

APPENDIX F. DETAILS ON CONTINUUM PROGRAMS

GLOSSARY

APIs	Application Programming Interfaces
ASM	After School Matters
AYPF	American Youth Policy Forum
BNP	Buffalo Promise Neighborhood
BPS MOU	Buffalo Public Schools' Memorandum of Understanding
BUL	Buffalo Urban League
CFU	Council for Unity
CHCB	Community Health Center of Buffalo
CIS	Communities in Schools
CS	Citizen Schools
CTG	Closing the Gap
EL	Early Learning
EPIC	Every Person Influences Children
ETO	Efforts to Outcomes
ERF	Early Reading First
FSCS	Full Service Community Schools
HCZ	Harlem Children's Zone
HW-SC	Hillside Work-Scholarship Connection
HH	Highgate Heights Elementary School
HS	High School
LISC	Local Initiatives Support Corporation
NYS	New York State
NYSED	New York Stated Education Department
QRIS	Quality Rating and Improvement System
TCRWP	Teachers College Reading and Writing Project (Columbia U.)
UB	University at Buffalo
UBRI	University at Buffalo Regional Institute
WCCS	Westminster Community Charter School
WNY	Western New York

Westminster Foundation
applicant

Implementation Grant Priorities
1 and 4

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Buffalo Promise
NEIGHBORHOOD

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Competitive Preference

Comprehensive Local Early Learning Network	see Early Foundations
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ENDNOTES for Project Narrative Section C.2 EVIDENCE

SCHOOL TRANSFORMATION INITIATIVE Evidence

(note: for additional evidence on these topics, see also App F School Transformation sections)

Full Service Community Schools

- 1) For evidence and references on Full Service Community Schools, see the Family and Community Service Network section, below.

Dropout Prevention Model

- 2) For the major MDRC evaluation of Talent Development See MDRC (2005) Kemple, JJ et al, *Making Progress Toward Graduation Evidence from the Talent Development High School Model*, New York, NY: MDRC <http://www.mdrc.org/publications/408/overview.html>
- 3) For the What Works report on Talent Development, see their dropout prevention ratings: http://ies.ed.gov/ncee/wwc/reports/topicarea.aspx?tid=06&q=talent+development&btnG=Google+Search&site=wwc&client=wwc&output=xml_no_dtd&filter=p&start=0&num=100
- 4) For Talent Development/Diploma's successful i3 application, see (full evidence report on pp 12-18): <http://www2.ed.gov/programs/innovation/2010/narratives/u396b100257.pdf>

City Year Corps

- 5) For evidence on City Year effectiveness, see report of RMC and Research for Action studies in TD/DN's i3 application, page 24) <http://www2.ed.gov/programs/innovation/2010/narratives/u396b100257.pdf>

Career Academies

- 6) For evidence on the National Academy Foundation career academy experience see <http://naf.org/statistics-and-research>
- 7) For evidence on the Linked Learning approach to career academies, see http://connectedcalifornia.org/linked_learning/evidence
- 8) For the randomized Career Academy study, see MDRC (2008), Kemple, J.J., *Career academies: Long-term impacts on labor market outcomes, educational attainment, and transitions to adulthood*. New York, NY: MDRC (latest in a series of publications on this since 2000), <http://www.mdrc.org/publications/482/full.pdf>

EARLY FOUNDATIONS INITIATIVE Evidence

(note: for additional evidence on these topics, see also App F Early Foundations sections)

Parent Outreach and Parenting Education

- 9) Every Person Influences Children (EPIC) (2010). Documents provided by EPIC and from EPIC's website, EPIC-Outcomes page: <http://www.epicforchildren.org/content/pages/outcomes-epic>

Early Literacy Advocacy & System Improvement

- 10) Read to Succeed (2010). Documents provided by Read to Succeed and from Read to Succeed's website pages on Early Reading First and Project CARE,
<http://www.readtosucceedbuffalo.org/content/pages/earlyreadingfirst>,
<http://www.readtosucceedbuffalo.org/content/pages/projectcare>
- 11) RAND analysis of 20 early childhood intervention programs with experimental or quasi-experimental evaluation designs, demonstrated the importance of a well-trained childcare and early learning workforce.
http://www.rand.org/content/dam/rand/pubs/monographs/2005/RAND_MG341.pdf

Two Generation Strategy

- 12) Overview of Family Economic Success by the Annie E. Casey Foundation found at:
<http://www.aecf.org/~media/Pubs/Initiatives/FamilyEconomicSuccess/CenterforFamilyEconomicSuccessFINAL3.pdf>
- 13) There are many documents, references, and evaluations linked to this main page for *Making Connections* at the Annie E. Casey Foundation:
<http://www.aecf.org/majorinitiatives/makingconnections.aspx>

COLLEGE/CAREER CONNECTIONS INITIATIVE Evidence

(note: for additional evidence on these topics, see also App F College/Career sections)

College/Career Service

- 14) For AYPF's logic model and excellent summaries of evidence-based programs, see AYPF (2009b), Hooker, Sarah and Brand, Betsy, *Success at Every Step: How 23 Programs Support Youth on the Path to College and Beyond*, American Youth Policy Forum, 2009.
<http://www.aypf.org/publications/SuccessAtEveryStep.htm>
- 15) Conley, D. T. (2005). *College knowledge: What it really takes for students to succeed and what we can do to get them ready* (1st ed.). San Francisco: Jossey-Bass
- 16) College Summit performance results can be found at
http://www.collegesummit.org/aboutus/results_and_metrics/our_outcomes/
- 17) The successful New Profit grant application to which College Summit was a party is at
http://philanthropy.com/items/biz/pdf/NPI_SIFapp.pdf

Bennett Career Readiness and Internship Program

- 18) The Center for Governmental Research findings are at
http://www.cgr.org/searchreports_result.aspx?fromdate=01%2f01%2f1990&enddate=09%2f09%2f2011&keywords=hillside&searchin=both
- 19) The Hillside program and evidence is also profiled in AYPF's useful *Success at Every Step* report: <http://www.aypf.org/publications/SuccessAtEveryStep.htm>

Middle Grades College/Career Passport Program

- 20) Citizen Schools and its evidence is also profiled in AYPF's useful Success at Every Step report:
<http://www.aypf.org/publications/SuccessAtEveryStep.htm>

FAMILY/COMMUNITY SERVICES NETWORK Evidence

(note: for additional evidence on these topics, see also App F Family/Community sections)

Full Service Community Schools

- 21) Information on Closing the Gap can be found through Catholic Charities of Buffalo:
<http://www.ccwny.org/Services/tabid/59/cid/68/cat/Closing%20the%20Gap/Default.aspx>
- 22) Blank, Martin J., Melaville, Atelia & Shah, Bela P. (2003), *Making the Difference: Research and Practice in Community Schools*, Coalition for Community Schools, 2003.
- 23) Evaluation results from internal documents provided to BPN by Closing the Gap. Details of their federal full-service community schools grant at
<http://www2.ed.gov/programs/communityschools/2008awards.html>

Open System Models for Service Provider Participation

- 24) One successful model for Improvement Teams are the practice networks associated with the Cincinnati CLCs – below at #27.
- 25) For Service Provider Network, see section B.1 of the Project Narrative and section FC. 1 of Appendix F.
- 26) ICF International, 2010, *Communities in Schools National Evaluation: Five Year Summary Report*. October 2010.
- 27) Cincinnati CLCs (2011), Web site of the Cincinnati Public Schools Community Learning Centers. Retrieved 6 September 2011 at: <http://www.cps-k12.org/community/CLC/CLC.htm>
- 28) Providence After School Alliance (2011), Web site of the Alliance. Retrieved 6 September 2011 at: <http://www.mypasa.org/>

SCHOOL TRANSFORMATION

School Transformation Programs Described in This Chapter

- ST. 1 Create Community/Feeder Schools
- ST. 2 Exporting Westminster Model to Highgate Heights
- ST. 3 School Transformation with Talent Development – K-8
- ST. 4 School Transformation with Talent Development – Bennett
- ST. 5 Career Academies Overhaul
- ST. 6 Advocates & Services via Closing the Gap – K-8
- ST. 7 Advocate/Services via Closing the Gap – Bennett
- ST. 8 Health Protocols with CHCB – K-8
- ST. 9 Health Protocols with CHCB – Bennett
- ST. 10 Nutrition & Exercise Initiative – K-8
- ST. 11 Nutrition & Exercise Initiative – Bennett
- ST. 12 BPN Corps: In School, After School, Summer School – Grades 4-8
- ST. 13 BPN Corps: In School, After School, Summer School – Bennett
- ST. 14 Arts & Humanities K-8

Programs Supporting School Transformation Described in Other Chapters

- EL. 3 Elevating Early Literacy & Learning (with Read to Succeed)
- EL. 4 New Early Childhood Center
- CC. 1 BPN C/C Connections Initiative and Bennett College/Career Advisory Service
- CC. 2 Bennett Internships & Employability Programs
- CC. 3 Middle Grades College Career Passport Program
- FC.4 Violence and Gang Prevention with Council for Unity
- FC.5 BPN Neighborhood Safety Network
- FC.9 Adult Education, Employment & Training (with Services Network)
- FC.12 Broadband and Computer Access and Training

APPENDIX F> ST.1

SCHOOL TRANSFORMATION						
Create Community/Feeder Schools						
TARGETED INDICATORS Enrollment in Early Education Programs Academic Proficiency Attendance Rate Grades 6–9 Graduation Rate High School Graduates Ready for College Student Mobility Rate			PRIMARY PARTNERS Westminster Foundation Buffalo Public Schools Read to Succeed School Leadership from the three schools			
DESCRIPTION The plan is to draw students from BPN Early Learning programs into the two K-8 Full Service Community Schools, and from the two K-8 schools into Bennett, which over time will result in at least 60% of Bennett students (based on need) coming from the neighborhood. Bennett will also be a Full Service Community School thus completing the full continuum from birth through high school. The marketing and recruitment process will actively inform BPN families about the new programs and resources being introduced into the schools and neighborhood and encourage them to send their children to the BPN schools.						
Program Costs & Activity	1/1/2012-12/31/2012	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	TOTAL
Program cost	\$5,000	\$2,500	\$1,500	\$1,000	\$500	\$10,500
Estimated per-child cost	\$3.50	\$2.25	\$1.00	\$.70	\$.35	
Est. # of children served, by age	1,440	1,440	1,440	1,440	1,440	
Percent of all children, same age	100%	100%	100%	100%	100%	
Annual goal to increase proportion		0%	0%	0%	0%	
Projected all children, same age	1,440	1,440	1,440	1,440	1,440	

Source of Funding: Over 5 years: WF= \$10,500

Implementation Plan:

The effectiveness of a Promise Neighborhood and full service community school approach is obviously related to the extent to which neighborhood children attend the neighborhood schools. BPN is implementing a change from the usual Buffalo city-wide choice enrollment to encourage neighborhood enrollment in BPN early learning network providers and the three BPN schools. This initiative has two parts.

First, BPN will create and implement a marketing and awareness campaign to promote and encourage, from birth, enrollment of students living in BPN into BPN early childhood centers and providers. These early childhood facilities will then market and steer students towards the two BPN K-8 schools, which will in turn market and steer students towards attendance at Bennett. The majority of the recruitment will be done using posters, flyers, brochures, newsletters, banners, signs, public service announcements, billboards, news releases and/or door-to-door canvassing.

Second, BPN has worked with the Buffalo Public Schools to create an enrollment plan to enable this neighborhood attendance to take place. (Note that the Westminster Community Charter School placement is based on charter law. However, WCCS remains essentially a BPN neighborhood school since 1) it converted from a neighborhood school 6 years ago with most of the same students, 2) charter law provisions for sibling preference, and 3) walking proximity since no bussing is provided.) To enable neighborhood attendance at Highgate Heights and Bennett High School, the Buffalo Public Schools will implement an enrollment plan as follows:

- Fall 2012: Direct the Student Placement to stop assigning any students to the BPN Schools who do not live within the boundaries of the BPN zone (for Bennett and Highgate Heights)
- Spring 2012: Placement for 2012-13 school year – Fill the 36 Pre-K seats at Highgate Heights for Fall 2012 with students who live in the BPN zone first.
- Spring 2012: Placement for 2012-13 school year – fill any open Kindergarten seats at Highgate Heights for Fall 2012 with students who live in the BPN zone first
- 2012-2013 School Year – Continue policy of transferring into the BPN Schools only those students who live in the BPN zone (for Bennett and Highgate Heights)
- Spring 2013 - Placement for 2013-14 school year – Fill the 36 Pre-K seats at Highgate Heights for Fall 2013, with students who live in the BPN zone first.
- Spring 2013: Placement for 2013-14 school year – fill any open Kindergarten at Highgate Heights seats for Fall 2013 with students who live in the BPN zone first. And so on...

This placement procedure will continue until at least 60% of the students in the BPN Schools live in the BPN zone. The pro-active BPN neighborhood marketing campaign, combined with notable increase in services and improvement in offerings and achievement anticipated at Highgate Heights and Bennett, will bolster the BPN attendance at the three schools.

Segmentation Analysis and Supporting Evidence:

District student data revealed that only 379 students living in the BPN attend school in the Neighborhood (23%). Only 16% of Highgate Heights students reside in the BPN; for Bennett, the figure is a staggering 8%. Over 75% of students living in the BPN disperse daily to 55 other Buffalo public schools. These data required us to think hard and creatively about the efficacy of a neighborhood-based services approach in this neighborhood. After further analysis and positive discussion with the District, the decision was made to move assertively towards a neighborhood/feeder model and focus on attracting neighborhood children to Westminster Community Charter and Highgate Heights in the early entry grades, at middle school, and again at high school selection.

Evidence: In a small neighborhood like BPN, creating neighborhood schools and creating a feeder pattern cluster amounts to the same thing. Whatever you call it, the logic for having most neighborhood children attend the early learning, K-8, and high school in which coordinated transformation is being undertaken, and through which many BPN services will be delivered, is compelling. The evidence for the positive effects of community school models can be found in this Appendix chapter in ST. 6 (Advocates/Services via Closing the Gap) and also in the Family/Community Services Network chapter.

The logic for using feeder clusters to achieve the early intervention required for dropout prevention is also powerful. Perhaps because the creation of feeder school clusters involves a large number of complex actions and factors, there is little program evaluation focused specifically on this strategy. However, it is a major component of several of the school transformation models or innovative new school designs that are providing some of the most promising results in recent years. Talent Development and Diplomas Now included the creation of feeder school patterns in their i3 initiative, and some of the most promising charter organizations (like Mastery Charter Schools in Philadelphia), and most promising urban public school district turnaround partners (like the Academy for Urban School Leadership in Chicago), are focusing on creating feeder patterns to enhance the effectiveness of their efforts. <http://diplomasnow.org/> ; <http://www.masterycharter.org/> ; <http://www.ausl-chicago.org/index.html>

One model that is particularly interesting, and includes a combination of program elements that mirror BPN's feeder pattern cluster, plus its College and Career Connections Initiative and Family/Community Support Initiative, is **Project GRAD** (Graduation Really Achieves Dreams). Project GRAD USA is the nation's largest college access program for students in low-income areas, opening the doors to college with academic, community and financial assistance.

It is an unusual program in that it intervenes throughout an entire "feeder pattern" of elementary and middle schools that send students into each Project GRAD high school. The initiative recognizes that high schools inherit problems that have arisen earlier in the education pipeline, making it essential to improve both elementary and secondary schools in order to increase the rates of high school graduation, college-going, and college graduation. This model emphasizes support in the following key areas: ■ Enhanced academic preparation and rigor, especially in mathematics and literacy; ■ Social services supports to help students and parents secure additional resources to advance educationally; ■ Parent and community engagement; and ■ Information and guidance on college readiness and access.

In the longest-served group of public schools where it has worked, 51.5% of GRAD students are completing college, vs. the national average of 26.8%. Evaluation of its work includes:

- **MDRC's independent comparison-group (moderate evidence) evaluation** to determine the effects of Project GRAD. The results of this study can be found in two reports — *Charting a Path to Graduation* focuses on 52 elementary schools in Houston and in three other school districts (Atlanta, Georgia; Columbus, Ohio; and Newark, New Jersey), and *Striving for Student Success* focuses on three high schools in Houston and on high schools in two other school districts (Columbus and Atlanta). In general, Project GRAD student outcomes are tracked from the implementation of the first components of the model at each site (ranging from the mid-1990s to the early 2000s) until the 2002-2003 school year.
- **Identified as a "Program that Works"** Project GRAD was one of only four education programs identified as a "Program that Works" in supporting opportunity and access for underserved k-12 students, out of more than 200 education programs reviewed by the Business-Higher Education Forum for inclusion in StrategicEdSolutions.org.
- **Cited in Best Practice Studies.** GRAD is the only education reform organization cited in independent best practice research studies by Building Engineering and Science Talent (BEST), the federal Government Accountability Office (GAO) and the Comprehensive School Reform Quality Center (CSRQ) at the American Institutes of Research. From Project GRAD website; <http://www.projectgrad.org/our-impact.html>

APPENDIX F> ST.2

SCHOOL TRANSFORMATION

Exporting Westminster Model to Highgate Heights

<p>TARGETED INDICATORS</p> <p>Academic Proficiency</p> <p>Attendance Rate Grades 6–9</p> <p>Daily Physical Activity and Diet</p> <p>Safety</p> <p>Student Mobility Rate</p> <p>Caring Adult</p> <p>Access to the Internet</p>	<p>PRIMARY PARTNERS</p> <p>Westminster Community Charter School</p> <p>Westminster Foundation</p> <p>Buffalo Public Schools</p> <p>Highgate Heights</p> <p>Columbia University’s Teachers’ College Reading and Writing Program</p>
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DESCRIPTION

Replication of successes from high-performing Westminster Community Charter K-8 to low-performing Highgate Heights PreK-8. Elements of the model, including: Westminster Community Charter’s full-service community school approach and on-site health clinic; Columbia University’s Teachers College Reading and Writing Project (TCRWP) and related teacher collaboration model and emphasis on professional development; highly successful engagement of parents; and extended school day and year, will be brought to its new sister site.

Program Costs & Activity	1/1/2012-12/31/2012	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	TOTAL
Program cost	\$60,000	\$60,000	\$60,000	\$60,000	\$60,000	\$300,000
Estimated per-child cost	\$103	\$102	\$102	\$101	\$100	
Est. # of children served, by age	584 (5-13)	586 (5-13)	589 (5-13)	596 (5-13)	603 (5-13)	
Percent of all children, same age*	100%	100%	100%	100%	100%	
Annual goal to increase proportion		0%	0%	0%	0%	

* Applies to Highgate Heights student enrollment only; 100% served

Source of Funding: Over 5 years: WCCS = \$300,000 (shared)

Implementation Plan:

New WCCS principal, Mark Bower, will oversee the replication of successes from WCCS to Highgate Heights, focusing on:

- Literacy curriculum, teacher collaboration model, and emphasis on professional development, from Columbia University’s Teachers College Reading and Writing Project (TCRWP).** Westminster Community Charter School focuses on creating a learning environment and uses a system of diagnostic analysis to create individualized programs, targeting the areas of reading, writing, math, and student attendance. It promotes effective teaching through extensive, site-based professional development. A central strand in the development of the school’s culture and curriculum is Westminster’s Columbia Teachers College Reading and Writing Program (TCRWP), the development of which has been overseen by the program’s founder, Dr. Lucy Calkins. The program provides students with the skills and resources to live richly literate lives through individualized reading choices, in classroom libraries, and reading and writing workshops.

2. **A full-service community school approach.** Westminster Community Charter School’s educational approach is specifically designed to overcome the impacts of poverty through a full-service community model with relationship-based supports. The school provides a health clinic that includes an on-site Nurse Practitioner, Health Assistant, and Social Worker. It has a new food services program with an emphasis on nutrition and nutritional education.
3. **Successful engagement of parents.** The school emphasizes parent engagement through home reading, in-school activities, and a strategic decision not to offer busing in order to encourage neighborhood enrollment and parental interaction at dropoff/pickup.
4. **Extended school day and year.** Westminster also includes extended time on task through free after-school, Saturday, and summer programs linked to the regular academic curriculum.

Transfer of practice to another K-8 is not expected to pose significant issues, but the District and Highgate Heights and Westminster Community Charter School leadership teams have been fully involved in planning year activities to address the differences between conversion charter and regular district status. (In addition, of course Westminster Community Charter School was itself a regular district school for its first twelve years, including its initial transformation.)

Segmentation Analysis and Supporting Evidence:

Two neighborhood K-8s, with similar student demographics – but very different school cultures: Westminster Community Charter’s history as a full-service community school with the management backing of M&T, has enabled it to develop into a truly “neighborhood” school; while 39% of its students live in the BPN, most of the rest also live within a one-mile radius of the school, just outside the BPN border on which WCCS is located. In contrast only 16% of Highgate Heights students live in the neighborhood, with the rest traveling in from all over Buffalo, while neighborhood children who live near Highgate travel out to schools in other parts of the city. Highgate’s mobility rate is also significantly higher, with an average of 3 student moves every week (compared to less than one a week for Westminster). Replicating the success of WCCS at Highgate Heights – or, more accurately, learning from WCCS’s experiences to plan the right path for Highgate -- is clearly part of the plan for BPN. Indeed, the two schools’ leaderships are already working together.

One of the keys to the transformation of Westminster over the past decades is their use of the Columbia Teacher’s College Reading and Writing Program. The development of TCRWP at Westminster has been overseen by the program’s founder, Dr. Lucy Calkins. The program supports a number of evidence-based practices for literacy, including strategy instruction, writing about reading, and engagement through student choice. (Information from internal documents provided by Dr. Lucy Calkins, Program Director, 2010.) It also prompts teachers to embrace collaborative practice throughout the curriculum. TCRWP has worked system-wide in New York City since Chancellor Joel Klein chose balanced literacy as the city’s curriculum. It is also works in some Promise Academy schools in Harlem.

APPENDIX F> ST.3

SCHOOL TRANSFORMATION						
School Transformation with Talent Development – Grades 4-8						
TARGETED INDICATORS Academic Proficiency Attendance Rate Grades 6–9 Graduation Rate High School Graduates Ready for College Safety Student Mobility Rate Caring Adult Access to the Internet			PRIMARY PARTNERS Talent Development Westminster Foundation Closing the Gap Buffalo Public Schools Highgate Heights Westminster Community Charter School			
DESCRIPTION The Talent Development Middle Grades program is a comprehensive research-based reform model with a track record of transforming low-performing schools. These transformations involve the implementation of accelerated curricula, specifically designed to catch students up who are two or more grade levels behind; early warning systems based on attendance, behavior and course performance; tiered support programs for general, moderate and intensive needs; the use of second shift young adult corps members; dedicated teacher and student teams; long learning blocks; and attention to student engagement.						
Program Costs & Activity	1/1/2012-12/31/2012	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	TOTAL
Program cost	\$353,000	\$257,438	\$180,000	\$80,000	\$0	\$870,438
Estimated per-child cost	\$876	\$636	\$440	\$193	\$0	
Est. # of children served, by age	403 (10-14)	405 (10-14)	409 (10-14)	414 (10-14)	414 (10-14)	
Percent of all children, same age*	59%	59%	60%	61%	61%	
Annual goal to increase proportion		0%	0%	0%	0%	
Projected all children, grades	680	680	680	680	680	

* 100% of Westminster and Highgate Heights students in grades 6-8 are served; other students attend schools outside BPN.

Source of Funding: Over 5 years: WCCS =\$435,219; WF = \$435,219

Implementation Plan:

Talent Development is working with Westminster Foundation and the Highgate Heights and Westminster Community Charter School leadership to directly implement the academic third of the Diplomas Now (DN) dropout prevention model at the two BPN K-8 schools. (For other two legs of Diplomas Now, Westminster is providing local replications: Closing the Gap will act in the DN role of Communities in Schools (See ST.6) and Westminster is developing its own youth corps workforce, BPN Corps, to fulfill the DN role of City Year (see ST. 12).

Talent Development’s *Mastering Middle Grades* curriculum prepares students for the academic and social challenges of middle school though explicit instruction in crucial life and study skills

not often covered in their academic courses. This modular, three-year curriculum includes 40 lessons per year (designed for a 45-minute class period):

- A three-year curriculum focusing on study and life skills and college/career awareness
- Teacher-friendly format
- Articulates with other TD curricula
- Builds skills incrementally, revisiting crucial skills each year with fresh lessons
- Developmentally appropriate focus on cooperative team learning

<http://web.jhu.edu/CSOS/tdmg/MMG%201-pg%20handoutWLogo.pdf>

During the planning phase of the BPN, much has been accomplished with Talent

Development with respect to implementing the TD School transformation model at WCCS and Highgate Heights. Several team meetings were held that included key representatives from Westminster Foundation (WF), Buffalo Public Schools (BPS) and Talent Development (TD).

The first of these meetings included a visit by the WF (including BPS principals) to Baltimore, MD to “observe the model in action” at a TD-supported public school. We spoke to teachers and administrators and began a dialogue about how the TD model could be integrated in the BPN schools. Following the meeting, we had several conference calls and exchanges of information and data. This was followed by a visit from the CEO of TD and his team to observe and assess BPN schools. After additional assessment and discussion, there was unanimous agreement the TD model was comprehensive and an ideal fit for the transformation of BPN schools.

We next met to begin mapping the instructional, organizational, professional, and data supports to the BPN schools. Specifically, we focused on the integration of the following key concepts:

- Small Learning Communities
- Teacher Teams
- Early Warning Indicators and the use of data
- Common Planning Time
- 4x4 Block Scheduling
- Extended time for course recovery
- Climate
- Effective Leadership
- Roles & Responsibilities

As much of the blueprint for these program elements is now in place, we have turned our attention to infrastructure building to ensure we have the proper supports to fully implement the model. The key elements will include the following, to be tailored to each school, based on initial needs analysis and leader meetings:

1. Further define the development of teams and the implementation of teaming by content and through interdisciplinary initiative.
2. Review Student Team Literature for possible incorporation as stand-alone offering or for including in current instructional program.
3. Integrate current elements of the school’s Climate program and development supplements.

4. Implement embedded coaching for math, ELA and Student and School Support.
5. Establish a Savvy Reader's Lab for students needing intensive extra help.
6. Integrate the EWI (Early Warning Indicator) support process based on the need to address attendance, behavior, and course completion needs.
7. Recruit and train the BPN Corps to support EWI and instruction and afterschool activities.
8. Build on effective parent involvement and community awareness initiatives, utilizing the services of the National Network of Partnership Schools (NNPS).

Segmentation Analysis and Supporting Evidence:

Eight out of 10 BPN children are in the moderate to high need category as they transition from elementary to middle school. Risk factors only increase during the middle grades, with chronic absenteeism rising from 11% sixth grade to 20% in eighth, academic proficiency decreasing (the percent of students fully proficient in all core subjects falls from 18% in 7th grad to 6 percent in 9th grade), and more students saying they lack a caring adult both at home and school. Given that the majority of our middle grade students have moderate to high need, we knew it would be important to work on a neighborhood feeder pattern and to start the comprehensive dropout prevention approach of Talent Development at this earlier stage.

>>The **evidence** for Talent Development's approach to these issues **is provided on sheet ST. 4 on School Transformation with Talent Development - Bennett** (next).

APPENDIX F> ST.4

SCHOOL TRANSFORMATION						
School Transformation with Talent Development – Bennett						
TARGETED INDICATORS Academic Proficiency Attendance Rate Grades 6–9 Graduation Rate High School Graduates Ready for College Safety Student Mobility Rate Caring Adult Access to the Internet Teenage Pregnancy			PRIMARY PARTNERS Talent Development Westminster Foundation Closing the Gap Buffalo Public Schools Highgate Heights Westminster Community Charter School			
DESCRIPTION The Talent Development Secondary program is a comprehensive research-based reform model with a track record of transforming low-performing schools. These transformations involve the implementation of accelerated curricula, specifically designed to catch students up who are two or more grade levels behind; early warning systems based on attendance, behavior and course performance; tiered support programs for general, moderate and intensive needs; the use of second shift young adult corps members; dedicated teacher and student teams; long learning blocks; and attention to student engagement. At the secondary level it also focuses on the transition to high school with its Ninth Grade Academy, and incorporates upper grade Career Academies.						
Program Costs & Activity	1/1/2012-12/31/2012	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	TOTAL
Program cost	\$353,000	\$308,924	\$270,000	\$160,000	\$0	\$1,091,925
Estimated per-child cost	\$1,412	\$532	\$327	\$150		
Est. # of children served, by age	250 (14-15)	581 (14-16)	826 (14-17)	1,066 (14-19)		
Percent of all children, same age*	18%	43%	64%	85%		
Annual goal to increase proportion		25%	21%	21%		
Projected all children, grades 9-12	1,360	1,360	1,300	1,250	1,200	

* Estimated # of children served are 100% of children grades 9-12 enrolled at Bennett High School; other high schoolers attending schools outside BPN will not be served by Talent Development.

Source of Funding: WF = \$1,091,925

Implementation Plan:

Talent Development is working with Westminster Foundation and Bennett high school leadership to directly implement the academic third of the Diplomas Now (DN) dropout prevention model at Bennett. (For other two legs of Diplomas Now, Westminster is providing local replications: Closing the Gap will act in the DN role of Communities in Schools (See ST.7) and Westminster is developing its own youth corps workforce, BPN Corps, to fulfill the DN role of City Year (see ST. 13). TD is a 3-4 year engagement/transformation model.

