promise program in America at nine and one half years old, and it is still relatively new, so the economic impact is still difficult to access at this point, however, Upjohn Institute is conducting longitudinal studies on this
- Educational gains have been made and the establishment of a college going culture has made much progress, and has brought the City of Kalamazoo, The Chamber of Commerce, the School district and the Regional Economic Development Organization working together to further the goals of the Promise
- The Kalamazoo Promise has helped all demographics (poor, middle class, wealthy)
- The KP has added the momentum of their downtown revitalization efforts (Michelle Miller-Wood, 2014)

On a macro-level, and over time, the Lynchburg Beacon of Hope's Future Centers will make a measurable positive impact on the overall physical and economic health of our community. Beneficiaries of this program will include: students, parents, local businesses, and local residents as well as our local educators. Beacon of Hope and its Future Centers will play a dynamic role in the betterment not just of our public school system, but in our community as a whole. How can this organization predict this for the Lynchburg community? We know this because this approach has been modeled in more than 40 communities across the country—programs developed in an array of forms but each under the Promise Program umbrella.

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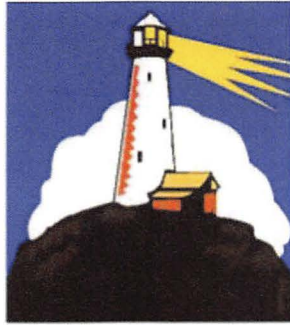
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Lynchburg Beacon of Hope

Investing in Youth for Community Transformation



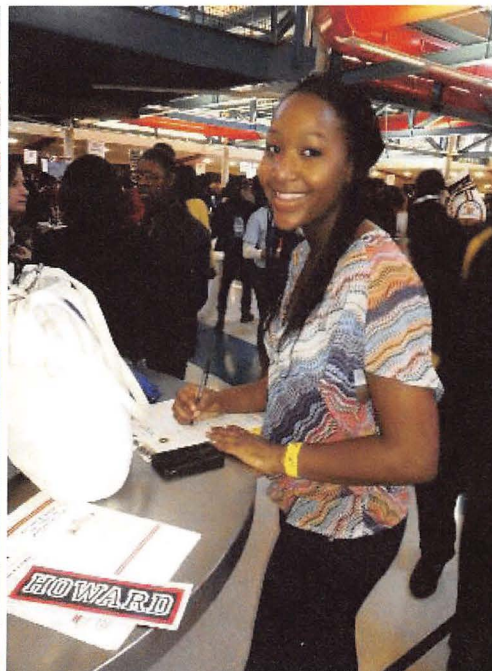
We are 2014 Lynchburg City School Grads...



...and we are going to college!
Thank you, Lynchburg Beacon of Hope
donors for helping us go further!



Lynchburg
Beacon
of Hope



Lynchburg Beacon of Hope: Mission & Vision

The mission of Lynchburg's Beacon of Hope is to inspire and prepare all Lynchburg City School students for a post-secondary education. Beacon of Hope is actively preparing students like Xavier Pannell to pursue their dreams: "I want to work in the medical field. I think the whole thing of saving lives is something beautiful," said Xavier, a senior at EC Glass. The direction and resources Xavier received from the Future Centers inspired and prepared him for the next step in his educational future.

Specifically, the Beacon of Hope aims:

- To ensure that all students who graduate from Lynchburg City Schools are prepared for the next step in life: 4-year public and private college, 2-year college, technical/community/trade school, industry certification;
- To fund and maintain Future Centers in both of LCS's public high schools, which will serve as college and career-readiness hubs for all LCS students;
- To provide college opportunities for those who would not be able to attend college otherwise, including economically disadvantaged and first-generation college students;
- To create a culture in the Lynchburg community of a Pre-K through 16 division, rather than a K through 12;
- To create a stream of qualified and educationally-prepared talent that will benefit the greater Lynchburg economic development community for years to come;
- To improve the quality of life in our community by investing in our most precious resource: our children, who are our future.

Beacon of Hope will prove to be a dynamic tool in bettering the overall physical and economic health of the Lynchburg community from three distinct perspectives: (1) Better educated citizens make a healthier population, (2) Improving the educational attainment of our local workforce makes our local businesses more robust, and (3) The creation of a better-educated general citizenry (and subsequent improved effectiveness of our public schools) improves the overall quality of life in Lynchburg.

