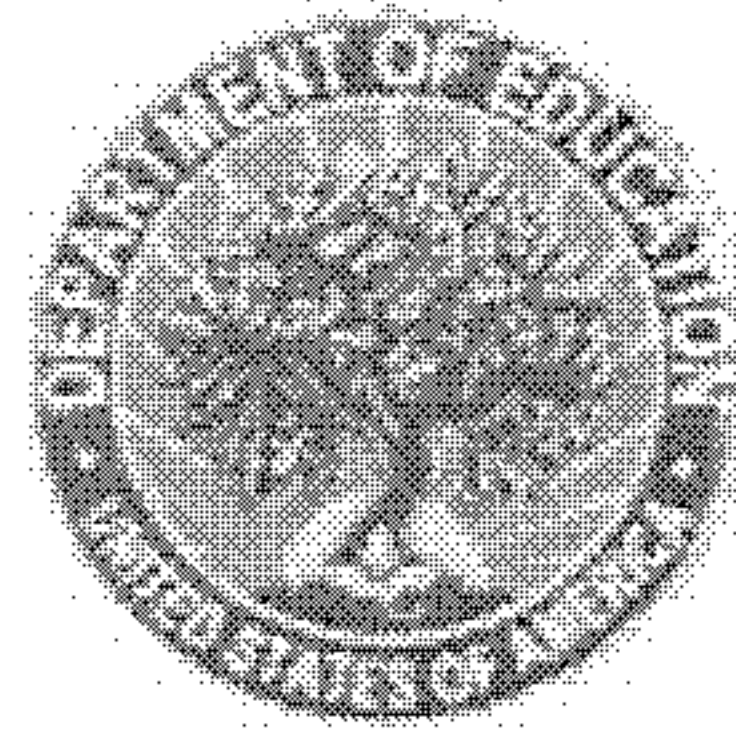


# U.S. Department of Education

Washington, D.C. 20202-5335



## APPLICATION FOR GRANTS UNDER THE

**HIGH QUALITY SUPPLEMENTAL EDUCATIONAL SERVICES AND AFTER-SCHOOL  
PARTNERSHIPS DEMONSTRATION**

**CFDA # 84.287N**

**PR/Award # U287N080019**

**Grants.gov Tracking#: GRANT10064934**

Closing Date: AUG 12, 2008

## \*\*Table of Contents\*\*

### Forms

1. Application for Federal Assistance (SF-424)	e1
2. Standard Budget Sheet (ED 524)	e5
3. SF 424B - Assurances Non-Construction Programs	e7
4. Disclosure of Lobbying Activities	e9
5. 427 GEPA	e10
Attachment - 1	e11
6. ED 80-0013 Certification	e13
7. Dept of Education Supplemental Information for SF-424	e14

### Narratives

1. Project Narrative - (Abstract Narrative...)	e15
Attachment - 1	e16
2. Project Narrative - (Project Narrative...)	e17
Attachment - 1	e18
3. Project Narrative - (Other Narrative...)	e44
Attachment - 1	e45
Attachment - 2	e48
Attachment - 3	e50
Attachment - 4	e51
4. Budget Narrative - (Budget Narrative...)	e52
Attachment - 1	e53

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

Version 02

\* 1. Type of Submission:

- Preapplication
- Application
- Changed/Corrected Application

\* 2. Type of Application:

- New
- Continuation
- Revision

\* If Revision, select appropriate letter(s):

\* Other (Specify)

\* 3. Date Received:

08/12/2008

4. Applicant Identifier:

5a. Federal Entity Identifier:

\* 5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

\* a. Legal Name:

Northwest Buffalo Community Center

\* b. Employer/Taxpayer Identification Number (EIN/TIN):

16-1060168

\* c. Organizational DUNS:

094175429

d. Address:

\* Street1:

155 Lawn Avenue

Street2:

\* City:

Buffalo

County:

\* State:

NY: New York

Province:

\* Country:

USA: UNITED STATES

\* Zip / Postal Code:

14207

e. Organizational Unit:

Department Name:

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

\* First Name:

Larence

Middle Name:

T.

\* Last Name:

Pernick

Suffix:

Jr.