Talent Development Core Elements to be implemented in BPN:

School Organization

- Ninth Grade Success Academy (enhancing existing Freshman Academy, including dedicated teaching groups)
- Tenth-Twelfth Grade Career Academies (enhancing existing Career Academies, including dedicated teaching groups and separate physical space)
- Teacher Teams with shared students and common planning time (requires some additional teacher staffing)
- Extended Class Periods of 60-90 mins (TD provides scheduling expertise)
- Multiple opportunities to advance – afterschool, summer school, alternative pathways (BPN to provide afterschool, summer school; school and TD to investigate alternative small learning community for overage students within school)

Curriculum and Instruction

- TD accelerated learning courses in Frosh, Soph, and Junior year (First semester English and math – total of six courses)
- District courses reconfigured for half year long block (Second semester English and math courses, electives, higher level courses, senior year courses)
- Freshman Seminar – study skills, social and human relations skills,
- Computer-assisted triple dose options for those most behind
- Interactive, engaging instruction (learning stations, hands-on activities enabled by extended class periods)

Staff Support

- Four person team – organizational facilitator (from TD or BPN), plus 3 instructional facilitators in math, ELA, and Freshman seminar/social studies (local teachers trained for latter three)
- Participatory planning process to create academies (TD and school leaders)
- Assistance in aligning TDHS curricula with local standards (TD, school teacher leaders)
- Initial and on-going professional development in teaming, instruction for longer periods, acceleration and dropout prevention (TD initial PD, TD on-site coaching, training of local teachers to continue coaching)

During the planning phase of the BPN, much has been accomplished with Talent Development with respect to implementing the TD School transformation model at Bennett.

>> For detail on the team meetings, an observation trip to a TD school in Baltimore, and TD's assessment visits, all involving key representatives from Westminster Foundation (WF), Buffalo Public Schools (BPS) and Talent Development (TD), *please see ST. 3*.

As much of the blueprint for these program elements is now in place, we have turned our attention to infrastructure building to ensure we have the proper supports to fully implement the model. The key elements will include the following:

1. Conduct TDS awareness sessions on the acceleration curricula with specific focus on 9th grade Success Academy to start. Include Freshman Seminar course as a crosswalk with existing life skills course, align Strategic Reading and Transition to Advanced Mathematics with respect to 9th grade English and mathematics courses.

2. Develop interdisciplinary teams and content teams
3. Hold work sessions on scheduling for the 9th grade academy with plans for ramping up for the development of academies for grades 10–12.
4. Plan for literacy and numeracy labs for students more than 3–4 years below in grade level.
5. Create an extensive positive climate program.
6. Develop an integrated data review process (EWI – early warning indicator meetings) focusing on the A-B-C data (**A**ttendance, **B**ehavior and **C**ourse Performance).
7. Include School Loop to create a “just-in-time” bridge between the district’s data dashboard and the schools.
8. Utilize TDS facilitators to build capacity of coaches in math, ELA and student and school supports services.
9. Allocate BPN Corps members to focus on cohorts of students and extending and enhancing the capacity of teachers and develop a plan for their continued use.
10. Integrate College Summit as the approach to create a systematic college going culture.
11. Collaborate in the development of an effective parent involvement and community awareness initiative, utilizing the services of the National Network of Partnership Schools (NNPS)

Other initiatives will tie into the Talent Development implementation, including, for example, Bennett Alumni Association’s mentoring program, provision of grants to teachers for creative programming, and involvement in a special committee to address attendance issues. These committee members meet regularly with school personnel, contact the truant students and parents by telephone and email. Efforts are underway for the 2012 school year to conduct home visits. These efforts will be done in partnership with staff within the Student Success Centers.

Segmentation Analysis and Supporting Evidence:

Our UBRI Needs Analysis showed us just how challenging it will be to improve the achievement levels and life prospects of our high schoolers. For BPN students, not graduating from high school is the norm, teenage pregnancy is three times higher than the state average, and fewer than half of all high school students reported feeling safe when they are in the building. And it all starts early. Neighborhood eighth graders post proficiency levels of only 15% in math and 21% in ELA. A highly troubling half – 51% - of BPN ninth graders are chronically absent, missing three or more days of school a month. Bennett’s school leadership was already responding to this situation with an attempt to target attendance, behavior, and approaches for bringing students up to grade level quickly by focusing on ninth graders, when BPN offered an opportunity to look at national dropout prevention models. The Talent Development-Diplomas Now model was strikingly aligned to Bennett’s needs, while offering a wealth of experience in precisely the types of solutions our segmentation analysis suggested.

Evidence: Talent Development and the related Diplomas Now model was the only secondary school reform model endorsed by the award of an i3 validation grant. The models have been approved by the states of Illinois and Virginia as school turnaround or transformation partners. Evidence for these models include:

What Works Clearinghouse: Talent Development High Schools is rated as an effective research-based plan for reducing dropouts by the What Works Clearinghouse, the information arm of the U. S. Department of Education’s Institute for Education Sciences. The clearinghouse recognizes

only programs that are shown to be effective according to its strict standards of research.
www.whatworks.ed.gov.

The [American Youth Policy Forum](#) identified Talent Development High Schools in 2009 as one of 23 programs that support youth on the path to college and beyond in *Success at Every Step: How 23 Programs Support Youth on the Path to College and Beyond*. This publication identifies programs that have been proven to help young people successfully complete high school and be prepared for success in postsecondary education and careers, based on the results of recent, high-quality evaluations. <http://www.aypf.org/publications/SuccessAtEveryStep.html>

MDRC Reports:

In ***Making Progress Toward Graduation***, MDRC reports findings from a rigorous, quasi-experimental study that compares high schools implementing Talent Development reforms with similar high schools. The longitudinal study finds that Talent Development produced substantial and pervasive educational gains for students in low-performing schools in Philadelphia. Talent Development increased school attendance by nine days per year for each student, and increased students' passing rates in Algebra I an average of 25 percentage points. For a high school with 500 first time ninth-graders, the program helped an additional 125 students pass algebra and an extra 40 students get promoted to tenth grade. Findings also indicate that positive effects extended to eleventh grade math test scores and to graduation rates.

Kemple, Herlihy, and Smith (2005) *Making Progress Toward Graduation: Evidence from the Talent Development High School Model*. <http://www.mdrc.org/publications/408/overview.html>

In ***The Talent Development Middle School Model*** and a follow-up publication with later findings, MDRC looked at the middle grades program, focusing on eighth grade, which marks the culmination of students' middle school experiences. The following is an overview of the key findings of the 2004 and 2005 reports:

- Talent Development had a positive impact on math achievement for eighth-graders, a finding that emerged in the third year of implementation and then strengthened during the next two years in the schools for which data are available.
- Talent Development schools exhibited modest impacts on eighth-grade attendance rates.
- The model produced an inconsistent pattern of impacts on eighth-grade reading achievement: Modest improvements occurred in some years but not in others

Herlihy and Kemple, (2004) *The Talent Development Middle School Model Context, Components, and Initial Impacts on Students' Performance and Attendance*
<http://www.mdrc.org/publications/400/execsum.html>

APPENDIX F > ST.5

SCHOOL TRANSFORMATION						
Career Academies Overhaul						
TARGETED INDICATORS Academic Proficiency Attendance Rate Grades 6–9 Graduation Rate High School Graduates Ready for College Student Mobility Rate Caring Adult Access to the Internet Teenage Pregnancy			PRIMARY PARTNERS Talent Development Bennett High School Leadership Team Westminster Foundation			
DESCRIPTION The two existing Bennett career academies will be developed into fully-fledged Career Academies with separate space, dedicated teacher teams, coursework integrated around career themes, meaningful connections with local companies operating in the sector, enhanced options for vocational certification, etc. Development of the new-style Academies will also be integrated with the College/Career Initiative to help increase the relevance of high school coursework, connection to students’ futures, and links with the surrounding Neighborhood and Community.						
Program Costs & Activity	1/1/2012-12/31/2012	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	TOTAL
Program cost	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$25,000
Estimated per-child cost	\$5	\$5	\$5	\$5	\$5	
Est. # of children served, by age*	1,000 (14-19)	1,006 (14-19)	1,014 (14-19)	1,026 (14-19)	1,038 (14-19)	
Percent of all children, same age	74%	74%	78%	82%	86%	
Annual goal to increase proportion		0%	4%	4%	4%	
Projected all children, grades 9-12	1,360	1,360	1,300	1,250	1,200	

Source of Funding: Over 5 years: WF = \$25,000

Implementation Plan:

Bennett High School currently has two Career Academies – one in Business and one in Law. However, neither is a true small learning community with consistent teacher and student teams, and many students are assigned to the two academies for administrative purposes only. The School Leadership Team, BPN and Talent Development have all agreed to **target the development of the current academies into fully-fledged Career Academies** with separate space, dedicated teacher teams, coursework integrated around career themes, meaningful connections with local companies operating in the sector, options for vocational certification, etc.

Because the initial focus of Talent Development will be on the Ninth Grade Academy, the structural changes necessary for full Career Academy implementation (staffing for dedicated teaching teams, schedule changes and creation of separate physical space) will be phased into 2013-14.

In the meantime the Bennett leadership team is already making significant steps toward the enhancement of the Career Academy curriculum and industry links, which will continue over the 2011-12 and 2012-13 school years. These steps include:

For the Business Academy:

- **Received approval for two NYS-Certified Programs:** 1) A Business Administration Program (6 courses). 2) The Virtual Enterprise Program (7 courses). The latter is an outstanding, internationally-recognized project-based program that culminates in senior year with a challenging double period simulation project. There is an emphasis on small learning community and relationships, with the same teacher teaching the pre-requisites and the senior project. Bennett has 4 teachers who cover most of the Academy-specific courses (the Virtual Enterprise teacher, and teachers for computer skills, marketing and accounting, and marketing and bus ownership). <http://veinternational.org/>
- **Have agreements with local colleges to get credit** for these programs
- **Moving toward real world skills** – just starting two exciting programs on site at the school: a student-run credit union and a student-run teacher resource store.

For the Academy of Law:

- **Will run two programs, one NYS-Certified:** 1) CTE pathway in Forensic Science (4 course sequence), certified in 2011. 2) Criminal Law track (police, security, law), which has no certification. .
- **Just initiating partnership** with the University at Buffalo Law School

For 2013, Westminster Foundation will work with Talent Development and the school leadership to not only implement the necessary structural and staffing changes, but also evaluate these changes in the curricular and instructional changes, with special emphasis on ensuring: the strength of certified pathways, the amount of hands-on learning, and opportunities for paid and unpaid internships available for Business and Law students, in conjunction with the College and Career Initiative activities described elsewhere. We have had initial contact with the National Academy Foundation and investigated Linked Learning Career Academy models and will evaluate the benefits of adopting or associating with a particular model going forward.

Segmentation Analysis and Supporting Evidence:

As we have noted in many of our segmentation analyses, the level of chronic absenteeism at Bennett is startling, with over half of students missing three or more days a month. Among other factors, those involved have identified low levels of student engagement with schoolwork. Not surprisingly, academic proficiency is also low, leading to a 46% graduation rate, and only 6% of graduates deemed fully “college-ready.” The Bennett school leadership has already experienced increasing engagement, attendance and academic outcomes for the small percentage of their students who are involved in their Business and Law academies. BPN and school leadership were already considering enhancing their career academies as part of our transformation plan when we decided to join forces with Talent Development, who also favor upper-grade Career Academies as a motivating and real-world incarnation of the small learning teams essential to their dropout prevention approach.

Evidence: The evidence supporting this effort is particularly strong. The Career Academy approach is one of the few comprehensive education reform models to show *impressive, long-term positive impacts* through *strong, randomized evaluation involving large numbers of students over significant longitudinal study periods*. This major study by MDRC followed participants and control groups for up to eleven years – from eighth grade up to eight years beyond scheduled high school graduation, which brought them through college and into career (a massive 80% were traced in academy *and* control groups). MDRC (2008), Kemple, J.J., *Career academies: Long-term impacts on labor market outcomes, educational attainment, and transitions to adulthood*. New York, NY: MDRC (latest in a series of publications on this since 2000), <http://www.mdrc.org/publications/482/full.pdf>

Critical elements of success in the Career Academies model include: ■ Smaller learning communities; ■ Adult mentors; ■ Work-based learning; ■ Applied and contextual curriculum; ■ Employer partnerships.

Positive impacts of participation in Career Academies included: ■ Increased completion of the required credits for high school graduation; ■ increased postsecondary employment rates and earnings; ■ Increase in positive youth development activities at the high school level; ■ increase in family formation and establishing independent households by eight years after expected high school graduation; ■ The high school graduation rate was the same for participants and non-participants.

As AYPF's *Success At Every Step* points out, Career Academies have three striking benefits, and all three are particularly relevant for the goals BPN has for its youth:

- Long-Term Labor Market Benefits: This study provides strong evidence that Career Academies produce long-term financial benefits by improving postsecondary labor market prospects. The findings indicate that potential benefits are particularly high for young men (17% improvement in terms of real earnings) and those at high-risk of dropping out of high school.
- Family Formation Benefits: An unexpected positive outcome of this evaluation is the finding that participation in a Career Academy increases the likelihood that young adults will be independent from their parents, will marry, and will be custodial parents.
- Benefits for the Most At-Risk Students. Participation in a Career Academy has the potential to raise the earnings of young men, particularly males at risk of dropping out, without any decrease in educational outcomes. Given that this population faces many challenges in terms of labor market attachment, Career Academies should be considered a key strategy to increase the financial independence of young males.

The “fit” with BPN broader goals is striking: not only the increase in earning power, but enhanced “life” outcomes in terms of living independently with children/partner, being married, and having custody of their children are invaluable to help establish the virtuous cycle from student through becoming parent to the next generation of students, as represented at the top of our master BPN Continuum Design and Management graphic on page 12 of the narrative.

It may also be possible to add increased academic outcomes to these many benefits. Many of the Career Academies included in the study had been in existence for many years, and did not use the more innovative and rigorous approaches to career-linked education developed over the past few years. So we are also investigating **Linked Learning/Pathways**, an updated and enhanced Career Academy approach that involves programs of study that link learning in the classroom with real-world applications outside of school, and usually feature pathways organized around major industry sectors. Much of it is delivered through multi-disciplinary, and project- or performance-based learning. Each pathway contains four essential ingredients:

1. A challenging academic component, that emphasized college-readiness
2. **A demanding technical component**, preparing youth for high-skill, high-wage employment through an emphasis on real-world applications that bring academic and technical learning to life.
3. **A work-based learning component** offers opportunities to learn through real-world experiences. Students gain access to intensive internships, virtual apprenticeships, and school-based enterprises.
4. **Support services** include counseling and additional instruction.

For evidence on the Linked Learning approach, primarily in California, see http://connectedcalifornia.org/linked_learning/evidence. The research cited is promising, including studies such as one conducted collaboratively by ConnectEd and the Career Academy Support Network at the University of California at Berkeley, which found that students in California's "Partnership Academies" (a variety of Linked Learning) were

- more likely to pass the California High School Exit Exam as sophomores;
- more likely to complete the "a-g requirements" needed for admissions eligibility to California's public universities; and
- more likely to graduate from high school

http://www.connectedcalifornia.org/downloads/LL_Evidence_CPA%20Summary_web.pdf

The research cited is promising, but the "linked learning" field is too new for much on long-term impacts. Some research relates to pilot studies, others involve only a few years of data on programs that are quite new, and some studies are still on-going. However, Linked Learning builds on the idea of Career Academies, so the research on this approach is also relevant.

APPENDIX F> ST.6

SCHOOL TRANSFORMATION						
Advocates & Services via Closing the Gap – K-8						
TARGETED INDICATORS Academic Proficiency Attendance Rate Grades 6–9 Safety Student Mobility Rate Caring Adult Access to the Internet Teenage Pregnancy			PRIMARY PARTNERS Closing the Gap United Way Catholic Charities Westminster Community Charter School Buffalo Public School District (BPS)			
DESCRIPTION <p>Closing the Gap (CTG) will provide the intensive services part of the Diplomas Now dropout prevention model in BPN. It is a remarkable collaboration between the BPS, Catholic Charities, United Way, the Erie County Dept. of Health, Mental Health, and Social Services, Kaleida Health & Catholic Health Systems, along with multiple health and human service providers, local foundations, and corporations.</p> <p>CTG will provide BPN its powerful, coordinated and integrated community school model to Highgate Heights and Westminster Community Charter School (WCCS). It is a full continuum of academic, family and community supports that will revitalize students, schools, the neighborhood and workforce of the area. Key features of this model include: Student/Family-centric environment, Relationship-based, responsive structure, established protocols, true integration of community and social supports within the school, flexible, responsive and driven by unique needs of the school community, service continuum and management expertise, data-driven decision making and Leadership team (consisting of the Commissioners of Erie County Departments of Health, Mental Health, and Social Services, the Principals of all participating schools, and key BPS School District Personnel) with the ability to create systemic change.</p>						
Program Costs & Activity	1/1/2012-12/31/2012	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	TOTAL
Program cost	\$415,375	\$415,375	\$311,531	\$207,688	\$166,150	\$1,516,119
Estimated per-child cost	\$371	\$369	\$274	\$181	\$143	
Est. # of children served, by age*	1,120 (5-13)	1,127 (5-13)	1,136 (5-13)	1,150 (5-13)	1,164 (5-13)	
Percent of all children,	79%	80%	84%	92%	97%	
Annual goal to increase		1%	4%	6%	5%	
Projected all children, same	1,420	1,400	1,350	1,250	1,200	

* Programs serve all students enrolled at Westminster or Highgate Heights. K-8 students attending schools outside BPN can still receive CTG services through the Student Success Center at the health center. That center is listed at EL. 2.

Source of Funding: Over 5 years: WCCS =\$758,060; WF =\$758,060

Implementation Plan:

In the BPN, CTG will provide community school infrastructure, protocols, operational management and fiscal oversight in the two BPN K-8 Elementary schools (and also in Bennett

High School and the Community Health Center of Buffalo – see separate sheets) in support of the strategy for significant improvement in schools. This will include a Site Facilitator at each school and in kind management & oversight of the partner providers through the CTG Program Manager and the United Way Director of Education Investment & Initiatives. Based on the results of the needs assessment conducted by CTG, in partnership with the National Centers for Community Schools, CTG will assist BPN to determine appropriate community partners for each elementary school, tapping into their longstanding relationships with the provider community and specifically seeking to engage providers in the neighborhood through community outreach efforts.

Along with the Site Facilitator, core components of CTG for **Highgate Heights & WCCS would include preventative services like** mental health, basic social services, parent/family advocacy, and mentoring. Secondary and tertiary intervention strategies, which are implemented on an as needed basis, include: family social workers, grief and loss counseling, anger management and conflict resolution, school engagement and parent involvement. By providing a full service community school, CTG services can improve academic performance, increase attendance, decrease drop-out rates, and improve behavior and youth development.

CTG has established clear standards of practice and protocols for data collection. Data is used to understand individual student performance and to develop service plans. Results are shared with school administration at regularly scheduled sessions and at monthly CTG provider meetings. An annual report of outcomes will be developed and distributed to the CTG Leadership to make comparisons across student demographic groups, providers and location in order to identify flaws within the service delivery system and is part of the continuous improvement process.

Segmentation Analysis and Supporting Evidence:

One of the most revealing sets of data out of the BPN Needs Assessment was the segmentation of students at each of the key continuum transition points into high- moderate- or low-need, using a constellation of measures to indicate if they have fallen behind and are in great danger of failing to meet academic requirements to graduate (high-need), demonstrate some positive attributes but fall short on other measures (moderate) or are on track for educational success (low-need). The level of need varied considerably by transition point and enormously for yet further segmentation by family income, household type, etc. To address these needs we would clearly require a data- and relationship-driven student and family advocacy role, and – given the extent of need - a mechanism for tailoring and delivering intensive interventions. Fortunately BPN already had built into its design the Closing the Gap service delivery model, which provides just these features. The CTG model is based on research by the Institute for Educational Leadership and Coalition for Community Schools. *Community Schools – Results That Turn Around Failing Schools Test Scores, Attendance, Graduation and College-Going Rates*, May 2010.

Evidence: Community schools, such as CTG, are both a place and a set of partnerships between the school and other community resources. In the last decade, community school initiatives have proliferated and are now found in 49 states and the District of Columbia. One reason for the widespread acceptance of this model is that it provides a vehicle for aligning the interests of students, families, teachers, and the community around a common goal—improving the success of young people.

Research over the past two decades provides clear evidence that full service community schools can improve academic performance, increase attendance, decrease dropout rates, and improve behavior and youth development Blank, M., Jacobson, R., & Pearson, S.S. (2009). A coordinated effort: well-conducted partnerships meet students' academic, health and social service needs.

American Educator, 30- 36

<http://www.aft.org/pdfs/americaneducator/summer2009/coordinatedeffort.pdf>

AYPF's Success at Every Step notes that national evaluation of CIS consists of multiple studies, including a quasi-experimental, longitudinal study comparing school-level outcomes at CIS sites and matched non-CIS schools. The evaluators analyzed baseline data prior to CIS implementation at each school, as well as three years of follow-up data. CIS schools made greater progress in reducing dropout rates and raising on-time graduation and attendance rates than comparison schools. The schools that implemented the most components of the CIS model increased academic performance in math and had the greatest improvements in graduation rates. The positive impact on graduation and attendance rates was most pronounced in urban schools serving communities of color. Schools serving predominately Latino students and those in rural areas saw the greatest gains in academic achievement.

<http://www.aypf.org/publications/SuccessAtEveryStep.htm>

Families of community school students also show increased family stability, communication with teachers, school involvement, and a greater sense of responsibility for their children's learning. Community schools enjoy stronger parent-teacher relationships, increased teacher satisfaction, a more positive school environment, and greater community support.

CTG's own evidence base demonstrates similar success, demonstrated through the extraordinary outcomes achieved by participating students. CTG focuses on four of the seven key indicators identified by the Buffalo Promise Neighborhoods initiative. These include: proficiency in core academic subjects; successful middle school to high school transition; students feel safe; and family and community members support learning. The chart below describes current CTG outcome measurement related to each of these indicators.

CTG has realized impressive results in these critical performance areas (over three years) including:

- a 21% increase in average daily attendance,
- a 6% increase in average passing grade, and
- a 17% increase in both the number of youth who reduce or maintain disciplinary incidents and informal suspensions among participants.

Measure	2006-2007	2007-2008	2008-2009
Daily Attendance	77%	81%	98%
Average Passing Grade	79%	81%	85%
Maintained or Reduced Discipline issues	63%	74%	80%
Maintained or Reduced Informal Suspensions	68%	76%	85%

In 2008-2009, 33% of students receiving intensive services through CTG improved their NYS ELA assessment scores by at least one level (year over year). Similarly, 29% of CTG participants improved their NYS Math assessment scores by the same measure. In 2009-2010, these scores were negatively impacted by changes in state assessment testing (condensed testing schedule) and scoring (major scale score adjustments). Nevertheless, 4% of students improved NYS ELA assessment scores by at least one level and 7% of students improved NYS Math assessment scores. CTG has also been instrumental in helping three schools improve their status with NYSED.

Beyond student and school performance, CTG has been recognized nationally by the U.S. Department of Education (in 2008 CTG was awarded a \$2.5 million grant over five years to expand into two new Buffalo Public School District schools), the Coalition for Community Schools, and the United Way of America, citing the following best practices:

1. Strong collaboration and shared decision-making;
2. Regularly scheduled inter-disciplinary school-based meetings (including School staff and external resources)
3. Sustainable resources created for children and families
4. Ongoing assessment of quantitative and qualitative measure

CTG data and information from internal documents provided by CTG.

APPENDIX F> ST.7

SCHOOL TRANSFORMATION

Advocates & Services via Closing the Gap – Bennett

<p>TARGETED INDICATORS LEH Academic Proficiency Attendance Rate Grades 6–9 Graduation Rate High School Graduates Ready for College Safety Student Mobility Rate Caring Adult Access to the Internet Teenage Pregnancy</p>	<p>PRIMARY PARTNERS Closing the Gap United Way Catholic Charities Buffalo Public School District (BPS)</p>
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DESCRIPTION

Closing the Gap (CTG) will provide the intensive services part of the Diplomas Now dropout prevention model in BPN. It is a remarkable collaboration between the BPS, Catholic Charities, United Way, the Erie County Dept. of Health, Mental Health, and Social Services, Kaleida Health & Catholic Health Systems, along with multiple health and human service providers, local foundations, and corporations.

CTG will provide BPN its powerful, coordinated and integrated community school model to Bennett High School. It is a full continuum of academic, family and community supports that will revitalize students, schools, the neighborhood and workforce of the area. Key features of this model include: Student/Family-centric environment, Relationship-based, responsive structure, established protocols, true integration of community and social supports within the school, flexible, responsive and driven by unique needs of the school community, service continuum and management expertise, data-driven decision making and Leadership team (consisting of the Commissioners of Erie County Departments of Health, Mental Health, and Social Services, the Principals of all participating schools, and key BPS School District Personnel) with the ability to create systemic change.

Program Costs & Activity	1/1/2012-12/31/2012	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	TOTAL
Program cost	\$415,375	\$415,375	\$311,531	\$269,994	\$166,150	\$1,578,425
Estimated per-child cost	\$415	\$413	\$307	\$263	\$160	
Est. # of children served, by age*	1,000 (14-19)	1,006 (14-19)	1,014 (14-19)	1,026 (14-19)	1,038 (14-19)	
Percent of all children, same age	74%	74%	78%	82%	86%	
Annual goal to increase proportion		0%	4%	4%	4%	
Projected all students, same age	1,360	1,360	1,300	1,250	1,200	

* Estimated # of children served are 100% of children grades 9-12 enrolled at Bennett High School. Other high schoolers attending schools outside BPN can still receive CTG services through the Student Success Center at the health center. That center is listed at EL. 2.

Source of Funding: Over 5 years: WF & other foundation funding =\$1,578,425

For Implementation Plan

For the implementation plan, *please see ST.6: Advocate/Services (w/ Closing the Gap - K-8).*

Segmentation Analysis and Supporting Evidence:

For segmentation and supporting evidence, *please see ST.6: Advocate/Services (w/ Closing the Gap - K-8)*

APPENDIX F> ST.8

SCHOOL TRANSFORMATION						
Health Protocols with CHCB – K-8						
TARGETED INDICATORS Academic Proficiency Attendance Rate Grades 6–9 Daily Physical Activity and Diet			PRIMARY PARTNERS Community Health Center of Buffalo (CHCB) Kaleida Health Westminster Nutrition Program Closing the Gap			
DESCRIPTION Continuing the Early Foundations health protocols for children 0-4, this program develops for K-8 students clear roadmaps for check-ups, immunizations, health and developmental screenings through a pre-defined schedule protocol						
Program Costs & Activity	1/1/2012-12/31/2012	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	TOTAL
Program cost	elsewhere	elsewhere	elsewhere	elsewhere	elsewhere	
Estimated per-child cost						
Est. # of children served, by age*	1,120 (5-13)	1,127 (5-13)	1,136 (5-13)	1,150 (5-13)	1,164 (5-13)	
Percent of all children, same age	79%	80%	84%	92%	97%	
Annual goal to increase proportion		1%	4%	6%	5%	
Projected all children, same age	1,420	1,400	1,350	1,250	1,200	

* Programs serve all students enrolled at Westminster or Highgate Heights. K-8 students attending schools outside BPN can still receive similar services through the Student Success Center at the health center. That center is listed at EL. 2.

Source of Funding: Covered in other programs.

Segmentation Analysis, Implementation Plan, and Supporting Evidence:

Among BPN children under 5, 56% lack a medical home; we estimate a similar number of K-8 students do as well. For this reason, Westminster Community Charter Schools installed a health clinic within the school shortly after M&T Bank began managing the school. Two years ago, Westminster converted its school meals program to all-natural ingredients with careful nutritional planning for all students. Both of these services will be ported to Highgate Heights.

With the addition of CHCB, Closing the Gap, and the longitudinal data system, we have all the components needed to define and monitor clear health roadmaps for K-8 students and work as a team (teacher-parent-advocate-health provider) so each student is receiving proper preventive care.

Key to the success of integrating all of the student and resident touch points is leveraging the CHCB “call center” representatives that utilize a simple referral system to contact and enroll new patients in a first-time health care check-up. Simply providing contact information for potential patients triggers the outbound phone calls and tracking process. This means that any individuals affiliated with BPN (student advocates, teachers, CTG counselors, EPIC representatives, BPN Corps members, and etcetera) can make referrals to CHCB on behalf of students and neighborhood residents without having to follow an onerous process. Additionally, CHCB can

make similar referrals to BPN to advocate on patient needs that extend beyond healthcare. Examples include early childhood education, after school-summer school programs, financial literacy and adult education to name a few. To build a productive partnership between schools and health providers (and BPN's other parts), CHCB has further suggested we consider a program called **Health Leads**, an impressive organization that empowers health providers to identify social issues that are barriers to a patient's better health and "write a prescription" for a remedy that will be acted on by one of about 1,000 trained volunteers who staff Health Leads resource desks located in the waiting rooms of 23 hospital clinics or health centers on the east coast. According to the New York Times, "At these sites, doctors now regularly "prescribe" a wide range of basic resources — like food assistance, housing improvements, or heating fuel subsidies — which Health Leads' volunteers "fill" — applying their problem solving skills (and tenacity) to identify resources anywhere they may be available."

We are struck by how similar the values, network approach, and pragmatism of Health Leads are to those of Promise Neighborhoods. Accordingly, we believe the Health Leads program (described here in a NY Times article of July 28, 2011¹) is a model to study and emulate in BPN:

Health Leads was co-founded by Rebecca Onie in 1996, while she was an undergraduate student at Harvard University. Onie had first witnessed the intimate relationship between poverty and health while volunteering at Greater Boston Legal Services, where she assisted low-income clients who had housing problems. Many lived in dilapidated apartments with leaky pipes, broken windows, rooms full of mold, and walls infested with cockroaches and rats. Often families couldn't afford to pay for heat. Towards the end of the month, some ran out of food. Onie found herself interviewing mothers whose children came to the office wheezing and coughing from asthma and lung infections — health problems caused or triggered by bad housing. Often, the children had been in and out of hospitals for years; many had fallen far behind in school.