Organizational History



Lynchburg Beacon of Hope, a private 501(c) 3 organization, was created to inspire and prepare all Lynchburg City School students for a post-secondary education. Beacon of Hope serves as the very first non-profit partner nested in the Lynchburg City Schools (LCS), forming the first public/private partnership of this kind in the Commonwealth.

Two Future Centers were opened in October 2012 in each of the public high schools. The Future Centers are physical spaces within E.C. Glass and Heritage High Schools.

Return on Initial Investments: 2012-13 Outcomes

Early investment in the Beacon of Hope, both in terms of initial seed funding and in 2013 Future Centers Project funding, has **reaped remarkable returns** even beyond our initial expectations.

Our baseline data from 2011 the National Student Clearinghouse showed that only 57% of LCS's 2011 graduating seniors matriculated onto post-secondary education the fall following their graduation-- 62% of EC Glass Seniors and 53 % of HHS Seniors. The major end towards which our Future Centers have been working was **to increase post-secondary matriculation by LCS seniors by a total of 5% across the system.** We hoped to more significantly increase the proportional number of economically-disadvantaged students who pursued post-secondary education.



Community Impact

On a macro-level, and over time, the Beacon Future Centers will make a measurable positive impact on the overall physical and economic health of our community. Those with a stake in our local public education system will be immediate beneficiaries of the Beacon of Hope Future Centers.

Students, including the economically disadvantaged, first-generation college students, and students who cannot currently afford college. These students will receive the support they need to pursue postsecondary education, when it was previously unattainable.



Residents of the City, who see a boost in Lynchburg's economy as a result of increased intellectual capital, who see a resurgence in LCS attendance as a result of this promise, and enjoy the fruits of a more-skilled labor force living and working in Lynchburg.

Local businesses, who enjoy competitive advantages of home- growing an educated workforce, gaining committed interns, boasting a public school system that is workforce-oriented.

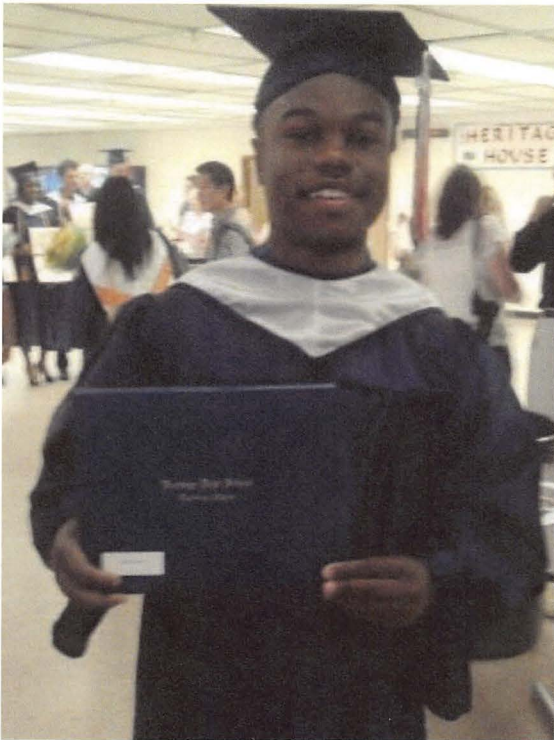
Families, who gain assistance in navigating the world of financial aid, who potentially gain the opportunity to send their child to college—many as first generation, all parents will benefit from a better-prepared cohort of college-attendees.

Teachers/School Administrators, who will feel the effects of true school reform years into the future—teachers who will experience new found fuels of achievement in students who now have hope that they can attend college and teachers who are placing focus on career ends.

The Community, who will thrive from an educated and vibrant workforce, making Lynchburg a desirable place to live, work and play.

