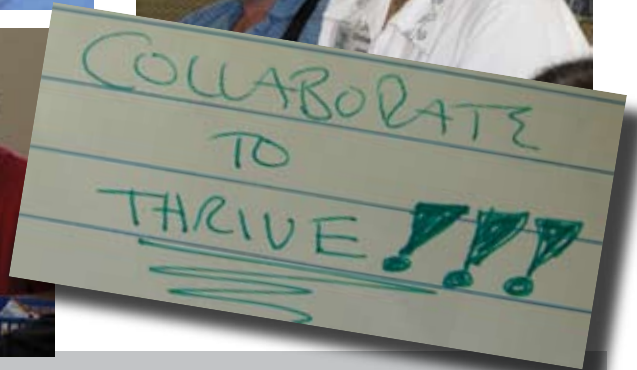


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Mission of Brushy Fork

For more than one hundred years, Berea College has served the people of Appalachia.

The Brushy Fork Institute carries forward this commitment by working to develop strong leadership in the mountains.

Working with both existing and emerging leaders, we draw on local understanding and vision to help communities build for tomorrow.

On the cover:
Top: participants at the 2008 Annual Institute learn a Middle Eastern dance during a reception. Other photos: Participants shared diverse perspectives and approaches to issues.



Transforming Lives Transforming Communities

Opening address by Peter Hille
at the 2008 Brushy Fork Annual Institute
compiled by Rodney Wolfenbarger,
AmeriCorps VISTA Volunteer

I'm going to share with you a story this morning that starts 45 years ago at the dawn of the War on Poverty. I heard this story firsthand in 1994 when I had the good fortune to serve as facilitator for the Kentucky Appalachian Task Force, a group of leaders charged by Governor Brereton Jones to set priorities for development in East Kentucky.

The group included former and future governors, college and university presidents, Appalachian experts and recognized community leaders. We heard from people like John Whisman, who was considered to be the "Architect of the ARC", and Al Smith, former Federal Co-Chair of the ARC. One of the task force members was former Governor Ned Breathitt, who passed away in 2003.

I sat with Governor Breathitt at lunch during one of the Task Force meetings, and I took the opportunity to ask if the issues of the 1990s had the same intensity as those of the early sixties when he became governor. He thought for a moment, and then said, "No, no, I don't think they do."

Breathitt ran for governor in 1963 supporting civil rights. Let's recall some of the events of that year:

In May, Bull Conner used police dogs and fire hoses on civil rights protesters in Birmingham, Alabama, while television cameras rolled.

In June, NAACP representative Medgar Evers was murdered outside his home in Jackson, Mississippi.

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2008 Annual Institute Proceedings

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In August, Martin Luther King, Jr. gave his “I Have a Dream” speech before 200,000 people in Washington, D.C.

In September, four young girls were killed by a bomb at the Sixteenth Street Baptist Church in Birmingham.

And in that year, Ned Breathitt ran for Governor of Kentucky on a platform of racial integration.

Here’s how he told the story:

“The night before the election my opponent went on TV with a Bible on the desk in front of him, and the flag behind him. He looked straight into the camera and said, “If I am elected Governor, there will be no integration by executive fiat in Kentucky—I’ll give this issue to the legislature and they’ll know what to do with it.”

Breathitt paused, chuckled, and continued:

“Well, everybody knew exactly what that meant. There was no way the legislature would have passed integration in 1963. So I was worried—I figured my chances were pretty slim after that. And it was mighty close, but I won.

“On election night, I got a phone call. It was John F. Kennedy. He said, ‘Governor, I’d like to congratulate you on your victory.’

I told him, ‘Mr. President, I’m sorry I wasn’t able to give you a better margin.’

“Kennedy laughed and said, ‘Well, I know how that is!’ You see, Kennedy had just barely squeaked in, too.

‘Now listen, Governor,’ Kennedy went on, ‘I’ve got some ideas about what we can do to help those folks down there in East Kentucky. I’d like to come down there and talk with you about it, just as soon as I get back from Dallas...’”

Breathitt’s voice trailed off.

It was November 1963. Kennedy never came back from Dallas, but his dream of helping the people in the mountains survived. Under Lyndon Johnson, and with the guidance and tireless efforts of countless local, state and national leaders, the Appalachian Regional Commission was born and the War on Poverty began.

Today, hundreds of miles of improved roads, new water systems, and other community development projects attest to the work that poured forth from that vision. While much remains to be done, we who

have the privilege to carry such work forward do well to remember that we stand on the shoulders of giants.

Governor Breathitt was able to see another part of that bold vision brought to life as well. In 1966, under his leadership, Kentucky passed the first state civil rights law in the South.

This story would stand well enough on its own as it echoes such poignant moments from our nation’s history, but it also ties together two important themes that I’d like to reflect upon today. The first of those is the ongoing struggle to address persistent poverty in Appalachia. The second is the issue of diversity and what it means to try to break down the walls (or at least find the doorways in the walls) that divide us, by race, by ethnicity, by language, by gender, or by socio-economic status.

These two themes, diversity and poverty, are inevitably tied together. Both are critical issues that we need to address for our communities to move forward.

Over the last few years here at the Institute we’ve been talking about community transformation and what it means for a community to be involved in the work of transforming itself—because obviously, no one else can transform your community for you. No amount of outside expertise and no amount of funding can transform your community. Communities are transformed from within, by committed citizens—people like you.

Because we have had the privilege of working with so many of you over the years, we have begun to observe some key elements of transformation. We see how important it is to bring new people into the work of leadership. Communities engaged in transformation pay attention to the job of increasing their pool of leaders.

We have also seen how important community spark plugs are—that one person who says, “I will make this happen,” who gets up in the morning and goes to bed at night with that thought in mind. But we know that this spark plug can’t do it alone.

Transforming communities also means building strong organizations to carry the work forward, to garner resources, and to take collective action. Neither the organization without a spark plug nor the

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spark plug without an organization will accomplish a fraction of what can be done when the two are combined.

But even a community with active spark plugs and strong organizations may find itself still struggling, held back as if by some invisible force. Our region is rich in thoughtful experienced leaders and we have a wealth of remarkable organizations doing excellent work, yet our region still lags behind the nation as a whole. What is this unseen hand that keeps us from realizing our potential?

At another one of those Appalachian Task Force meetings, I had the opportunity to break bread with Paul Patton, who at the time was Lt. Governor, prior to his two terms as Governor. Having previously been County Judge Executive of Pike County, he knew the problems of East Kentucky from personal experience. Over lunch that day, he made an observation that has stuck with me ever since. He said, “We’ve got a lot of middle class people in Eastern Kentucky and they are doing just as well as middle class people anywhere else in the United States. The problem is that we’ve got a lot more poor people than most places do.”

Think about that: “The problem is that we’ve got a lot more poor people than most places do.” When we talk about economically distressed counties, we’re not talking about poor communities, but rather about communities with a lot of poor people.