One day, she read a magazine story about Barry Zuckerman, chairman of pediatrics at Boston Medical Center (B.M.C.), who had established the Medical-Legal Partnership for Children, a program that connected doctors with lawyers to assist patients (it has since spread to more than 235 health institutions nationally). Close to 70 percent of the patients at B.M.C. are poor and Zuckerman, like Geiger, had grown tired of treating children, only to see them readmitted to the hospital because nothing was done to address the causes of their illnesses. In some cases — as when a child has chronic asthma attacks because the landlord refuses to clean up mold — a lawyer could be more effective than a doctor.

Doctors are reluctant to inquire about issues in which they feel powerless to intervene.

"I thought bringing lawyers into the hospital was brilliant," recalled Onie. She called Zuckerman to see how she could help and he invited her to spend six months talking to people in the unit. There Onie found doctors who were "smart, passionate and totally committed to their patients" and yet "stymied in terms of their ability to bring about the health outcomes they wanted." Some physicians told her they knew they should be asking more about food, housing or social issues, but they were afraid of opening a "pandora's box." "I have no idea where to begin to address the problems," one physician told Onie. "I have 13

¹ <http://opinionator.blogs.nytimes.com/2011/07/28/treating-the-cause-not-the-illness/>

minutes with each patient.” (Studies reveal that doctors are reluctant to inquire about issues — domestic violence, for example — when they feel powerless to intervene.)

Onie thought that students could help. With Zuckerman, she founded Health Leads (formerly Project Health) to recruit and train students to provide patients with connections to resources deemed necessary by doctors and other health care providers. “What are college students built to do?” asks Onie. “Track down information!” She adds: “Say your client is a Latina mother working two jobs. She needs food supplements. She has no transportation. Your job is to locate a food pantry within walking distance of her home that’s open after 8:00 p.m. and has a Spanish speaker on staff. That’s a perfect problem for a college student. It’s like a really fancy Google search.”

...One indication is that, where Health Leads works, doctors are changing their behavior. In the Children’s National Medical Center, in Washington, for example, over the past year, there has been a 300 percent increase in doctors “prescribing” Health Leads through the hospital’s Electronic Medical Record. The resources they request for patients include things like exercise or summer meal programs for children or subsidized child care for mothers, so they can find work and afford better food and housing.

Health Leads is also demonstrating that it can improve the efficiency of social workers. In some of the large urban hospitals where the program operates, the ratio of patient visits to social workers is close to 25,000 to 1. Because students can handle basic — but time consuming — cases, social workers can concentrate on what they’re trained for. At The Dimock Center, in Roxbury, Mass., initial data suggests that the program has doubled the time social workers can devote to therapeutic work.

Health Leads is also preparing a pipeline of new health care leaders. Two thirds of its students are either in pre-med tracks or pursuing careers in health, and the exposures they are getting are likely to shape the way they think about health care. As one volunteer said: “When I’m a doctor, I will never prescribe antibiotics that say ‘take with food’ without making sure that the family actually has food in the house.”

Many health care professionals know that social conditions impact health more than medical care. In a survey conducted by Health Leads at Bellevue Hospital in New York, almost every pediatric primary care provider said the failure to address social and psychological needs “impairs” their ability to treat patients effectively. The vast majority said that the hospital needed a standardized system to screen for these needs on routine well-child visits. But 80 percent said it lacked the capacity to do it....

Just a year ago, Onie thought that Health Leads’ biggest obstacle would be getting doctors to pay attention to patients’ social needs — given all the demands on their time. Today, the organization is getting so many referrals from doctors, for the first time in its history it has long waiting lists.

Working with our Health Services Network and Improvement Team, we are establishing similar ways to empower and engage health providers in a strong and proactive continuum of solutions that leverages good health as a driver to move all our 14 Promise Neighborhood indicators.

APPENDIX F> ST.9

SCHOOL TRANSFORMATION						
Health Protocols with CHCB – Bennett						
TARGETED INDICATORS Academic Proficiency Attendance Rate Grades 6–9 Daily Physical Activity and Diet Graduation Rate High School Graduates Ready for College			PRIMARY PARTNERS Community Health Center of Buffalo (CHCB) Kaleida Health Westminster Nutrition Program Closing the Gap			
DESCRIPTION Continuing the health protocols for Early Foundations and children K-8, this program develops for high school students clear roadmaps for preventive care, diet, exercise, and health education (drugs, STDs, pregnancy, etc.) through a pre-defined schedule protocol						
Program Costs & Activity	1/1/2012-12/31/2012	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	TOTAL
Program cost	elsewhere	elsewhere	elsewhere	elsewhere	elsewhere	
Estimated per-child cost*	1,000	1,006	1,014	1,026	1,038	
Est. # of children served, by age	74%	74%	78%	82%	86%	
Percent of all children, same age		0%	4%	4%	4%	
Annual goal to increase proportion	1,360	1,360	1,300	1,250	1,200	

* Estimated # of children served are 100% of children grades 9-12 enrolled at Bennett High School; other high schoolers attending schools outside BPN are not directly covered by this program.

Source of Funding: Covered in other programs.

Segmentation Analysis, Implementation Plan, and Supporting Evidence:

Please see **sheet ST. 8, Health Protocols with CHCB** (previous).

APPENDIX F> ST.10

SCHOOL TRANSFORMATION						
Nutrition & Exercise Initiative – K-8						
TARGETED INDICATORS Academic Proficiency Attendance Rate Grades 6–9 Daily Physical Activity and Diet			PRIMARY PARTNERS Buffalo Public Schools (BPS) Highgate Heights P.S. 80			
DESCRIPTION The Westminster Foundation (WF) will implement a nutrition program at Highgate, leveraging lessons learned from the Westminster Community Charter School’s (WCCS) successful School Based Nutrition Program (SBNP), which eliminated all processed foods in favor of fresh from scratch cooking. WF will also leverage other parts of the SBNP platform by interfacing with the school nurse practitioner to ensure individual student health needs are met, and offering cooking classes to teachers, children and parents to encourage that positive nutritional changes continue at home. The Exercise program will expand and improve physical education programs at Highgate (including after-school programs for kindergarten-8 th grade students) by providing equipment and support to enable students to participate actively in physical education activities at least 60 minutes per day.						
Program Costs & Activity	1/1/2012-12/31/2012	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	TOTAL
Program cost	\$20,000	\$220,000	\$220,000	\$100,000	\$0	\$560,000
Estimated per-child cost	\$36	\$391	\$390	\$176	\$0	
Est. # of children served, by age*	560 (5-13)	562 (5-13)	564 (5-13)	567 (5-13)	574 (5-13)	
Percent of all children, same age	65%	67%	71%	77%	83%	
Annual goal to increase proportion		0%	0%	0%	0%	
Projected all children, same age*	860	840	790	740	690	

* Westminster students already receive this program and are therefore subtracted from the numbers. Projected all children, same age equals the Highgate Height enrollment (currently 560) and approximately 300 BPN K-8 students attending schools outside the Neighborhood. The latter figure is expected to decline as the Neighborhood/Feeder School programs gains traction. Program serves all students enrolled at Highgate Heights.

Source of Funding: Over 5 years: WF = \$560,000

Implementation Plan:

The Enhanced Nutrition program is already available at Westminster Community Charter School. This will be extended to Highgate Heights, and eventually at Bennett High School.

Year 1:

Nutrition/Wellness Policy: WF will implement a nutrition policy similar to that in place at WCCS, setting a school standard for cooking from scratch and serving healthier food options along with classroom instruction. Piloting a successful nutrition program at Highgate Heights will provide a platform to garner support for a broader school health and nutrition policy change later at Bennett High School.

Organizational Structure: Assessing Highgate Heights kitchen's organizational structure will identify skill-sets and staff tools needed to support a successful nutrition program. Further, this task will assist in discovering opportunities to improve food preparation, service, staffing needs and budget requirements.

Skill-set development: As the nutritional policy is deployed at Highgate Heights, increased staffing requirements may be needed. The WF envisions job creation and skill development opportunities for BPN residents as kitchen support. BPN residents hired would learn/build transferrable job skills through on-the-job training. Kitchen management and staff would learn from BPN's network of partners' management practices of accountability, cost controls and procurement policies. Further, hired residents would act as ambassadors by communicating & increasing the community's awareness of WF's nutritional/wellness commitment within BPN.

Budgeting: Implementation of WF's nutritional program will likely increase costs as we shift to purchasing fresh nutritionally rich food from processed foods. Because the shift to fresh food requires longer food preparation time, the need for increased staffing may be required and revisited during implementation. Increasing the participation rate of students in the reimbursable meals at Highgate Heights will assist in budget planning. The value add, of increased student participation will mean increased revenue and students will be consuming their daily nutritional requirements.

Menu Offering: WCCS's SBNP learned through review and redevelopment of their menu that improved quality and nutritional content of ingredients builds support and demand for nutritious options from students and faculty. The plan for Highgate Height's menu redevelopment will include nutritious food offerings, salad bars and raw items in place of processed food. Implementation of cooking from scratch and using fresh ingredients will provide children and faculty with healthy and delicious choices. Use of a school dining hall survey by students and faculty will allow kitchen staff to develop/innovate menu offerings based on feedback from the survey. This effort will serve as the foundation for Year 2 full implementation of the Nutritional program.

Year 2

A comprehensive physical education program has the goal of actively engaging students in a variety of motor skills and physical activities 60 minutes per day for the purpose of increasing the development of physical, mental, social, and emotional abilities of every student. Included will be fitness education and assessment to help students to better understand the cognitive concepts and work toward personal improvement. Students will also be provided with many opportunities to develop positive social and cooperative skills through physical activity participation. Teachers will be provided with professional development to stay abreast of the latest research, issues, and trends pertaining to physical fitness and nutrition. The daily student schedule will be constructed to support the goal of physical fitness for all, including staff and parents. Some of the activities will include, but will not be limited to: daily recess, scheduled physical education classes, intra- and inter-mural sports programs, dance and exercise classes for students and adults, gross motor movement-relief sessions in the classrooms, adult weight-loss classes and contests, and student-centered nutritional and weight-loss classes to address the issue of childhood obesity.

For improved nutrition, students and will be taught healthy eating habits, introduced to healthy non-traditional foods to help eliminate junk foods. Students will also be served balanced and nutritional meals and snacks. Parents will be engaged in nutritional cooking classes, and

provided with monthly newsletters on healthy eating and cooking. Parents will also be asked to sign pledges to support the nutritional programs at the three schools. In addition, *Univera Healthcare's Fun 2B Fit Program* will be implemented. It is an award winning, school-based healthy lifestyle initiative focusing on second, third and fourth graders and their families at WCCS and Highgate Heights. Independent Health Foundations sponsors a quarterly health fair at WCCS, "*Good for the Neighborhood.*" This involves screenings of all types, a farmer's markets, and many give-aways (school supplies, and bicycle helmets). The effectiveness of the program will be measured by: achieving the goal of increasing physical activity to 60 minutes per day; the increased number of parents who sign the pledges and actively support the nutritional program; the increased number of students and adults who enroll in the weight-loss programs and successfully meet their goals.

Segmentation Analysis and Supporting Evidence:

Regular aerobic exercise and good nutrition are increasingly understood as essential building blocks for good health and strong brain function. Overall, only 201 of 715, or 28 percent, of students who responded to both lifestyle questions, reported healthy daily behaviors on both. If respondents were representative of all BPN students, then by the upper grades of high school only 19% have a healthy lifestyle. Clearly there is work to do here. However, the numbers also indicate that the School-based Nutrition Program at Westminster Community Charter is already having some effect. While the results are moderated by the mix of Highgate Heights and Westminster responses, middle schoolers, at 46%, were more likely to have a nutritious diet than the high school students, at only 32% reporting they consume five or more daily servings of fruits and vegetables.

Evidence: Westminster Community Charter's School Based Nutrition Program was developed in association with a team of school culinary and nutrition experts: Beth Collins, a professional chef who manages a groundbreaking food program for the Ross School in East Hampton, NY, based on local and organic foods, and Ann Cooper, The Renegade Lunch Lady, who has worked to transform cafeterias into culinary classrooms for many years. At the Promise Academy (HCZ school), she mentored the chef, Andrew Benson. She also founded Alice Water's [Chez Panisse Foundation](#) in 1996, and created the [Edible Schoolyard](#) program at the [Martin Luther King Middle School](#) in Berkeley, California. (Waters serves as a public policy advocate on the national level for school lunch reform and universal access to healthy, organic foods.) Ann Cooper's book, *Lunch Lessons: Changing the Way We Feed Our Children* (Harper Collins, Sept. 2006) includes case studies of school food reform.

In April 2009, Beth Collins (in consultation with Ann Cooper) visited WCCS and assessed the cafeteria services and menus. A Food Services Report was submitted to John Carmichael. The recommendations were implemented at WCCS by hiring an Executive Chef to prepare scratch cook menus and support a healthy dining experience.

There is extensive research on the positive effect of good nutrition on learning. Some of the most recent studies are summarized in *Role of Nutrition in Learning and Behavior: A Resource List for Professionals* August 2011, available at <http://www.nal.usda.gov/fnic/pubs/learning.pdf> While much of the research is more general, the effect of specific school lunch programs is beginning to be evaluated. See, for example, in the publication mentioned above, the summary of *Pilot study: EatFit impacts sixth graders' academic performance on achievement of*

mathematics and English education standards. M.K. Shilts, et al. *Journal of Nutrition Education and Behavior*, 41(2):127-131. 2009. This quasi-experimental crossover-controlled study investigated the impact of a nutrition education program on student academic performance as measured by achievement of education standards. It concluded that the EatFit program improved academic performance measured by achievement of specific mathematics and English education standards

APPENDIX F> ST.11

SCHOOL TRANSFORMATION						
Nutrition & Exercise Initiative – Bennett High School						
TARGETED INDICATORS Academic Proficiency Attendance Rate Grades 6–9 Graduation Rate High School Graduates Ready for College Daily Physical Activity and Diet			PRIMARY PARTNERS Buffalo Public Schools (BPS) Bennett High School			
DESCRIPTION The Westminster Foundation (WF) will implement a nutrition program at Bennett in year 3, leveraging lessons learned from the Westminster Community Charter School’s (WCCS) successful School Based Nutrition Program (SBNP), which eliminated all processed foods in favor of fresh from scratch cooking. WF will also leverage other parts of the SBNP platform by interfacing with the school nurse practitioner to ensure individual student health needs are met, and offering cooking classes to teachers, students and parents to encourage that positive nutritional changes continue at home. The Exercise program will expand and improve physical education programs at Bennett (including in after-school programs) by providing equipment and support to enable students to participate actively in physical education activities at least 60 minutes per day.						
Program Costs & Activity	1/1/2012-12/31/2012	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	TOTAL
Program cost	\$20,000	\$20,000	\$270,000	\$250,000	\$150,000	\$710,000
Estimated per-child cost	\$20	\$20	\$266	\$244	\$145	
Est. # of children served, by age	1,000 (14-19)	1,006 (14-19)	1,014 (14-19)	1,026 (14-19)	1,038 (14-19)	
Percent of all children, same age	74%	74%	78%	82%	86%	
Annual goal to increase proportion		0%	4%	4%	4%	
Projected all students, same age	1,360	1,360	1,300	1,250	1,200	

* Estimated # of children served are 100% of children grades 9-12 enrolled at Bennett High School. Other high schoolers attending schools outside BPN are not served.

Source of Funding: Over 5 years: WF = \$710,000

Implementation Plan:

>>For details on the Nutrition and Exercise programs, *please see ST.10 Nutrition & Exercise Initiative – K-8.*

At Bennett, the phasing will be different. The Exercise program will commence in January 2012 and the Nutritional Program will begin in Year 3.

Learning from the experiences at Highgate Heights will enable BPN to implement the **nutrition plan** at Bennett High School more successfully. A successful Highgate implementation will create momentum and build stakeholder support for WF’s nutritional plan at Bennett. The nutrition/wellness policy for this project will guide change at both schools by incorporating

nutrition into the curriculum, and reinforcing the lessons learned in and outside of the dining hall.

As year three unfolds, changing nutritional habits and implementing new standards of practice will require continued training and support for kitchen staff working at Bennett. Staff training focused on skill development, communication and food service will be important both in the first year and going forward. As the initial months of change will be challenging for the WF food plan, buy-in from the school administration, faculty and parents will be critical to support successful transition.

The aim is to have a proven, efficient nutritional food program that is easily transferrable to other schools, improving the dietary habits of youth and developing staff's skill-set through on-the-job training program.

Segmentation Analysis and Supporting Evidence:

>>For segmentation and supporting evidence, please *see ST.10, Nutrition & Exercise Program–K-8*.

APPENDIX F > ST.12

SCHOOL TRANSFORMATION						
BPN Corps: In School, AfterSchool, Summer School – Gr 4-8						
TARGETED INDICATORS Academic Proficiency Attendance Rate Grades 6–9 Graduation Rate High School Graduates Ready for College				PRIMARY PARTNERS Westminster Foundation Talent Development		
DESCRIPTION Full-time “BPN Corps” young adult service workers will interact with students in school, after school and in the summer to ensure continuity and build relationships. In school they will help implement the Talent Development dropout prevention model; in the after-school and summer programs, they will staff programs and ensure that remedial and enrichment academic activities are targeted to needs identified by teachers. The Westminster Foundation will design and implement the enhanced middle grades afterschool “College and Career Passport” program designed to more effectively weave college, career and community connections with the traditional academic and extracurricular components. The program will also incorporate Computers For Children (FC.12), and An Arts and Humanities Enrichment program (ST.14).						
Program Costs & Activity	1/1/2012-12/31/2012	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	TOTAL
Program cost	\$392,000	\$307,000	\$414,000	\$445,000	\$446,000	\$2,005,000
Estimated per-child cost	\$1,202	\$939	\$1,255	\$1,335	\$1,320	
Est. # of children served, by age	326 (9-13)	327 (9-13)	330 (9-13)	334 (9-13)	338 (9-13)	
Percent of all children, same age	28%	28%	29%	31%	32%	
Annual goal to increase proportion		0%	1%	2%	1%	
Projected all children, same age	1,150	1,150	1,120	1,090	1,060	

* Programs serve all students enrolled at Westminster or Highgate Heights and does not serve K-8 students attending schools outside BPN

Source of Funding: Over 5 years: WCCS =\$1,002,500; WF =\$1,002,500

Implementation Plan:

BPN Corps Recruitment and Training

Westminster Foundation will work with Talent Development to develop recruitment and training programs that will ensure for our BPN Corps all the successful elements of TD’s Diplomas Now youth corps partner City Year. In addition, Westminster will work with its major College and Career partners – the UB Graduate School of Education, College Summit, and Hillside Work Scholarship Connection – to identify additional recruitment and training criteria for BPN Corps members to staff and deliver key elements of the college, career and community service initiative.

In-School

In school the BPN Corps will help teachers and administrators implement the Talent Development early warning data system (inputting information, participating in regular monitoring and review sessions, analyzing the data for decisions on individual cases and for larger trends), and directly support individual students and groups with moderate needs (e.g. mentoring, tutoring, assisting students in the classroom and with homework, etc.).

After School

In the after-school the BPN Corps will ensure that remedial and enrichment academic activities are targeted to needs identified by teachers, with the full context of having been in the classroom that day. As college graduates themselves in a community service job, they will also play a special role in transmitting the college, career, and community service focus of BPN efforts by developing meaningful relationships with the students.

The Westminster Foundation will design and implement an enhanced “College and Career Passport” middle grades afterschool program that integrates college, career and community connections with the traditional academic and extracurricular components. The design of this program will draw on Citizen Schools (<http://www.citizenschools.org/about/model/>), a nationally-recognized model for incorporation of college-to-career connections and community exploration, and will also incorporate Computers For Children, and an Arts and Humanities Enrichment program. Specific program elements will include: academic support, college to career activities, community exploration field trips, and project-based career awareness or service projects. The use of citizen teachers will be evaluated for the best way to phase the practice into the local context in subsequent years.

This after-school program will be offered for Grades 4-8 at Highgate Heights and WCCS, and will begin in September 2012. It will be a structured extended day program, operating after school on Monday - Friday of the school year. Students will be provided with a daily snack, engage in a time period devoted solely for completing homework, and will be led in the activities listed above by BPN Corps members who have been with them throughout the school day.

Summer School

Westminster will also design a summer program that will begin in July 2013 and will provide students with educational instruction in the morning, primarily focused on English Language Arts and math. In the afternoon students will participate in day camp activities. A variety of field trips will be planned during the summer program to expose students to community organizations, local colleges and businesses. Eighth grade students will participate in remediation for high school requirements, an orientation to high school and instruction in skills needed to be successful in high school.

Segmentation Analysis and Supporting Evidence:

By the time that BPN students are ready to transition from middle school to high school nine in 10 are moderate to high need, based on attendance and academic proficiency. Students missing more than 30 days of school jumps from 11% in 6th grade to 20% in 8th, to 48% in 9th. Scarcity of caring adults is also an issue for students in this age group. These results signaled to us that programs for the middle grade students should focus on relevance, through exposure of students

to college, careers, and their communities in extended time activities, and on relationships, through the presence of the BPN Corps mentors throughout the in school, after school, and summer school hours.

Evidence: Part of our decision to create a cadre of young adult Corps workers comes from seeing first-hand on two site visits to Harlem Children's Zone the importance of similar workers in the HCZ programs run in NYC district schools. Harlem Peacemakers, funded in part by AmeriCorps, trains young people who are committed to making their neighborhoods safe for children and families. The agency has 86 Peacemakers working as teaching assistants in seven public schools, serving 2,500 students, as well as staffing HCZ afterschool programs.

In a more specific way, our BPN Corps is modeled on the City Year element of the Diploma's Now dropout prevention school transformation model. City Year is an AmeriCorps program that unites diverse young leaders for a year of full-time service. City Year corps members are trained to work in under-served schools to provide targeted academic and school-wide interventions to help students get on track and stay on track to graduate. As tutors, mentors and role models, City Year corps members have an impact on the lives of children and transform neighborhoods across the United States and in South Africa. Multiple evaluation studies demonstrating positive outcomes on student achievement, some across 19 City Year schools, have been conducted by third-party evaluators RMC Research and Research For Action. For details of this evidence (page 24) and more information on how City Year operates as part of the Diplomas Now model, see TD/DN's i3 application at <http://www2.ed.gov/programs/innovation/2010/narratives/u396b100257.pdf>

APPENDIX F > ST.13

SCHOOL TRANSFORMATION						
BPN Corps: In School, After School, Summer School – Bennett						
TARGETED INDICATORS Academic Proficiency Attendance Rate Grades 6–9 Graduation Rate High School Graduates Ready for College			PRIMARY PARTNERS Westminster Foundation Talent Development			
DESCRIPTION Full-time “BPN Corps” young adult service workers will interact with students in school, after school and in the summer to ensure continuity and build relationships. In school they will help implement the Talent Development dropout prevention model; in the after-school and summer programs, they will staff programs and ensure that remedial and enrichment academic activities are targeted to needs identified by teachers. The Westminster Foundation will support the Bennett after school program with BPN Corps workers and guidance in more effectively weaving college, career and community connections with the traditional academic and extracurricular components. It will also incorporate Computers For Children (FC.12).						
Program Costs & Activity	1/1/2012-12/31/2012	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	TOTAL
Program cost	\$214,000	\$264,000	\$314,000	\$364,000	\$314,000	\$1,470,000
Estimated per-child cost	\$428	\$525	\$619	\$710	\$605	
Est. # of children served, by age*	500 (14-19)	503 (14-19)	507 (14-19)	513 (14-19)	519 (14-19)	
Percent of all children, same age	37%	37%	39%	39%	43%	
Annual goal to increase proportion		0%	2%	0%	4%	
Projected all students, same age	1,360	1,360	1,300	1,250	1,200	

* Only children grades 9-12 enrolled at Bennett High School will receive this program.

Source of Funding: Over 5 years: WF = \$1,470,000

Implementation Plan:

>>For implementation of *BPN Corps Recruitment and Training, and In School BPN Corps roles, see ST.12*

After School

The after-school program for Grade 9-12 students at Bennett High School will begin in September 2012 and will be a structured extended day program, operating after school on Monday - Friday of the school year. Students will be engaged in academic activities that are a continuation of the daily instruction with the following characteristics: a direct relationship with the regular school curriculum that has the major objectives of student success on the state standards with a focus on English Language Arts and math; smaller class sizes, which allow for tutoring and remediation as needed; high interest activities which sustain student interest and the popularity of the program. Students will be provided with a daily snack, engage in a time period devoted solely for completing homework, and participate in regularly scheduled creative and fine

arts activities, (including drama, dance, music education, and art), as well as sports and physical education. As the College/Career Initiative takes shape and Career Academies are enhanced over the first two years, the Bennett afterschool program will start to place greater emphasis on college and career activities, and increase integration with the Internship and Employability programs.

Summer School

The summer program will begin in July 2013 and will provide students with remediation for required courses and will include a recreation component. The program will provide links to employment opportunities for students in the afternoon. As the College/Career Initiative takes shape and Career Academies are enhanced over the first two years, the Bennett summer program will start to place greater emphasis on college and career activities, and increase integration with the Internship and Employability programs.

Segmentation Analysis and Supporting Evidence:

By high school, seventy percent of BPN students are considered to be high need, based on attendance and academic issues. This need is also heavily stratified by family income. Prospects for postsecondary education and placement in the workplace are dim due to low proficiency, and family and community conditions suggest that positive links to college and career are scarce. Nearly six in ten high school students miss more than 24 days a year. Chronic attendance has begun to contribute to a dropout culture. Again, as for the middle grades, we saw a desperate need to build both relevance and relationships by using extended hours to address academic needs, offer a range of activities for engagement, and enable the development of relationships with BPN Corps role models.

>> For supporting evidence, *please see ST.12, BPN Corps, In-school, after school and summer – K-8.*

APPENDIX F> ST.14

SCHOOL TRANSFORMATION						
Arts & Humanities K-8						
TARGETED INDICATORS Academic Proficiency Attendance Rate Grades 6–9 Graduation Rate High School Graduates Ready for College Student Mobility Rate Caring Adult Teenage Pregnancy			PRIMARY PARTNERS Westminster Community Charter School Young Audiences WNY Talent Development			
DESCRIPTION Westminster Community Charter School has a rich history of promoting the arts and humanities within a neighborhood context. BPN is going to leverage this experience to promote an Arts and Humanities program that a) enriches students’ academic achievement, b) increases motivation by enabling students to tap into their individual interests and talents, and c) creates a positive and creative connection with the surrounding neighborhood community. The program is designed to be well-rounded and at the same time to reflect students’ culture. While each school’s program will be unique in serving its students and their interests, both programs will include a study of the classics (music and art); drama, poetry, clubs that tap into the students’ interests and mentoring that includes teaching life skills. Among the many individual programs to be incorporated will be the Young Audiences residency program The Underground Railroad in Western New York, which includes workshops and performances in music, dance, theater and poetry around the theme.						
Program Costs & Activity	1/1/2012-12/31/2012	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	TOTAL
Program cost	\$57,000	\$57,000	\$57,000	\$57,000	\$57,000	\$285,000
Estimated per-child cost	\$51	\$51	\$50	\$50	\$49	
Est. # of children served, by age*	1,120 (5-13)	1,127 (5-13)	1,136 (5-13)	1,150 (5-13)	1,164 (5-13)	
Percent of all children, same age	79%	80%	84%	92%	97%	
Annual goal to increase proportion		1%	4%	6%	5%	
Projected all children, same age	1,420	1,400	1,350	1,250	1,200	

* Program serves only students enrolled at Westminster or Highgate Heights.

Source of Funding: WCCS= \$17,500, School-funded 250,000, M&T Bank= \$17,500;

Implementation Plan:

The **Arts and Humanities** curriculum at WCCS & Highgate is varied and diverse. The purpose is to offer as many opportunities as possible to the students to tap into their existing interests and talents and to cultivate new interests. The programs include photography and digital art, music, and a variety of other activities, described below. This curriculum will be taught during the school day and in the College/Career Passport after-school program. The program is centered on students’ and parents’ interest to increase their love of school (which will positively impact attendance and self-motivation). Activities will be developed to strengthen skills in creativity and critical thinking. The ultimate goal is to enhance the students’ academic success.

During 2011-12, **Young Audiences WNY** will provide both Westminster Community Charter School and Highgate Heights Elementary with residency programs. The Underground Railroad in Western New York residency program artists use art forms as a vehicle to explore and engage with WNY history and builds skills in English Language Arts. This residency includes two performances, and six hands-on workshops for students in Grade 4 at both BPN elementary schools. The artists and staff establish program goals which are the basis for assessment. Students that participate take pre- and post- tests that measure learning.

Additional Programs:

CEPA (Center for Exploratory Art) (Self-Funded) photography gallery provides students with projects that use photography and the digital arts to enhance their overall academic and life experience. The program is year round and the students meet with each artist about 10 times.

Coalition of Jewish Literacy Volunteers (Self-Funded) volunteer 1 hour per week throughout the school year tutoring 2-4 students in reading, from grades Pre – K to 4th.

HEART (Helping Every Adolescent Rally Together) (Funded by Oishei Foundation) is a program for middle and high schools, where a local band will perform music in combination with discussing the band members' personal mental health issues.

Spring Musicals(funded by BPS, WCCS) are full scale and are annually presented at WCCS. The art and technology department design and construct the sets. The school band plays the entire scores for the performances. The school choir sings the background music and the chorus for the musical. These opportunities will be expanded to HH.

Field Trips (funded by BPS & WCCS) are structured activities, students' experiences are expanded and their learning is deepened. Field trips have been local and national. Some of the national trips have included Washington D.C., Detroit, Michigan, Toronto, Canada, and New York City. These opportunities will be expanded to Highgate Heights.

