"Our Neighborhood. Our Choice."
BMHA Perry Choice Neighborhood

Working Paper # 1:

Mini-Education Pipeline System

BMHA Perry Choice Neighborhood Planning Initiative

Prepared by:

Mini-Education Pipeline Planning Team

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Introduction

Education is situated at the core of the HUD-BMHA Perry Choice Neighborhood (PCN) Planning Initiative, because it is central to the transformation of this community. The reason is that schools represent the most significant sector within the *eco-neighborhood system*, thereby representing the one of the keys to transformation of Perry Choice. Two interactive viewpoints inform the Perry Choice education strategy. First, public schools and the neighborhoods from which the children come must be changed simultaneously, and secondly, in distressed neighborhoods, to succeed in school, children to be embedded in a continuum of enrichment and supportive services from "cradle to college and/or career." The fundamental goal of the PCN mini-education pipeline is to achieve these two goals. The outcome we seek is to create caring adults dedicated to improving conditions inside their own neighborhood and across the world.

To this end, the UB Center for Urban Studies invited a group of community leaders, educational professionals, teachers, university professors, and a variety of child advocates to assist in building this system. Consensus was developed around the threshold plan, indicators that we would use as a way to know whether or not the system was working, and in-school and after-school programming.

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Performance Indicators

Introduction

An important starting point for the Planning Team's work was with general performance indicators. Generating these indicators was an exercise in determining what kinds of outcomes that we, as a group, thought should be produced by a transformed education system. These indicators provide the team with a measuring stick to gauge progress over time. These indicators represent a framework to understand what should be done to a school system in order to make it a highly functional school system that is capable of fundamentally changing the realities of students and families within the Perry Choice Neighborhood community. Indicators serve as a glue, or a point of common agreement and understanding, for the Planning Team.

After many discussions about what the Planning Team felt would be the most appropriate general performance indicators, the team settled on a list of 15 indicators broken into 2 categories: (1) school and (2) neighborhood. Though the neighborhood and schooling indicators are connected, they represent distinct spheres of work and therefore warranted two separate lists. The next step of the Planning Team and the Center for Urban Studies is to consult with educational researchers, Buffalo Public Schools, and other stakeholders to explore how to best measure these indicators.

Home and Neighborhood

1. **Students live in a *stable* home and neighborhood environment.**

   Explanation: A "stable" home and neighborhood environment means that the students and their families are not moving frequently, which might disrupt the school they attend, but create the issues that reconnect with the neighborhood, making a new set of friends, and setting into a new place to live. The constant moving also creates a sense of detachment from the neighborhood. Being in a stable neighborhood setting promotes the creation of friends, trust and neighborliness. Also, it creates a setting that provides a student with consistent adults in their lives. A stable home provides interaction which supports the developmental potential of children, while mitigating negative influences. The neighborhood environment should act as an external support to the home/family unit, by providing additional and accessible adult role models and resources for these children. A student's home and neighborhood surroundings have direct and indirect effects on a student's ability to succeed in school and in life.

2. **Students' neighborhoods and school environments are safe havens, and students will be able to travel safely to and from school.**

Explanation: A student's school and neighborhood should be free of crime, violence and omnipresent fear of danger . Students should be able to traverse their neighborhood without fear of gangbanging, bullying and other stress producing fears. Students should leave home feeling that they will be harmed and made to feel unsafe during the travels to and from school. There should be policies in place which aim to mitigate negative factors (crime, violence and other illegal activities) that impact a student's perception of safety and providing a safe environment for all individuals in the neighborhood. A safe environment may be related to an individual's willingness and ability to attend school, as well as to venture out. Factors that impact neighborhood and school safety are factors of crime and violence, and other illegal activities.

3. **Students have a home and/or neighborhood infrastructure that supports learning, which includes minimally a dedicated place to study, computer and supervised use of the internet.**

   Explanation: Every child should live in a home with a "quiet" dedicated place for study, which includes a desk, adequate lighting, a computer and access to the internet. If the students do not have these things in the home, then they should be available and easily accessible in the neighborhood, where the student has access to the public library, either directly or virtually. This neighborhood infrastructure should also include access to tutorial services , after school programs and other academic and social enrichment activities.