So transforming a community means, at least in part, transforming the lives of the people in the community. It means breaking down some of the walls that exist in every community, walls that separate the haves from the have-nots, the insiders from the outsiders. Because those walls get built from both sides, they must be taken down from both sides.

If we are going to address the socio-economic divide in our communities, we need to understand the lives of people

whose circumstances may be very different from our own. If we are going to understand poverty, we need to understand why people get stuck in poverty. We’re going to have to ask ourselves some tough questions about why our communities have a higher concentration of poor than many other places do.

We know that our region did not get where it is overnight. And we know that having an economy based on resource extraction—coal, gas and timber—has not built sustainable local economies: the profits from these enterprises have largely been hauled out of the region along with the resources. But that’s not the whole picture. We need to look deeper into what keeps people and families in poverty.

Even experts have serious disagreements about the underlying causes of poverty in America. The Heritage Foundation, a Washington think-tank, offers one perspective in a recent report. They say:

The typical poor family with children is supported by [what]...amounts to 16 hours of work per week. If work in each family were raised to...40 hours per week throughout the year -- nearly 75 percent of poor children would be lifted out of official poverty.

Now that makes sense as far as it goes, but it just doesn’t shed much light on the question of why. It’s sort of like saying that if poor people had more money they wouldn’t be poor. But why are people poor?

There is a school of thought that says that poor people are just lazy, that they don’t want to work. No doubt for some people that is true. We do know that in some families kids grow up never seeing their parents go off to work. For those

...transforming a community means... transforming the lives of the people in the community.

young people who are raised with that as the norm, we need to make sure they have other examples and mentors in their lives who can help them discover greater potential for themselves, and we need to provide real opportunities for them to get a good education so they can become productive citizens. Berea College has been providing that kind of opportunity for more than 150 years. I know that many of you are engaged in similar work.

We also know that some people get lost in drugs, alcohol and other dead ends that are destructive to themselves and to others. Those problems are often passed from one generation to the next. For them the answer really is treatment or incarceration. But that's still not the whole story. There are also dynamics in our communities that can keep people stuck where they are. In many of our communities the opportunities are severely limited. If the people who control the avenues to opportunity in our communities believe poor people are lazy and don't want to work they probably won't give them a chance at one of those few opportunities. If poor people are convinced that the deck is stacked against them, that there is no point in even trying, it becomes a self-fulfilling prophecy.

But there's still more to the picture than people who simply choose not to work. What about people who would like to work, or who do work, but still fall below the poverty line?

I'd like to share a couple of passages from *World's Apart*, by Cynthia Duncan, who did extensive research in one eastern Kentucky county. She tells about one couple she interviewed:

For the past year and a half, [Gwen] has worked forty hours a week at a fast food restaurant...she earns minimum wage, and last year her income was \$5400.

She says, "I would like better, but it's really hard to get a job in a small community like this. Most of the time it's not what you know, it's who you know."

[Her husband] Billy works in timber, running a skidder and bulldozer for a small logging operation. Since his work depends on good, dry weather and machines not breaking down, he averages about three or four days of work a week. He has to go on unemployment every winter. Last year he earned \$12,000.

They have no benefits and pay cash for medical care, and Gwen cannot get ahead enough to put together the money to go back to school.

Billy and Gwen are both working and just getting by, but with no health insurance they are just one serious illness away from financial disaster. And they have three kids.

Our good friend Vaughn Grisham often points out that you can go to any community and ask the question: "What is your greatest asset?" They will always tell you: "It is our people." But, Grisham goes on to say, unhealthy, uneducated people are not an asset, they are a liability. In the long run, it will cost the community. Whose job is it to do something about this?

As long as people in poverty can be seen as somehow "other" than the rest of us, we can hold ourselves separate. We can lump them together, assign them a place in our worldview, and continue our

As long as people in poverty can be seen as somehow "other" than the rest of us, we can hold ourselves separate.

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lives. It's not our fault. After all, Jesus did say, "The poor you will always have with you." But I don't think he meant for us not to do anything about that. Now I'm not going to preach a sermon to you this morning, or maybe that's exactly what I'm doing, but I will say this: There are people who don't have much compassion for those who are worse off than they are. I think that's real spiritual poverty.

I don't think that's the case for this group—you are here today because you do care and because you are committed to improving your communities. If we are going to take on this difficult and critical work, we need to begin by understanding the dynamics at play.

What I've been getting at is that poverty is a complex issue, and I believe that proposing simple answers to complex problems is one of the surest ways to get it wrong. Addressing deep-seated problems in our communities will take time, commitment, planning, and a lot of coordinated efforts that involve all the sectors of our communities—business, education, government, health care, social services, youth programs and financial institutions.

No amount of resources poured into a community will do much good unless the community weaves a basket to capture those resources. That basket is created from the organizations, the programs, the agencies and the local leaders that are working together with a clear plan to move the community forward.

Today, I am very pleased to announce a new program that can help Kentucky communities weave that basket. It is a collaboration between Brushy Fork Institute, the Kentucky Department for Local Government and the Appalachian Regional Commission. Through this new program we will be distributing Flex-E-Grant funds to Kentucky's distressed counties. In this new collaborative effort, Brushy Fork will be providing training and encouraging teams of leaders from distressed communities to develop plans to move their communities forward.

Flex-E-Grants will help them get projects off the ground and help to bring more people into the kind of broad-based efforts that can produce real, measurable progress in their communities. We believe that this combination of coordinated local leadership,

No amount of resources poured into a community will do much good unless the community weaves a basket to capture those resources.

training to build capacity, inclusive planning and targeted resources provides excellent opportunities for community transformation.

We are integrating this approach into the Annual Institute with a new initiative that builds on our Community Transformation program. This year, we have encouraged communities to put together teams to attend the Institute together, and most of these teams are taking part in Vaughn Grisham's new track on community development.

Those teams that come from distressed counties in Kentucky will be eligible for Flex-E-Grant funds under this new program. We'll also have a second round of funding next spring that will be open to all of Kentucky's distressed counties.

I'd like to recognize our partners who are here today from the ARC headquarters in Washington, Sue Moreland, and from the Kentucky Department for Local Government, Matt Sawyers, Peggy Satterly and Lynn Littrell. Thank you for being here.

And congratulations to all of the community teams for coming together to develop a shared vision, to draw together all those good efforts that are already ongoing in your community and create new efforts to fill the gaps that exist. We know it takes building new bridges, making new connections, and addressing all kinds of diversity, and so we have made diversity one of the themes of the Institute this year.

Our keynote speaker tomorrow, Linda Hooper, will share the remarkable story of what happened when her school began teaching students about diversity in a small Appalachian town in Tennessee. We also developed a special initiative this year to increase the diversity among our participants. I'm particularly pleased to see the fruits of that work as I look around the room today.

Whether we call it breaking down walls, crossing lines, or simply opening doors, we must commit to this work. If we do not, our communities, our organizations and our individual lives will not reach their fullest potential.