M &T Mentoring Program (Funded by WCCS) provides nurturing relationships with students ranging from 8 – 11 years old. The relationship involves specially trained M&T employees and students from WCCS lasting a minimum of one year. The program will be introduced at HH

WNED – Western New York Public Broadcasting Association (Self-Funded) has significantly engaged low income children, families and educators over the past five years. The station has been a major partner in the Read to Succeed Coalition in Buffalo, and will continue this support through partnership with Buffalo Promise Neighborhood programming. WNED programs include: *PBS Kids Island*: a partnership with child care providers, elementary schools, and PreK; *Martha Speaks Reading Buddies*: older students are partnered with younger students as reading pals; *New Electric Company*, *PBS Kids Library Corner* –collaboration with the local libraries; *WNED Kid Fest*– annual highly valued community literacy event for children.

Special Interest Student Clubs (BPS & WCCS Funded) have been successfully established around student and parent interests and are always successful. They include, but are not limited to: Chess, Sculpture, Sonar Cars, Architecture, Golf, Basketball, Track, Choir, Band, Sewing, Cooking and Baking, Quilting, Aerobics, Computer Technology, Drama, Dance, Drill and Step Teams, African Drumming, and Audio Visual Technology.

A set of related individual development and empowerment programs (all self-funded), including: BEST Program (Basic Emotional Skills Training), Dr. Betty Shabazz Delta Academy (mentoring for girls in 4th – 8th grades) and the EMBODI program (Empowering Males to Build Opportunities for Developing Independence).

Segmentation Analysis and Supporting Evidence:

While the quantitative data collected for the BPN Needs Assessment did not touch directly on exposure to the arts and humanities, the statistics quoted in the segmentation analysis for many of the other programs relates to challenges with student engagement, as evidenced through high levels of absenteeism and low academic proficiency. The Needs Assessment also revealed that overall, only 274 out of 715 students responded to the survey saying they had caring teachers and family members who would listen to them and assist them when needed. Engaging students in the Arts and Humanities, as evidenced below, is one way to spark and hold interest; develop thinking, creative, and social skills; and – in public performances and demonstrations of Arts and Humanities experiences – promote a connection between students and the adults around them at school, home and in the community.

Evidence: Research has supported the strategy of including an arts and humanities core in the general curriculum as a means of enhancing the achievement of low-income and ELL students. James Catterall (2009), in *Doing Well and Doing Good by doing Art: The Effects of the Visual and Performing Arts on the Achievements and Values of Young Adults* (Los Angeles/London: Imagination Group/I-Group Books), found that an ‘arts-rich’ curriculum plays a significant role in preparing young people for success, both in academia and in life. This study also noted that there were significant advantages for arts-engaged low-SES students in college going, college grades and strong advantages in volunteerism. This study also:

- Provides the much-needed longitudinal data that answers long-elusive questions about the lasting impact of arts education.
- Significant differences characterized low-SES students who attended one of two kinds of schools, those characterized as “arts-rich” and those characterized as “arts-poor”

	Arts-Rich High Schools	Arts-Poor High Schools
Ever attended a 4-year post-secondary institution	40.4	26.5
Mostly As and Bs as undergraduate	31.4	20.2
Degree/certificate earned-2000:		
MA+	3.2	1.8
BA+	37.1	17.3
Assoc+	43.7	26.7

Of these findings, the author notes: *“In the annals of education research, it is hard to find average performance or outcome statistics reported for low-SES students that exceed such measures for the entire population. This would tend to indicate that the low-income group received some sort of advantage as they progressed on their goals—in fact, it would seem assured in this.”*

According to Americans for the Arts a national organization that supports the arts and culture through private and public resource development, there are tremendous benefits for an arts and humanities core: it stimulates and develops the imagination and critical thinking, and refines cognitive and creative skills; has a tremendous impact on the developmental growth of every child and has proven to help level the "learning field" across socio-economic boundaries; strengthens problem-solving skills, adding to overall academic achievement and school success;

develops a sense of craftsmanship, quality task performance, and goal-setting—skills needed to succeed in the classroom and beyond; teaches children life skills such as developing an informed perception; assists in articulating a vision, learning to solve problems and making decisions; builds self-confidence and self-discipline; develops the ability to imagine what might be, and accepting responsibility to complete tasks from start to finish; and, nurtures important values, including team-building skills that results in respecting alternative viewpoints; and appreciating and being aware of different cultures and traditions. Americans for the Arts (2002) *Benefits of Arts Education* at http://www.americansforthearts.org/get_involved/advocacy/funding_resources/default_005.asp ,

EARLY FOUNDATIONS: Comprehensive Local Early Learning Network

Early Foundations Programs Described in This Chapter

- EL. 1** Newborn Outreach & New Parent Classes (EPIC Programs)
- EL. 2** Early Childhood Family Advocates & Health Protocols (CHCB & CTG)
- EL. 3** Elevating Early Literacy & Learning (with Read to Succeed)
- EL. 4** New Early Childhood Center
- EL. 5** Aligning to State Quality Rating & Improvement System (QRIS, QualityStar)
- EL. 6** Teen Pregnancy
- EL. 7** Services Network & Improvement Team Supporting Early Learning

Programs Supporting Early Foundations Described in Other Chapters

- ST. 1** Create Community/Feeder Schools
- ST. 2** Exporting Westminster Model to Highgate Heights
- ST. 6** Advocates & Services via Closing the Gap – K-8
- ST. 8** Health Protocols with CHCB – K-8
- ST. 10** Nutrition & Exercise Initiative – K-8
- CC. 5** Re-Engagement for Youth Not in School or Working
- CC. 6** BPN College/Career Connections Services Network
- FC. 1** Overall Family/Community Services Network & Improvement Team
- FC. 2** Medical Home Recruitment with CHCB
- FC. 3** Health Services Network & Improvement Team
- FC. 9** Adult Education, Employment & Training (with Services Network)
- FC. 10** Financial Literacy and Independence (with Services Network)

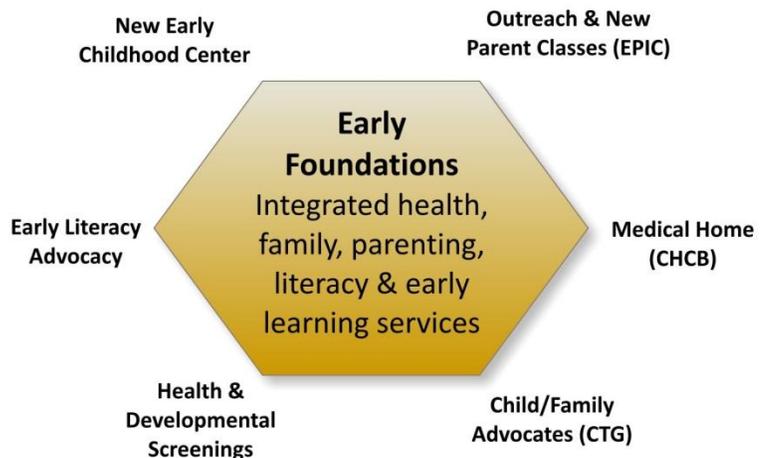
APPENDIX F>EL. 1 (part of the Comprehensive Local Early Learning Network)

EARLY LEARNING PROGRAMS (note: Birth to 3 rd grade)						
Newborn Outreach & New Parent Classes (EPIC Programs)						
TARGETED INDICATORS Medical Home Age-Appropriate Functioning Enrollment in Early Education Programs			PRIMARY PARTNERS Every Person Influences Children (EPIC)			
DESCRIPTION Ready, Set, Parent! Hospital Service is an in-hospital parenting, literacy & newborn health education program for new parents. Ready, Set Parent! Infants & Toddlers Parenting Education Workshops are comprehensive workshops on infants and toddlers (Birth-3yrs), provided at a site within the BPN.						
Program Costs & Activity	1/1/2012-12/31/2012	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	TOTAL
Program cost	\$240,240	\$240,240	\$180,180	\$120,120	\$60,060	\$840,840
Estimated per-child cost	\$801	\$763	\$546	\$348	\$167	
Est. # of children served, by age	300 (Birth-3)	315 (Birth-3)	330 (Birth-3)	345 (Birth-3)	360 (Birth-3)	
Percent of all children, same age	47%	49%	52%	54%	56%	
Annual goal to increase proportion	5%	5%	5%	5%	5%	

Source of Funding: Over 5 years: EPIC=\$514,687; WF=\$326,153

Implementation Plan:

EPIC plays a key outreach function on behalf of the entire Early Foundations Initiative (**Comprehensive Local Early Learning Network**)—finding and funneling newborns, infants, and toddlers into the BPN network as noted in B.2 of the Project Narrative. EPIC’s role consists of both hospital-based and community-based implementation of its workshop series starting in January 2012. EPIC will conduct in-hospital visits at two frequently used maternity hospitals to ensure reaching about 90% of new parents from the BPN. An EPIC-trained Parent Educator visits parents in their hospital room within 48 hours of giving birth and a one-hour newborn class is offered daily on each maternity floor. Infant and Toddler Parenting Education Workshops run throughout the year (a total of 48 sessions divided into six series) provide in-depth services for up to 90 parents each year at sites chosen by Westminster Foundation to ensure maximum accessibility by BPN parents.



Child screening and parent surveys are triggered by EPIC. The Program Evaluation Center (through the State University at Buffalo’s School of Social Work) will conduct regular surveys of parents at the start of the program and a follow-up survey six months after the intervention. These include three standardized measures: Maternal Self-Efficacy Scale (assesses perceptions

of effectiveness in the parenting role), Family Relations/Cohesions Scale (measures time spent together and closeness of the family) and Parent Behavior Checklist (measures how parents are bringing up their children, including developmental expectations, discipline & nurturing). These measurements should improve after participation in the program, resulting in parents feeling more confident and competent and positive changes in parenting behavior.

Segmentation Analysis and Supporting Evidence: As noted in C.1, a segmentation priority is to reach out to every newborn parent, provide services, and log them into the BPN data system so we can follow up with screenings, health checkups, parenting resources and workshops and assistance through our Family/Community Services Network. The second segmentation priority is the parent: with 86% of children living with a single parent and 25% of newborns born to a teenage mom, we are adopting the Two Generation Strategy that focuses on career and financial advancement for the young mother in addition to meeting the needs of the child. See C.2 for more information. Implementation of the parent side of the Two Generation Strategy will be through the Family/Community Services Network, particularly Adult Engagement/Employment/Training (FC.9) and Financial Literacy and Independence (FC.10).

Evidence: Moderate. *Ready, Set, Parent* has been replicated in 17 states and shows moderate evidence (against comparison groups) that participant children were positively affected in five developmental areas. Additionally, for the past 5 years, extensive research on the *Parenting Infants and Toddlers* workshop series, one of our core parent education programs, has been conducted in conjunction with the Buffalo Center for Social Research, a center of the School of Social Work at the University at Buffalo. The study included pretest-posttest data with 6-month and 1 year follow-ups and a posttest only comparison group. Through this study we found a significant positive change on the *Parental Self Efficacy Scale* which means that parents reported an improvement in their confidence in their parenting role at the six month follow-up. The *Parent Behavior Checklist* for parents of toddlers showed a significant improvement at the one year follow-up indicating an increase in nurturing and supportive parenting behaviors. Parents also reported a significant improvement in family cohesion (the closeness of the family), as measured by the *Family Cohesion Scale*, at both the six month and one year follow-up.

Evaluations show that 80% of the people who attend the Ready, Set, Parent! workshop series feel more confident and competent as parents, according to an ongoing study conducted by the University at Buffalo School of Social Work. 97% of the parents who attend Dr. Talks report positive changes in parenting behavior. Participants generally find that the Dr. Talks provide valuable insight about their children's health and wellness. Also, participants gain better understand of available community resources.

Ready, Set, Parent! helps babies learn. Research shows that parents aren't the only ones who receive benefits from the program; babies benefit too! Parents who attend the Ready, Set, Parent! workshop series have higher-quality, more frequent interactions with their babies, enhancing their communication and literacy skills, personal/social skills, and fine motor skills. Children whose parents participated in the Ready, Set, Parent! program at a high level scored above the national average in five developmental areas – cognitive, language, gross motor, fine motor, and personal/social – approximately 77.5% of the time.

APPENDIX F >EL. 2 (part of the Comprehensive Local Early Learning Network)

EARLY LEARNING PROGRAMS (note: Birth to 3 rd grade)						
Early Childhood Family Advocates & Health Protocols (CHCB & CTG)						
TARGETED INDICATORS Medical Home Age-Appropriate Functioning Daily Physical Activity and Diet Student Mobility Rate Caring Adult			PRIMARY PARTNERS Community Health Center of Buffalo Closing the Gap EPIC			
DESCRIPTION This program is the second step in our EL strategy to get all newborns, infants, and toddlers enrolled in a medical home (CHCB), receiving routine check-ups, immunizations, and health and developmental screenings through a pre-defined schedule protocol. EPIC will play a key outreach role (EL. 1); however, all BPN partners will be active in outreach. BPN will also staff a Student Success Center directly in the offices of CHCB to ensure 1) BPN visibility and convenient access for patients visiting CHCB, and 2) close coordination with CHCB medical staff.						
Program Costs & Activity	1/1/2012-12/31/2012	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	TOTAL
Program cost	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$250,000
Estimated per-child cost	\$312	\$156	\$104	\$78	\$78	
Est. # of children served, by age	160	320	480	640	640	
Percent of all children, same age	20%	40%	60%	80%	80%	
Annual goal to increase proportion		20%	20%	20%	0%	
Projected all children, same age	800	800	800	800	800	

Source of Funding: Over 5 years: WF funds \$250,000 for the cost of staffing the CHCB-based Student Success Center. (The other three school-based centers are budgeted under the School Transformation chapter above.) All other costs associated with this program are covered in other parts of our Comprehensive Local Early Learning Network. Health protocols will begin as a referral system with the cost of health services covered by CHCB’s operating budget.

Implementation Plan:

The strategy of this program is simple and low-cost: to use our Early Foundations Initiative (including the Service Delivery System and Services Network coordinated by Closing the Gap) to tightly coordinate our Early Childhood partners so that young parents—perhaps unaccustomed to regular, preventive medicine—understand and follow recommended checkups and screenings. For a full description of our approach to Health Protocols, please refer to ST.8 (above), Health Protocols with CHCB – K-8, including the Health Leads program.

Segmentation Analysis and Supporting Evidence:

56% of BPN children under 5 lack a medical home, representing 450 children of the 800 total under 5. Therefore, our segmentation priority is recruiting this group into the CHCB patient universe. That is our initial priority although medical homes for all 1,440 children from birth to 3rd grade are our eventual goal.

With regard to program evidence, the research question is not the importance of a medical home, but rather the most effective ways to enroll and retain families in supportive health habits. Planning for these protocols will begin in January 2012 at which time we will look for research-based programs that have shown success.

Help Me Grow is one program that highlights the benefits of close partnership between the health and education community. **Help Me Grow employs the concept of developmental surveillance**, pioneered in Great Britain, Connecticut by Dr. Paul Dworkin, Vice President and Chief Medical Officer of Connecticut Children's Medical Center and a driving force behind the creation of Help Me Grow. Critical to developmental surveillance is the input of parents.

Help Me Grow consists of four primary components:

- The training of child health providers in effective developmental surveillance.
- The creation of a resource inventory of community-based programs supporting child development and families.
- The development of a coordinated, statewide system of referral that links young children and families to existing services and support.
- The collection of data and analyses of children's developmental status and statewide resources.

<http://www.ct.gov/ctf/cwp/view.asp?a=1786&q=296676>

>> Information on BPN Student Success Centers *can be found at ST. 6 above.*

APPENDIX F >EL. 3 (part of the Comprehensive Local Early Learning Network)

EARLY LEARNING PROGRAMS (note: Birth to 3rd grade)

Elevating Early Literacy & Learning (with Read to Succeed)

TARGETED INDICATORS Age-Appropriate Functioning Enrollment in Early Education Programs Academic Proficiency	PRIMARY PARTNERS Read to Succeed Buffalo (RTSB) Westminster Community Charter School Columbia U/Teachers College Reading & Writing Bethel Head Start
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DESCRIPTION
Read to Succeed Buffalo's two existing early childhood programs are the core of our EL Network's campaign to elevate early literacy and learning through the entire early childhood "system" of families, child care and early learning settings, schools, as well as health and service organizations. Read to Succeed promotes regular developmental screenings for every child, raised awareness and involvement by parents in ensuring a child's steady progress, and providing professional training and coaching to the early childhood workforce. Through BPN's EL Network, we seek to provide every young child with quality parenting, health, child care, and early learning.

Program Costs & Activity	1/1/2012-12/31/2012	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	TOTAL
Program	\$360,542	\$270,407	\$270,407	\$180,271	\$90,136	\$1,171,763
Estimated	\$936	\$676	\$652	\$419	\$203	
Est. # of children (Birth-3rd)	385	400	415	430	445	
Percent of Annual	22%	23%	24%	24%	25%	
		1%	1%	0%	1%	

Source of Funding: Over 5 years: Read to Succeed = \$394,129; WF = \$777,634

Implementation Plan:

Working with the primary partners listed above, BPN will strengthen and expand the work of **Read to Succeed**, focusing on a) the literacy-related skills of child care providers and workers, and b) parent involvement. Two Read to Succeed Buffalo (RTSB) programs are combined above. Project CARE-Community Action for Reading Excellence works to infuse high quality language and literacy activities into daily practice in homes and home-based child care centers. Early Reading First (ERF), the federal program utilizes coaches to infuse early learning centers with intentional early language and literacy instruction, supporting the teacher in school, the families at home, and the students with an Early Childhood Transition Specialist.

Read to Succeed's goal for BPN's ERF is to assist Bethel Head Start prepare three and four year olds to enter kindergarten with the necessary language, cognitive, and early reading skills required for learning success. Project CARE's home-based literacy activities such as reading at home, utilization of the public library and purchase of literacy materials such as books and games are offered to parents, the child's first teacher and advocate.

The project utilizes Infant and Toddler Environmental Rating Scales (ITERS) to measure classroom quality and Ages & Stages to measure skill development in infants to three years old. Evaluations are conducted three times a year and results in the creation of an improvement plan for the provider to work in partnership with the Early Childhood Specialist. Success will be measured by an increased number of children who read proficiently by the end of the third grade and a decreased number of students classified with special education designations. This is a “Train the Trainer” program that will be fully implemented by Year 3.

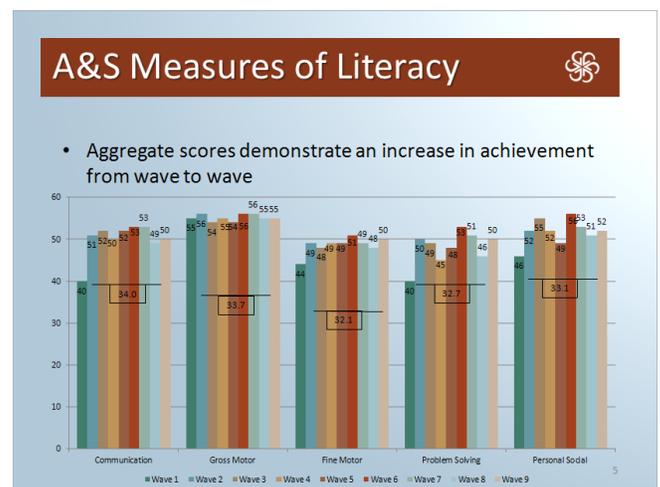
Read to Succeed’s role and programs take on greater import in the context of our integrated Early Foundations Initiative (Comprehensive Local Early Learning Network). Their work with parents, teachers, and child care workers—and their integration of other organizations in meeting the needs of children—are an excellent base upon which to build.

Segmentation Analysis and Supporting Evidence:

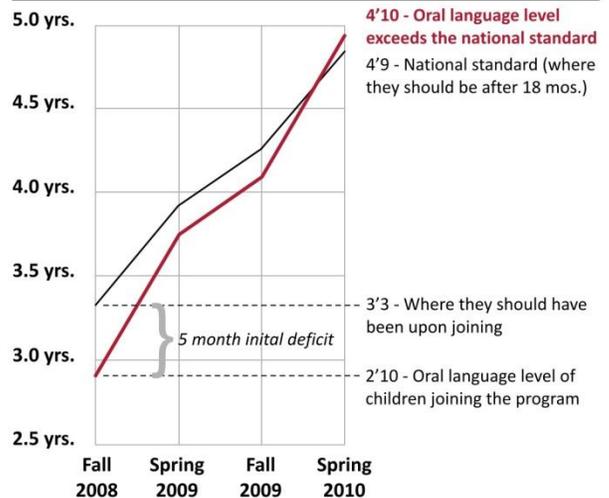
Our segmentation priority is the 800 children under 5 plus another 640 in K-3 (EL. 1). Our priorities are screening for age-appropriate functioning for all children, individualizing intervention for those who need it, and elevating early learning participation and quality through R2S’s advocacy and coaching program.

The ERF program is delivered in Bethel Head Start Centers under a highly-competitive three-year US ED grant of \$4.1 million (one of two awarded in New York and one of 32 nationally).

Evidence: Moderate national, promising local. Read to Succeed’s programs show positive results in reducing or eliminating developmental delays (ERF & home-based care initiative) and increasing parental involvement (home-based care initiative). Buffalo Public Schools data 2010 confirmed that ERF children entering the District outperform their peers. Federal ERF program evaluation by IES contributes strong evidence that the program had positive, statistically significant impacts on some, though not all, outcomes, and a RAND analysis of 20 early childhood intervention programs with experimental or quasi-experimental evaluation designs, demonstrated the importance of a well-trained childcare and early learning workforce.



In 18 months, children in Early Reading First overcame an oral language deficit of 5 months and exceeded the national standard for Kindergarten readiness



Oral language gains of 4-year olds attending ERF for two years from Fall 2008 to Spring 2010 (N=41) based on national norms (PPVT-IV)

R2S has been measuring progress data since its inception in 2006. Here are two charts from those longitudinal studies. Collecting and organizing data regarding the effectiveness of the ERF program, particularly tracking “graduates” of the program as they enter kindergarten and beyond in public and charter schools has been an important part of the independent evaluation of the program. The first cohort of ERF children (07-08 year) entered first grade in 2009-2010 and data on their performance was obtained from the Buffalo Public Schools. The screening and monitoring assessments used in kindergarten through grade three are the same district wide to provide a consistent measure of performance for all ERF children in the public schools. These data are provided below and consistently show ERF children continuing to outperform other students in Buffalo Public Schools as a whole.

ProjectCARE targets a critical segment for BPN: home-based child care which is prevalent in the Neighborhood and historically of mixed, if not, poor quality.

The closest thing to a national model for Project CARE would really be NAEYC Accreditation. However, the research on which it is based is the Abecedarian Project and the Perry Preschool Project with regard to the components that make up a high quality early learning environment and its positive impact on students readiness to learn and social emotional competencies.

Read to Succeed developed the concept of Project CARE – environmental ratings, enhancements and coaching for professional development based on the fact that while Accreditation is the gold standard it is really too complicated and too expensive for providers in general and family providers in particular to utilize. They had demand for quality improvement support from the providers themselves but few options other than accreditation to help them.

Originally, Read to Succeed “scholarshipped” providers to participate in NAEYC Accreditation. But even with Success By 6 subsidizing the costs, the process itself was too much for the professionals to handle without on-site coaching and support. That is when we decided to “tweak” the process and utilize early childhood specialists to support quality improvement with an end goal of improved performance on Ready To Read Checklist and the added piece of child assessments through the implementation of Ages and Stages by the early childhood specialist.

This approach is also the basis for the Quality Rating and Support initiative in NYS.

APPENDIX F > EL. 4 (part of the Comprehensive Local Early Learning Network)

EARLY LEARNING PROGRAMS (note: Birth to 3rd grade)

New Early Childhood Center

<p>TARGETED INDICATORS</p> <p>Age-Appropriate Functioning</p> <p>Enrollment in Early Education Programs</p> <p>Academic Proficiency</p>	<p>PRIMARY PARTNERS</p> <p>Bethel Head Start</p> <p>Read to Succeed</p>
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DESCRIPTION

WF acquired adjacent properties at 3149-3159 **Bailey Ave.** for the future home of the Early Childhood Center. The properties, located across the street from Westminster Community Charter School, provide land for construction of an 11,000 sq.ft. building -a childcare facility servicing high-poverty families within the BPN. The center will include childcare rooms for approximately 150 children, ages 0-5, administrative offices, and a possible second floor for a community activity area. The remaining 11,000 sq. ft. of land space will be utilized for parking, playground and as green space.

Bethel Head Start, a recognized innovative leader in the provision of early childhood education and family focused services, will operate the new center in partnership with Westminster Foundation.

Program Costs & Activity	1/1/2012-12/31/2012	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	TOTAL
Program cost	\$1,245,920	\$1,245,920	\$1,245,920	\$1,245,920	\$1,245,920	\$6,229,600
Estimated per-child cost	\$8,774	\$8,774	\$8,774	\$8,774	\$8,774	
Est. # of children served, by age:	142 (6wks-5yrs)	142 (6wks-5yrs)	142 (6wks-5yrs)	142 (6wks-5yrs)	142 (6wks-5yrs)	
Percent of all children, same age	18%	18%	18%	18%	18%	
Annual goal to increase		0%	0%	0%	0%	

Source of Funding: Over 5 yrs: Head Start = \$6,229,600 (Note: Construction WF = \$2M ;Other = \$1M)

Implementation Plan:

Demolition of buildings located at 3149-3159 Bailey Avenue and construction is planned to commence in Fall 2011 with a target opening date of Fall 2012.

The creation of the Early Childhood Center will allow Westminster Foundation to better meet the needs (academic, social, and health) of BPN children and ensure that they enter kindergarten at level and broaden the awareness of early childhood programs to the BPN residents. Bethel Head Start, a partner with WF, provides an Early Learning program, Pre-School Program and After-School Program near the BPN that services many residents that live within the BPN. In year two, Bethel will close that facility and operate this program at the newly constructed WF-sponsored Early Childhood Center on Bailey Avenue, near Westminster Community Charter School. This initiative will serve as a feeder school to the BPN K-8 schools with 95 students (who reside in the BPN) participating.

For the pre-school children, Bethel will use Teaching Strategies Gold, CLASS, and Creative Curriculum. Assessment tools include ELLCO (literacy-rich classroom environment), ECERS (regarding Teacher/Child interactions), PPVT (Peabody Picture Vocabulary Test), PALS (Phonological awareness and literacy screening) and the COP (Concepts of Print).

Each of the pre-school classrooms will be equipped with children’s computers. Computer instruction, integrated nutritional program, daily physical activities and use of a gross motor room and outdoor play area are also provided. In accordance with NYS Office of Children and Family Services and Federal Performance Standards, Bethel offers a full-time Registered Nurse who maintains the children’s health records and applicable measurements and screenings. Bethel will assist BPN families with obtaining health insurance and appropriate health care as well as dental care.

A Childcare Review Team, Quality Assurance Team and Strategic Planning Committee are in place to ensure the provision of high quality services. Staff qualifications and training are closely monitored. Bethel contracts with Read to Succeed for professional development in literacy skills.

Other Service providers assisting Bethel Head Start include:

Project Collaborator	Nature of Collaborator’s Efforts
Buffalo Board of Education (BOE)	In addition to providing Professional Development for staff, the BOE assists with ensuring that children receive an excellent educational beginning.
Buffalo Hearing and Speech	Provide early intervention services.
Canisius College	Provides classroom Literacy Interns
Child Pro, Inc.	Delivers home and Community based intervention services, parent/family training, parent child groups, basic developmental nursery school groups.
University at Buffalo Dental School	Provides all dental screenings and education to children. Provides Dental Care education to parents.
University at Buffalo Speech-Language & Hearing Clinic	Provides all speech and hearing screenings to all of the children.
University at Buffalo School of Psychology	Provides consultation to increase the retention of children as “at-risk” of losing programming due to social/emotional delays and/or behavioral management challenges.
Every Person Influences Children (EPIC)	Assists in providing support to parents, schools and the community through parenting workshops. Provides Professional Development through “Train the Trainer”.

Segmentation Analysis:

There are approximately 320 children age 3 to 4 living in BPN and our goal is to ensure a quality early learning experience for each. The new center will provide serve 150 children in total of which approximately 95 are estimated will be BPN residents. For remaining children in this age group, BPN will work through Read to Succeed’s Project CARE (EL.3 above) to elevate the quality of other early learning settings including home child-care providers.

Recruitment for those served will target those who reside in the target area of BPN. The Head Start classroom slots will be reserved for those who reside in the target area and meet Head Start eligibility requirements. Bethel will recruit those most in need including children with disabilities. The recruitment process will actively inform families within the recruitment area based on BPN, of the availability of services and encourage them to apply.

APPENDIX F > EL. 5 (part of the Comprehensive Local Early Learning Network)

EARLY LEARNING PROGRAMS (note: Birth to 3 rd grade)						
Aligning to State Quality & Improvement System (QRIS, QualityStar)						
TARGETED INDICATORS Age-Appropriate Functioning Enrollment in Early Education Programs Academic Proficiency				PRIMARY PARTNERS The entire Early Foundations Network of partners		
DESCRIPTION						
Program Costs & Activity	1/1/2012-12/31/2012	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	TOTAL
Program cost	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$5,000
Estimated per-child cost	\$3	\$3	\$2	\$2	\$2	
Est. # of children served, by age	385 (Birth-3)	400 (Birth-3)	415 (Birth-3)	430 (Birth-3)	445 (Birth-3)	
Percent of all children, same age	22%	23%	24%	24%	25%	
Annual goal to increase proportion		1%	1%	0%	1%	

Source of Funding: Over 5 years: WF funds=\$5,000

Implementation Plan:

This work is already embedded in other parts of our Comprehensive Local Early Learning Network, especially EL. 3 above. For the convenience of the reader, here is an excerpt from our Project Narrative:

An early adopter of NYS’s QualityStars program. The Notice stipulates that Early Learning Networks “must address or incorporate ongoing State-level efforts regarding the major components of high-quality early learning programs...[and] align with the State’s Quality Rating and Improvement System (QRIS).” Bethel and Read to Succeed are already in alignment with NYS early learning standards and, while NYS is only in its second year of pilot implementation of its QRIS system (QualityStars), Bethel and Read to Succeed are helping pilot the new system in two locations (one in the BPN). In addition, the Environmental Rating Scales (developed by Thelma Hamrs) incorporated into QualityStars have long been used by Bethel and Read to Succeed. As a result, we are confident that our Early Learning Network will be a leader in NYS’s QualityStars initiative and a catalyst to extending it through the rest of Buffalo (NYS’s second largest city) and Western NY.