Baseline: 2010-2011 School Year		May 2013, Future Centers (after 18 months of Future Center Operation)	
E.G. Glass High School	Heritage High	E.C. Glass	Heritage
<ul style="list-style-type: none"> 62% of graduates went on to post-secondary education (4-year or 2-year) 	<ul style="list-style-type: none"> 53% of graduates pursued post-secondary education 	<ul style="list-style-type: none"> 78% of Seniors were enrolled in 2 or 4 year college plans (May 2013) Increased by 30% the number of SAT/ACT Fee Waivers offered to economically-disadvantaged students, resulting in EC Glass Counseling office literally running out of waivers this past fall Registered dozens of Juniors for the NCAA Clearinghouse 	<ul style="list-style-type: none"> 70% of Seniors planned to enroll in college/tech certification programs for Fall 2013 90% of Seniors completed an application for college during 2013 College Application Week 23% of seniors took the SAT for the first time during their senior year
<ul style="list-style-type: none"> 44% attended 4-yr. and 21% attended 2-yr. institutions 	<ul style="list-style-type: none"> 28% attended 4-yr. and 22% attended 2-yr. institutions 	<h3>Across the LCS School System, 2013</h3> <ul style="list-style-type: none"> Lynchburg City Schools Graduation Rate increased by 5% from May 2012- May 2013 20% recognized increase in FAFSA completion for LCS seniors over prior years, among seniors and families at both LCS High Schools LCS application and enrollment at Central Virginia Community College increased by 9% from 2012-2013 Roughly 600 Sophomore students participated in Project Launchburg—initiative to take students onto campuses of 2/6 local colleges in a single day—spearheaded by LCS More than 1800 middle and high school students, and families were served through the Future Centers Early College Partnership launched through CVCC and LCS in Fall 2013, STEMH Academy opened Fall 2013, Dual-Enrollment Program through CVCC-Lynchburg College, and LEAP Program through Randolph College More economically-disadvantaged students have registered for college entrance exams (with fee waivers) than in 2011-12 combined 96% of LCS seniors reached through FAFSA* completion projects, College Application Week and Future Center visits Worked one-on-one with more than 40 students at the Ft. Hill Alternative School to articulate college/career/certification plans. Partnered with Dunbar Middle to provide more than 30 career pathway speakers to 600 students weekly during SY 2012-13 Facilitated college and career fairs at Linkhorne, Sandusky and Dunbar Middle Schools, and coordinated partnership among LCS, Goodwill Industries and Beacon of Hope for Reality Check life skills initiative 	
<ul style="list-style-type: none"> 78% of white students and 49% of black students pursued post-secondary education 48% of economically disadvantaged went onto post-secondary 	<ul style="list-style-type: none"> 52% of white students and 49% of black students pursued post-secondary education 46% of economically disadvantaged went onto post-secondary 		

Our First Beacon of Hope Scholar Azariah Cox 2013 Heritage High School Graduate



Azariah Cox, Freshman, Eastern Mennonite University

This is an excerpt from an essay by Azariah Cox, one of the first students helped by the Heritage High School Future Center and Beacon of Hope. Azariah graduated from Heritage High School in 2013, and is now in his freshman year at Eastern Mennonite University.

"Throughout my life I have faced many hardships and obstacles, but these have not only made me stronger, they have made me a better person. I value things in life that many people take for granted; being able to be independent, have a good job, and own a car. These things may seem like simple goals, but to me they represent the steps of being a responsible member of the black community.

My family was never perfect but I have made the best of my situation. My mom and dad are not together any more, which has left my mom to raise me and my brother by herself. This was hard for her to do with her job as a nursing assistant.

Seeing my mom struggle as a single mother just makes me strive harder to make something of my life and make her proud. My mom does a lot to provide for our family, but without scholarships, loans, and financial aid I may not have

the opportunity to go to a four year college of my choice. It is my dream to run track and get a college degree. With the help I got from the Beacon of Hope, I know that I can make this happen."

Azariah is in his second year at Eastern Mennonite University and has a 2.9 grade point average!

Beacon of Hope 2013-2014 Scholars



Back Row, left to right
Alyssa McBeth (HHS, at James Madison University), Azariah Cox (HHS 2013, at Eastern Mennonite University), Mychael Ward (ECG, Lynchburg College), Marshall Davis (HHS, Emory and Henry College), Olivia Revley (ECG, Lynchburg College), Nathaniel Howard (ECG, Liberty University), Alexis Johnson (HHS, Virginia Tech)