Title:

Executive Director

Organizational Affiliation:

\* Telephone Number:

716-876-8108

Fax Number:

\* Email:

lpernickjr@aol.com

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

\* 10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.287

CFDA Title:

Twenty-First Century Community Learning Centers

\* 12. Funding Opportunity Number:

ED-GRANTS-070708-003

\* Title:

High-Quality Supplemental Educational Services and After-School Partnerships Demonstration Program  
CFDA 84.287N

13. Competition Identification Number:

84-287N2008-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

\* 15. Descriptive Title of Applicant's Project:

Buffalo Area Supplemental Instruction Services (BASIS)

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

\* a. Applicant

\* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

\* a. Start Date:

\* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="415,763.00"/>
* b. Applicant	<input type="text" value="(b)(4)"/>
* c. State	
* d. Local	
* e. Other	
* f. Program Income	
* g. TOTAL	

\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)

Yes  No

21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

\*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

Application for Federal Assistance SF-424

Version 02

\* Applicant Federal Debt Delinquency Explanation

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

[Empty text input area for Applicant Federal Debt Delinquency Explanation]



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:  
Northwest Buffalo Community Center

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 133,500	\$ 140,175	\$ 147,184	\$ 0	\$ 0	\$ 420,859
2. Fringe Benefits	\$ 33,375	\$ 35,044	\$ 36,796	\$ 0	\$ 0	\$ 105,215
3. Travel	\$ 10,000	\$ 10,500	\$ 11,025	\$ 0	\$ 0	\$ 31,525
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 10,000	\$ 10,000	\$ 10,000	\$ 0	\$ 0	\$ 30,000
6. Contractual	\$ 182,000	\$ 189,000	\$ 196,350	\$ 0	\$ 0	\$ 567,350
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 46,888	\$ 48,472	\$ 49,691	\$ 0	\$ 0	\$ 145,051
9. Total Direct Costs (lines 1-8)	\$ 415,763	\$ 433,191	\$ 451,046	\$ 0	\$ 0	\$ 1,300,000
10. Indirect Costs*	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 415,763	\$ 433,191	\$ 451,046	\$ 0	\$ 0	\$ 1,300,000

\*Indirect Cost Information (To Be Completed by Your Business Office):

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No

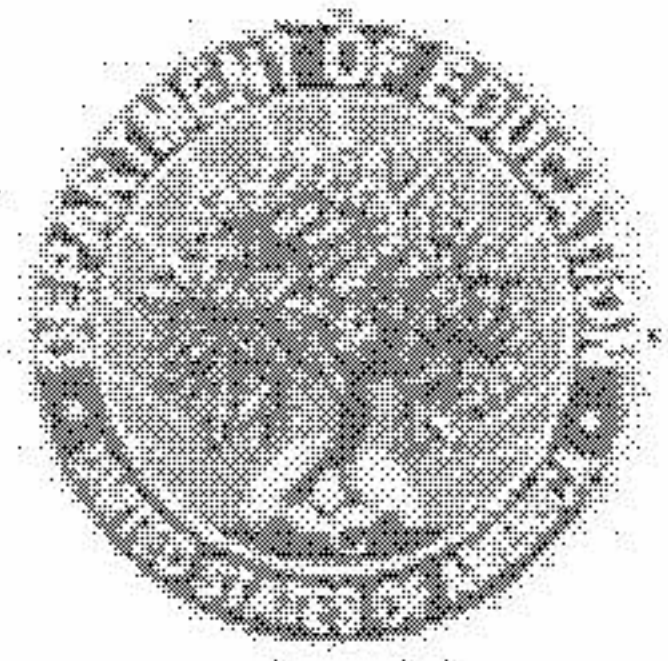
(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: \_\_\_/\_\_\_/\_\_\_ To: \_\_\_/\_\_\_/\_\_\_ (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): \_\_\_\_\_

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or,  Complies with 34 CFR 76.564(c)(2)?



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: I890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:  
Northwest Buffalo Community Center

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
(b)(4)						
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
(b)(4)						
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
(b)(4)						



**ASSURANCES - NON-CONSTRUCTION PROGRAMS**

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Marie Battaglia	* TITLE Executive Director
* APPLICANT ORGANIZATION Northwest Buffalo Community Center	* DATE SUBMITTED 08/12/2008

Standard Form 424B (Rev. 7-97) Back

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB  
0348-0046

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

**4. Name and Address of Reporting Entity:**

Prime     SubAwardee

\* Name:

\* Street 1:     Street 2:

\* City:     State:     Zip:

Congressional District, if known:

**5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:**

<b>6. * Federal Department/Agency:</b> <input type="text" value="NA"/>	<b>7. * Federal Program Name/Description:</b> <input type="text" value="Twenty-First Century Community Learning Centers"/>  CFDA Number, if applicable: <input type="text" value="04.297"/>
---	--

<b>8. Federal Action Number, if known:</b> <input type="text"/>	<b>9. Award Amount, if known:</b> \$ <input type="text"/>
--	--

**10. a. Name and Address of Lobbying Registrant:**

Prefix:     \* First Name:     Middle Name:

\* Last Name:     Suffix:

\* Street 1:     Street 2:

\* City:     State:     Zip:

**b. Individual Performing Services** (including address if different from No. 10a)

Prefix:     \* First Name:     Middle Name:

\* Last Name:     Suffix:

\* Street 1:     Street 2:

\* City:     State:     Zip:

**11.** Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

\* Signature:

\* Name: Prefix:     \* First Name:     Middle Name:

\* Last Name:     Suffix:

Title:     Telephone No.:     Date:

**Federal Use Only:** Authorized for Local Reproduction  
Standard Form - LLL (Rev. 7-97)

**NOTICE TO ALL APPLICANTS**

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

**To Whom Does This Provision Apply?**

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

**What Does This Provision Require?**

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

**What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?**

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

**Estimated Burden Statement for GEPA Requirements**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1890-0007**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, SW (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248.