APPENDIX F >EL. 6 (part of the Comprehensive Local Early Learning Network)

EARLY LEARNING PROGRAMS (note: Birth to 3 rd grade)						
Teen Pregnancy						
TARGETED INDICATORS Graduation Rate Teenage Pregnancy			PRIMARY PARTNERS Closing the Gap Community Health Center of Buffalo (CHCB) County of Erie			
DESCRIPTION Health education and services starting in the middle grades to reduce a extreme rate of teen pregnancy.						
Program Costs & Activity	1/1/2012-12/31/2012	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	TOTAL
Program cost	\$500	\$500	\$500	\$500	\$500	\$2,500
Estimated per-child cost	\$0.25	\$0.25	\$0.25	\$0.25	\$0.25	
Est. # of children served, by age	2,000	2,000	2,000	2,000	2,000	
Percent of all children, same age	100%	100%	100%	100%	100%	
Annual goal to increase proportion	n.a.	n.a.	n.a.	n.a.	n.a.	

Source of Funding: Over 5 years: Erie County = \$2,500

Segmentation Analysis, Implementation Plan, and Supporting Evidence:

Fifteen percent of females from age 15-19 become pregnant in Zip Code 14215, compared to 6% in NYS – over twice as many teen pregnancies. In some ways, reducing teen pregnancy is aligned to developing a future orientation that includes college and a career; as a result, it will be aligned with our College/Career Connections Initiative.

However, since teen pregnancy is also very much about health and health education—and often very confidential counseling—we have incorporated it in our Early Foundations Initiatives where we have a strong set of partners assembled to address health, health education, counseling, parenting, and family/community supports. These Early Foundations partners will complete the program design for implementation in 2012, with CHCB will playing a pivotal role.

As an initial foundation for program evidence, we are following the national framework from the **National Campaign to Prevent Teen Pregnancy** and we are studying successful programs, including a seven-year program at **Washington Irving High School in NYC** that NYS is also tracking. In that school, a very active, competent medical team within a 2,000 student high school is proving successful with one-on-one health screenings/conferences with every incoming female student as well as a wide array of follow-up methods and services.

APPENDIX F >EL. 7 (part of the Comprehensive Local Early Learning Network)

EARLY LEARNING PROGRAMS (note: Birth to 3 rd grade)						
Services Network & Improvement Team Supporting Early Learning						
TARGETED INDICATORS Medical Home Age-Appropriate Functioning Enrollment in Early Education Programs Academic Proficiency Teenage Pregnancy			PRIMARY PARTNERS See below			
DESCRIPTION The Early Learning Services Network & Improvement Team is a subgroup of BPN’s overall Services Network, specializing in the issues and needs of early childhood. This section describes the management of this “partner side” including impact, accountability, and continuous improvement.						
Program Costs & Activity	1/1/2012-12/31/2012	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	TOTAL
Program cost	\$500	\$500	\$500	\$500	\$500	\$2,500
Estimated per-child cost	\$0.30	\$0.30	\$0.30	\$0.30	\$0.30	
Est. # of children served, by age	1,740	1,740	1,740	1,740	1,740	
Percent of all children, same age	100%	100%	100%	100%	100%	
Annual goal to increase proportion		0%	0%	0%	0%	
Projected all children, 0-3 rd grade	1,740	1,740	1,740	1,740	1,740	

Source of Funding: Over 5 years: WF funds \$2,500 to support the activities of the EL Services Network and Improvement Team. Most funding for this work is covered elsewhere as the organizations are participating on an in-kind basis and the management and data analysis required to support them is covered in Westminster Foundation’s staffing and administrative budget.

Implementation Plan:

BPN has screened and recruited over 70 organizations into the BPN Services Network and created sub-networks and ten Improvement Teams to specialize on particular areas of need—Early Learning being one. For a discussion of our overall Services Network strategy, please see pages 25-27 of the Project Narrative and program FC.1 in the 4th chapter of this Appendix F.

Because early childhood does not provide a school institution around which to organize services, the Comprehensive Local Early Learning Network is one of the most important of our sub-networks and Improvement Teams. As stated in the Project Narrative, we are treating early childhood as a fourth school population—one requiring reliable processes for screening, diagnosis, learning, literacy, and family/community supports. Leading the Early Learning partners and providers will be Dr. Minor-Ragan, BPN President, and highly regarded in the neighborhood and among community service organizations for her work at Westminster Community Charter School.

The goals for the EL Network include:

1. Instituting an effective outreach and retention system to reach young families, recruit them into a medical home at CHCB, and into the BPN data/services system.
2. Establishing a system of health protocols encompassing check-ups, immunizations, screenings (health and developmental), and specialty consultations when needed.
3. Engaging parents, many of whom are very young, in a dialogue and partnership about effective parenting, coupling that with services through the EL Network and the full Family/Community Services Network to help access needed supports.
4. Elevating literacy and early learning for every child so each is ready for kindergarten.
5. Designing a “two generation” system geared to the twin goals of parental education, employment, and financial skills (Family Economic Success) and the healthy development of the child.
6. Study successful models of teen pregnancy prevention and institute a plan for BPN.

The following 15 organizations in our Services Network provide services for early childhood; many will participate on our Early Learning Improvement Team:

Organization	Services/Specialties	Funding
Bethel Head Start	Early childhood program, Pre-School program, After-School	Self
BPS-Parent University	Quality educational courses: Parent Awareness, Helping Your Child Learn in the 21st Century, Health & Wellness, study skills, algebra for adults, guidance on college application process	Self
Catholic Charities	Mental Health Counseling; School-wide initiatives that promote positive behaviors; Workforce development; linkage to community agencies; Mentoring	Self
Closing the Gap Consortium (CTG)	Advocacy; counseling; case mgt; service integrator; referrer	WF/CTG
Community Health Center of Buffalo (CHCB)	Community-level, Primary care; specialty health; health education	Self
Cradle Beach Project SOAR	Overnight camp providing mentoring & tutoring, leadership development and enrichment opportunities	Self
Every Person Influences Children (EPIC)	Newborn/infant support; parenting programs	WF/EPIC
Joan A. Male Family Services	Parental support, family support, linkage to social services	Self
Kaleida Health System & Catholic Health System	School-based health centers, comprehensive health assessments, diagnosis & treatment of minor, acute & chronic medical conditions & nutritional counseling	Self
Mayor's Summer Reading Challenge	Literacy Effort to increase reading levels for K-12	Self

Organization	Services/Specialties	Funding
New Directions Youth & Family Services	Attendance support, crisis intervention, tutoring, mentoring	Self
QualityStar	NYS Quality Rating and Improvement Initiative	Self
Read to Succeed Buffalo	Culture of Literacy in 14215, Project CARE, Early Reading First	WF/R2S
Teachers College (TC)	Reading & Writing curriculum	WF
WNY United Against Drug & Alcohol Abuse	Programs to prevent, control, and reduce crime, violence, drug & alcohol use and gang activity	Self

Segmentation Analysis and Supporting Evidence:

Our population from birth to 3rd grade is comprised of 800 children under the age of 5 who live in BPN plus another 640 K-3 students attending Westminster and Highgate Heights. We seek to serve each of these children with three mutually-supportive strategies: 1) enrollment in a BPN “suite” of newborn/infant/toddler services for the 480 children 0-2, 2) enrollment in quality early learning settings for the 320 children age 3-4, and partnering with Westminster and Highgate Heights on the needs of their approximately 480 K-3 students.

Evidence: Evidence for individual programs that are part of this EL Network approach has been described earlier in this chapter (and in ST.6,7 for Closing the Gap). In addition, there are five noteworthy programs that emphasize the network aspect of this early childhood work that we wish to mention:

1. Our own **Closing the Gap** has built and coordinated an effective network of over 20 service organizations serving K-12 students for the past decade. Their positive results (ST.6,7) support their expansion into the 0-K realm, using the same Student/Family Advocates and case management systems to bring new solutions and accountability to younger children and their parents/guardians.
2. **Read to Succeed’s ProjectCARE** (EL.3) has produced very positive results in student developmental and literacy scores as well as parental involvement and enthusiasm by engaging home-based child care providers in professional development and certification while also coaching parents and connecting them to other resources in the community. ProjectCARE incorporates the NYS QualityStar goals and tools, then adds the coaching and parent assistance to make the program truly successful. Given the prevalence of home-based child care in BPN, ProjectCARE is a second important building block for our EL Network.
3. The **Help Me Grow** program (EL.2) started in Connecticut and is now deployed in at least six states including New York. Its focus and system for a trained, coordinated network built on developmental surveillance is an important model for our own implementation. (Help Me Grow has prepared an excellent replication kit.) <http://bit.ly/p6ydLY>
4. **Bremerton, Washington** has an early literacy initiative that is network-based and close in many respects to our plans. The building blocks for their successful partnership with

families include: a) Developing strong relationships with all preschools in the elementary catchment area, including monthly staff development meetings on weekends and evenings; b) Using community preschools as a pathway to connect with parents of preschool children; c) Co-locating a preschool at every elementary school; and d) Providing tools and materials for preschool teachers to share with families. A principle of their program is that the best way to reach families is by working with organizations already having a relationship with the families. Based on the following results, Bremerton is expanding the program:

- More than 63% of entering kindergarteners know the alphabet, up from 4% when the program began;
- Only 2% of 1st graders need special educational services down from 12% a few years ago;
- 73% of first graders are reading at grade level, up from 52%;
- Kindergarten students reading at grade level has risen from 1% to 92%;
- 75% of the district's 3rd graders read on grade level, up from 64% a few years ago;
- Providing \$2000 of curriculum materials to community preschools saves \$2500 for EVERY kindergartener who does not need remedial learning services.
<http://www.wlearning.com/articles/stunning-results-from-community-wide-preschool-initiative>

5. **NYS Early Childhood Data Initiative** – as described in D.2 of the Project Narrative: “NYSED is currently developing a statewide P-20 longitudinal data system and the NYS Early Childhood Advisory Council is working with NYS agencies serving young children to develop the data linkages required for an integrated early childhood data system that addresses the recommendations of the national Early Childhood Data Collaborative. (Kreader and Schneider, 2011) These initiatives complement BPN's efforts and we seek to collaborate and exchange data with these systems and organizations, subject to privacy standards.”

All five of these programs show positive results and important solutions that we are incorporating into our Early Learning Network.

COLLEGE/CAREER CONNECTIONS

College/Career Connections Programs Described in This Chapter

- CC. 1** BPN C/C Connections Initiative and Bennett College/Career Advisory Service
- CC. 2** Bennett Internships & Employability Programs
- CC. 3** Middle Grades College Career Passport Program
- CC. 4** College Persistence Initiative
- CC. 5** Re-Engagement for Youth Not in School or Working
- CC. 6** BPN College/Career Connections Services Network

Programs Supporting College/Career Connections Described in Other Chapters

- ST. 5** Career Academies Overhaul
- ST.12** BPN Corps: In School, After School, Summer School – Grades 4-8
- ST. 13** BPN Corps: In School, After School, Summer School – Bennett
- ST.14** Arts & Humanities K-8
- EL. 6** Teen Pregnancy
- FC. 4** Violence and Gang Prevention with Council for Unity
- FC. 5** BPN Neighborhood Safety Network
- FC. 8** Parent University
- FC. 9** Adult Education, Employment & Training (with Services Network)
- FC. 10** Financial Literacy and Independence (with Services Network)
- FC. 11** Transportation Services Network
- FC. 12** Broadband and Computer Access and Training

APPENDIX F > CC. 1

COLLEGE/CAREER						
BPN C/C Connections Initiative and Bennett College/Career Advisory Service						
TARGETED INDICATORS Academic Proficiency Attendance Rate Grades 6–9 Graduation Rate High School Graduates Ready for College Caring Adult Access to the Internet			PRIMARY PARTNERS University at Buffalo Graduate School of Education College Summit Bennett Alumni Association			
DESCRIPTION College/Career Connections is a system-wide initiative to provide every BPN student from middle grades to high school and beyond with a meaningful progression of experiences to enhance success in college, career, and civic life. HQ for the initiative, in the Bennett Student Success Center, will oversee the cross-continuum electronic College Career Passport , function as the Bennett College/Career Advisory Service, and in that role also oversee college culture and pre-college programs. (See implementation plans below for these programs, and sheets CC. 2-6 for the implementation of other C/C programs.)						
Program Costs & Activity	1/1/2012-12/31/2012	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	TOTAL
Program cost	\$200,105	\$189,315	\$189,315	\$30,000	\$35,000	\$643,735
Estimated per-child cost	\$200	\$188	\$187	\$24	\$19	\$126
Est. # of children served, by age	1,000 (14-19)	1,006 (14-19)	1,014 (14-19)	1,026 (14-19)	1,038 (14-19)	5,084
Percent of all children, same age	74%	74%	78%	82%	86%	n.a.
Annual goal to increase proportion		0%	4%	4%	4%	n.a.
Projected all children, same age	1,360	1,360	1,300	1,250	1,200	

Source of Funding: Over 5 years: WF =\$643,735

Implementation Plan:

The Bennett College/Career Advisory Service will feature one-to-one advising on C/C plans, including support for use of the Summit CNav college web portal, SAT/ACT testing, application management, college visits, links to local pre-college outreach (see CC. 6), FAFSA support, etc. The Service will be staffed by two to three part-time UB Graduate School of Education interns who would together provide a full-time presence to assist the one Bennett college counselor, and they would be assisted by 2-3 full-time BPN Corps members who are trained specifically for their C/C role. They will utilize the student tracking capability of CNav to incorporate real-time individual data into the electronic BPN College/Career Passport. They will also connect students to the Bennett Internship and Employability program and a range of college-and career-outreach programs through referral within the C/C Services Network.

The C/C Service will also integrate College Summit’s 12th grade and school-wide programs: a 12th grade college readiness curriculum, a Summit Educator’s Academy and onsite coaching in the first year, the pioneering Student Influencer program, which puts identified student leaders

through an intensive college-knowledge experience so they can play a major role in influencing a college-going culture at Bennett. The C/C Advisory Service will also integrate other college culture efforts, like the involvement of the Bennett Alumni Association in offering scholarships and mentoring to college-bound students.

Segmentation analysis and Supporting Evidence:

Despite the fact that the majority of Bennett high school students say they plan to attend college, only 15 of 246 seniors in Bennett are prepared to succeed in college without remediation, as defined by the NY State Regents. The provision of a college-going culture is clearly a significant factor particularly since a majority of the few BPN students who are college-ready choose a better-performing high school outside the neighborhood. But those at any high school who have lower socioeconomic status are less likely to be college-ready, and overall the chances for any BPN student are startlingly low: only one out of every 20 twelfth graders is deemed college-ready. The need is so pervasive, it convinced us to look at an extensive range of inputs that research has shown (see below) to be vital to college/career success, including awareness of postsecondary opportunities, the identification of personal college and career goals, assistance in navigating and financing these goals, etc.

Evidence for the overall initiative:

American Youth Policy Forum’s Logic Model for College- and Career-Readiness and Success. In addition to the UB Graduate School of Education research (see below), BPN grounded its College/Career Connections Initiative design on the American Youth Policy Forum’s Logic Model for College- and Career-Readiness and Success. This conceptual framework illustrates what it takes for youth to be prepared for postsecondary education, careers, short-term outcomes and long-term success, defined as career success, civic engagement, and the capacity for lifelong learning. <http://www.aypf.org/publications/SuccessAtEveryStep.htm>

AYPF identified 23 programs for inclusion. All of these evaluations had a control or comparison group design. Seven evaluations used an experimental, random assignment design, and the remainder used a quasi-experimental design with comparison groups. These studies used a treatment group, comparison group, and multiple measures to compare quantitative outcomes, such as attendance, test scores, course grades, credits earned, college going-rates, financial aid application rates, and school suspension rates, for participants and nonparticipants. Some research designs relied on statistical matching procedures to ensure that the treatment and comparison groups were equivalent across a large number of variables, and some used particularly large samples.

Ten Elements of Success were identified from the evaluations: Programmatic Elements of Success include Rigor and Academic Support, Relationships, College Knowledge and Access, Relevance, Youth-Centered Programs, and Effective Instruction. Structural and System-Focused Elements of Success include Partnerships and Cross-Systems Collaboration; Strategic Use of Time; Leadership and Autonomy; and Effective Assessment and Use of Data. The design of all of BPN’s solutions, but in particular the School Reform and College/Career Connections Initiatives were based on these considerations.

David Conley's research on college readiness, Conley's 2005 book, *College knowledge: What it really takes for students to succeed and what we can do to get them ready* is based on research conducted by Conley and his colleagues through the Center for Educational Policy and Research at the University of Oregon. He draws on a strong research base; particularly important is Standards for Success, his extensive three-year project sponsored by the Association of American Universities in partnership with The Pew Charitable Trusts. This landmark research identified what it takes to succeed in entry-level university courses. The results of the current study are a set of standards designed for high schools and colleges to use in order to narrow the gap in the skills, knowledge and behaviors of high school graduates and what college faculty expect entering students to bring with them: the Knowledge and Skills for University Success standards (KSUS). Conley, D. T. (2005). *College knowledge: What it really takes for students to succeed and what we can do to get them ready* San Francisco: Jossey-Bass.

Evidence for the specific local programs:

The University at Buffalo's College/Career Advisory Service will be a custom-designed center at Bennett High School, based on the research of Dr. Nate Daun-Barnett, a professor in the UB Graduate School of Education and expert in: college access, the transition from high school to college, intervention strategies designed to help students prepare for and gain access to the college admissions process, and how the Web environment affects how students access college going information. Dr. Daun-Barnett currently serves as the grant evaluator for the Michigan College Access Challenge Grant from the US Department of Education and he has worked with several communities to develop college access strategies.

<http://gse.buffalo.edu/about/directory/faculty/2142>

In the case of BPN, he has already spent nearly six months shadowing the school counselors at Bennett High School in order to fully understand the specific challenges of increasing college access for the Bennett population. The UB implementation plan is also grounded in extensive research beyond Dr. Barnett's own work, including studies like the following:

- Fitzgerald, B. (2004). Federal financial aid and college access (Vol. 19, pp. 1-28). Public Policy and College Access: Investigating the Federal and State Roles in Equalizing Postsecondary Opportunity: AMS Press, Inc.
- Kim, D. H., & Schneider, B. (2005). Social capital in action: Alignment of parental support in adolescents' transition to postsecondary education. *Social Forces*, 84(2), 1181-1206.

UB will incorporate significant evaluation efforts into the implementation of this center.

College Summit is a national organization that has been working in college readiness since 1993 and has grown to serve 25,000 students in 12 states and the District of Columbia. In addition to developing its own programs • **it has been one of the leading forces behind ensuring that all high schools across America focus on students' college and career success** by advocating for "college enrollment rate" as a core high school success measure through federal policy. Summit drafted language on this initiative that was signed into law in the Higher Education Opportunity Act, and also contributed to the i3 program permitting applicants to use college enrollment and college retention increases as proof of program effectiveness. • **it was a named sub-grantee in**

New Profit's (NPI) Social Innovation Fund, successful 2010 \$5 million grant application to the Corporation for National and Community Service. NPI is a grant-making institution that provides large operating grants and technical support to innovative nonprofit organizations (including Teach For America, Citizen Schools, Jumpstart, KIPP, and Project HEALTH). In 2005, NPI helped College Summit structure and implement a multi-year growth plan to demonstrate the scalability of the model and outcomes.
http://philanthropy.com/items/biz/pdf/NPI_SIFapp.pdf

College Summit's programs show promising evidence of effectiveness through carefully designed pre- and post program studies and comparison of participant and non-participant student populations. A selection of this evidence: • ***College Summit high schools across the country have raised their school-wide college enrollment rates, on average, by more than 13-20% over their own baselines.*** • **District example:** Since partnering with College Summit in 2004, Mapleton Public School's college enrollment rate has increased by 51%. 2010-11 School/District Accomplishments: 95% of seniors have submitted at least one college application. 65% have submitted 3 or more college applications • **State example:** the West Virginia Commission on Higher Education compared high schools adopting College Summit's college-culture strategies, which accounted for about 10% of the state population, with non-participating high schools. For the two years before the high schools began working with College Summit, all of the high schools followed the same college-going patterns. But since 2004, when the high schools began working with College Summit, those building college culture outperformed the rest of the state by 13% • **Independent evaluation:** NPI noted that an expanded College Summit model, which is the one to be implemented at Bennett, was validated by a recent independent evaluation that found that, on average, College Summit programs with a higher proportion of students participating achieved greater increases in college-going rates. (first three bullets: http://www.collegesummit.org/aboutus/results_and_metrics/our_outcomes/; fourth bullet: see page 5 of the NPI Corporation for National and Community Service grant application at http://philanthropy.com/items/biz/pdf/NPI_SIFapp.pdf).

APPENDIX F> CC. 2

COLLEGE/CAREER						
Bennett Internships & Employability Programs						
TARGETED INDICATORS Academic Proficiency Attendance Rate Grades 6–9 Graduation Rate High School Graduates Ready for College Student Mobility Rate Caring Adult Access to the Internet Teenage Pregnancy			PRIMARY PARTNERS City of Buffalo and Buffalo Employment and Training Center (BETC) Mayor’s Summer Youth Internship Program Buffalo Urban League [AVE and PAVE] Hillside Work Scholarship Connection			
DESCRIPTION The Bennett Internship & Employability Program will be managed by the Bennett College/Career Advisory Service and will integrate three major work readiness and internship programs to offer career readiness activities to students at Bennett (and age-eligible Westminster Community Charter and Highgate Heights students). These programs include: <ul style="list-style-type: none"> • Hillside Work Scholarship Connection (HWSC) a nationally recognized intensive-support program from Rochester for kids who both have the greatest need and would benefit most from it. • The City of Buffalo Mayor’s Summer Youth Internship Program (city-funded summer internships) • Buffalo Employment and Training Center (BETC)’s Youth Employment Program (state/federal funded summer job placements) • The Adolescent Vocational Exploration Program (AVE) and Progressive Adolescent Vocational Exploration Program (PAVE), Buffalo Urban League year-round exploration and development programs that can be paired with the Mayor’s or BTEC’s summer programs Each of these programs has its own eligibility rules, which will be navigated by the C/C Advisory Service.						
Program Costs & Activity-	1/1/2012-12/31/2012	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	TOTAL
Program cost	\$543,414	\$543,414	\$543,414	\$543,414	\$543,414	\$2,717,070
Estimated per-person cost	\$1,907	\$1,622	\$1,411	\$1,249	\$1,120	
Est. # served, by age	285 (14-19)	335 (14-19)	385 (14-19)	435 (14-19)	485 (14-19)	
Percent of all children,	21%	25%	30%	35%	40%	
Annual goal to increase		4%	5%	5%	5%	
Projected all children, same	1,360	1,360	1,300	1,250	1,200	

Source of Funding: Over 5 years: WF =\$1,383,319; City of Buffalo=\$1,333,750;

Implementation Plan:

The College/Career Advisory Service staff, including a Hillside Work Scholarship Connection Manager, will coordinate the recruitment, allocation, liaison and evaluation of students for involvement in three vigorous career-readiness and internship programs:

Hillside Work Scholarship Connection (HWSC), which will work with 60 Bennett students a year, is an evidence-based, nationally recognized, college- and career-readiness dropout prevention program. BPN College/Career Advisory Service staff will work with teachers and administrators to identify specific students for this intensive support program, which will begin in September 2012. Schools identify students who are capable of success but in danger of dropping out of school, and pair them with a professional Youth Advocate (YA) through graduation and until up to two years post-high school. YAs are based in the school and serve as mentors and role models, working with a caseload of 30 students at a time to address their individual needs and the obstacles impeding their success. YAs are on-call 24/7 and partner with the students, parents and guardians, and other adults to benefit the student. With this team, they create an Individual Graduation Plan with targeted goals for high school graduation, job placement, career planning, college advancement, and other personal goals.

Besides the long-term mentoring by Youth Advocates, HWSC services include:

- weekly after school enrichment activities, using the evidence-based Teen Outreach Program (TOP)
- youth employment training and placement through HWSC's Jobs Institute and Youth Employment Training Academy (YETA), a 25-hour training module
- workplace mentoring at partner worksites
- supplemental education services including summer programming, tutoring, and access to other support services.

**Note: BPN is pleased to have recently agreed this partnership with the HWSC program, and will be working with the HWSC management to determine how best to integrate, emulate, or adapt some of the services offered by HWSC that parallel other programs BPN is planning to provide to a larger populations (e.g. the BPN Corps dropout prevention mentors, and the AVE/PAVE vocational exploration programs). While we will need to build a model for the majority of students that is less intense and costly than HWSC, we plan to leverage the expertise and peer-influence of the HWSC program to help make all our programs more effective.*

The City of Buffalo Mayor's Summer Youth Internship Program has allocated 100 internship slots to BPN. The program provides internship opportunities for Buffalo youth 14–21 to intern in the summer. Student Advocates at the three schools will work with students between the ages of 14–21, to complete the applications, retrieve the required documentation, secure required signatures and then submit completed applications to respective agencies. The program includes: a readiness assessment, program orientation, and pre-employment readiness training. Youth 14–15 participate in a Leadership Development Program as their work assignment, with classes at UB and Erie Community College, 20 hours a week for 6 weeks. Youth 16–21 work 20 hours a week for 6 weeks in healthcare, law enforcement, financial, or other occupational sectors, earning \$7.25 per hour.

Buffalo Employment and Training Center's (BETC) Youth Employment Program has allocated 75 summer job slots to BPN. M&T Bank has been a major private sector internship provider for students indicating an interest in working with a financial institution. Students will also be placed at area not-for-profit and public sector organizations. For BETC's other offerings as a one-stop career center, see CC. 6, BPN College/Career Services Network.

The Adolescent Vocational Exploration Program (AVE) and Progressive Adolescent Vocational Exploration Program (PAVE), will provide approximately 50 slots for BPN. AVE assists “high risk” youth, particularly ages 14 to 15, but also up to age 17, in defining career goals, developing career plans, and establishing work readiness skills. AVE participants study career areas through field trips and practical job placements, including a paid 6-week summer program, supported by a 10-month follow-up. Academic upgrading efforts will be coordinated with Bennett high school through monthly case conference meetings with program staff. Case notes, testing reports and counseling records will be shared with each high school teacher. In collaboration with Bennett High School, after school remedial academic assistance to students will be provided. PAVE is a similar program that targets youth aged 16-19. In addition to the program described in AVE, participants will develop current portfolio and work on a career project. Students will receive an academic elective credit based upon the successful completion of the career portfolio. Both programs include parent involvement throughout, and summer classroom and career exploration activities.

Segmentation Analysis and Supporting Evidence:

Bennett High school is subject to startling levels of chronic absenteeism. By ninth grade, a highly troublesome 51% of BPN students miss three or more days a month. We also know from the qualitative needs assessment prepared for Closing the Gap by The Children’s Aid Society’s National Center for Community Schools in May 2010, that students were not enticed to spend more time learning by the previously-offered free afterschool program. One of the report’s recommendations was to address both of these issues by increasing student engagement through being “intentional about offering college and career readiness programs to all students, including 9th graders.”

Evidence: The Hillside Work Scholarship Connection Program (HWSC) comes to us with a good evidence base, as well as an understanding of the upstate New York urban context. Three longitudinal, quasi-experimental studies of the impact of program participation on graduation rates. Participant outcomes were compared with a matched comparison group of nonparticipants from the Rochester City School District. Outcomes were measured at the student level. HWSC participants had higher graduation rates than students in the comparison group, and the program was particularly effective at raising the graduation rates of African American students. Graduation rates and grades were positively correlated with job placement and personal contact with YAs. <http://www.aypf.org/publications/SuccessAtEveryStep.htm>

The Center for Governmental Research, an independent research organization located in Rochester, NY, conducted four separate evaluations of Hillside Work-Scholarship Connection (HWSC)'s program model since 2004. CGR found that the HWSC model results in graduation rates among program participants which are significantly higher than among at-risk comparison group students. 60.4% of students entering HWSC in the 8th, 9th and 10th grades graduated versus only 36.4% of comparable at-risk youth. Additionally, CGR found that between 75% and 80% of HWSC graduates enroll in post-secondary education, with an additional 80% of graduates continuing employment post-graduation. For students participating in HWSC's Youth Employment Training Academy program, students graduated at even higher rates (74%). In

2008, 92% of HWSC's graduates remained in college after two years.

[.http://www.cgr.org/research_edu.aspx](http://www.cgr.org/research_edu.aspx)

Most importantly, in this time of state economic stress, HWSC is one of the recipients of a truly innovative funding model in Monroe County, using Community Optional Preventive Services (COPS) dollars from New York State. For every dollar of donated money, with the support of Monroe County, HWSC is able to draw down \$1.87 in funds through Office of Children and Family Services. In the current year, \$1.5 million in private philanthropic match generated \$2.5 million in state funds. Hillside Work Scholarship Connection generates an excellent return on state and philanthropic investment, as recognized by Governor Cuomo in his "NY Works—Getting New York Back to Work" policy paper. Across HWSC New York State sites in 2010, 84 percent of their students were promoted to the next grade level and 88 percent of their seniors graduated high school. Over 400 of HWSC students worked during 2010, for an average income of over \$5,000. Now that, as HWSC points out, is economic development.