But you know that—that's why you're here. So let's get to work!



2008 Annual Institute Keynote Address

Paper Clips



*An Education and
Community Development Story
Told by Linda Hooper, Principal,
Whitwell Middle School*

This is a story about educating young people about diversity, but it's more than that. It's also a story about leadership; it's a story about community development; and it's a story that takes place in a community much like those communities where so many of you live.

— from Peter Hille's introduction of Linda Hooper

I want to tell you a little about our town of Whitwell, a former coal-mining community in Tennessee. About 30 years ago we had a serious coal-mining accident, and we don't mine coal much anymore. 72.5% of the children who come to my school live below the poverty level. Our community is predominately white. I believe this year our school enrolled three children who are of other races. That's it. We are Anglo-Saxon, Protestant, evangelical. At our old school, we had 12 churches within one mile. Whitwell is located in a valley 125 miles long comprised of gorgeous mountain scenery. We don't have any Jewish people in our valley or very many people of color. I'd say less than 1%. Our children are very isolated, and 6.6 is our median education level. I'm a first generation college graduate and a first generation high school graduate in my family.

Every year, I sit down twice a year with parents, community leaders, students, and anybody that wants to come in and we discuss two things: what we're doing well and what we're doing that's not so well. So we did that in 1998 and one of the things that we said to each other was that we're just about as undiverse, as homogeneous, as unknowledgeable about the world as you can get. Afterwards, we asked ourselves how are we going to fix this? What are we going to do? We decided to start looking for a

"We decided to start looking for a project that would introduce us to another culture, something totally foreign to anything we knew about, and that would help us understand what other people..."

project that would introduce us to another culture, something totally foreign to anything we knew about, and that would help us understand what other people, such as people of color and people of different religions, suffer when they are discriminated against.

Around about that time we learned of a conference being held in Chattanooga sponsored by a group called iEARN. iEARN is an inclusive and culturally diverse community that has pioneered on-line school linkages to enable students to engage in meaningful educational projects with peers in their countries and around the world. In the south, and particularly in our area, if you want to accomplish something you have to accomplish it in the frame of the culture, and football is a huge part of our culture. So I sent the football coach over to the conference and told him to come back and tell me about something that would connect us like we wanted to be connected. He came back and told me that he wanted me to understand that these were high school projects. I replied that I wanted him to understand that our kids are smarter than any high school kids on the face of the Earth, and that I believe students rise to the expectation. He then told me about this Holocaust project that he

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thought would do what we wanted. After looking at it I said, “Yes, I think it will. Now we’ve got to find some sucker to carry it out.”

Now in our school when teachers see that look in my eye, they not only go into their room and close the door but they also lock it so that I can’t get in because they know it’s some new project we’re going to take on. So I said to my teachers, we’re going to start



History of the Rail Car

The Children’s Holocaust Memorial rail car was built in 1917. In the years that followed, it was used for many purposes.

Its most notorious purpose came during World War II, when it was part of the German Reichsbahn, the state railway system. The Nazis used this car, number 011-993, and others like it to transport Jews and other victims of the Holocaust to concentration camps. Well over one hundred people at a time would be carried in these “transport cars.” They would be packed in so tightly that there was no room to sit down, and they would suffer without relief for days at a time during the long, slow trips to the death camps.

Following the war, the car was discovered in Poland, near the town of Chelmno. Drainage holes were cut into its floor and a ventilation hole into the roof, and it was used as a grain car.

an after-school study about the Holocaust and Jewish culture for which you’re not going to get paid. Kids are going to come, eight-graders, and they’re not going to get any credit. Not only that but some adults and their families will help on weekends. I’m a firm believer that parents are the first teachers, and they are the most important people in children’s lives.

The response was amazing, to say the least. We had families who never realized that their ancestors were victims of the Holocaust. We had children who began to realize that not everybody had a Granny, because their Granny was murdered in the Holocaust. We had siblings who began to ask themselves what if my sibling was somehow taken away today and I looked out and I saw this chimney and I realized it was the ashes of my brother or sister. Talk about powerful lessons. Very powerful lessons, indeed.

The following year, along about the third week of school, this child comes into my office and she says that she just doesn’t get this six million. We’ve got 1,600 people living in Whitwell and I think there’s probably 5-6 million people living in Tennessee, although I’ve never counted heads. “Ms. Hooper,” this student says, “we really need to be collecting something so that we can get a visual to help us understand this.” I replied that if we were going to collect something it had to relate to the Holocaust or World War II and that she was going to have to be responsible. The next time she came to my office she informed me that we were going to collect paper clips, and asked if I knew that paper clips were credited as having been invented by a Jewish gentleman of Norwegian descent. She also informed me that the Norwegians had worn them on their lapels during World War II as a protest against Nazi policies. I told her that I did not know that, and she said, “Well, now you do and here’s the letter we’re going to send out.”

And that’s what we did. We sent out letter after letter, to everyone from their grandmothers to celebrities. We also registered our project with the National Holocaust Museum. Sometime later, Dida Smith was sent by the *Washington Post*. Before Dida Smith came, we had 150,000 paper clips and we thought, “This ain’t never gonna happen. We’re never going to get to six million.” Within six weeks of the printing of Dida’s article in the *Washington Post* we had received 24 million paper clips and counting. Today,

we have 30 million and counting, and we still get paper clips. Not only do we get paper clips, but we also receive letters. We got letters from students all over the world. We got letters from survivors. We got letters from just interesting people. And we got letters from deniers. In total, we have over 100 notebooks of letters, one of which contains those nasty letters. Of all of these we have received, I think the message that touched me the most was not a letter. It was a postcard that had one paper clip attached to it. Here's what it said: Please accept this paper clip in memory of my grandfather so that he may have forgiveness, because he was a bigot who hated everyone that was different.

What we have to teach each other and what we have to understand about each other is this, the thing we try to teach our children: first you have to respect yourself and see yourself as a creation of God; second you have to know that every person on the face of the earth is a reflection of what lives within you. That flame that makes you a human being is the same flame that makes everybody else a human being and to deny anyone your respect and your acceptance and your love is, to me, to deny and blaspheme my creator. The measure of you is the measure of how you lift other people up.

When we join together, we can do anything. For example, in our community people came and they built a foundation for this railcar. Did they charge to do that? No. Did they charge when they planted the plants? No. Did they charge to put the roof on? No, because it had to have a new roof. It had to have a new floor. The guy who came to put the glass in, behind which we planned to display the paper clips, was from Chattanooga and he said, "Do you realize that you can't walk on this floor or it's going to fall in." I told him that yes, I did. "Well, what are you going to do about it?" he asked. I told him I wasn't going to do anything about it because we didn't have any money. The next day he came back with the flooring, stained it to match the inside of the car, and put it down.

We don't get any money from the film; that's not what the project is about. We don't get any money from the book, that's not what the project is about. The project is about saying to kids, saying to a community, saying to each other that we cannot forget that we are collaborators in creation.

