## **Building Capacity in Kentucky**

- [00:05] Hi, I'm Kimberly Hambrick and I'm the Associate Director of the ARCC.
- [00:09] And I'm Kim Cowley and I'm on the evaluation team with the ARCC.
- [00:12] We wanted to share a story about a piece of work we did with the Kentucky Department of Education. This has been an ongoing initiative for the past three or four years where we worked with the staff who were responsible for the Rural Low Income Program. So what the ARCC did is we worked hand-in-hand with KDE staff to develop a survey that would go out to their district grantee recipients.
- [00:37] The survey asked the grantees what strategies they were using and what perceived impact they thought they would have. Once we got the survey back, we analyzed the data. We did a little bit more research on the initiatives to find out if there was any evidence-based research for them. We compiled that into a document that we then sent back to KDE.
- [00:59] What we found out in the benefits of having not only the survey, but also the literature review piece, was that the grantees could look at strategies that they might want to try in their own schools, and districts and they could see the evidence behind those strategies, so it helped them make better choices in their divisions.
- [01:16] One of the interesting things about this project is that it has allowed us to reach out to the local education agencies, or LEAs, and collect data from them to find out how they were using the support and resources from KDE. What we found out is that the districts were really impressed and appreciated the support that KDE gave to them during this program. They thought it was very helpful and they appreciated what both KDE and the ARCC did for them.
- [01:43] We worked with the Department to help them build the school divisions' capacity by sharing information that they needed in an easily accessible format.
- [01:52] And by doing that, we also built the capacity of KDE to help them implement this program for the grantees.