[.http://nymuniblog.com/?page_id=959](http://nymuniblog.com/?page_id=959)

APPENDIX F > CC. 3

COLLEGE/CAREER						
Middle Grades College/Career Passport Program						
TARGETED INDICATORS Graduation rate (8 th grade) Academic proficiency Access to Internet			PRIMARY PARTNERS Westminster Foundation (BPN Corps) Bennett High School Computers for Children			
DESCRIPTION The Westminster Foundation will design and implement the enhanced middle grades afterschool “College and Career Passport” program designed to more effectively weave college, career and community connections with the traditional academic and extracurricular components. The program will also incorporate Computers For Children (FC.12), and an Arts and Humanities Enrichment program (ST.14). Full-time “BPN Corps” young adult service workers will interact with students in school, after school and in the summer to ensure continuity and build relationships. In school they will help implement the Talent Development dropout prevention model; in the after-school and summer programs, they will staff programs and ensure that remedial and enrichment academic activities are targeted to needs identified by teachers.						
Program Costs & Activity	1/1/2012-12/31/2012	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	TOTAL
Program cost*	\$2,000*	2,000*	2,000*	2,000*	2,000*	\$10,000*
Estimated per-child cost	n.a.*	n.a.*	n.a.*	n.a.*	n.a.*	n.a.*
Est. # of children served, by age	400	400	400	400	400	
Percent of all children, same age	59%	59%	62%	67%	71%	
Annual goal to increase proportion		0%	4%	5%	4%	
Projected all children, same age	680	680	640	600	560	

Sources of Funding: Most costs of this program are already covered in, or in BPN Corps, ST, or in CC.1, Advisory Services. All costs by Westminster Foundation.

Implementation Plan:

>> For implementation plan, *please refer to the BPN Corps sheet in the School Transformation chapter, ST. 13.*

Segmentation Analysis and Supporting Evidence:

>> For segmentation analysis and supporting evidence, *please refer to the BPN Corps sheet in the School Transformation chapter, ST. 13.*

APPENDIX F> CC. 4

COLLEGE/CAREER						
College Persistence Initiative						
TARGETED INDICATORS Graduation Rate High School Graduates Ready for College			PRIMARY PARTNERS College Summit University of Buffalo Graduate School of Education Bennett Alumni Association Hillside Work-Scholarship Connection			
DESCRIPTION The College Persistence effort will include: College Summit’s college enrollment verification; BPN Corps College/Career staff piloting a “transition coach” role in local colleges; the active Bennett High School Alumni Association partnering in a college-going alumni mentoring program, and the Hillside Work Scholarship Connection supporting and tracking its participants for two years after graduation.						
Program Costs & Activity	1/1/2012-12/31/2012	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	TOTAL
Program cost	n.a.*	n.a.*	n.a.*	n.a.*	n.a.*	
Estimated per-child cost	n.a.*	n.a.*	n.a.*	n.a.*	n.a.*	
Est. # of high school grads served, 4 cohort total	60	120	190	290	330	
Percent of all high school grads, same age, 4 cohort total	67%	67%	67%	67%	67%	
Annual goal to increase proportion		0	0	0	0	

Note: Estimated number of high school graduates served (4 cohort total) represents our estimate of the number of Bennett graduates attending a post-secondary program and thus covered by the Persistence Program. We have no plans at this time to extend the program to the one-third of BPN high schools grads who do not attend Bennett

***Source of Funding:** Costs for Summit and UB are carried in CC. 1, and the costs for Hillside are covered in CC. 2. Bennett Alumni Association’s involvement is self-funded through donations and dues.

Implementation Plan:

The number of BPN students currently enrolled in college is small, so this effort will start by leveraging assets already performing other functions within the College/Career Initiative:

- As an extension of its other roles, College Summit will provide a *college enrollment verification service* that tracks not just college acceptance, but actual enrollment and persistence in college, so we can analyze patterns and challenges to improve program design
- To support the initial group of college-goers, we will *pilot a “college transition coach” program similar to the Success Boston program*, by assigning two of the College/Career BPN Corps to local colleges to assist BPN high school graduates.
- To encourage youth successfully negotiating college to mentor existing high school students,

we are *partnering with the Bennett High School Alumni Association on a college-going alumni mentoring program.*

- The *Hillside Work Scholarship Connection will be supporting and tracking its participants for two years after graduation.*

The program will be extended as college-going increases among Bennett students.

Segmentation Analysis and Supporting Evidence:

Because we were unable to obtain data on the Department of Education-requested indicator on number and percentage of BPN students who “graduate from high school with a regular diploma and obtain postsecondary degrees, vocational certificates or other industry-recognized certifications or credentials without the need for remediation,” we used the NYS Regents “college ready” measurement to get an idea of how our population would perform on this metric. The answer was not reassuring. As previously highlighted, only 6% were deemed ready for college, a level nearly three times lower than for peers in Buffalo and seven times lower than the rate for NYC. Clearly BPN needs to work first on helping its students graduate and get to college, but, especially for the first larger group to do so, we need to begin developing good supports to encourage persistence and success in those postsecondary pursuits.

Evidence: The evidence for the College Summit and Hillside Work-Scholarship Connection programs are provided in sections CC.1 and CC.2.

The Success Boston College Completion Initiative is very new, so has interesting but only suggestive evidence to date for Student Persistence & Achievements: •fall '09 to spring '10 re-enrollment for cohort 1 = 96% •fall '09 - fall '10 re-enrollment for cohort 1 = 85.2% • 99% of Cohort 1 students complete a FAFSA • 2.67 average 1st semester GPA for cohort 1

Results from *Success Boston: College Completion Initiative*, Presentation at National College Access Network National Conference, October 2010, available at:
http://www.collegeaccess.org/RenderMedia.axd?i=ZCVYq1kp6A54Yteyy5ZgMuKN.WbExzqB1ntu66olc7uXRDr_.0nGvw--

APPENDIX F > CC. 5

COLLEGE/CAREER						
Re-Engagement for Youth Not in School or Working						
TARGETED INDICATORS Youth Neither in School Nor Employed			PRIMARY PARTNERS Westminster Foundation Advocate at Health Center UB Educational Opportunity Center Bennett Alumni Association			
DESCRIPTION The BPN Student Success Center located in the health center will liaise with the Bennett College/Career Service to service Youth Not in School or Working, with a focus on job placement and workforce development tied to opportunities for GED, alternative high school programs, and/or vocational certification. BPN will partner with The University at Buffalo Educational Opportunity Center (UB/EOC) to deliver a “GED GAP” program, designed to assess readiness to take the GED examination. The health center Student/Family Advocate will also be able to call on coordinated, often evidence-based programs from the BPN College/Career Services Network, to match solutions to the wide range of needs likely within this target segment).						
Program Costs & Activity	1/1/2012-12/31/2012	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	TOTAL
Program cost -UB GED	\$4,450	\$43,400	\$43,400	\$43,400	\$43,400	\$178,050
Estimated per-child cost	\$278	\$241	\$241	\$241	\$241	
Est. # of youth* served, by age	16 (15-24)	180 (15-24)	180 (15-24)	180 (15-24)	180 (15-24)	
Percent of youth*, same age	8%	94%	94%	94%	94%	
Annual goal to increase proportion		86%	0%	0%	0%	
Total youth*, same age	192	192	192	192	192	

* Youth Not in School or Working

Source of Funding: Over 5 years: UB & BETC =\$178,050

Implementation Plan:

Youth not in school and not working can access services through the BPN Student Success Center located in the Community Health Center of Buffalo. The BPN Advocate there will liaise with the Bennett College/Career Service, for the combination of workforce, education and other needs such youth may have. We expect the focus to be on job placement and workforce development, tied to opportunities for GED, alternative high school programs, and/or vocational training programs and certification.

In this effort BPN will partner with *The University at Buffalo Educational Opportunity Center (UB-GED)*, whose services are structured to adapt to the needs of the students, as well as to the demands of the community and serve as first steps toward the attainment of long-term educational and employment goals. In this case, the program to be offered with BPN is a GED Assessment Project (or GAP). BPN Student Advocates will work with staff at UB/EOC to:

- Offer at least four (4) GED GAP sessions per year along with attendant advisement services at a suitable site or sites to be determined by mutual agreement of BPN and UB/EOC. The

site or sites will be within or easily accessible from the BPN project area. A limited number of students (16) will be served from 9/1-12/31/2012; Years 2-5 will serve approximately 180 students/yr.

- Conduct outreach activities at sites and events within the BPN project area to facilitate BPN efforts to decrease the number of residents who do not have a high school diploma or GED.
- Conduct outreach activities relative to EOC programs and services at sites and events within the BPN project area to facilitate BPN efforts to link residents (especially parents and family members of students within the BPN area) with training and workforce development services necessary to provide economic stability for themselves and their families.
- Actively participate in planning and program development relative to adult education and postsecondary access.

The ***Bennett Alumni Association*** has also offered to partner with the BPN and College/Career Advocates to identify opportunities for youth who are no longer enrolled in the traditional education system.

Services within the ***BPN College/Career Services Network*** will include Buffalo Employment and Training Center (Buffalo's One-Stop Career Center, which is available to any job seeker looking for work or to upgrade their skills), and other city/county workforce development services. (See below, and in CC.6).

Segmentation Analysis and Supporting Evidence:

Being young and out of work is particularly common in an economic recession. Of the 1,138 people aged 16-19 living in BPN block groups, 135 are neither enrolled in school nor employed, a rate of 12 percent, compared to the New York State average of 7 percent. Being young, out of work and out of school in this age range could describe both a 19 year-old married homemaker with a high school degree and a 16 year old dropout with few aspirations or prospects. BPN's response is to provide a selection of program solutions, particularly through the range of options provided through the BPN College/Career Services Network. (See more on that in CC. 6, next).

Evidence: One common element is the GED. The economic and employment outlook for individuals without a high school diploma is bleak. For many of these individuals, passing the General Educational Development (GED) Test is the first step in competing in the increasingly demanding job market. The results of a GED Testing Service® Research Study suggest that even after controlling for relevant candidate factors, the gap in performance between African American and white candidates was smaller in test centers that required the Official GED Practice Test. Study by Amanuel Medhanie and Margaret Becker Patterson. GED Testing Service® Research Study, 2006-9, available at the American Council on Education website <http://www.acenet.edu/Content/NavigationMenu/ged/pubs/ExecSummaryPolicy.pdf> . The EOC GED GAP program is based on the completing and analysis of supported GED practice tests.

APPENDIX F > CC. 6

COLLEGE/CAREER						
BPN College/Career Connections Services Network						
TARGETED INDICATORS			PRIMARY PARTNERS			
Academic Proficiency Attendance Rate Grades 6–9 Graduation Rate High School Graduates Ready for College Student Mobility Rate Caring Adult Access to the Internet Teenage Pregnancy Youth Neither in School Nor Employed			University of Buffalo Graduate School of Education Westminster Foundation Range of Service Providers in Services Network/ Improvement Team, including: <ul style="list-style-type: none"> ● Buffalo Prep ● Canisius, UB, Buffalo State ● Buffalo Employment, Training Center ● 			
DESCRIPTION						
The College/Career Advisory Advocates at the Bennett Student Success Center and the Student/Family Advocates at Westminster, Highgate Heights, and the Health Center will be able to call on high-quality, often evidence-based programs from the BPN College/Career Services Network, to match solutions to the wide range of needs that student will have within the scope of college, career and community service connections. The College/Career Services Network encompasses a range of vetted local programs that will be part of the relevant BPN Services Improvement Team.						
Program Costs & Activity	1/1/2012-12/31/2012	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	TOTAL
Program cost	\$132,350	\$140,432	\$142,432	\$144,432	\$146,432	\$706,078
Estimated per-person cost	\$894	\$476	\$483	\$490	\$496	
Est. # served, by age	148 (14-19)	295 (14-19)	295 (14-19)	295 (14-19)	295 (14-19)	
Percent of all students, 14-19*	11%	22%	23%	24%	25%	
Annual goal to increase proportion		11%	1%	1%	1%	
Total all students 14-19*	1,360	1,360	1,300	1,250	1,200	

* We have included enrolled students only in this estimate. Youth Not in School or Working are counted in CC. 5 although they may use resources from this Service Network on occasion.

Source of Funding: Over 5 years: Erie County=\$590,000; Buffalo Prep = \$70,000; UB = \$46,078

Implementation Plan:

The College/Career Services Network consists of a group of relevant organizations, programs and services that provide additional offerings within BPN’s college, career and community connections framework. Its members are also part of the College/Career/Community Improvement Team, dedicated to coordinating, streamlining, and improving services in this area. The Team interacts with Advocates and coordinators at the Student Support Centers as well as program directors at Westminster Foundation to identify common problems and opportunities for improvement.

Efforts will be made on an individual basis to connect youth with partner agencies to get them reconnected and on a path of success. Student advocates and school counselors will work with students and families who require additional training to secure employment. Continuous marketing of programs/services will be done in conjunction with the Student Success Center, Steering Committee, Block Club Associations, BPN website and Parent Teacher Organizations.

Some of the important self-funding organizations and programs in the network are:

Buffalo Prep program (Self-Funded, allotting 10 BPN students annually in year 1, rising to 18) was founded by Mr. Robert Wilmers, Chairman and CEO of M & T Bank. M & T has generously supported the program, financially and through volunteer commitment. Buffalo Prep aligns with the mission of Buffalo Promise Neighborhood, helping low income students prepare to excel in school and exposing them to educational opportunities in the Western New York community. The Middle School Prep is a five week full arts-integrated academic, social and cultural enrichment program for 5th and 6th graders. High School Prep is a nationally recognized 14 month program that prepares academically talented and economically disadvantaged students for the rigorous demands of a college preparatory education. Students who complete this program may receive scholarships to attend a private, independent or exam-based public high school. Throughout their high school years, High School Prep graduates receive additional guidance including weekly tutorial sessions, SAT preparation courses, college visits, etc.

BPN participation in Buffalo Prep will be managed from within the Student Support Centers. Student Advocates will identify 10 students in Year 1 (and add 2 more each year to a minimum of 18) who meet the criteria for the Buffalo Prep Program. The Student Advocates will inform parents of the program, orientation dates and have representatives from Buffalo Prep conduct presentations. Opportunities for presentations will be at the PTO meetings, Open Houses and Steering Committee Meetings.

Canisius College - Academic Talent Search provides educational, social and career support services, and co-curricular and cultural enrichment experiences that will heighten the possibility of participants becoming enrolled in postsecondary institutions. • **Higher Education Opportunity Program (HEOP)** for students who have an interest in pursuing college level study, but do not meet the regular admission requirements of the college. The program offers financial assistance based on need, and a variety of support services.

The University at Buffalo Educational Opportunity Center – The Educational Opportunity Center will provide individual and group services designed to strengthen the participation and movement of economically disadvantaged and academically underprepared students into college. Services for BPN will include: presentations and materials for students and parents on attending college; advising students about college requirements for career pathways; providing opportunities to engage in a variety of on-campus experiences; researching colleges and programs of study; assisting with applications for admissions and financial aid and, offering events and information on scholarships and other financial incentives and supports for postsecondary students

Educational Opportunity Program (EOP) students are enrolled in courses that emphasize reading, writing, speaking, critical thinking, library, and study skills - all within the context of

academic, career and personal exploration. Students gain valuable tips on how to study, take notes and manage their time more effectively. • The **Upward Bound Program** provides year around academic, cultural, social and residential support services to approximately 96 income eligible and/or first generation college bound students. The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of post-secondary education. • **The Collegiate Science and Technology Entry Program (CSTEP)** provides students with the opportunity to explore scientific, technical, and health-related professions, through support services, tutoring and extracurricular activities.

Buffalo State College (Self-Funded) • The **Liberty Partnership Program** is designed to provide encouragement and support for participants to complete their high school programs, enroll in postsecondary education programs, and ultimately achieve success in their career choices. The program provides tutoring, mentoring, personal and family counseling, home visits, and enrichment activities for students in grades five through twelve who meet specific eligibility requirements. Buffalo State also offers • **Science and Technology Entry Program** services, • **Talent Search**, and an • **Upward Bound** Program, as well as • **Upward Bound Math-Science**, which helps students recognize and develop their potential to excel in math and science and to encourage them to pursue postsecondary degrees in math and science, and ultimately careers in the math and science profession..

Buffalo Employment and Training Center (BETC) (Self-Funded) BETC is Buffalo's One-Stop Career Center and is certified by New York State Department of Labor as a Workforce New York Career Center. BETC services are available to any job seeker looking for work or to upgrade their skills. Training opportunities are offered in skill areas that are in demand locally. BETC provides adults and young adults with a variety of free job search tools, including computers, Internet access, job search workshops, telephones, a variety of job postings, customized Career Planning, Aptitude Testing, Meyers-Briggs Personality Assessment, Interests Assessments, Job Training and re-Training opportunities, resume development, job hunting and interview assistance.

The students at the three schools can secure part time and summer employment through the **Youth Services Division at BETC**. BETC will help prepare students for job search and the interview process. The job readiness workshops focus on understanding employer expectations, proper attitude, personal responsibility, communication, teamwork, goal setting and time management. BETC services will be promoted through the Student Success Center, Steering Committee, Block Clubs and Community Meetings.

Student advocates and school counselors will work with those students and families who require additional training to secure employment. Buffalo Employment and Training Center is a One Stop Center that provides services to its participants as well as business. BETC offers as a wage subsidy as an incentive to businesses to hire individuals. On-the-Job training (OJT) is specialized training provided by businesses so an employee can develop the necessary skills/abilities to perform the job. Participant may receive training through the Health Professional Classroom training in the following health related occupations: health information technology, direct support professional, pharmacy technician, LPN, Medical Biller and Medical Office. Through the Career Pathways Program; a partnership with EOC, BPS and BOCES, students may also

receive training in CAN, Medical Office, Heating, Cooling and Ventilation and Electrical Students who qualify may also receive training through Individualized Training Accounts for demand occupations. Each student will receive a training allocation of \$2,400. Examples of demand occupations are: accountants automotive mechanics, computer support specialists, dental assistants, direct support professionals, first line supervisors/managers of food preparation and serving workers, paralegals, radiologic technologists and respiratory therapists.

United Way SNAP Program - United Way SNAP Program will provide remedial education, financial, and vocational training opportunities to individuals securing Temporary Assistance to Needy Families (TANF) through the Erie County Department of Social Services

Segmentation and Supporting Evidence:

The College/Career Services Network is really there to provide a range of solutions across all segments of the BPN youth population, as well as to support the particular populations that we have deemed to need specific programs.

Evidence: Several of the college- and career-readiness programs offered within the Services Network were chosen as among the most effective nationally by the American Youth Policy Forum and are evidenced based, including • **Upward Bound** (strong evidence: A longitudinal, experimental study. UB applicants were randomly assigned to program and control groups, and student level outcomes were tracked) • **Gear Up** (moderate evidence: The National Evaluation is a longitudinal, quasi experimental evaluation of school-level outcomes for students from GEAR UP and comparison middle schools. The comparison schools same or nearby districts, based on demographics and grade span, and statistical analyses controlled for other differences between the GEAR UP and comparison schools), • **Talent Search** (a retrospective analysis of the outcomes of former Talent Search participants, compared with matched peers from the same schools. The evaluators used large longitudinal data sets from three states: Florida, Indiana and Texas), • **Upward Bound – Math and Science** (A retrospective analysis comparing the secondary and postsecondary outcomes of former UBMS participants to those of matched non-participants, controlling for student background characteristics, educational achievement and whether or not students had also participated in the regular UB program.

Evidence levels for all these programs are summarized in the American Youth Policy Forum’s *Success at Every Step*, <http://www.aypf.org/publications/SuccessAtEveryStep.htm>.

The following organizations are part of our **College/Career Services Network** and may serve on the Improvement Team.

AmeriCorps	Volunteer workers	WF/FED
BPS-Parent University	Quality educational courses: Parent Awareness, Helping Your Child Learn in the 21st Century, Health & Wellness, study skills, algebra for adults, guidance on college application process	Self
Buffalo Employment & Training Center (BETC)	Workforce development orgs, employment opportunities	Self

Buffalo Urban League-Adolescent Vocational Exploration Program (AVE)	Serve high-risk youth, define career goals, establish work readiness skills, develop career plans	WF
Buffalo Urban League-Progressive Adolescent Vocational Exploration Program (PAVE)	Serve high-risk youth, career exploration, academic remediation, community service, diversity training, inner-city youth issues	WF
Buffalo Urban League-Youth Engagement Service Program (YES)	Life skills, career development, transition from HS-C-C	WF
Buffalo Urban Outdoor Education (BUOE)	6-class session & on-board ship experience for urban youth	Self
College SUMMIT	Promote college-going at all levels	WF
Computers for Children, Inc.	Instruction-refurbish computers, develop technological skills	WF
Hillside Scholarship Work Connection	RR Internship, college prep, employment readiness training	WF
M&T Mentoring Program	"Big Brother, Big Sister" program with M&T employees & WCCS students	Self
Mayor's Summer Reading Challenge	Literacy Effort to increase reading levels for K-12	Self
Mayor's Summer Youth Internship	Employment readiness training for kids (14-21), job placements	Self
One Economy	Broadband access, 4G network available in 2012	Self/WF
Talent Development (TD)	Comprehensive reform model, addresses attendance, discipline, achievement scores & dropout rates	WF
UB-Educational Opportunity Center	Develop academic & vocational skills to be self-sufficient	Self
UB-PreCollegiate Success	College-going culture, 9th grade focus, increase Grad.rate	WF
Young Audiences WNY	Arts-in Education Artist in Residency Program	WF

FAMILY/COMMUNITY SERVICES NETWORK

Special Note

The BPN Family/Community Services Network is comprised of over 70 organizations providing over 100 programs and services encompassing health, safety, community stability, adult engagement, and 21st century tools. These resources provide 1) needed components to our other three Initiatives (School Transformation, Early Foundations, and College/Career Connections), 2) individualized services and supports that our Student/Family Advocates can match to specific students and families as required, and 3) neighborhood-wide programs and resources less directly tied to the schools but nevertheless important to family well-being.

Because the programs in this chapter are numerous, diverse, and multi-purpose, we have provided just a sampling of programs and services across the Family/Community spectrum. We have also described the crucial issue of how we will organize and manage these resources. Finally, at the end of this chapter, we have included a full list of participating organizations.

Family/Community Services Network Programs Described in This Chapter

- FC. 1** Overall Family/Community Services Network & Improvement Team
- FC. 2** Medical Home Recruitment with CHCB
- FC. 3** Health Services Network & Improvement Team
- FC. 4** Violence and Gang Prevention with Council for Unity
- FC. 5** BPN Neighborhood Safety Network
- FC. 6** Belmont Housing
- FC. 7** Affordable Housing Service Network & Improvement Team
- FC. 8** Parent University
- FC. 9** Adult Education, Employment & Training (with Services Network)
- FC. 10** Financial Literacy and Independence (with Services Network)
- FC. 11** Transportation Services Network
- FC. 12** Broadband and Computer Access and Training

Programs Supporting Family/Community Services Network Described in Other Chapters

- ST. 6** Advocates & Services via Closing the Gap – K-8
- ST. 7** Advocate/Services via Closing the Gap – Bennett
- ST. 8** Health Protocols with CHCB – K-8
- ST. 9** Health Protocols with CHCB – Bennett
- ST. 10** Nutrition & Exercise Initiative – K-8
- ST. 11** Nutrition & Exercise Initiative – Bennett
- EL. 1** Newborn Outreach & New Parent Classes (EPIC Programs)
- EL. 2** Early Childhood Family Advocates & Health Protocols (CHCB & CTG)
- EL. 6** Teen Pregnancy

APPENDIX F > FC. 1

FAMILY/COMMUNITY SUPPORTS						
Overall Family/Community Services Network & Improvement Team						
TARGETED INDICATORS Medical Home Daily Physical Activity and Diet Safety Student Mobility Rate Caring Adult Access to the Internet Youth Neither in School nor Employed			PRIMARY PARTNERS Closing the Gap 70+ partners and providers			
DESCRIPTION The overall Family/Community Services Network & Improvement Team provide an overall umbrella structure organizing 70+ organizations providing services and supports to BPN. This section describes the management of this “partner side” including impact, accountability, and continuous improvement.						
Program Costs & Activity	1/1/2012-12/31/2012	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	TOTAL
Program cost	\$500	\$500	\$500	\$500	\$500	\$2,500
Estimated per-child cost	\$0.10	\$0.10	\$0.10	\$0.10	\$0.10	
Est. # of children served, by age	4,750	4,700	4,600	4,500	4,400	
Percent of all children, same age	100%	100%	100%	100%	100%	
Annual goal to increase proportion		0%	0%	0%	0%	
Projected all children, same age	4,750	4,700	4,600	4,500	4,400	

Source of Funding: Over 5 years: WF funds \$2,500 to support the activities of the overall Family/Community Services Network and the broad Student/Family Improvement Team. Most funding for this work is covered elsewhere, either through uncouncted in-kind participation or through Westminster Foundation’s staffing and administrative budget.

Segmentation Analysis:

In the figures above, we list the full 4,750 children under the age of 18 who either live (3,120) or attend school in BPN. However, Family/Community services also apply to adults and we feel it is appropriate in this last chapter to discuss the adult population and their needs. The 18 and over population is comprised of 9,200 individuals with a somewhat disproportionate 18-25 population, partly due to the proximity of the UB campus on the northern boundary of BPN. There are 1,600 families with children under 18; about 1,000 of those families are headed by a single parent. As discussed in the Project Narrative, these 1,000 single-parent families are one of our key segmentation priorities and a major shaper of our Continuum design.

The neighborhood poverty rate has climbed steadily from 2% of families in 1970 to 31% today. Nearly four of every ten children live in poverty and the near-poverty numbers are also very high as 88% of students are eligible for Free/Reduced Lunch.

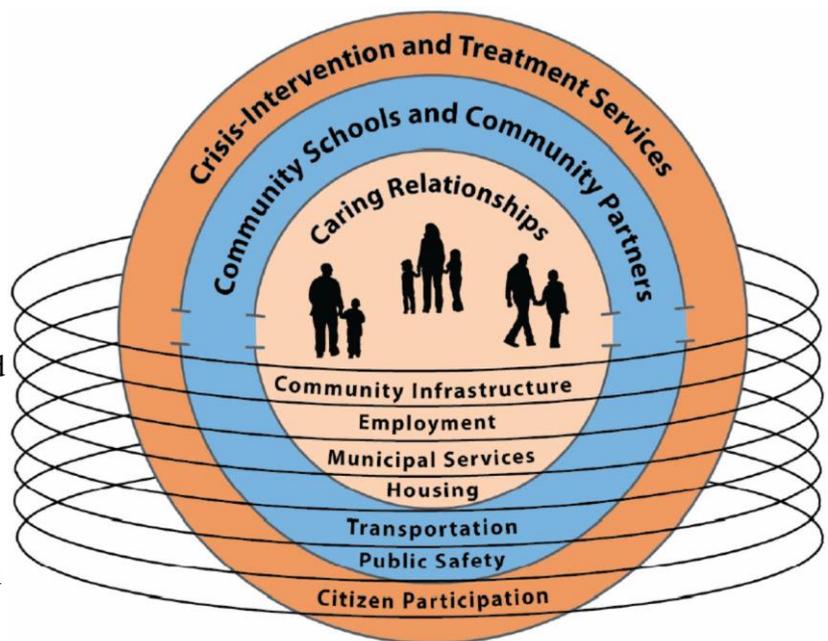
Home ownership has fallen from 66% in 1970 to 41% today. The housing stock is predominately small, single-family homes about a century old. Many homes are in disrepair but only 2% have been lost to demolition, creating an opportunity for a housing reversal and an increase in affordable housing options.

Implementation and Evidence:

The Project Narrative (B.2) introduces the BPN Family/Community Services Network and how we will create a well-functioning network of partners and providers needed to improve academic and social outcomes and also address adult and community needs throughout the Neighborhood. The successful “open system” models we are emulating include our own Closing the Gap, as well as Cincinnati, Providence, and Communities in Schools (CIS) (see References). In this section, we discuss findings from these models and how we utilize those findings in our implementation.

Several basic points:

- As this diagram from the Coalition for Community Schools illustrates, caring relationships with children and families must be at the heart of the network;
- To avoid the fragmentation of the current services landscape, the umbrella organization should encompass the needs of the entire Promise Neighborhood: the schools, health center, and full neighborhood;
- The network should be open and encourage broad and growing participation of a high quality; and
- There should be clear standards and systems to ensure impact, accountability, and continuous improvement.