Pierre Chardin put it so well when he said, "What you and I are becoming is what the world is becoming." The world is what we make it, and it's our responsibility to make our world what it ought to be. We're always going to have lots of problems, but we can't worry about that. But what I can do is focus my efforts, my staff's efforts, and my students' efforts on making our corner of the world better and on understanding what

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The baggage tags in this suitcase, on exhibit in the Children's Holocaust Museum, carry messages of apology to Anne Frank.

The Story Continues

Through the efforts of the students, staff, and community of Whitwell, and interested people and groups from all over the world, The Children's Holocaust Memorial at Whitwell Middle School was dedicated November 9, 2001. Approximately one thousand people were in attendance to the dedication.

Today, the students serve as docents for the Memorial conducting tours, leading people in learning activities, and responding to inquires about the project. The work of the students in the subject of a documentary titled "Paper Clips" filmed by the Johnson Group of McLean, Virginia, produced by Ergo Entertainment and distributed by Miramax.

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their choices say about them. How many times do we complain about whatever it is that's not important and how many times do we do something about the problems that are important? When you put your heart and soul into it, you can do anything. Look at Whitwell, Tennessee. Who ever thought that a little community in the middle of nowhere would be the topic of an internationally-acclaimed documentary? I didn't.

In closing, I want to share a poem with you that I happen to love and that says what needs to be said. It's called "The Gift of Choice."

I came into this world without being asked.

Now when the time's come for dying I'm not going to be consulted.

But between those boundaries of birth and death lies the dominion of choice.

I can be a doer or a dreamer.

I can be a lifter or a leaner.

I can extend my hand in friendship or I can look the other way.

I can speak out or I can keep my mouth shut and be silent.

I can feel the suffering of other people or I can be callous and insensitive.

These are my choices, and it is in the choosing that my measure as a person is determined.

In Whitwell, Tennessee, 1,600 people, their children, businesses and community leaders, students, staff, everybody, chose to say we want to know more about the world. We live in a global neighborhood and whoever is out there, regardless of where they live, they are our neighbors because what happens to them impacts what happens to us. And what individuals say and do impacts everybody around them. What we've tried to do is to create a world where acceptance and respect and love can become the rule and not the exception.



Students from Whitwell Middle School shared their experience with participants at the 2009 Annual Institute.

Lessons from Brushy Fork's 2008 Hammin' and Jammin'

compiled by Rodney Wolfenbarger,
AmeriCorps VISTA Volunteer

In the Winter 2008 issue of *Mountain Promise*, we reported on the 2007 Brushy Fork Annual Institute Proceedings and included an article on a new session we called Hammin' and Jammin'. That inaugural session provided an opportunity for conversation among several plenary presenters, track leaders, and participants while they enjoyed a breakfast of ham biscuits and coffee. From that conversation arose several lessons about practicing community development. The 2008 session reemphasized some of the lessons discussed last year while bringing additional ideas to the fold.

Thanks to Becky Anderson, Vaughn Grisham, Linda Parris-Bailey, and all the participants who contributed to this year's conversation.

The Power of One

The process of community development begins with a single individual.

2008 Annual Institute participant Cathy Jones of Harlan, Kentucky, understands the importance of engaging one citizen at a time. While attending the Institute, her community team designed a t-shirt that they planned on presenting to their community back home. "When we get home we're going to grow Harlan County one citizen at a time," Jones said. The design Jones shared with Institute participants displayed the slogan: *It's all about me. I can make a difference.*

Another was printed on the sleeve: *If it's meant to be, it's up to me.*

Jones and her Harlan County team members know that growing a community requires a local effort by individuals wanting to see change in their community. The slogan they created is designed to motivate others as much as it serves to motivate themselves. But what is it that sometimes keeps people from taking action in their communities and what motivates others like Cathy Jones to action?

Vaughn Grisham suggests that one of the things that frequently happens is that individuals are paralyzed because they're not really sure what action to take. Grisham said this state is likely to continue until an individual reaches a point where they cannot go any further and simply find the situation intolerable. At this point, one of two things happens: they will either move to a new community or decide to take action, despite not knowing which specific action to take. According to Grisham this is typical considering community transformation is a matter of discovery. "People don't know clearly what to do," he told participants. "They discover it as they move along." Grisham



Vaughn Grisham: [Community development] won't work without somebody that brings that passion. What we find is that unless you have those people with the fire in the belly, that think what they're going to do is the most important thing in the world, it simply will not happen.

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says that when he interviews communities he asks how they arrived at solutions to the barriers and obstacles they met along the way. One of the most common answers he receives is, "Well, we just made it up."

Grisham also spoke briefly about the need for individuals to identify actions that have personal meaning, sharing the lessons he had learned from "Man's Search for Meaning," a book he uses with his track sessions. In this book, the author, Viktor Frankl, chronicles his experiences as a concentration camp inmate and describes his psychotherapeutic method of finding a reason to live. Reflecting on those who survived this awful experience, Frankl suggests that all the survivors he observed had one thing in common: they had something meaningful in their lives that they had not yet done.

"What he [Frankl] has taught me is that by and large when you take on something that has some meaning then you arrange your life so you can fulfill that," Grisham said. "You arrange your schedule so that you do what is important to you. What I tell people is that if they want a crummy community, then keep things as they are. But if they want something better, they're going to have to take the lead." But with so much to do, where should one begin the task of community development? "Don't look to the public sector. Don't look to other people," Grisham advises. "Look to yourself. Ask 'What is it I can do?'"

Do Something Already

If you don't have it, you don't have it. Communities that get things done don't sit around.

Another place to begin is with the task of transforming ourselves and modifying our perceptions and attitudes before taking on the larger task of community transformation. For change to occur, a community has to believe that something can be accomplished, that positive change is possible, and accept that things can work there. Still, we know it's much simpler to complain rather than take up the difficult work of trying to alter poor circumstances. Only in doing so, nothing is accomplished.

Grisham suggested that when faced with this problem communities seek out ways of refocusing this otherwise wasted time and energy. He also recounted a typical scenario when working with struggling and dying communities. During the course of discussing potential actions and projects, he said someone inevitably says, "We can't do that. We tried that and couldn't do that. We don't have this. We don't have that." His usual response is simply, "Get over it." As Grisham says, "If you don't have it, then you don't have it." He then reminded participants of the dangers of listening to the naysayers. "Communities that get things done just don't sit around and listen to the whiners," he said. "Let's do something is the message these people teach you. Get the fire in the belly," Grisham advises. "Choose something that has meaning to you."

Peter Hackbert, Co-Director of Berea College's Entrepreneurship for the Public Good program, added that choosing something that has personal meaning could also be good for economic development. He said that communities that are entrepreneurial not only make things up as they go along but they also get close to what's important to them, their values. Then they figure out how to live those values and how to mobilize resources to make those values reality. "To be entrepreneurial is to have a vision," Hackbert said, "and that vision is around your values. Then you have to put a plan together and execute it."