4. **Students have a dependable caregiver or caring adult that provides social guidance and assists with helping the student effectively navigate the BPS academic system.**

   Explanation: Every student should have a reliable and actively involved adult that provides advice, guidance and support to help him/her positively maneuver through life's obstacles and academic milestones (assessments in proficiency, capacity, and literacy). A caregiver or caring adult can be any adult figure, parent or non-parent that provides the attentiveness and support that a child needs for success.

5. **Students and their families will have a medical home (family physician) and have yearly medical and preventive examinations.**

   Explanation: A medical home includes a primary/family physician that sees the family and child on a regular basis and that maintains the family's medical history. By seeing the family, minimally, on an annual basis, the family physician will help keep the child and his/her family members healthy and/or diagnose potentially serious problems early on. For these reasons, a student and their family should have access to this medical home for annual medical visits and preventive medical care so as to diminish the likelihood of sickness, need for emergency care and frequency of emergency visits. Students should have access to appropriate vaccines and other preventative measures to avoid sickness. Having a medical home available and utilized by

students and their families ensures students are maintaining good health allowing for greater success, participation levels and learning in school.

6. **Students and their families will secure the appropriate supportive health, human and social services when needed.**

   Explanation: The ability of students and their families to obtain supportive services when they are needed is significant to the stability of a student. Availability and access to supportive services ensure that the needs of students and their families are met. Supportive health services include, but are not limited to medical home access, drug and STD testing, pregnancy prevention, and health literacy. Supportive human and social services include but are not limited to social worker access, case management, mental health counseling, and life skills coaching. Students should be connected to both school- and neighborhood-based supportive services.

7. **Students will develop a healthy lifestyle, which includes the minimum daily requirements for exercise, good eating habits and avoidance of risky behaviors.**

   Explanation: A student's performance in school can be greatly affected by a number of health obstacles they may face. A child's ability to learn will decrease as his/her physical and mental health diminishes. This healthy lifestyle goes beyond the occurrences of sicknesses a child has throughout the year. Eating right and exercising regularly not only keeps their bodies healthy, but their minds as well. Risky behavior refers to the behavioral obstacles that hinder a student's health and ability to learn including drugs, violence, unsafe sex, and so on.   A child who is over-tired, lacks exercise, is hungry, and experiences stress cannot focus on their schoolwork as those who do not have these worries weighing on their mind and body.

School

1. **All children will attend a quality Early Childhood Education Program from the pre-natal period to 5 years, which prepares them to enter school with age appropriate social, language, literacy and learning skills.**

   Explanation: A children's learning during the prenatal period. This means that we must develop programs for expectant mothers, as well as those who have given birth. Students must enter school ready and able to learn. This means entering Kindergarten with certain learning, literacy, emotional, motor, and social skills.   Without this early developed skill set, a child enters Kindergarten behind and is constantly playing a game of catch up. This program must start in the pre-natal stage so that certain health risks can be avoided that may later cause developmental delays. This attendance of an early childhood education program goes beyond enrollment in a program for children under the age of 5. This program must be of a quality that helps prepare a child for learning even before birth. This includes a program that intentionally and successfully

provides instruction for the development of a child's social, emotional, language, literacy, and learning skills.

2. **Buffalo Public Schools will provide a dynamic and nurturing learning environment that is highly supportive of teachers and students.**

Explanation: Children must feel that the teachers really care about their well-being and learning, and likewise teachers need to know that they are supported by the school and its administrative hierarchy. Collectively, when administrators, teachers and students know they are in a caring and supportive environment, learning is greatly enhanced. This means that a child is well aware that they are in an environment that cares about them as an individual, listens to them, believes that they can achieve, and pushes them to their limits.   Students should have ample "opportunities to learn" the skills they need to be successful (Petty & Green, 2007). In order to fully create this environment for the students, teachers must also feel supported within the environment. Administrators and teachers must not only show this encouragement towards the students, but towards other teachers as well. Teachers must be equipped with the necessary tools, supplies, and guidance they may need to provide this dynamic and nurturing instruction. Concepts involved in creating a supportive environment for teachers can be seen through the lenses of "access to knowledge" (teacher qualifications, professional development, and equipment necessary for innovative teaching), "press for achievement" (such as high academic expectations for students, teacher evaluations with high expectations, and uninterrupted class time), and "professional teaching conditions" (such as competitive teacher salaries, teacher involvement in school decision-making, and administrative support for innovation) (Oakes, 1989). The learning environment should create a place where both students and teachers feel appropriately supported.