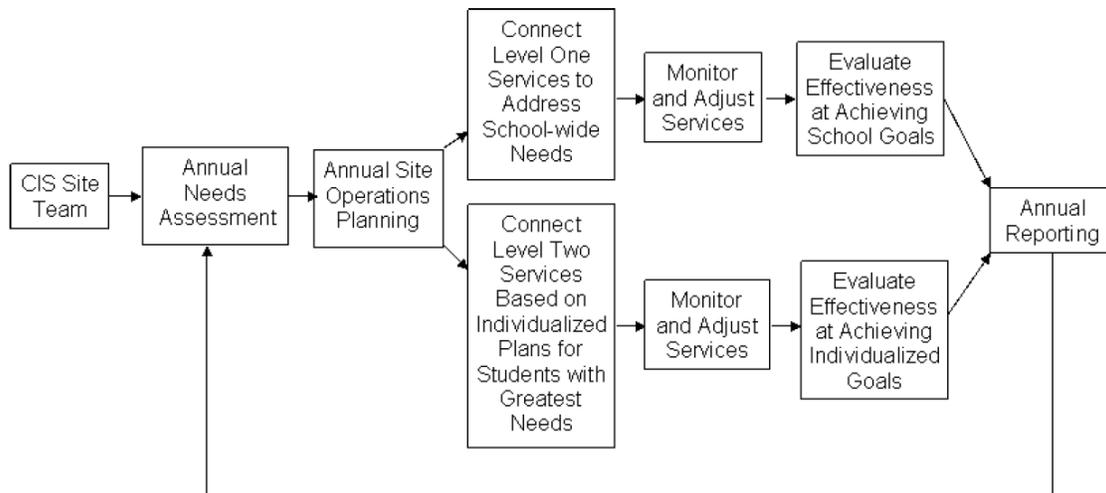
Source: Coalition for Community Schools, *Financing Community Schools*, 2010

Starting first with on-site school coordination and planning, a quasi-experimental study of Communities in Schools prepared by ICF in 2010² found that a key to success was adherence to a systematic planning and evaluation model (next page) implemented by a trained site

²Communities in Schools’ National Evaluation, Five Year Summary, April 2010

coordinator. A similar process is used by Closing the Gap and we will be implementing this approach at each of our four locations from the outset.

Exhibit 1: The CIS Model



In addition, the Providence After School Alliance has demonstrated how far an open system can go if strong upfront vetting and quality standards are established to ensure accountability. (Providence After School Alliance, 2011) Setting up these systems will be the work of the Westminster Foundation central staff working closely with the Closing the Gap team. The Gap network of over 20 organizations will be a key part of the BPN Services Network.

Our goal is also to have the participating organizations transcend their individual silos and single issues (not always the case but often) and work together on breaking down barriers and fostering continuous improvement. One partner calls this work “elevating the practice” and to do it we have established ten Improvement Teams—subgroups of the overall Network—to work in specific domains such as health or neighborhood safety. It is out of the work of these teams that we believe some of the most significant data analysis, system improvement and funding innovation will emerge. Each team will have a Westminster Foundation liaison or manager.

- Ten Improvement Teams**

 - Safety
 - Health
 - Housing
 - Early Learning
 - Financial Services
 - Access to Services
 - Academic Development
 - Student/Family Services
 - College/Career/Community
 - Adult Ed/Employment/Training

Cincinnati’s Community Learning Centers are one proven example of this collaborative approach. Their “practice networks” are subgroups of their overall umbrella network who meet regularly to learn from each other, diagnose issues, and craft new responses. Our cities are now replicating the CLC method. (Cincinnati CLCs, 2011)

Note: six of our subgroup service networks are described in this chapter: health, safety, affordable housing, adult education, financial literacy, and transportation.

APPENDIX F> FC. 2

FAMILY/COMMUNITY SUPPORTS						
Medical Home Recruitment with CHCB						
TARGETED INDICATORS Medical Home Age-Appropriate Functioning Enrollment in Early Education Programs Daily Physical Activity and Diet			PRIMARY PARTNERS Community Health Center of Buffalo (CHCB) EPIC Closing the Gap			
DESCRIPTION A campaign to enroll all children under the age of 5 at the health center and become part of regular health care and screenings. Public education						
Program Costs & Activity	1/1/2012-12/31/2012	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	TOTAL
Program cost	elsewhere	elsewhere	elsewhere	elsewhere	elsewhere	
Estimated per-child cost	n.a.	n.a.	n.a.	n.a.	n.a.	
Est. # of children served, by age	800*	800	800	800	800	
Percent of all children, same age	100%	100%	100%	100%	100%	
Annual goal to increase proportion		0%	0%	0%	0%	

*This figure represents all the 800 children under 5, of which 56% lack a medical home. As this is a general recruitment and public awareness campaign, we are using the full cohort size rather than those lacking a medical home (which will decline each year as the program take affect). This is not to exclude the recruitment of other age groups, but our primary focus is the under 5's.

Source of Funding: This program will be tightly planned and implemented; however, from a funding perspective, the program piggybacks on staffing and resources counted elsewhere.

Implementation Plan:

The Community Health Center of Buffalo, Inc. (CHCB) has grown steadily since it first opened in 1999. While it has treated BPN residents for many years, CHCB's partnership with BPN now has significant potential due to its relocation into the BPN in 2011 just two blocks south of Bennett High School. The move creates a special opportunity to partner on outreach and public education to enroll BPN residents as CHCB patients. Already, CHCB is present and visible at BPN events with a table and greeters. In 2012, that effort will expand with special health events for the neighborhood, mailings, and referrals from BPN programs. PN Implementation Grant funding will advance the synergy further by enabling the creation of a BPN Student Success Center in CHCB itself.

CHCB is one of only two Federally Qualified Health Centers (FQHCs) in Buffalo. As such, it meets the eligibility requirements as a Diagnostic and Treatment Center under Article 28 of the New York State Public Health Law. The CHCB serves a primarily low-income African American population living on the eastside of Buffalo. Its Board of Directors is composed mostly of individuals from the community who are also CHCB patients. Board member expertise

includes leadership in social services, labor relations, law, public relations and marketing. Five are women, six are African American, and all either live or work in the community.

The CHCB provides culturally competent, primary and preventive medical and dental care for the under-insured and un-insured of the community. Services provided include: Family Medicine, Pediatrics, Dentistry, Psychosocial services, laboratory services, HIV testing and referral for specialty and inpatient care. Patients can usually be seen in the same day, reducing waste and inefficiency with planned care visits. The federally qualified health center (FQHC) provides a 340B Pharmacy on-site, which can provide indigent patients with prescriptions at greatly reduced prices.

The CHCB is the only comprehensive primary care program serving the targeted population. Individuals come to the CHCB services because they hear through word of mouth that services can be accessed quickly. There is a bond of trust between the community and CHCB because patients receive culturally sensitive care in a supportive environment.

Dr. LaVonne Ansari became Executive Director of the CHCB in 2006. She has more than 20 years of combined experience in workforce development and business administration, health care, higher education, and EEO/affirmative action compliance. Prior to coming to CHCB she was vice president of operations at Niagara County Community College. Dr. Ansari was responsible for the Department of Community Education, Small Business Development Center, Facilities, International Trade Resource Center, Corporate Training Department, Human Resources and Grants Offices. Under her leadership, CHCB has an ambitious community health agenda to improve the health and well-being of the entire neighborhood.

Segmentation Analysis:

For segmentation figures, see note under box above. This is a neighborhood wide initiative although the prime goal is to decrease the number of children under 5 who lack a medical home (currently 56%).

APPENDIX F > FC. 3

FAMILY/COMMUNITY SUPPORTS						
Health Services Network & Improvement Team						
TARGETED INDICATORS Medical Home Age-Appropriate Functioning Daily Physical Activity and Diet Caring Adult Teenage Pregnancy			PRIMARY PARTNERS Community Health Center of Buffalo Closing the Gap Nutrition & Exercise Program – see ST. 8,9			
DESCRIPTION The Health Services Network & Improvement Team is a subgroup of BPN’s overall Services Network, specializing in health-related issues and needs. This section describes the management of this “partner side” including impact, accountability, and continuous improvement.						
Program Costs & Activity	1/1/2012-12/31/2012	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	TOTAL
Program cost	\$500	\$500	\$500	\$500	\$500	\$2,500
Estimated per-child cost	\$0.10	\$0.10	\$0.10	\$0.10	\$0.10	
Est. # of children served, by age	4,750	4,700	4,600	4,500	4,400	
Percent of all children, same age		100%	100%	100%	100%	
Annual goal to increase proportion		0%	0%	0%	0%	
Projected all children, same age	4,750	4,700	4,600	4,500	4,400	

Source of Funding: Over 5 years: WF funds \$2,500 to support the activities of the Health Services Network and Improvement Team. Most funding for this work is covered elsewhere as the organizations are participating on an in-kind basis and the management and data analysis required to support them is covered in Westminster Foundation’s staffing and administrative budget.

Implementation Plan:

The role of BPN’s subgroup networks and improvement teams is described in FC.1 above.

The goals for the Health Service Network and Improvement Team include:

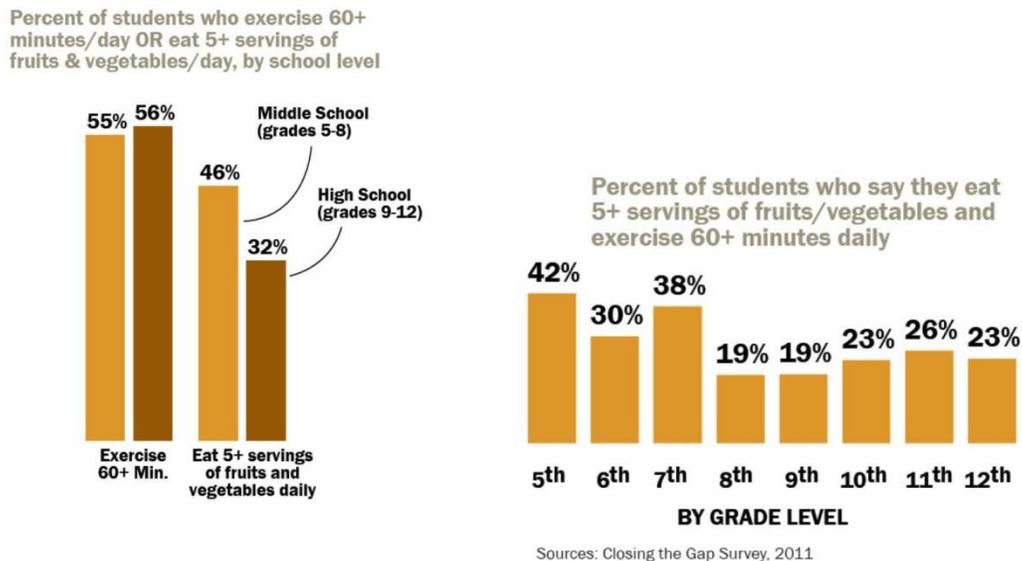
1. Instituting an effective outreach and retention system to reach young families, recruit them into a medical home at CHCB, and into the BPN data/services system.
2. Establishing a system of health protocols encompassing check-ups, immunizations, screenings (health and developmental), and specialty consultations when needed.
3. Engaging parents, many of whom are very young, in a dialogue and partnership about effective parenting, especially around proper medical care, developmental screenings, nutrition, and exercise.

4. Working with parents, schools, and the Early Learning Network to institute development surveillance and intervention (see EL.2 above) so that every child is ready for kindergarten.
5. Removing barriers and improving responses to a broad range of health issues, including the social/economic issues that prevent or inhibit access to proper care.
6. Working with the Early Learning Network on teen pregnancy prevention.

Evidence: see FC.1 above.

Segmentation Analysis:

The UBRI Needs Assessment Study surveyed students in grades 5-12 on their dietary and exercise habits:



Accordingly, diet/nutrition and exercise, along with access to a medical home and health services (FC.2) and teen pregnancy (EL.6) are among our top health priorities.

The following 17 organizations in our Services Network provide health-related services; many will participate on our Health Improvement Team:

Bethel Head Start	Early childhood program, Pre-School program, After-School	Self
BPS-Parent University	Quality educational courses: Parent Awareness, Helping Your Child Learn in the 21st Century, Health & Wellness, study skills, algebra for adults, guidance on college application process	Self
Catholic Charities	Mental Health Counseling; School-wide initiatives that promote positive behaviors; Workforce development; linkage to community agencies; Mentoring	Self

Center for Transportation Excellence (CTE)	Manages non-emergency medical transportation	Self
Closing the Gap Consortium (CTG)	Advocacy; counseling; case mgt; service integrator; referrer	WF/CTG
Community Health Center of Buffalo (CHCB)	Community-level, Primary care; specialty health; health education	Self
Cradle Beach Project SOAR	Overnight camp providing mentoring & tutoring, leadership development and enrichment opportunities	Self
Every Person Influences Children (EPIC)	Newborn/infant support; parenting programs	WF/EPIC
Jewish Family Services	Licensed out-patient psychiatric clinic	Self
Joan A. Male Family Services	Parental support, family support, linkage to social services	Self
Kaleida Health System & Catholic Health System	School-based health centers, comprehensive health assessments, diagnosis & treatment of minor, acute & chronic medical conditions & nutritional counseling	Self
New Directions Youth & Family Services	Attendance support, crisis intervention, tutoring, mentoring	Self
School Based Nutrition Program (SBNP)	WCCS nutrition program with Executive Chef	WF/FED
Suicide Prevention/ Crisis Services	Comprehensive crisis center, outreach, training, advocacy	Self
UB- Dental School	Dental checkups for BPS students	Self
UNIVERA	HMO, exercise, Green & Clean, illness prevention	Self
WNY United Against Drug & Alcohol Abuse	Programs to prevent, control, and reduce crime, violence, drug & alcohol use and gang activity	Self

APPENDIX F> FC. 4

FAMILY/COMMUNITY SUPPORTS > SAFETY

Violence and Gang Prevention with Council for Unity

<p>TARGETED INDICATORS</p> <p>Attendance Rate Grades 6–9</p> <p>Graduation Rate</p> <p>Safety</p> <p>Student Mobility Rate</p> <p>Caring Adult</p> <p>Youth Neither in School nor Employed</p>	<p>PRIMARY PARTNERS</p> <p>Council for Unity</p> <p>Bennett High School</p> <p>Buffalo Police Department</p> <p>Community groups</p>
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DESCRIPTION

The **Council for Unity** (CFU) is a not-for-profit organization specializing in reducing violence in schools and communities by empowering young people, individuals and groups with the skills necessary to promote unity, safety and achievement in schools and communities. By engaging youth to take ownership of the problems of violence and bias that confront them, they themselves can play a major role in developing non-violent solutions to improve the environments in which they function. CFU provides customized curriculum, training, and technical assistance to schools and community orgs.

Program Costs & Activity	1/1/2012-12/31/2012	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	TOTAL
Program cost	\$60,000	\$60,000	\$20,000	\$12,000	\$12,000	\$164,000
Estimated per-child cost	\$429	\$429	\$143	\$86	\$86	
Est. # of children served, by age	140 (14-19)	140 (14-19)	140 (14-19)	140 (14-19)	140 (14-19)	
Percent of all children, same age	14%	14%	14%	14%	14%	
Annual goal to increase proportion	0%	0%	0%	0%	0%	
Projected all children, same age	1,000	1,006	1,014	1,026	1,038	

Source of Funding: Over 5 years: WF = \$164,000

Implementation Plan:

The CFU programs will start at Bennett High School in September 2012 with training of personnel to begin shortly after January 1, 2012. This school-based service model incorporates academics, service curriculum, and character education for approximately 140 at-risk youth by providing the critical foundations they often lack: family, safety, self-esteem and responsibility-needs they often seek through anti-social peer groups. CFU students are taught essential interpersonal and life skills such as: leadership, self-expression, mediation, conflict resolution, and advocacy skills to resolve and reduce gang fights, personal conflicts, racial insults and even students’ problems with the school administration.

The Adult Family Partnership works to enhance the personal abilities of young people to use non-violent means to social problems by providing self-help workshops, social events and resource information. The three schools within the BPN Zone have a longstanding relationship with the E-District Police Department. The Police Captain and Chief accompanied the team to visit the CFU model and immediately connected with the concept. Bennett High School currently has a community resource officer who would be instrumental in the implementation of this model. The steering committee also has a dedicated officer participating and providing sound advice to the members.

Success will be measured by conducting pre- and post- attitudinal surveys on all programs and participants and reviews of the school and teacher data on all participating students. Results should lead to significant reductions in violent incidents, academic improvement within student populations prone to failure, a reduction in cutting and truancy and greater ownership of problem solving strategies and a creation of tolerance that reduces bullying and acts of bias.

Segmentation Analysis and Supporting Evidence:

The program will initially target at-risk students at Bennett High School, the epicenter for gang friction that inhibits students living in BPN to choose Bennett for high school.

Evidence: Research suggests that neighborhood conditions are the third-largest factor in student performance, after family influence and school quality (Sonbonmatsu, 2006³). There is no strong or moderate evidence for Council for Unity's success. However, its track record attests to its success. Council for Unity was born out of racial violence in 1975 when Founder, Robert J. DeSena, an English teacher, recruited six gang leaders from Brooklyn's John Dewey High School to end the cycle of violence that beset the school and surrounding community for decades. Since then its outreach has expanded beyond Brooklyn to New York City's boroughs, throughout New York state and nationally. Partnerships have been established throughout entire school systems and communities. Council is now a dynamic and multi-dimensional network of relationships. The Council's network today:

1. **touches the lives of over 100,000 kids annually**
ranging from 8-20 years of age, representing over 90 ethnic groups;
2. **operates throughout the complete educational continuum**
including elementary, intermediate, and high school levels, special schools and college campuses;
3. **expands beyond its traditional in-school setting**
at the invitation of the numerous correctional and police organizations, chapters have been established inside correctional facilities and police departments;
4. **spans the greater New York area**
over 40 schools and 96 chapters within greater New York and Long Island;
5. **encompasses cities, counties and communities**
with 3 city and county-wide engagements underway (Albany, Buffalo and Riverhead)
6. **includes numerous formal support organizations**
which assist chapters and communities with projects and programs, providing valuable mentoring capabilities throughout the network and feedback to Council management; these organizations include alumni, parents, guardians, teachers, principals, law enforcement officers, businesses and community leaders;

³Sonbonmatsu, L., Kling, J., Duncan, G., and Brooks-Gunn, J. (2006). Neighborhoods and Academic Achievement: The evidence from the Moving to Opportunity Experiment. Working paper 11909, National Bureau of Economic Research.

APPENDIX F > FC. 5

FAMILY/COMMUNITY SUPPORTS						
BPN Neighborhood Safety Network						
TARGETED INDICATORS Attendance Rate Grades 6–9 Graduation Rate Safety Student Mobility Rate Caring Adult Youth Neither in School nor Employed			PRIMARY PARTNERS Council for Unity BPN Neighborhood Safety Network Stop the Violence Coalition Buffalo United Front Community Resource Officers Curfew Ordinance and Program Anti-Crime initiative			
DESCRIPTION The Neighborhood Safety Network is a subgroup of BPN’s overall Services Network and an integration of several programs geared to dramatically reduce crime and violence in the neighborhood.						
Program Costs & Activity	1/1/2012-12/31/2012	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	TOTAL
Program cost-see above	\$314,000	\$347,000	\$347,000	\$347,000	\$347,000	\$1,702,000
Estimated per-child cost	\$66	\$74	\$75	\$77	\$79	
Est. # of children served, by age	4,750	4,700	4,600	4,500	4,400	
Percent of all children, same age	100%	100%	100%	100%	100%	
Annual goal to increase proportion	4,750	4,700	4,600	4,500	4,400	

Source of Funding: Over 5 years: City of Buffalo = \$1,702,000

- 4 Clean Sweeps/yr. 2012-2016 (\$270,000 value/yr.)
- Code of Conduct 2012-2016 \$17,000/yr.
- Anti-Crime funded through the NYS Office of Juvenile Justice Services 2012-2016: \$17,000/yr
- The City of Buffalo Youth Counseling Program: 2012: \$10,000; 2013-2016: \$43,000/yr.

Implementation Plan:

These are the programs that comprise the Safety Network:

- **Council for Unity, Adult and Family Partnership (AFP)** provides support services for adults and parents, advocates for services that will benefit the community and brings about unity between and among all cultures. The AFP works to enhance the personal abilities of young people to use non-violent means to social problems by providing self-help workshops, social events and resource information.
- **Buffalo United Front** reduces the incidence of youth violence while increasing the ability of participating groups to perform their core activities which are violence intervention/prevention & awareness, direct services to youth and families in crisis, economic development and neighborhood strengthening.
- **City of Buffalo Save Our Streets – “Clean Sweeps”** empower residents to enhance their quality of life by providing knowledge and resources to improve their neighborhoods.

- ***City of Buffalo Anti-Crime Program*** incorporates education, referral services and community mobilization as strategies to positively address youth crime prevention.
- ***City of Buffalo Code of Conduct Program*** addresses the needs of at risk youth for violent behavior by promoting empathy toward victims and non-violent conflict resolution
- ***The City of Buffalo Youth Counseling Program*** offers individual, group and family counseling to youth between the ages of 7 and 20 who are displaying signs of at risk behavior.

The Safety Network is being coordinated for Westminster Foundation by the Director of Community Affairs. Individuals are being recruited from the Buffalo Promise Neighborhood Steering Committee, University District Block Club Coalition, Bennett Alumni Association, Buffalo United Front, parents and residents to be trained in the curriculum of the Adult and Family Partnership (Council for Unity) component. Police Officers, teachers and administrators from the three schools will also be trained. Upon completion of training, a subcommittee will be established to implement the community initiative. Evaluation and feedback will be continuous throughout the process.

Westminster Foundation staff assists in coordinating the City of Buffalo's Clean Sweep Initiative in BPN. Clean Sweeps are scheduled throughout the City of Buffalo each Wednesday between the months of May and September. The BPN zone is scheduled to have at least 4 Clean Sweeps a season. Westminster staff and volunteers participate on a team with other City of Buffalo partners in door to door dissemination of information on programs and services available.

Westminster Foundation staff will coordinate with school administrators and the City of Buffalo Division of Youth Services to incorporate the Anti-Crime Program and Code of Conduct Program at Bennett High School. The Code of Conduct is a six week seminar scheduled for 9th grade students at Bennett. The goal is to present the seminar to each of the 9th grade classes. A city of Buffalo youth counselor, a Buffalo Police Officer and an Erie County Probation Officer serve as program presenters. The Code of Conduct Seminar utilizes video clips to depict various violent situations young people may find themselves involved with on the road to adulthood. The staff gives an overview of terminology used by law enforcement and the court system and discusses consequences of violent and at-risk behavior suggesting alternative behaviors.

Anti-Crime workshops will be offered at Bennett High School twice per week in the evenings. The Anti-Crime program incorporates education, referral services and community mobilization as strategies to positively address youth crime.

A City of Buffalo Youth Counselor will work in conjunction with the student advocate and the Closing the Gap team in the Student Success Center.

APPENDIX F > FC. 6

FAMILY/COMMUNITY SUPPORTS						
Belmont Housing						
TARGETED INDICATORS Safety Student Mobility Rate			PRIMARY PARTNERS Belmont Housing Resources for WNY The John R. Oishei Foundation			
DESCRIPTION Belmont Housing promotes home ownership, improves housing stock, develops and manages affordable housing, provides rental assistance and housing education to renters and landlords in the Buffalo-Niagara Region. For BPN, Belmont will purchase, rehab and resell homes, provide homeownership and financial education for buyers, rehab owner-occupied properties, and provide a range of affordable housing services for residents.						
Program Costs & Activity	1/1/2012-12/31/2012	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	TOTAL
Program cost	\$500,000	\$250,000	\$150,000	\$100,000	\$50,000	\$1,050,000
Estimated per-child cost	n.a.	n.a.	n.a.	n.a.	n.a.	
Est. # of children served, by age	n.a.	n.a.	n.a.	n.a.	n.a.	
Percent of all children, same age	n.a.	n.a.	n.a.	n.a.	n.a.	
Annual goal to increase proportion	n.a.	n.a.	n.a.	n.a.	n.a.	

Source of Funding: Over 5 years: The John R. Oishei Foundation = \$500,000; WF = \$550,000
Implementation Plan:

From early 2012 and through the year, Belmont plans to purchase, rehab and resell at least 10 homes, provide homeownership and financial education for buyers of the 10 homes, rehab a minimum of 35 owner-occupied properties, outreach to meet community needs, link a minimum of 20 residents to housing services, make application for a minimum of two sources of government and private funding, conduct property management workshops for neighborhood investor-owners and gather information to evaluate strategy and results for future replication. After that, during the next 2 years, Belmont will continue efforts to bring additional investment into the area, incorporate lessons learned from year 1 into program design, expand the first year outcomes throughout the BPN and develop long-term collaborations to ensure continued support and sustainability.

Segmentation Analysis and Supporting Evidence:

BPN homes to be selected first will be those that are located within one block of a school; second, those within 6 blocks of a school and finally, those remaining in the balance of the target area.

BPN’s housing stock is primarily single-family homes built before 1950. Although the physical homes remain intact, a shift in home-ownership has occurred. As poverty quietly crept into the neighborhood, the number of owner-occupied homes declined from 66% during 1970 to a present day estimate of 41%. Vacant homes account for 12% of BPN’s housing stock. BPN’s

neighborhood falls between two zip codes within the City of Buffalo 14214 and 14215. An inventory of current section 8 units for both zip codes finds BPN accounts for 32% of the section 8 inventory.

Evidence: The non-profit Belmont Housing Resources of WNY generates rental assistance payments to over 3,000 property owners exceeding \$24 million per year; manages \$10.2 million in community development programs and assets totaling \$73.1 million. Since 2004, BHR has been awarded over \$77 million for housing development. BHR is a HUD-Certified Housing Counseling Agency, with National Home Equity Conversion Mortgage Counseling Certification.

APPENDIX F>FC. 7

FAMILY/COMMUNITY SUPPORTS						
Affordable Housing Service Network& Improvement Team						
TARGETED INDICATORS Safety Student Mobility Rate			PRIMARY PARTNERS City of Buffalo Local Initiatives Support Corp.(LISC) Brush Up Buffalo University & Delaware Districts Association Neighborhood Legal Services Neighborhood Assistance Corp. of America (NACA) Buffalo Urban League			
DESCRIPTION The Affordable Housing Services Network & Improvement Team is a subgroup of BPN’s overall Services Network, specializing in housing-related issues and needs. This section describes the management of this “partner side” including impact, accountability, and continuous improvement.						
Program Costs & Activity	1/1/2012-12/31/2012	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	TOTAL
Program cost	\$120,000	\$120,000	\$120,000	\$120,000	\$120,000	\$600,000
Estimated per-child cost	n.a.	n.a.	n.a.	n.a.	n.a.	
Est. # of children served, by age	n.a.	n.a.	n.a.	n.a.	n.a.	
Percent of all children, same age	n.a.	n.a.	n.a.	n.a.	n.a.	
Annual goal to increase proportion	n.a.	n.a.	n.a.	n.a.	n.a.	

Source of Funding: Over 5 years: City of Buffalo & LISC = \$600,000

Implementation Plan:

Residents will be referred through Westminster staff to the following organizations based on individual circumstances. In addition, these groups will work together as an Improvement Team focused on affordable housing under the general outline described in FC.1 above.

HOME (Housing Opportunities Made Equal) is a not-for-profit, membership based, civil rights organization working to assure fair and equal housing. HOME promotes equal opportunity in housing without restrictions based on such factors as race, color, creed, national origin, sex, age, marital status, disability, sexual orientation, military status, gender identity or expression, lawful source of income or the presence of children within a family.

Brush Up Buffalo organizes an annual, one-day event that brings together sponsors, donors of goods and services, and teams of community-minded volunteers to paint the exteriors of low-income, City of Buffalo homeowner's homes. Each year, Brush Up Buffalo selects a Buffalo neighborhood for the **one-day event**. Teams formed from the 500-1,000 volunteers from businesses, unions, community groups and city and county government, work with members of the Painter's District Council #4 to paint, on average, 15-20 homes—all in one day—and at no cost to the homeowner. Homes in the Buffalo Promise Neighborhood have been targeted for the Brush Up Buffalo event, September 10, 2011. Fifteen homes have been identified on the

following streets: Westminster, Amherst, Berkshire and Hewitt. A press conference was held on August 11, 2011 at Westminster Community Charter School to promote the partnership between Brush Up Buffalo and BPN. Westminster Community Charter School will serve as the staging area for organizers and volunteers.

UDCDA is committed to making the University districts a community of choice by stimulating growth and revitalization through community and economic development efforts. UDCDA is committed to:

- Promoting homeownership
- Ensuring that all residents of our community have access to adequate housing
- Empowering residents
- Renewing pride, and
- Restoring confidence in our community

Housing Services offered through UDCDA include the Community Development Block Grant (CDBG) and New York State Home & Community Renewal. These programs not only contribute a large amount of capital to fund the conservation and development of Buffalo communities, they also aid BP neighborhood service organization with administrative funding.

Neighborhood Legal Services, Inc. provides the following housing services: Evictions and other private landlord and tenant matters; Housing conditions; Public and Subsidized Housing; Housing discrimination. NACA's primary goal is to build strong, healthy neighborhoods in urban and rural areas nationwide through affordable homeownership. NACA has made the dream of homeownership a reality for thousands of working people by counseling them honestly and effectively, enabling even those with poor credit to purchase a home or refinance a predatory loan with far better terms than those provided even in the prime market.

The **Buffalo Urban League** responds to the financial and housing needs of families and individuals through counseling, education and outreach services. The program provides individual counseling and conducts workshops on fair housing, foreclosure prevention, financial literacy, budgeting and credit repair. Buffalo Urban League is the oldest HUD certified Housing Counseling program in Western New York. The Six Sigma Yellow Belt certified staff team uses its credentials and training to consistently improve and increase service quality.

University & Delaware Districts Association (UDCDA) – Gloria J. Parks Community Center

The **Neighborhood Assistance Corporation of America** ("NACA") is a non-profit, community advocacy and homeownership organization

Segmentation Analysis

>> For segmentation analysis, *see FC.6 above.*

APPENDIX F > FC. 8

FAMILY/COMMUNITY SUPPORTS						
Parent University						
TARGETED INDICATORS Medical Home Age-Appropriate Functioning Enrollment in Early Education Programs Daily Physical Activity and Diet Student Mobility Rate Caring Adult Teenage Pregnancy			PRIMARY PARTNERS Buffalo Public Schools			
DESCRIPTION The Parent University has the vision of building the knowledge, skill, and resources of parents to advocate for their children’s education. It addition, the program has the goals of increasing student achievement and building parent efficacy that will support parents in achieving their person academic and non-academic goals and strengthen families. The program will be offered at Bennett High School.						
Program Costs & Activity	1/1/2012-12/31/2012	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	TOTAL
Program cost	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$250,000
Estimated per-adult cost	\$833	\$694	\$556	\$208	\$167	
Est. # of parents served, (with children under 18)	60 (18+)	72 (18+)	90 (18+)	240 (18+)	300 (18+)	
Percent of all parents, same age	3%	3%	4%	11%	13%	
Annual goal to increase proportion		0%	1%	7%	2%	
Projected all parents, same age*	2,200	2,200	2,200	2,200	2,200	

* Projection of all parents with children is based on approximately 1,000 single-parent families with children under 18, plus 600 families with married parents.