Peter Hackbert: Communities that are entrepreneurial not only make things up as they go along but they also get close to what's important to them, their values.



The Importance of a Unified Vision

Communities need a coordinated plan to take advantage of local assets.

Corey Craig and Peter Hille said both principles helped guide the work they began in Rockcastle County more than eight years ago, when Brushy Fork sat down with Rockcastle residents and began developing a strategic plan for the community. Craig, a Berea College graduate and President/CEO and Director of Citizens Bank and Rockcastle Bancorp, Inc., recounted the story of how the initial meeting with Peter Hille came about.



Corey Craig: Our local hometown paper had two very important headlines this week: “139 new jobs coming into the county” and “School district’s test scores are in state’s Top 10.”

“We went to Washington D.C. to talk with Congressman Hal Rogers about this grand idea we had for our community,” Craig said, “and as we were sharing our ideas, we noticed a strange look began to come over his face.” Craig said that although the Congressman said he appreciated the group coming to see him and appreciated their ideas, they needed to know that he had already received visits from two other groups from their county concerning the same project within the last six weeks. “And it appears that none of the three of you all know anything about the other,” Rogers added.

After returning home, Craig and others realized the need to start developing a plan that would enable their community to move forward in a unified manner. In 2000-2001, Rockcastle County began a partnership with Brushy Fork Institute and were later awarded a Flex-E-Grant to assist with the development of their community’s strategic plan. Craig then mentioned the resulting plan’s six main initiatives, among them the task of reforming the county’s school system, an effort begun by former school superintendent Bige Towery. Beginning with that core value, Craig said his community has since found success in applying what they do in their educational system to their entire community.

“Our local hometown paper had two very important headlines this week,” Craig reported to participants. The first headline he shared read: “139 new jobs coming into the county.” The one just below it read: “School district’s test scores are in state’s Top 10.” Craig said his community had been blessed to be able to celebrate such accomplishments, but declared that they were more excited about the second headline. “This [education] is really the foundation and crux of what makes any community strong,” he said.

He also acknowledged the value of sharing his community’s story with others and having the opportunity to hear the successes of other communities in such forums as that offered at the Annual Institute. “It’s not about trying to reinvent the wheel. It’s about sharing ideas, sharing success stories, and sharing things that work,” he said.

Peter Hille said that part of what made the process work in Rockcastle County has been residents’ willingness to follow Vaughn Grisham’s advice and “do something already.” Hille remembers the stormy evening the community held its first meeting in a local high school gymnasium. “Despite the thunderstorms and lightning, more than 100 people came that night,” Hille told participants. He then elaborated on how the

continued on page 14

Hammin' and Jammin' continued from page 13

group began their strategic planning, following a powerful model recommended by Vaughn Grisham.

“Vaughn got us started off in a really effective way,” Hille said. “We didn’t spend six months on planning. We spent six months on working on things.” Hille explained how instead of creating study teams that first weekend the group created task forces, and each task force took on a specific area in the county and pledged to work on it for six months. At the end of six months, each task force wrote up what they had been doing and what needed to be done next, and that became the strategic plan.



Linda Parris-Bailey: We have to engage young people and empower them by giving them the opportunity to lead, the opportunity to explore their own ideas, not just the ones we put on the table.

Developing Leaders

Building a core of leadership among youth is essential.

In addition to providing a quality education to local youth, Linda Parris-Bailey believes that it’s also essential to build a core of leadership among our young people to ensure that our communities continue to thrive and move forward. Just like the adults in our communities, youth may be asking themselves, “What is it I can do?” Parris-Bailey suggested that the answer to that question is perhaps more than we often give them credit for. “Some of us have been working in community for long periods of time,” she said, addressing the group. “It’s not an option, it has to be done.”

“We have to model a style of leadership that is not top-down, that is not single authority, but is rather shared leadership,” she suggested. “We have to engage young people and empower them by giving them the opportunity to lead, the opportunity to explore their own ideas, not just the ones we put on the table.” Parris-Bailey said the results of such opportunity can be akin to what participants saw in the Paper Clips Project, where middle school students from the small Appalachian town of Whitwell, Tennessee, created a monument for Holocaust victims that included collecting more than 30 million paper clips. The project has also since resulted in an award-winning documentary released in 2004 by Miramax Films and screened at the 2008 Institute. Parris-Bailey reminded participants of the danger of feeling so compelled to guide that they forget that leadership comes from “many, many different places.” She said young people have great ideas and a willingness to follow through if given the opportunity.



Removing Barriers

Reimagining the welcome wagon

Becky Anderson continued the conversation by sharing what initiatives her community has undertaken to be more inclusive and create a culture of shared leadership. “Some of the biggest civic disruption at home is between the local and the newcomer,” Anderson said. Anderson is speaking of Madison County, just north of Asheville, North Carolina. She described her community as “pretty traditional” and cited their legacies of the handmade object and traditional music. But recently her town has been changing as more people have moved in and brought with them a lot of second home development and new amenities such as the local golf course, a first for the town.

Anderson explained to participants that there are different ways to do economies. One place to start is to look at the power of art and earth to create a sectorial economy around Appalachian craft, which is what Anderson did during her appointment as Executive Director of HandMade in America. Another approach is to recruit community partners and allies from the agricultural and gated communities.

Concerned that these gates could become barriers to developing community, Anderson, along with a group of citizens, decided to reimagine the old welcome wagon model. Instead of the package of coupons new community members typically receive, Anderson’s group sends out a community volunteer. Among the welcoming gifts are a 6-month membership to the library and an invitation to join the Friends of the Library. Newcomers also receive an invitation to attend the first Hospice Foundation meeting. “We tell them, ‘We’re going to have a fundraiser in about a month and you better be there,’” Anderson said.

Anderson said her group also notifies the local volunteer fire departments and the local civic clubs because they want these new locals invited to the next spaghetti dinner or chili contest. “Whether they (the newcomers) come or not is not the idea, it’s that they get the invitation,” Anderson said.

Joining up with the local agricultural community, Anderson’s group decided that they also needed to give these newcomers some guidance on where and how to buy local. To do so they put together a foodshed map, created by adding icons for eggs, corn, and other foodstuffs to a county map. The community team hopes this map will encourage people to go down the road and learn a little bit about their neighbors and where they can get the freshest and “best food in the world.” And on the last Thursday of every month the group offers a free tour of historic and cultural sites within the county. The van for these tours is provided by the local electric coop. Anderson claims the tour has become so popular the group needs to find an additional van.

Her example reminds those who are engaged in community development to look at every potential barrier as a door—or gate, as the case may be—waiting to be opened. “We decided that if they wouldn’t move the gate, we’d take it down,” Anderson said.



Becky Anderson: Some of the biggest civic disruption at home is between the local and the newcomer.