3. **Students demonstrate academic mastery of subject matter at appropriate grade levels, especially in Reading, English, Math, and Social Studies.**

Explanation: Beyond simple "passing rates" on state standardized tests, this general indicator acknowledges that students should fully master these four critical areas: reading, English, math, and social studies. We will employ mastery learning at all grade levels to drive every student above State-mandated achievement targets, and to connect students across the system with instructors, building in them an appreciation for the education levels they will be moving into. Mastery learning is an alternative method of teaching and learning that involves the student reaching a level of predetermined mastery on units of instruction before being allowed to progress to the next unit.

4. **Administrators and teachers demonstrate their commitment and support for students and provide them with interesting and challenging classroom instruction.**

Explanation: In any educational system, how teachers and administrators interact with students is critically important. School climate is, in part, determined by a teacher's actions, attitudes, thoughts, and beliefs toward students. Positive and open school climates are often correlated with positive student learning, so any educational system should aim to provide these types of environments. It is also essential for teachers to use pedagogy that actively engages students within the learning process. Pedagogy should also be designed to push students to their next highest cognitive level to ensure that every student, regardless of current levels of achievement, can   learn   in   that   environment.

5. **A student's seat time in learning amounts to no less than 95% of the school year.**

Explanation: Attendance is a critical aspect to student learning. Simply stated, if a student is not present during the school day, he / she cannot learn. A functional education system should do all it can to ensure that students are in the classroom for at least 95% of the school year. "Seat time" refers to a higher level of attendance. We use it to refer to the amount of time a student is in the school environment and ready / prepared to learn. A child's behavior should not impact the amount of time they spend in the school learning content. This general performance indicator should also provide insight to discipline referrals, suspension rates, and other factors that prevent a student from being in good attendance.

6. **Students attend quality in-school and after-school academic enrichment programs.**

Explanation: This indicator refers to the "rounding out" of education provided by out-of-school time and extended learning programs. These programs provide important enrichment activities that can increase academic performance of students. This indicator infers that parents and teachers should view academic enrichment programs as supplementary learning programs to further develop student's learning skills. These programs provide educational and developmental skills outside of the classroom and may consist of workshops, peer group-work and participation, and further academic enrichment such as tutoring and standardized testing practice. These programs can be varied in nature (arts, theatre, recreational, music, social and emotional awareness), but they are always connected to the idea that these extracurricular activities can help students be academically successful. Examples of such programs include Closing the Gap, Community as Classroom and 21st Century Community Learning Center.

7. **Students are engaged in activities that create opportunities for them to use knowledge and insights gained in the classroom to improve the school and neighborhood environment.**

Explanation: This viewpoint is based on the thesis that students are not motivated to study because they see no connection between things learned in the classroom and their ability to make meaningful changes in their communities. Students should be engaged in activities that will enable them to utilize the knowledge they are acquiring in the classroom to make improvements in the neighborhood where their school is located. The projects and activities that

the students are involved in should either bring about real improvements in the neighborhood or that simulate real experience that will deepen their understanding of neighborhood conditions.

8. **85% of the students attending Buffalo Public Schools will graduate on time and be ready to enroll in college or enter the workforce.**

Explanation: The graduation rates in Buffalo and elsewhere are at ridiculously low levels. Those students without degree or sentenced to a lifetime on the economic margin. Bolstering the graduation rate is essential to improving the life chances of the students.   Moreover, some students and their parents in Buffalo Public Schools view college as unreachable because of economic and academic reasons. This indicator emphasizes college as a reachable option for every student. Although some students may not see a four year college institution as a preference, the student should have the necessary skills to enter vocational or post-secondary training school as a means to eventually enter the workforce. For students entering college, they should have the appropriate skills needed for success in college—from social supports to academic readiness skills to subject mastery. Therefore, of the students attending Buffalo Public Schools, 85% of students in each grade level are benchmarked to graduate on time

In-School and After-School Framework

Introduction

The basis for this analysis is an inventory of the existing in-school and after school programming offered at our four schools**: Futures Academy, MLK Multicultural Institute, East H.S. and South Park H.S.** An initial assessment of the current programming shows that the Mini-Education Pipeline (MEP) reaches approximately 1,245[i] students, which is almost **50%** of the 2,622 students within the Mini-Education Pipeline Schools. Conducting this analysis allows us to gain insight into the collective strength of the partners involved in the MEP schools. An important aspect of this exercise is it demonstrates how the blending together of our various programs into a one system has potential to create a sum that is much greater than the individual parts.