Source of Funding: Over 5 years: WF = \$250,000

Implementation Plan:

This program offers quality educational courses that empower and build the capacity of parents, while providing professional learning opportunities that support parents in becoming more involved in their children’s education and positively impacting student achievement. These courses will assist parents in helping their children learn, teaches parents about health and wellness, personal growth and development, and parenting awareness. Parents are also taught to strengthen their communication skills, decision making, and how to effectively collaborate with the community. The curriculum includes building skills in the following areas:

Gang Awareness; Building Study Skills and Avoiding Homework Headaches (Organizing time); Fun With Math – Grade 4 – 6; Reading; Grief and Loss; Financial Fitness; Owning Your Own Business and Grant Writing (Personal Growth); Introduction to the Computer.

Parent University courses will be modified and redesigned to align with the Two Generation Strategy described in the Early Learning chapter above. Accordingly, we anticipate making use of research-based materials developed by the Annie E. Casey Foundation for the Making Connections program which addresses family economic success alongside a child’s needs.

APPENDIX F >FC.9

FAMILY/COMMUNITY SUPPORTS						
Adult Education, Employment & Training (with Services Network)						
TARGETED INDICATORS Student Mobility Rate Caring Adult Youth Neither in School nor Employed			PRIMARY PARTNERS Buffalo Public Schools (BPS) University at Buffalo United Way Buffalo Employment and Training Center			
DESCRIPTION BPN is partnering with four organizations to provide a comprehensive adult education program for ages 17+ that provides vocational and technical training, skills for new career paths, and skills to improve lifestyles. In addition, courses for GED completion are offered.(For financial training, see FC.10 below)						
Program Costs & Activity	1/1/2012-12/31/2012	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	TOTAL
Program cost	\$115,000	\$115,000	\$115,000	\$115,000	\$115,000	\$575,000
Estimated per-adult cost	\$1,917	\$1,597	\$1,278	\$958	\$767	
Est. # of Adults served, age 18-24	60	72	90	120	150	
Percent of all adults, same age	4%	5%	6%	7%	9%	
Annual goal to increase proportion		1%	1%	1%	2%	
Projected all adults 17-24	1,600	1,600	1,600	1,600	1,600	

Source of Funding: Over 5 years: Buffalo Public School = \$575,000

Implementation Plan:

There is a need in the 14215 zip code to improve the adult literacy rate and job skills to increase the pathways to successful employment. Westminster Foundation, through its Director of Community Engagement has begun identifying suitable programs and is working with partners to shape them to fit the needs of the Neighborhood.

BPN ADULT EDUCATION COURSES: Presently, the BPS offers adult education programs at several sites throughout the city of Buffalo. Classes with the highest attendance rates and therefore the greatest demand include GED, computer skills, financial literacy and vocational skill building. Because none of the programs are offered at sites in, or within close proximity, to the BPN the programs are “out of reach” for BPN residents. Accordingly, we have reached an agreement with BPS to offer the above referenced programs at Bennett High School after normal school hours. We anticipate a start date in the Fall of 2012. Based on feedback from parents and community leaders, we will continually monitor and add courses driven by demand. Additional courses may include ones that assist parents in becoming more involved in their children’s education, teaches parents about health and wellness, building study skills, and helping with homework.

COMPUTERS: Beginning courses - Experienced instructors will teach about computer basics, Microsoft Windows, basic Word processing, Spreadsheets, databases slide show presentations and the internet. Intermediate courses will focus on word processing, spreadsheets, applications

to gain knowledge and understanding of projects that will be encountered in the business office environment. Participants will learn to utilize Microsoft Word, Excel, Access and PowerPoint in 4-10 week sessions. Upon completion of this program, students will have enough skills to take the Microsoft Office Specialist exam, and will be given a personal computer. This course will be offered at Bennett High School.

GED PROGRAM: Math, reading, writing classes, critical thinking, study skills, and employment/job training classes will be taught, offering the convenience of continuous open enrollment. This diploma can qualify students for jobs, training or college. This course will be offered at Bennett High School.

CIVIL SERVICE TEST PREPARATION: This course prepares students for entry-level or promotional exams. Test sections to be covered are Understanding and Interpreting Written Material, Understanding and Interpreting Tabular Material, Arithmetic Reasoning, Supervision, and other topics found on most of the exams given for state, county, and city jobs. Test-taking strategies will also be discussed. This course will be offered at Bennett High School.

HEALTH PROGRAMS: These Allied Health training programs will train for Nurse Aide / Nursing Assistant and Medical Office Assistant. Upon successful completion of the course and related exams, students may seek employment in the field of health. This course will be offered at the Millard Fillmore-Gates Circle Hospital.

CARPENTRY: Emphasis on the skills, techniques and methods of construction in the areas of rafter framing, roofing materials and application, cornice work, types of siding and application, setting door frames and jambs, hanging doors, and other phases of interior work. This course will develop proficiency leading to employment in the residential and remodeling field. This program will be taught at two vocational sites: McKinley and Burgard High Schools.

BUFFALO EMPLOYMENT AND TRAINING CENTER

Buffalo Employment and Training Center will assist in delivering employment, training and other workforce services to residents and employers in a one-stop environment. The Center is open to anyone seeking employment.

UB EDUCATION OPPORTUNITY CENTER (EOC)

The University at Buffalo's Educational Opportunity Center (EOC) supports academic preparation and workforce development. EOC offers developmental programs that address Essential Skills for Literacy training, English as a Second Language education, and academic preparation programs that address GED Exam and College Preparation. Also, offer a full range of career specific training programs in Allied Health Fields, Information Technology, and in the Service Industry. The programs are complemented by a network of support services that include: counseling and advisement; personal wellness through case management services; intergenerational support services, career advisement, job readiness, job and college placement and job retention services.

APPENDIX F>FC.10

FAMILY/COMMUNITY SUPPORTS						
Financial Literacy and Independence (with Services Network)						
TARGETED INDICATORS Student Mobility Rate Caring Adult Access to the Internet Youth Neither in School nor Employed			PRIMARY PARTNERS M&T Bank CASH Belmont Housing Buffalo Urban League			
DESCRIPTION A series of lending programs/initiatives aimed at providing affordable home ownership and property improvement mortgages and loans to residents in low income neighborhoods.						
Program Costs & Activity	1/1/2012- 12/31/2012	1/1/2013- 12/31/2013	1/1/2014- 12/31/2014	1/1/2015- 12/31/2015	1/1/2016- 12/31/2016	TOTAL
Program cost	\$5,000	\$2,500	\$2,500	\$2,000	\$2,000	\$14,000
Estimated per-child cost	\$12.50	\$5	\$4	\$3	\$2.50	
Est. # of families served, by age*	400	500	600	700	800	
Percent of all families, same age*	25%	31%	37%	44%	50%	
Annual goal to increase proportion		6%	6%	7%	6%	

*Families with children under 18 years of age.

Source of Funding: Over 5 years: M&T Bank = \$14,000. Other resources through the CASH Coalition, Belmont Housing, and Buffalo Urban League have not been counted.

Segmentation and National Evidence:

Our Early Foundations Initiative includes preparations to incorporate a Two Generation Strategy that makes family economic success a second target outcome along with every child's readiness for kindergarten. As previously described, our approach is based on the Making Connections program developed by the Annie E. Casey Foundation.⁴

Our approach is a direct response to the demographics of the Neighborhood: There are 1,600 families with children under 18; about 1,000 of those families are headed by a single parent. As discussed in the Project Narrative, these 1,000 single-parent families are one of our key segmentation priorities and a major shaper of our Continuum design. One out of every four newborns has a teen mother. The neighborhood poverty rate has climbed steadily from 2% of families in 1970 to 31% today. Nearly four of every ten children live in poverty and the near-poverty numbers are also very high as 88% of students are eligible for Free/Reduced Lunch.

In addition to Making Connections, many national organizations and programs have been developed to mitigate the effects of poverty and its damaging effects on student readiness and

⁴CSSP (2011), *Making Connections Technical Assistance*, Center for the Study of Social Policy, retrieved September 6, 2011, <http://www.cssp.org/community/neighborhood-investment/making-connections-technical-assistance>

achievement; these programs include financial literacy, earned tax credit, free tax returns, building family assets, etc.^{5]}

Implementation Plan:

For BPN, Westminster Foundation is working with the CASH Coalition and M&T Bank to develop a comprehensive battery of programs, resources, coaches, and strategies to elevate the financial economic success of BPN families, with a particular focus on the education and career readiness of teen mothers and other young parents.

The CASH Coalition: Created in 2004 following a merger of the Self-Sufficiency Steering Committee and the Asset Building Coalition of Western New York, the primary goal of Creating Assets, Savings, and Hope (CASH) Buffalo is to increase the stability of low-income families by increasing access to tax credits and other social program benefits; improving financial literacy, and providing opportunities for affordable housing and other asset development. Since its inception, over sixty community-based organizations, government agencies, and banks have joined the coalition to further develop these coordinated and proactive development strategies. CASH has improved the coordination of local financial education programming, supports education and employment opportunities, and encourages homeownership and other asset development through Individual Development Account (IDA) matched savings accounts. CASH Buffalo's successes include:

- Completing more than 55,000 state and federal tax returns for low-to-moderate income households in Buffalo & Erie County;
- Securing more than \$65 million in tax refunds and working family credits;
- Collaborating with fourteen community partners to launch a mobile assistance unit (known as the Income TAXi) which provides free tax preparation and financial education services especially in rural and suburban locations;
- Screening more than 6,000 individuals and families for up to nineteen income supports using Everywoman Opportunity Center's Self-Sufficiency Calculator and Seedco's EarnBenefits;
- Locating more than \$1,000,000 in income supports for local families and individuals to date;
- Establishing CASH Coaches, a one-on-one financial mentoring program designed to meet the most pressing needs of financially fragile families;
- Developing an Individual Development Account program which matches participant savings for homeownership (4:1) and small business start-up (2:1); and
- Launching Hope Centers (one stop centers for financial assistance) in two highly impoverished neighborhoods.

⁵Building Family Assets: A Guide to Key Ideas, Effective Approaches, and Technical Assistance Resources for Making Connections Cities and Site Teams.

<http://www.aecf.org/upload/publicationfiles/building%20family%20assets.pdf>

M&T Bank and Belmont Housing programs: In addition to CASH programs, M&T Bank has also developed a number of its own free or low-cost financial programs for the general public and for low-income households. M&T's programs are listed below. Belmont Housing offers programs and counseling related to housing assistance and the Buffalo Urban League has its own programs. Working with CASH, M&T, Belmont Housing, Buffalo Urban League, the BPN Financial Services Network subgroup will take the lead on honing an integrated set of financial programs and resources tailored to 1) the general needs of the BPN community, and 2) the financial economic success of young single parents in particular following the model, practices, and tools provided by the Annie E. Casey Foundation.

M&T Bank financial programs

Get Started Mortgage. The Get Started product is an affordable mortgage product targeted both toward those wishing to purchase in low and moderate-income communities and those who are low and moderate-income purchasers. The Program features a **below-market interest rate**, only 1% of the borrowers own funds, a free checking account and an optional unsecured installment loan to finance closing costs. Get Started applicants must complete a comprehensive pre-purchase counseling program offered by a local non-profit housing counseling provider, prior to closing on their mortgage.

State of New York Mortgage Agency (SONYMA). M&T is the largest SONYMA lender in New York State and is the master servicer for all SONYMA loans originated in the state. SONYMA offers a number of mortgage options, including an acquisition and rehab loan and only one percent of the down payment must come from the borrower's own funds. The SONYMA product offers a down payment assistance loan which provides borrowers the maximum of \$3,000 or 3% of the purchase price, up to \$10,000 for down payment assistance.

FHA Community. As part of the bank's effort to reach out to underserved populations and underserved communities, M&T offers a fixed rate FHA loan that is priced below market with a rate lower than conventional FHA products. This special pricing offer, M&T's "Community Lending" feature, is available to borrowers purchasing a home in a low-to-moderate income census tracts or to households whose income is at or below 80% of the HUD Median Area Income. There are no income restrictions for loans in designated tracts. This mortgage option provides financing to borrowers with credit scores as low as 580.

FHA 203K. This is an acquisition/rehab loan that could be well suited for the housing stock in the BPN. Funding above the acquisition cost can be used to update any feature of the home, including kitchen, bath, roof, siding furnace, windows, plumbing etc. Financing is based off of a 110% after completed appraised value. The "Community Lending Feature" is also available on this product meaning the household has the choice between a below market interest rate or a \$2,000 grant.

VA Loans. These loans are targeted to Veterans and are unique because they offer 100% financing and do not require monthly mortgage insurance. The "Community Lending" feature is also available when either the buyer or the property location qualifies.

First Home Club. M&T Bank also offer a matched savings program targeting households at 80% or below of the area median income. Known as the First Home Club, the program is offered in partnership with the Federal Home Loan Bank of New York. Every dollar saved will be matched by a four dollar grant, up to a total of \$7,500. These funds are then used to offset down payment and closing cost expenses. First Home Club participants must make monthly deposits over a time period ranging from 10-24 months into a dedicated savings account. In addition, participating households are required to participate in financial education and homebuyer education with an accredited non-profit housing counseling agency before they complete the program. This program can be combined with any of the above products.

Dedicated Loan Officers. In Buffalo, M&T bank has loan officers who are experienced at working with low and moderate income households and the grant programs designed to facilitate homeownership among the target population that are provided by both non-profit and governmental entities. These loan officer resources would be a valuable part of housing related outreach targeting BPN households, including educational seminars targeting neighborhood residents.

APPENDIX F > 11

FAMILY/COMMUNITY SUPPORTS						
Transportation Services Network						
TARGETED INDICATORS Safety Student Mobility Rate			PRIMARY PARTNERS Center for Transportation Excellence (CTE) Safety Net Assistance Program			
DESCRIPTION <i>The Center for Transportation Excellence (CTE)</i> manages non-emergency medical transportation (NEMT) for county governments, managed care organizations and health and human service agencies that serve older adults, persons with disabilities and other individuals lacking adequate transportation. This is accomplished through CTE’s 24 hour – 7 day a week call center where reservations are taken by telephone, scheduled and then sent via the internet to individual transportation companies to bring the clients to their destination. The <i>Safety Net Assistance Program</i> is a second resource.						
Program Costs & Activity	1/1/2012-12/31/2012	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	TOTAL
Program cost	In-kind	In-kind	In-kind	In-kind	In-kind	
Estimated per-child cost						
Est. # of children served, by age	3,120	3,120	3,120	3,120	3,120	
Percent of all children, same age	100%	100%	100%	100%	100%	
Annual goal to increase proportion		0%	0%	0%	0%	

Source of Funding: Self-funded program.

Implementation Plan:

Closing the Gap and the Student Advocates will inform families of the services provided by Center for Transportation Excellence. Among other destinations, CTE will transport families to the Community Health Center of Buffalo for medical appointments and services.

Transportation challenges derail the success of those seeking or maintaining employment. Through the SNAP program, a van will be purchased to transport clients to their worksites. The worksite supervisor and WF staff will identify the most appropriate worksite opportunity for the individuals, determine transportation needs and schedule accordingly. The van will also be used for field experiences for the students.

APPENDIX F> FC.12

FAMILY/COMMUNITY SUPPORTS						
Broadband and Computer Access and Training						
TARGETED INDICATORS Academic Proficiency Attendance Rate Grades 6–9 Graduation Rate High School Graduates Ready for College Access to the Internet				PRIMARY PARTNERS One Economy Computers for Children		
DESCRIPTION To dramatically expand broadband access to low-income residents, Westminster Foundation is partnering with One Economy, a national non-profit that has deployed low-cost or free broadband solutions in over 50 cities and over 50,000 low-income households. Computer hardware and digital skills will be provided through a second partnership with Buffalo’s Computers for Children.						
Program Costs & Activity	1/1/2012-12/31/2012	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	TOTAL
Program cost*	\$37,600	\$37,600	\$37,600	\$37,600	\$37,600	\$188,000
Estimated per-child cost	\$107	\$54	\$54	\$54	\$54	
Est. # of children served, by age	350	700	700	700	700	
Percent of all children, same age	12%	23%	23%	23%	23%	
Annual goal to increase proportion		0%	0%	0%	0%	

* \$50,000 is reserved for Internet subsidies

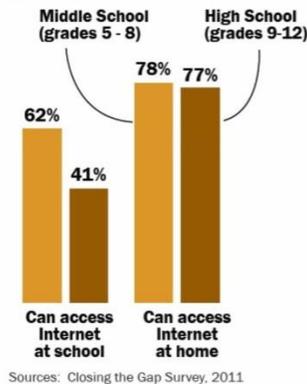
Source of Funding: Over 5 years: WF = \$188,000

Segmentation Analysis:

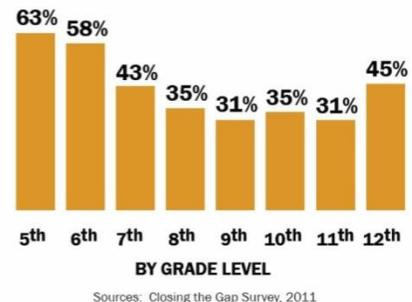
BPN believes that broadband access and digital literacy are important to every student’s success—in school and later in the workplace. Today, fewer than half of our students in grades 5-12 report they have access to the Internet both at home and at school.

The most eye-opening statistic here was the 41% of high schoolers reporting they did not have Internet access at school; accordingly, the team is now working with the Bennett administrators to review equipment and policy issues that might be contributing to this response.

Percent of students who say they have access to Internet at home OR school, by school level



Percent of students who say they have access to Internet at home and school by grade level



Despite the possibility of improving access at school, a quarter of BPN students (more than 700) lack access at home. Many others report having access, but the cost may be a financial burden. Furthermore, UBRI found that students most in need (academically, not financially) 61% do not have Internet access at home and school, compared with only a third of fully-proficient students.

The bottom line: we seek to bring broadband access to at least 700 students (450 homes). Many of these students attend a BPN school but do not reside in the Neighborhood; therefore, a technology solution is required that is not dependent on serving a concentrated geographic area.

We have not surveyed on digital skill levels; however, we operate on the assumption that much more needs to be done so that all students are comfortable and proficient using computers to investigate, problem-solve, create, and communicate.

Implementation Plan:

We have established partnerships with One Economy and with Computer for Children to deliver a three-pronged digital strategy: making broadband accessible, equipping students with computers, and elevating digital skills.

A. Low-Cost 4G Broadband Access and More through National Partner One Economy

After studying all available broadband options in Western New York, we searched nationally until we found One Economy. A global non-profit organization, One Economy has deployed low-cost or free broadband solutions in over 50 cities nationwide to over 50,000 low-income households. Through subsidy programs with government and corporate partners, we will connect over 100,000 more low-income people by 2012, including a number of federally funded neighborhood projects.

For BPN, One Economy will design and develop a cost-effective 4G wireless solution for the residents of this project. The introduction of 4G technology and next-generation wireless and backhaul technology as well as new corporate partnerships creates an opportunity for us to connect low-income residents at neighborhood scale at a fraction of the cost required two years ago. One Economy is currently implementing pilot 4G projects this fall with a \$10/month cost for low-income residents, and our expectation is that we will be able to bring similar 4G or alternative wireless solutions to neighborhoods nationwide next year. These costs and prices are in line with our current and historical policy of bringing wireless internet access to low-income residents of affordable housing at a monthly cost of \$5-10 or less per unit. To ensure that every student has broadband at home regardless of the family's ability to pay, Westminster Foundation has reserved \$10,000 per year for five years to further underwrite costs as required.

Along with the broadband access, One Economy produces innovative online programming with content that is easily accessible, written at low-literacy levels, culturally relevant, and multilingual. Over the past decade, we created a network of online content through the Beehive and PiC.tv that engages, informs, and facilitates self-improvement action with resources on education, health, jobs, money, and civic engagement. One Economy intends to build an online portal for the Buffalo Promise Neighborhood through which residents can access educational and social services. A special component of this portal is a local resource locator for neighborhood residents which provides access to local educational, workforce, healthcare, or financial services

and community resources through clear, easy-to-use interfaces in Spanish and English with language written at a sixth grade level.

Finally, One Economy will work with BPN to develop a Digital Connector program. To date, One Economy has trained over 5,000 Digital Connectors who have provided over 140,000 hours of service training in their communities. One Economy's Digital Connector program identifies talented young people, ages 14 to 21 from diverse backgrounds, immerses them in certified technology training, builds leadership skills, and prepares students to enter the 21st century workplace. Participants give back to their community by training family members and residents on how to use technology effectively. This program offers a technology training, experience and pathway of opportunity for youth. The program also creates excitement about technology and possibility in the local community. Our experience has been that there is a faster and higher level of technology adoption and Internet use by the community as a whole when Digital Connector programs are engaged as part of larger technology initiative.

B. Digital Skills and Computers through Computers for Children (CFC)

Through our second partnership, Computers for Children (CFC) will bring their technology program into the three BPN schools. *Computers For Children, (CFC)* a non-profit organization dedicated to providing schools and at-risk youth technology and technology training programs to support education and career goals. CFC's approach is a hands-on model providing youth with real world applications including basic PC introduction, construction and refurbishing, software including MS Suite, Digital and Web based applications to emerging technologies in hand held products, as well as Robotics. Also CFC provides a curriculum aligned with NY State Standards and provides classroom training with measurement tools of rubrics, pre/post assessments, hands-on assessments as well as NY State Touchstone accountability. Their classroom model is small group, just 10-12 students, which enhances individualized attention. Both students and instructor will work together to complete a curriculum map and based on classroom objectives.

Students participating in the Academic block of the Promise Neighborhood program at each school will benefit from a streamlined course complimenting the afterschool curriculum in place. Students will complete a designated number of projects based on age, grade level and computer experience, which coincides with, desired objectives as defined by the Curriculum team. Both students and instructor will work together to complete the curriculum map and objectives as laid out during the summer of 2011.

Students participating in the CFC Enrichment Block of the Promise Neighborhood program at each school will benefit from an age appropriate Technology Hardware Concepts and Robotics training designed to address the National STEM (Science, Technology, Engineering, and Math) initiatives. Students learn the basics of construction, the fundamentals of building simple machines, the geometry of structures, exploring data collection and analysis through engineering and programming, then present complex engineering challenges through scale model building, and control lab interfaces.

CFC also has a program providing computers to students which BPN will combine with One Economy's 4G service to dramatically expand computer access in the homes of BPN students.

Children impacted by Computers for Children program do better academically in school and are more prepared for further education and eventually in the workforce.

BPN Family/Community Services Network (all subgroups)

Organization	Services/Specialties	Funding
AmeriCorps	Volunteer workers	WF/FED
Belmont Housing	Purchase, Rehab, Resale of homes, comprehensive housing & financial services	Self/Oishi
Bethel Head Start	Early childhood program, Pre-School program, After-School	Self
BPS Adult & Continuing Education Program	Adult literacy, language & vocational skills instruction	Self
BPS-Parent University	Quality educational courses: Parent Awareness, Helping Your Child Learn in the 21st Century, Health & Wellness, study skills, algebra for adults, guidance on college application process	Self
Buffalo Employment & Training Center (BETC)	Workforce development orgs, employment opportunities	Self
Buffalo Municipal Housing Authority (BMHA)	Section 3 Workforce Development Program	Self
Buffalo Prep (Added 8/9/11)	Prepares low income 5th thru 8th graders for better high schools and colleges. Very high success rate. Many WCCS success stories.	
Buffalo Public Schools	Academic and other education related services	
Buffalo United Front	Network of orgs, prevention, crisis, Stop the Violence Coalition	
Buffalo Urban League	Family/Community Support Services	
Buffalo Urban League Housing & Community Development	Workshops on financial literacy, budgeting & credit repair	Self
Buffalo Urban League-Adolescent Vocational Exploration Program (AVE)	Serve high-risk youth, define career goals, establish work readiness skills, develop career plans	WF
Buffalo Urban League-Progressive Adolescent Vocational Exploration Program (PAVE)	Serve high-risk youth, career exploration, academic remediation, community service, diversity training, inner-city youth issues	WF
Buffalo Urban League-Youth Engagement Service Program (YES)	Life skills, career development, transition from HS-C-C	WF
Buffalo Urban Outdoor Education (BUOE)	6-class session & on-board ship experience for urban youth	Self
Canisius Talent Search		Self
Catholic Charities	Mental Health Counseling; School-wide initiatives that promote positive behaviors; Workforce development; linkage to community agencies; Mentoring	Self
Center for Transportation Excellence (CTE)	Manages non-emergency medical transportation	Self
Central Referral Service	211 System; 311 City of Buffalo	Self
Choice Neighborhood - Como Perry	Partnership to provide Section 3 job training skills	
City of Buffalo	Municipal and Family/Community Support Services	
City of Buffalo Crime/Violence Prevention	Anti-crime program, Youth Counseling, Code of Conduct, Curfew Program	
City of Buffalo Youth Counseling	Individual Mental Health Counseling during school day	Self
City of Buffalo-Office of Strategic Planning		Self

Closing the Gap Consortium (CTG)	Advocacy; counseling; case mgt; service integrator; referrer	WF/CTG
College SUMMIT	Promote college-going at all levels	WF
Community Foundation for Greater Buffalo	Green/Healthy Homes Initiative	Self
Community Health Center of Buffalo (CHCB)	Community-level, Primary care; specialty health; health education	Self
Computers for Children, Inc.	Instruction-refurbish computers, develop technological skills	WF
Consumer Credit Counseling Services	Financial management counseling, financial education, debt reduction services, promoting financial wellness	Self
Council for Unity (CFU)	Curriculum, Family & Adult Partnership, promote unity, safety & achievement	
County of Erie	Municipal and Family/Community Support Services	
Cradle Beach Project SOAR	Overnight camp providing mentoring & tutoring, leadership development and enrichment opportunities	Self
Every Person Influences Children (EPIC)	Newborn/infant support; parenting programs	WF/EPIC
Hillside Scholarship Work Connection	RR Internship, college prep, employment readiness training	WF
Housing Opportunities Made Equal (HOME)	Promotes value of diversity, equal opportunity in housing	Self
Jeremiah Partnership	Family/Community Support Services	
Jewish Family Services	Licensed out-patient psychiatric clinic	Self
Joan A. Male Family Services	Parental support, family support, linkage to social services	Self
John R. Oishei Foundation	Funding	
Kaleida Health System & Catholic Health System	School-based health centers, comprehensive health assessments, diagnosis & treatment of minor, acute & chronic medical conditions & nutritional counseling	Self
M&T Bank	Funding	
M&T Bank Housing Rehab Program		Self
M&T First Home Club		Self
M&T Mentoring Program	"Big Brother, Big Sister" program with M&T employees & WCCS students	Self
Mayor's Summer Reading Challenge	Literacy Effort to increase reading levels for K-12	Self
Mayor's Summer Youth Internship	Employment readiness training for kids (14-21), job placements	Self
Neighborhood Assistance Corp of America	Community advocacy & homeownership organization	Self
Neighborhood Legal Services	Housing services: Evictions, housing conditions, Public & Subsidized Housing, Housing Discrimination	Self
New Directions Youth & Family Services	Attendance support, crisis intervention, tutoring, mentoring	Self
One Economy	Broadband access, 4G network available in 2012	Self/WF
QualityStar	NYS Early Childhood Quality Rating & Improvement System	Self

Read to Succeed Buffalo	Culture of Literacy in 14215, Project CARE, Early Reading First	WF/R2S
School Based Nutrition Program (SBNP)	WCCS nutrition program with Executive Chef	WF/FED
Suicide Prevention/ Crisis Services	Comprehensive crisis center, outreach, training, advocacy	Self
Talent Development (TD)	Comprehensive reform model, addresses attendance, discipline, achievement scores & dropout rates	WF
Teachers College (TC)	Reading & Writing curriculum	WF
UB- Dental School	Dental checkups for BPS students	Self
UB-Educational Opportunity Center	Develop academic & vocational skills to be self-sufficient	Self
UB-Liberty Partnership		Self
UB-PreCollegiate Success	College-going culture, 9th grade focus, increase Grad.rate	WF
UB-STEP		Self
UB-Upward Bound		Self
United Way of Buffalo & Erie County		Self
United Way/Erie County Dept.Social Services-SNAP Program (Safety Net Assistance Program)	Subsidized work study program , Work Site Supervisor	Self
United Way-Creating Assets, Savings & Hope (CASH)	Increasing access to tax credits, refunds, improving financial literacy, asset building, homeownership opportunities	Self
UNIVERA	HMO, exercise, Green & Clean, illness prevention	Self
University & Delaware Districts Assoc.(UDCDA)	Promotes homeownership, renews pride, restores confidence in community, empowers residents; Block Grants	Self
University at Buffalo	Academic and other education related services	
Westminster Community Charter School	Academic and other education related services	
Westminster Foundation	Funding/Academic/Family/Community Support Services	
WNY United Against Drug & Alcohol Abuse	Programs to prevent, control, and reduce crime, violence, drug & alcohol use and gang activity	Self
Women & Infant Children (WIC)	Federally funded health & nutrition program for women & children	Self
Young Audiences WNY	Arts-in Education Artist in Residency Program	WF