Brushy Fork Institute to Administer Grants to Kentucky's Distressed Appalachian Counties

In October 2008, Brushy Fork Institute entered into a new partnership with the Appalachian Regional Commission (ARC) and the Kentucky Department for Local Government that will allow Brushy Fork Institute to administer \$280,000 in Flex-E-Grants for Kentucky's distressed Appalachian counties.

The Flex-E-Grant program was designed by the ARC to provide small investments in short-term projects that will build community capacity to mobilize local resources, gain leadership experience and strengthen community institutions and networks. The funds will be administered in two cycles and be distributed through smaller Flex-E-Grants limited to \$10,000 each.

The first round of funding under this new partnership took place in December 2008 and was limited to community teams from distressed counties in Kentucky that attended the 2008 Brushy Fork Annual Institute. Brushy Fork received an additional \$20,000 through ARC to assist with scholarships for these community teams to attend the Annual Institute. During this first cycle, the Institute distributed \$90,000 to nine community teams.

During the second round of grants, to be distributed in June 2009, an additional \$180,000 will be awarded. This second cycle is open to all of Kentucky's ARC distressed counties, without the

requirement to have already attended the 2008 Annual Institute. Requests in this round will be limited to \$10,000 each.

The goals of this partnership are to enhance the impact of Flex-E-Grants by connecting them with training for community development, to increase the impact of this training by providing financial resources to support community projects, and to encourage collaborative and coordinated planning processes in communities. The partners also expect the grants to provide access to nationally recognized experts, provide local leaders with tools, resources and models of success for community transformation, and to provide opportunities for new community leaders to emerge.

Brushy Fork's twenty years of experience with communities across the region has demonstrated the value of combining training and funding. "Combining training and planning processes with receiving Flex-E-Grant funds will give communities an advantage as they invest in their community development efforts," said Peter Hille, Director of Brushy Fork Institute. "Communities that wisely invest the Flex-E-Grant funds can develop plans, leverage other resources, complete projects that move the community toward its larger goals, and effectively integrate multiple development efforts."

Brushy Fork's intent is to work with community teams to help them develop proposals that will be fundable under the program guidelines. This will involve designing projects that meet the criteria for Flex-E-Grant funding, developing proposals consistent with the guidelines in the Request for Proposals (RFP), and carrying out projects in a timely manner consistent with the outputs and outcomes identified in the proposal.

For those seeking further information on the application process or assistance with completing proposal forms for Flex-E-Grant funding, Brushy Fork Institute will be offering two workshops prior to the proposal deadlines. The first will be held on April 7, 2009, at Berea College. The second will be offered on April 23, 2009, at the East Kentucky Leadership Conference, to be held in Hazard, Kentucky.

For more information or proposal guidelines, visit Brushy Fork's web site at www.brushyfork.org.

Kentucky Flex-E-Grant Workshops

Open to nonprofits and governmental

April 7, 2009 1:00-3:00 pm on the campus of Berea College

April 23, 2009, 10:00 am-12:00 pm at the East Kentucky Leadership Conference in Hazard, Kentucky

To help Brushy Fork serve you better, please call us to pre-register. Call 859-985-3858 and ask for Jane Higgins.

Cycle 1 Flex-E-Grant Project Summaries

Brushy Fork Institute awarded each of the following projects a \$10,000 Flex-E-Grant in December 2008.

Community Capacity Building Initiative

Bridge 41, Inc. | Clay County, Kentucky

A community based development group will be formed that will consist of 10 adults and 10 youth. A Clay County Resource Guide will be distributed to the citizens of Clay County. Through an asset mapping session, three priorities will be identified and focus groups will be formed to pursue the development or enhancement of programs and services to address these priorities.

Elliott County Leadership Project

Gateway Resource Conservation & Development Council | Elliott County, Kentucky

According to the department of travel, tourism is the third leading industry in Kentucky, and in 2002 tourism grew more in Elliott than in any other county in Kentucky. The goal of this project is to expose Elliott County leaders to successful rural communities through workshops and a four-day study tour to rural North Carolina with Becky Anderson, former executive director of HandMade in America.

EC2 – Planning 2day for Estill County’s 2morrow

Estill Development Alliance | Estill County, Kentucky

Estill County will engage a representative group of residents who have an interest in planning the future of the community. This project will train them on how to become effective community leaders, aid them in identifying short-term immediate community projects and help them in implementing these projects. The long term goal is to have a working strategic plan for Estill County.

Harlan 2020, A Community Development Foundation

Harlan County School System | Harlan County, Kentucky

Harlan County has a number of organizations and active citizens but no formal leadership program to help organize and bring these groups together for the betterment of the community. The County has contracted with the New Cities Institute to collaborate with leaders in Harlan County to develop a leadership training and facilitation program that will foster community collaboration. Throughout the program the group will be given hands on skills to use as they move forward in their work in the community. At least 50 people will be trained in the advance skills of community leadership.

Knott County – Learning, Leading and Growing

Appalachian Artisan Center of Kentucky, Inc. | Knott County, Kentucky

This grant was awarded to advance a three-pronged effort: Early Childhood Dyslexia Intervention, the Artists’ Gathering 2009 and Nonprofit Leadership 101, These three workshops are focused on helping the involved organizations better identify and respond to community needs. The goals of the project are to increase the number of children who benefit from the intervention of evidence based strategies; to increase awareness among children, parents and teachers of the struggle and intervention needed for children who suffer from dyslexia; to provide tools that will increase the craft incomes of participating Knott County artists, to connect Knott County nonprofit leaders to each other, information and opportunities; and to provide tools that can increase the effectiveness of nonprofit organizations in the county.

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Early Childhood Traditional Arts Program

Cowan Community Action Group, Inc. | Letcher County, Kentucky

The purpose of this project is to promote and preserve traditional mountain arts into two early childhood centers, the Appalachian Early Childhood Center and the Cowan Head Start Center. Beginning in January there will be a minimum of 18 lessons in which preschool children are engaged in activities led by artists who excel in some form of traditional arts, such as music, dance or storytelling. The programs will also consist of at least 4 performances by the Kentucky Chautauqua Presenters.

Morgan County Community Leadership Program

Morgan County Fiscal Court | Morgan County, Kentucky

Morgan County has a strong group of leaders and active organizations; however, the community has not had a platform to hear from all the leaders or to have a way to develop an active and workable community strategic plan. This project will consist of four community meetings facilitated by the New Cities Institute, with the purpose of bringing together representation from all segments of Morgan County to identify community assets and initiatives. They will prioritize with a strategy to move the community forward and to build bridges through this program for the benefit of social, economic, educational and political segments of the community.

Updated Community 2009 Strategic Plan

Rockcastle County Development Board | Rockcastle County, Kentucky

The purpose of this project is to update the community's 2002 Strategic Plan by involving the community, county wide, in the development of input meetings, new projects, formation of task force committees, and the production and printing of new Master Strategic Plan binders.