Programming

As a group, have a solid foundation upon which to build a very strong academic support and enrichment program.   Our existing programs can be placed in three interactive clusters: **academic support and enrichment**, **social development** and *college and/or career development*. In the *academic support and enrichment cluster* are those programs aimed at improving the learning in specific content areas, strengthening academic performance by helping students with their homework, and building their problem-solving, critical and analytical thinking skills, including the development of critical consciousness.

The In-School and After-School Program
Academic Support and Enrichment Cluster

- Tutoring, homework assistance, etc. (11 programs)
- Supplemental instruction (6 programs)
- Connecting classroom activities to neighborhood improvement (4 programs)
- Art (2 programs)

Social development is the second cluster of program activities. These interactive programs seek to build and development the social skills and abilities that students need to succeed in school and in life. They specifically address the student's physical, mental and social skills, including leadership, teamwork, work ethics, nutrition and healthy living habits. These programs also include activities concerned with the care and support students may need to sustain good mental health while dealing with unstable and potentially harmful environments.

Social Development Cluster

- Social/Emotional Development (8 programs)
- Mentoring (5 programs)
- Healthy Living (4 programs)
- Recreation (4 Programs)

College and/or career development is the third cluster, and it is intended to provide subject-based college preparation and workforce development skills. Many of the programs in this cluster focus on advanced science and technology awareness and occupational skills training.

College and/or Career Development

- College Access (6 programs)
- Workforce Development and Training (4 programs)

Programs grouped by Clusters and by Grade Level

Primary Schools (K-8) by Cluster

Academic Support and Enrichment Cluster

- Tutoring, homework assistance, etc. (5 programs)
- Supplemental instruction (3 programs)
- Connecting classroom activities to neighborhood improvement (2 programs)
- Art (2 programs)

Social Development Cluster

- Healthy Living (3 programs)
- Social/Emotional Development (4 programs)
- Mentoring (3 programs)
- Recreation (2 Programs)

College and/or Career Development

- College Access (1 program)
- Workforce Development and Training (0 programs)

High Schools (9-12) by Cluster

Academic Support and Enrichment Cluster

- Tutoring, homework assistance, etc. (7 programs)

- Supplemental instruction (3 programs)
- Connecting classroom activities to neighborhood improvement (2 programs)
- Art (0 programs)

Social Development Cluster

- Healthy Living (2 programs)
- Social/Emotional Development (4 programs)
- Mentoring (3 programs)
- Recreation (2 Programs)

College and/or Career Development

- College Access (5 programs)
- Workforce Development and Training (4 programs)

Assessment

Now, we want to share with the MEP planning team some additional insights we have acquired for our assessment.

1. This above analysis is a view of the collective strength of the partners. However, when we look across schools, we do not have the same richness across schools. That is, some programs are in some schools, but not in other schools. We do not view this as a problem, as much as an opportunity. For example, as we begin to grow and development the program, our goal might be to strengthen existing programs and create the appropriate menu of programs across all participating schools.

2. As expected, providers use *an array of evaluation and assessment tools* to measure the success of their programs and the progress towards set goals. This wide range of evaluation techniques can offer us a variety of perspectives about how to best measure progress on our indicators. At the same time, from a systems perspective, we will want to compliment these existing measures with a method of assessing the strength of the MEP as a system.

3. The various partners seem to have a stable funding base for their programs. We estimate that collectively that our partners have a funding base of about $2-3 million dollars.   So, then, to strengthen and expand our programs, as well as to build the management structure will require the securement of additional resources. This task of generating additional resources is quite feasible considering the strength of our combined program offerings.

4. There are several programs that *offer strategies which foster parental engagement* and on-going connections which can be tapped into and replicated. Many programs, such as

Hillside Work-Scholarship Connection and Liberty Partnership, ***initiate parental involvement at an early stage*** through initial meetings which help build rapport and foster linkages between the schools and parent(s)/caregiver. This parental involvement allows program contacts to ensure strong parental support from the beginning of the program.