**Optional - You may attach 1 file to this page.**

GEPA.doc

Add Attachment

Delete Attachment

View Attachment

**Northwest Buffalo Community Center  
U.S. Department of Education  
General Education Provisions Act (GEPA) Requirements**

Northwest Buffalo Community Center addresses each of six barriers that can impede equitable access or participation in programming, including:

**Gender:** Northwest Buffalo Community Center sites include a mix of boys and girls, with close to a 50/50 mix of males and females. Programming is provided to encourage both girls and boys to participate in programs, including offering recreation programs such as basketball, hockey, football and other sports that typically draw more boys and programming such as dance, soccer and other sports that often draw large numbers of girls. In addition, educational programming specific to the needs of girls, such as programming designed to reduce teen pregnancy and other problem behaviors in girls, is offered. Northwest Buffalo Community Center program staff includes both men and women in direct service and administrative positions to provide youth with role models of both genders.

**Race:** Northwest Buffalo Community Center provides services to children of all races residing in neighborhoods surrounding its service sites. Racial diversity is generally reflective of the racial makeup of the neighborhood. Within programs, children of all races are encouraged to take part in all programs. Northwest Buffalo Community Center staff is also reflective of the children served by the Northwest Buffalo Community Center.

**National Origin:** As with race, Northwest Buffalo Community Center serves children from a variety of national origins and the national origin of participants is reflective of that in the surrounding neighborhood. Programming is provided to enable children to explore and celebrate differences among participants and may include celebrations and educational programs highlighting different nations, cultures, and ethnicities. Families of children from different backgrounds are also encouraged to visit and share their background with other children to promote understanding and tolerance for people from other backgrounds.

**Color:** Northwest Buffalo Community Center includes children from many backgrounds, including Caucasian, African American, Hispanic, Asian and Native American, with the mix of families and children reflective of the mix of families and children in the neighborhood. Diversity, just as with racial and cultural origin, is celebrated and explored. Children and staff of all colors are made to feel welcome through offering programming designed to enable children to explore different cultures.

**Disability:** Northwest Buffalo Community Center provides services to individuals with physical and cognitive disabling conditions. Currently, the site utilizes the services of a tutor who is blind, and a partnership with the Elizabeth Olmstead Center for the Visually Impaired helps make that possible. Northwest Buffalo Community Center has aggressively pursued an update program to accommodate people with disabilities, including installation of three wheelchair ramps, installation of elevators inside the building to make every floor accessible, and updating handicap-accessible bathrooms.

**Age:** Northwest Buffalo Community Center provides programming geared for children from pre-K through high school for adults of all ages and also includes programming specific to senior citizens. Participants of virtually all ages can be found at Northwest Buffalo Community Center. In the rare instances where services are not available for someone in a particular age group, they are referred to an appropriate service provider.

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

<b>* APPLICANT'S ORGANIZATION</b>	
Northwest Buffalo Community Center	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix:	* First Name: Lawrence Middle Name: T
* Last Name: Pernick	Suffix: Jr.
* Title: Executive Director	
<b>* SIGNATURE:</b> Marie Battaglia	<b>* DATE:</b> 08/12/2008

Close Form

SUPPLEMENTAL INFORMATION  
REQUIRED FOR  
DEPARTMENT OF EDUCATION GRANTS

**1. Project Director:**

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
	Sean		McCrossan	

Address:

* Street1:	155 Lawn Avenue
Street2:	
* City:	Buffalo
County:	
* State:	NY: New York
* Zip Code:	14207
* Country:	USA: UNITED STATES

\* Phone Number (give area code) Fax Number (give area code)

716-876-8108	
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Email Address:

seanmccrossan@yahoo.com
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**2. Applicant Experience:**

Novice Applicant  Yes  No  Not applicable to this program

**3. Human Subjects Research**

Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes  No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 

--

No Provide Assurance #, if available: 

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**Please attach an explanation Narrative:**

	Add Attachment	Delete Attachment	View Attachment
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# Project Narrative

## Abstract Narrative

### Attachment 1:

Title: Pages: Uploaded File: 1234-ABSTRACT.doc

## ABSTRACT

Northwest Buffalo Community Center  
155 Lawn Avenue  
Buffalo, NY 14207

Contact: Lawrence T. Pernick, Jr.  
(716) 876-8108  
[lpernickjr@aol.com](mailto:lpernickjr@aol.com)

Northwest Buffalo Community Learning Center, in partnership with the Boys & Girls Clubs of the Northtowns of WNY, will collaborate to implement a pilot project integrating Supplemental Education Services into four 21<sup>st</sup> Century Community Learning Centers, two school-based and two community-based sites. The NYS Education Department-approved SES provider will be Huntington Learning Center.