Coal Camp Days Festival

Wheelwright Historical Society | Floyd County, Kentucky

The goal of this project is to support youth leadership development programs and encourage greater involvement of youth in community activities. In this community there is no formal leadership program, and so this project will consist of 12 weeks of training and workshops for students. The training will include areas of business plan development, business finance, developing business relationships, leadership development and event planning. These workshops and classes will provide students with the necessary skills to develop a regional festival to be held in June 2009, designed to become an annual event.

Surviving Hard Times

New track for nonprofits at the Brushy Fork Annual Institute

by Beth Curlin Weber, Brushy Fork Staff

“So what’s new about survival?” you might be asking yourself. Nonprofits are routinely well aware of the creative efforts it takes to keep moving forward. But this past year has been different. All of the traditional tracks for this year’s Brushy Fork Annual Institute will be enhanced with ideas for maintaining the mission, but we are offering completely new track, Surviving Hard Times, for organizations that are in financial crisis due to the recent economic downturn—organizations who wonder if they will make it another year. And, as is our habit, Brushy Fork brings the spirit of hopefulness—and backs it up with the skills to make it happen.

This new track is designed for organizations that are in crisis or are anticipating crisis. Participants will develop strategies to sustain their work and chart a viable path forward. Simple principles of managerial strategies are at the heart of our plans for the new track:

- Know where you are with projections and expenses
- Know what you can cut
- Don’t drive it into the ground
- Have a plan.

To help plan this track, in early March, we had an email “dialogue” with our participants, past and present. We got some great responses from them, and here are just a few of the ideas that they shared about dealing with economic crisis.

Flexibility: “When we see or realize impending crisis, if we only have one type of leadership style or a set number of skills, it is difficult (if not impossible) to change how we operate and manage limited/dwindling resources.”

Lean Management: “As nonprofits expand and contract, change usually comes out of necessity; to meet either growing or decreasing demand. Often, those changes meet the moment and the vision and goals of the organization can get left behind. How can we make those smaller changes that will retool and restructure our organization to better maximize service?”

Hope: Some organizations are still thriving. Share their strategies.

Continue the Mission: “. . .focus on the large picture when thinking of creative approaches to continue a mission. . . That doesn’t always mean the continuation of the organization—it may not be sustainable. But the work that needs to be done will not go away when an organization closes its doors. How we approach it can take on a different form. Is there a ‘phoenix rising from the ashes’ message that could somehow be intertwined? Is there some kind of support that could be provided to rising leaders to help them lift their heads above the fray and immediate concerns to see the big picture and begin to lay the foundation for a brighter future?”

No Whining: “Legislators don’t want to hear it. Sometimes we just whine and complain when we need to be looking for innovative solutions. People like to be a part of innovation and will often look for ways to help make it succeed. Negativity is the last thing we need. Tough times almost always create opportunities. If we don’t stay tuned in and listen to others, we won’t pick up on them.”

Rapid Response: “In today’s world, we need to work in a rapid response mode. I have seen colleges that take a year to respond to a need. In these times, that can be a year too late. We need to be able to respond to crisis or needs in a timely fashion.”

Community Stability—Back to the Basics of Life
We live in an economy of scarcity, in which there is never enough. Maybe we should be educating folks in our communities on the assets we do have to enjoy and build a sustainable life from, instead of always seeking elsewhere.

Celebrating our fifth year, the Brushy Fork Annual Institute has offered tracks that address most of these questions every year, but we will be ramping it up this year to quickly meet the needs of nonprofit organizations in the region.

As one of our participants who attended a track with Becky Anderson in recent years said, “We all need to use Becky’s attitude to keep our mission going. She simply does not know that it can’t be done... like the bumble bee that, because of its body weight and wing size, doesn’t know that it can’t really fly... so it goes ahead and flies anyway.”



2009 Brushy Fork Annual Institute

September 16-18, 2009 | Berea College, Berea, Kentucky

with early bird activities on September 15

for more information on tracks and plenaries, visit www.brushyfork.org

This year's Annual Institute is dedicated to helping organizations deal with issues arising from the global financial crisis. Tracks and plenary session will include an emphasis on surviving hard times. Tracks include:

New! Surviving Hard Times

Designed for organizations in financial crisis, this track will help participants develop strategies to sustain their work and chart a viable path forward.

Legal Issues for Nonprofits with Conley Salyer

Learn from an attorney about rules and regulations related to nonprofits and fundraising, entrepreneurial activities, lobbying and accounting. *"... crucial in effective board and directional oversight, leadership and participation."*

Digital Storytelling with Carpetbag Theatre

Create your own digital story through a creative process led by members of Carpetbag Theatre.

New Tools for Economic Development with Becky Anderson

This track features tools and interactive experiences focused on small town revitalization. *"Great mix of examples and ideas that got folks inspired!"*

Three Rs Plus with Dr. Vaughn Grisham

With a group from your community, tackle a pressing issue using Three Rs Plus, which explores nine Rs community developers must consider. *"Very good 'hands-on' learning. I'm leaving enthused and motivated."*

Advanced Communication Skills with Steve Kay

Become a better facilitator, leader, mentor or coach by using the Authentic Partnership model for communication.

Preliminary Agenda

Tuesday

- 1:00 Registration early arrivals
- 2:00 Early bird sessions
- 5:00 Early birds adjourn
- 5:30 Casual dinner

Wednesday

- 7:30 Breakfast
- 8:00 Registration
- 9:00 Opening Plenary
- 10:30 Break and go to tracks
- 11:00 Track Sessions
- 12:00 Lunch (in tracks)
- 5:00 Tracks adjourn
- 5:30 Dinner
- 7:00 Caucuses

Thursday

- 7:30 Breakfast
- 8:30 Track Sessions
- 11:00 Keynote Address
- 12:30 Lunch
- 2:00 Track Sessions
- 5:30 Tracks adjourn
- 6:00 Dinner

Friday

- 7:30 Breakfast
- 8:30 Hammin' and Jammin'
- 12:30 Lunch
- 1:00 Closing Session
- 2:00 Adjourn

Executive Problem Solving with David Sawyer

Accomplish serious work on challenges and opportunities you face as a nonprofit senior leader. Leave with allies, tools and plans for the future. *"Transforming!"*

Nonprofit Management

Learn to build a strong "back office" for your organization—records, policies and procedures that keep nonprofits healthy. *"I left with a list of things to do."*

Financial Management for Nonprofits

This track provides hands-on casework for people charged with developing a nonprofit accounting system.

Fundraising Beyond Grants

Gain practical tools and strategies for planning, structuring and implementing a successful fundraising program that moves beyond grants.

Grantwriting

Learn to write a winning proposal from researching to program planning and description to budgeting. *"I have never written a grant and now I feel that I can."*

Tools for Marketing Your Programs

This track explores branding, working with the media, using technology and developing a marketing plan. *"I not only gained valuable tools but literally experienced a paradigm shift in the way I look at communications..."*

Web Site Development

Gain the skills to build and maintain a basic web site for your organization. *"...extremely professional and knowledgeable..."*

Leadership Development

Gain new skills and perspectives about providing leadership to organizations and communities.