5. There is a high-level of building support for the programs of our partners. This perspective is based on the source of referrals for the programs. Teachers, principals, guidance counselors, nurses, school psychologists, and social workers have taken an active role in identifying students to participate in these programs. We feel that this fact indicates that building-level staff have strong relationships with external providers, as they work together to identify students who can participate in the programming.

The MEP's in-school and after-school support programs are very strong, but there may be other programs we wish add to the program mix. These may be programs and strategies in which we do not have funded, but wish to add to the menu in anticipation of securing the needed resources.

Next Steps

There are four additional elements that need to be added to the MEP. We have to discuss the interface between of the support program activities and the supportive service network, as well as the management structure. The main focal point of our next two meetings will be on these two items. Additionally, we will share with you our concepts about the early childhood center and the summer program by email.

In-School and After-School Program Descriptions

The Planning Team spent some time examining one core programmatic component of the MEP: in-school and after-school academic support programming. Planning Team members represent nearly all external academic support providers at the different MEP schools. Listing all support providers allowed members to understand the current state of programming within the schools. Below is a comprehensive list of programming available at the four schools:

1. Futures Academy
2. Martin Luther King, Jr. Multicultural Academy
3. South Park High School
4. East High School

IN-SCHOOL PROGRAMS K-8

Name	Location	Program Description	Students Served
UB Community as Classroom	Futures Academy	The goal of the Community as Classroom project is to teach students that they can facilitate change in their community. The project uses community development and urban planning principles as a platform to teach students about ways they can change their neighborhood.	5-8th Grade, About 50 students
Locus Street Art	Futures Academy	Non-profit organization focused on art education. This school provides photography, clay, poetry, drawing and painting classes and assistance with portfolio development and grant and sales opportunity assistance.	1st and 2nd Grade (not available 2011-2012)
DuPont Tutoring	Martin Luther King Multicultural Institute	A school-based mentoring program centered on building relationships and providing positive role models that students can trust, respect and imitate. The curriculum includes activities in reading, presentations, money management and more. Program also offers assistance in developing study habits and social skills of each mentee.	6th Grade, About 45 students
Western New York United	Martin Luther King Multicultural Institute	Provides a comprehensive Drug & Alcohol Prevention Education Program. Model program curricula implemented K-6th grade with additional curriculum for 7th and 8th grade health classes. Program is designed to help students build social competencies, make healthy life choices and good decisions. The Leaders In Training (LIT) program for 7th and 8th graders helps to train and build student leaders. Also offer tutoring and mentoring for identified students and will tailor make and design programming according to the schools particular need.	K-8th, 520 Students from 7th & 8th Grade – LIT, 20 students.
Roswell Cancer Institute	Martin Luther King Multicultural Institute	Roswell conducted a "Last Chance" program with 8th grade students who were in danger of failing science class. Students conducted a research project with Roswell staff on an issue related to cancer prevention in order to gain valuable hands on experience in science.	8th Grade (not available 2011-2012)
Project L.E.E. Schools of Wisdom	Martin Luther King Multicultural Institute	An attitude development program designed to reveal to students the impact that positive attitudes and good decision-making will have on their lives. Promotes academic improvement, leadership development, and a more positive and mature attitude in relating to peers, teachers and parents.	All 4th Grade, About 50 students
MLK Parent Teacher Organization	Martin Luther King Multicultural Institute	This program aims to create a more parent-friendly school environment by designating and securing a homeroom "mom or dad" for each homeroom. They are developing the concept and have not yet started implementing anything as of February 2012.	Planning Phase

Buffalo State College: College Awareness Project	Martin Luther King Multicultural Institute	This program focuses on college awareness sessions, partnerships with professors, visitations by Buffalo State students and Buffalo State College visits by Buffalo Public School (BPS) students. Staff from the Center for Excellence in Urban and Rural Education (CEURE) train and support BPS staff. They assist in engaging parents and provide teachers and administrators with a range of materials that will embrace social, cultural and varied learning styles.	1st-3rd Grade, 90 students