See a track that interests you?

Register today using the form in this newsletter.



2009
**Brushy Fork
 Annual Institute**

September 16-18, 2009
 Early bird activities: September 15, 2009
 On the campus of Berea College

Please print clearly or type.

Registration Form

Step 1: Give us your contact information.

Mr. Ms. Name: _____

Title/Position in Organization: _____

Organization: _____

Mailing Address: _____

Mailing Address Line 2: _____

City, State, Zip: _____

Home phone: _____ Work phone: _____

Cell phone: _____ Fax number: _____

E-mail address: _____ Organization Web Site: _____

Emergency contact name and number: _____

Relationship of emergency contact: _____

Step 2: Help us prepare to meet your needs at the Annual Institute.

Please indicate any dietary restrictions you may have: _____

Please indicate the name you want on your nametag: _____

The Annual Institute is held on a college campus. Buildings are ADA compliant, but some walking may be necessary. If you have special needs, please let us know.

Step 3: Tell us which early bird activities you want to join.

Will you attend the opening dinner on Tuesday, September 15? Yes No

Are you interested in attending an early bird session from 2:00-5:00 pm on Tuesday, September 15?
 Yes No

Note: Planning is currently underway for these sessions. Please check the Brushy Fork Institute web site at www.brushyfork.org/annualinstitute.asp to see the latest listing of early bird sessions.

Do you have a suggestion for an early bird session topic? _____

over ⇨

For Brushy Fork office use

Date received _____ Date entered _____ ID number _____ Processed by _____

Comments:

Name: _____

Step 4: Choose a workshop track to follow during the Annual Institute.

Each participant follows **one** track. Please indicate a first and second track choice. Tracks are subject to change based on registration numbers and other factors. Brushy Fork will notify you if you receive your second choice.

Track (please mark one first and one second choice)

First choice
(check one)

Second choice
(check one)

NEW!

| | | |
|--|--------------------------|--------------------------|
| Surviving Hard Times (limit 20) | <input type="checkbox"/> | <input type="checkbox"/> |
| Legal Issues for Nonprofits (limit 20) | <input type="checkbox"/> | <input type="checkbox"/> |
| Digital Storytelling with Carpetbag Theatre (limit 10) | <input type="checkbox"/> | <input type="checkbox"/> |
| Vaughn Grisham's Three Rs Plus (limit 8 teams) (requires 3 to 4 representatives from a community, each registered on a separate form.) List names of others: _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| Becky Anderson's New Tools for Economic Development (limit 20) | <input type="checkbox"/> | <input type="checkbox"/> |
| Advanced Communication Skills with Steve Kay (limit 10) | <input type="checkbox"/> | <input type="checkbox"/> |
| Executive Strategy & Problem Solving with David Sawyer (limit 10) | <input type="checkbox"/> | <input type="checkbox"/> |
| Nonprofit Management with Ginny Eager (limit 20) | <input type="checkbox"/> | <input type="checkbox"/> |
| Financial Management for Nonprofits with Ed McCormack (limit 10) | <input type="checkbox"/> | <input type="checkbox"/> |
| Fundraising Beyond Grants (limit 15) | <input type="checkbox"/> | <input type="checkbox"/> |
| Grantwriting with Chrisy Bailey and Kim Barber Tieman (limit 30) | <input type="checkbox"/> | <input type="checkbox"/> |
| Tools for Marketing Your Programs with Anne Durham (limit 30) | <input type="checkbox"/> | <input type="checkbox"/> |
| Web Site Development with Jan Pearce (limit 10) | <input type="checkbox"/> | <input type="checkbox"/> |
| Leadership Development with David Cooke (limit 20) | <input type="checkbox"/> | <input type="checkbox"/> |

Step 5: Suggest a topic for a caucus at the Annual Institute.

Caucuses will take place after dinner on Wednesday evening. We encourage participants to convene caucuses around topics they are interested in discussing. Please make a suggestion below.

Caucus suggestion: _____ Are you willing to convene this caucus?
 Yes No

Step 6: Return registration form with payment. Check one fee option:

Early registration \$450 (prior to August 14, 2009): covers Tuesday early bird sessions and dinner, all plenary sessions, concurrent tracks, network activities, materials, and meals during the Institute.

Regular registration \$475 (after August 14, 2009): covers all of the above.

Payment type (check one)

Make checks payable to
Brushy Fork Institute.

1. Check or money order enclosed in the amount of \$ _____

2. Credit card Card type: Visa Mastercard (Discover and American Express not accepted.)

Name on card: _____ Credit card number: _____ Exp. Date: _____

Signature: _____

Please return registration form with payment to:

Brushy Fork Institute • CPO 2164, Berea College • Berea, KY • 40404

859-985-3858 • Fax: 859-985-3903 • www.brushyfork.org

Cancellation Policy: We encourage substitution of participants rather than cancellation. If you must cancel:

- Cancellations received on or before August 28 are subject to a \$25 administrative fee.
 - Registrants who cancel from August 28 through September 4 will receive a \$200 refund and a \$200 credit toward registration for the 2010 Annual Institute.
 - Cancellations after September 4 are not refundable, but \$200 will be credited toward registration for the 2010 Annual Institute.
- Credits are not transferable.

APPALACHIAN HERITAGE

SPECIAL OFFER TO *MOUNTAIN PROMISE* READERS



Appalachian Heritage, a literary quarterly published by the Berea College Appalachian Center, is reluctantly raising its subscription rate to a still-reasonable \$25 yearly. *Mountain Promise* readers may SUBSCRIBE, EXTEND, RENEW, or give GIFT SUBSCRIPTIONS at the old rate of \$20 a year through the month of April 2009.

The Winter 2009 issue features a pre-publication excerpt from *Lark and Termite* by Jayne Anne Phillips, a novel that the *New York Times* called “incandescent and utterly original.” Filling out our featured author section is a paper on Phillips by a scholar from France, a biographical sketch of Phillips, and an essay by another West Virginia novelist, Meredith Sue Willis. The issue also includes a memoir by Patricia Harman, fiction by Gurney Norman, and a poem celebrating the November election by Silas House.



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Return to Brushy Fork Institute, CPO 2164, Berea College, Berea, KY 40404. Thank you!




Please plan to join us for the
BRUSHY FORK ANNUAL INSTITUTE
September 16-18, 2009 | Berea College

In 2009, Brushy Fork celebrates the fifth year of providing organizational and community development through the Annual Institute. Join us to:

- Get hands-on training in unique workshop tracks.
- Hear new ideas and explore regional issues.
- Connect with other people and organizations working to improve communities.

*Learn more about plans for the 2009 Annual Institute on pages 19 and 20.
Visit our web site at www.brushyfork.org/annualinstitute.asp.*



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