IN-SCHOOL PROGRAMS 9-12			
Name	**Location**	**Program Description**	**Students Served**
Liberty Partnership	East High School	Provides academic and counseling support services for students and parents who are at-risk for dropping out of high school. High school students are paired with UB student tutors who tailor work based on the needs of each individual student on a weekly basis. This program also provides case management services to students who are flagged.	200 students, 50-60 Students served by Social Worker/year
D'Youville Nursing Workplace Diversity	East High School	The purpose of the program is to increase diversity in the nursing profession. It offers support, workforce training, tutoring, and character building to academically and/or economically disadvantaged high school students. The program aims to prepare students for college transition in nursing. Students are tutored by D'Youville College students.	25 Students (2 days in-school; 2 days after-school)
Hillside Work Scholarship Connection	South Park High School	Non-profit organization helping at risk students to remain enrolled in school and assist students to obtain a high school diploma and work experience. Provides four youth advocates who serve as long-term mentors and liaisons to students and their families. Program also aims to connect students to supportive services, employment training, academic tutoring and on-the-job mentoring.	120 Students throughout 9th-12th Grade
EPIC (Every Person Influences Children)	South Park High School & East High School	Program focused on increasing high school graduation rates and increasing school readiness of children born to adolescent parents. Program offers workshops covering various topics including parenting skills, bonding with children, relationships, and personal well-being. Primary goal is to assist pregnant and parenting teens to develop life skills, prevent drop outs, and connect teens to necessary supportive services.	8 Students- South Park H.S. 27 Students- East H.S.
Closing the Gap	South Park High School	Collaborative systems-integration model for Management Structure and initiative focusing on coordinating and integrating health and human services into Buffalo Public Schools in an effort to address barriers faced by children and families so learning can be enhanced.	9th - 12th Grade
Buffalo Urban Outdoor Education	South Park High School	Action-based program focusing on interactive and hands on learning experiences in watershed systems. This program offers supplemental off-site programming to encourages community awareness / stewardship of water resources.	30 Students (not available 2011-2012)
General Mills Mentor Program	South Park High School	The program targets students who overcame significant obstacles in their lives yet continued to make academic progress. It is a classified as a mentor program that encourages student involvement and aims to develop communication and interviewing skills, leadership skills, and offer assistance with completing applications to post-secondary schools of their choice. The mentoring program still continues after the scholarship program ceased in 2008.	30 Students 8th-12th grade students

		AFTER-SCHOOL PROGRAMS K-8	
Name	**Location**	**Program Description**	**Students Served**
Northwest Buffalo Community Center-21st CCLC	Futures Academy	Program provides students opportunities for homework assistance, tutoring, and instruction in Math, English Language Arts, Writing, and Reading in an effort to improve each student's learning skills. Also provides time for students to participate in a variety of challenging recreational activities.	55-65 Students daily/ 100 students for the academic year
Huntington Learning	Futures Academy	For profit tutoring company offering supplemental academic support in reading, writing, math phonics, SAT/ACT, vocabulary and study skills. This program is skill-based and does not provide content-specific training, nor do they engage in homework assistance.	Students in after-school program
Princeton Review	Futures Academy	Program designed for high school and college student exam prep services (ACT, SAT, GRE, medical exams, etc.).After-school instruction designed to re-teach students what they're missing in the classroom. Engaged in delivering content so students can do better on state exams.	Students in after-school program
21st Century Community Learning Center Program (CAO)	Martin Luther King Multicultural Institute	The program engages students in several aspects of enrichment: (1) Academic support around ELA and reading. 1.5 hours of reading and writing each day; (2) Homework assistance that teaches them a different way to do homework; (3) Social / cultural enrichment such as music, dancing, gym, cooking, and arts/crafts; and (4) Family literacy emphasis.	120-150 students per day, 3rd – 8th grade
School-Community Integration Plan (SCIP)	Martin Luther King Multicultural Institute	All of the features of this School-Community Integration Program work towards the objective of utilizing the school platform, as the most certain constant in a student's life outside of her or his parents, to create a context in which children grow and develop positive self-expectations. Variety of structured opportunities is offered to connect students with community-based experiences.	Planning Phase (not available 2011-2012)
Buffalo Hearing and Speech	Martin Luther King Multicultural Institute	Non-profit organization that provides treatment for hearing difficulties and speech language difficulties. "Language to Literacy" is a program designed to successfully build blocks for literacy with students who have deficiencies in their language development in 3 areas: (1) Auditory Processing, (2) Phonological Awareness and Phonics, and (3) Receptive and Expressive Language.	35 Students per round; 2 rounds; 70 students total

AFTER-SCHOOL PROGRAMS 9-12

Name	Location	Program Description	Students Served
Seneca Babcock Center	1168 Seneca St.	Non-profit community center offering after school tutoring, GED preparation, computer and nutrition classes, job readiness training and skill building. Program offers services to South Park high school students and other students in the community.	62 Students for tutoring (Students served from S.P. unknown)
South Buffalo Education Center	2010 Seneca Street	Facility offering GED preparation with intake from South Park high school and other local schools.	28 Students
Cazenovia Resource Center	155 Cazenovia Street	Resource center offering a variety of services including general library services, job readiness training, and social services assistance to the community, but specifically offering GED preparation to students from South Park High school and other local schools. Also houses a branch of AmeriCorps where members are trained and assigned to teach GED classes on site.	19 Students in Morning GED session from South Park
Sparks Alliance	South Park High School	School club partnering with Gay and Lesbian Youth Services Alliance to provide weekly after-school meetings covering a variety of topics. Topics include discussion on anti-bullying, gay and lesbian tolerance and other social and emotional topics which can affect students.	Variable
Upgrade Academics	South Park High School	After-school tutoring program focusing on math and literacy. Participants spend part of the evening under instruction for literacy then transition into math instruction. Participants are provided a hot meal every session.	26 Students
Hillside Work – Scholarship Connection	South Park High School	Non-profit organization offering afterschool tutoring, life and social skills building and academic mentoring program. Also offers a Teen Outreach Program which is an evidence-based program utilizing a national curriculum aimed at life and social skills building.	120 Students
Closing the Gap	South Park High School	External partner management structure and initiative aimed at integrating multiple systems in order to address students' non-curricular barriers to learning.	Will serve 9th-12th Grade (Planning)
Science Firsthand Learning Inc.	South Park High School	An afterschool program that trains South Park students and teams them with underserved youth to work collaboratively on hands on science activities. These trained students act as sciences mentors to underserved youth and are assigned to specific community centers or sites offering supplemental hands on learning experience in science.	4 to 8 Students (not available 2011-2012)

CATS 21st CCLC Program	East High School	Non-profit organization offering academic intervention programs which include credit recovery, social and emotional enrichment, and life skills and etiquette programming. This program aims to aid students in meeting state and local standards in core subject material and to improve literacy.	163 Students
D'Youville Nursing Workplace Diversity	East High School	The purpose of the program is to increase diversity in the nursing profession. It offers support and workforce training, tutoring, and character building to minority high school students. Program aims to prepare students for transition into college in the field of nursing. High school students are also paired with D'Youville nursing students.	25 Students (2 days in-school; 2 days after-school)
Liberty Partnerships	East High School	Provides academic and counseling support services for students and parents who are at-risk for dropping out of high school. Services include academic tutoring and mentoring afterschool at the University at Buffalo South Campus. Attendance has been low due to lack of transportation.	Variable, but about 10 students

In-School and After-School Programs by Cluster

**Primary Schools (K-8) by Cluster**	_**High Schools (9-12) by Cluster**_
Academic Support and Enrichment Cluster	***Academic Support and Enrichment Cluster***
• Tutoring, homework assistance, etc. (5 programs)	• Tutoring, homework assistance, etc. (7 programs)

Primary Schools — Tutoring, homework assistance, etc. (5 programs)

1. Huntington Learning
2. Princeton Review
3. CAO 21st CCLC
4. DuPont Tutoring
5. WNY United

High Schools — Tutoring, homework assistance, etc. (7 programs)

1. CATS 21st CCLC Program
2. D'Youville Nursing Workplace Diversity Program
3. Northwest Buffalo Community Center-21st CCLC
4. Closing the Gap
5. Liberty Partnerships
6. Upgrade Academics
7. Hillside Work-Scholarship Connection

• Supplemental instruction (3 programs) — **Primary Schools**

1. Huntington Learning
2. Princeton Review
3. Buffalo Hearing and Speech

• Supplemental instruction (3 programs) — **High Schools**

1. Science Firsthand Learning Inc.
2. Cazenovia Resource Center (GED program)
3. South Buffalo Education Center (GED program)

• Connecting classroom activities to neighborhood improvement (2 programs) — **Primary Schools**

1. School-Community Integration Plan (CAO, MLK)
2. UB Community as Classroom

• Connecting classroom activities to neighborhood improvement (2 programs) — **High Schools**

1. CATS 21st CCLC Program (Community Service component)
2. Buffalo Outdoor Education

• Art (2 programs) — **Primary Schools**

1. Locus Street Art
2. CAO 21st CCLC

• Art (0 programs) — **High Schools**

Social Development Cluster — **Primary Schools**

• Healthy Living (3 programs)

1. CAO 21st CCLC
2. Roswell Cancer Institute
3. WNY United

Social Development Cluster — **High Schools**

• Healthy Living (2 programs)

1. CATS 21st CCLC Program
2. EPIC (Every Person Influences Children)

- Social/Emotional Development
  (4 programs)

    1. Project LEE Schools of Wisdom
    2. CAO 21st CCLC
    3. School-Community Integration Plan (CAO, MLK)
    4. WNY United

- Mentoring (3 programs)

    1. DuPont Mentoring Program
    2. MLK Parent Teacher Organization
    3. WNY United

- Recreation (2 Programs)
    1. Northwest Buffalo Community Center -21st CCLC (Gym component)
    2. CAO 21st CCLC (Gym component)

College and/or Career Development
- College Access (1 program)

    1. Buffalo State College: College Awareness Project

- Workforce Development and Training (0 programs)

- Social/Emotional Development
  (4 programs)

    1. Sparks Alliance
    2. CATS 21st CCLC Program
    3. EPIC (Every Person Influences Children)
    4. Liberty Partnership

- Mentoring (3 programs)

    1. Hillside Work Scholarship Connection
    2. General Mills Mentor Program
    3. Liberty Partnerships

- Recreation (2 Programs)

    1. CATS 21st CCLC Program (Gym component)
    2. Buffalo Outdoor Education

College and/or Career Development
- College Access (5 programs)

    1. Liberty Partnership
    2. D'Youville Tutoring/Nursing Workplace Diversity
    3. Hillside Work Scholarship Connection
    4. Seneca Babcock Center
    5. CATS 21st CCLC Program

- Workforce Development and Training (4 programs)

    1. D'Youville Nursing Workplace Diversity Program
    2. Hillside
    3. Seneca Babcock Center
    4. CATS 21st CCLC Program

Appendix: Concept Paper on Indicators

Indicators are variables or things that provide us with bits of information about the status of a larger system, such as schools, neighborhoods, housing or the condition of people. The indicators are critical aspects of the larger entity being developed, which must be assessed to understand both the current conditions, as well as the progress that is being made in improving the system. The indicators allow us to organize information in a way that helps to evaluate current conditions and to determine if the intervention strategies being developed are moving us in the right direction.

Education is a critical component of the Perry Choice Neighborhood, and our goal is to improve significantly the academic performance of the students attending the Education Pipeline Schools, including the students living in the Perry Choice Neighborhood. So, we have to decide what the outcomes or the desired results we intend to achieve (goals). The indicators allow us to identify the microscopic or key things that we must change to realize those goals. The bits of information reflected in these indicators will help us to evaluate the present status of the children located at different components within the Mini-Education Pipeline System –early childhood, Pre-K -8th grade, high school— and they will provide a reference point in measuring progress over time.

In this sense, the indicators also function as *metrics* that allow us to measure existing conditions and chart quantitatively and qualitatively the progress our students are making over time. This baseline data will also provide insight into the degree to which our intervention strategies are working. The indicators will also enable us to monitor the ongoing progress of the Mini-Education Pipeline strategy. Concurrently, we realize that forces in the child's family, household and neighborhood impact their academic performance. So, we must also need to identify a set of indicators that will enable us to account for and measure these impacts.

The intent of this activity is to provide the Mini-Education Planning Team will a tool that can be used to understand the current status of pipeline students, set desirable goals, and monitor progress toward them. Based on your own experience and expertise, identify the indicators that you think are important and significant, and the ones your organization or group uses to measure and monitor progress, and when our work team members call provide them with a list. If, however, you prefer, simply write down the indicators you think are important and email them to me.

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[i] The counts may include double-counting of students enrolled in more than one program. This number does not include program enrollment figures for Closing the Gap (CTG), Huntington Learning, Princeton Review, Seneca Babcock Center, and Sparks Alliance.