As a partner in this project, Huntington Learning Center will offer SES services to eligible students on-site at each participating after-school program. Student assessment will precede academic intervention focusing on English Language Arts (both reading and writing) and mathematics. The goal is to increase academic achievement on state assessments for eligible students. Program objectives include:

1. Track and increase the number of students participating in the 21<sup>st</sup> CCLC who are eligible for SES services to 80% of the 21<sup>st</sup> CCLC enrollment, over three years.
2. Track and increase the number of students participating in the 21<sup>st</sup> CCLC **and** who are eligible for SES services **and** who then also receive those services within the 21<sup>st</sup> CCLC project, to 80% of the 21<sup>st</sup> CCLC and SES eligible enrollment, over three years (GPRA 1).
3. Track and increase the number of enrolled SES students who complete full programs of service at grantee sites to reach 75% of the 21<sup>st</sup> CCLC and SES eligible enrollment, over three years (GPRA 2).
4. Track and increase the number of enrolled 21<sup>st</sup> CCLC students who improve their academic performance on their State Assessments in reading or mathematics to 80% of the 21<sup>st</sup> CCLC enrollment, over three years (GPRA 3).
5. Increase the number of students who participate in each 21<sup>st</sup> CCLC site by 25% over three years.
6. Increase the number of parents of students participating in the 21<sup>st</sup> CCLC who participate in at least one parent education workshop or program at each 21<sup>st</sup> CCLC site by 5% each year.

# Project Narrative

## Project Narrative

Attachment 1:

Title: Pages: Uploaded File: 1241-Narrative - SES and 21st CCLC partnership.doc

## 1. Quality of Project Design

- i. *Demonstrated need to be met, including the academic and after-school needs of the students, schools, and LEAs to be served*

Northwest Buffalo, NY embodies the challenges that have led to the city's recent ranking as the second-poorest in the nation. Once a neighborhood populated with working-class homeowners who knew one another and kept their small homes neat, the Riverside and Black Rock neighborhoods have become run-down as the rate of absentee landlords, highly transient families and families headed by single, often very young, parents has increased and criminal activity has grown steadily. Within a two-mile area, three public housing facilities are home to almost 600 very poor, mostly African American and Hispanic families; only 31% of these families include an employed head of household. In this neighborhood extreme poverty is widespread, and opportunities for betterment are limited. Over 3,700 children ages 5-14 live in Northwest Buffalo, with only 10-15% participating in structured after-school programming.

Since 1990, the City of Buffalo lost 16.1% of its population ([www.quickfacts.census.gov](http://www.quickfacts.census.gov)). Additionally, closure of area factories and downsizing of others has eliminated 20% of the manufacturing jobs that provided a living wage for unskilled labor. A recent study by Good Schools for All, a local nonprofit dedicated to improving family literacy and employability for Buffalo residents, found that 60% of Buffalo adults have a literacy level at or below Grade 5. According to the US Census, in 2006 the per capita income for Buffalo residents was \$17,411, 69% lower than the national average. Nearly 24% of Buffalo's families live in economic poverty, and more than 8,700 families reported subsisting on less than \$10,000 in claimable income during 2006. (<http://factfinder.census.gov>).

The community need for after-school programming is best illustrated by the high concentration of state-funded 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLCs) in this

neighborhood; as of July 1, 2008, there are eight sites within an approximately 4 square mile radius, operated by Northwest Buffalo Community Center (NWBCC) and the Boys & Girls Clubs of the Northtowns (BGCNT). In Northwest Buffalo, all of the public middle and high schools are classified as Schools in Need of Improvement, in Corrective Action or are restructuring. Many children attending these schools, as well as youth living in the neighborhood, attend a neighborhood 21<sup>st</sup> CCLC. Only one site, Grabiarz School of Excellence, offers Supplemental Education Services (SES) through a state-approved provider, and in 2008 only 20 of the approximately 80 eligible youth participated. It is estimated that 75-85% of the students attending these programs are eligible for free or reduced lunch in their school, and based on the overall academic performance of their home school, most are also academically eligible to receive SES reimbursed through Buffalo Public Schools.

NWBCC and BGCNT have identified four 21<sup>st</sup> CCLC sites with high levels of academic and economic need for a pilot program to collaborate with and SES provider. Two are school-based, in William. P. Grabiarz School of Excellence (Grades 5-8), and West Hertel Academy (Grades 5-8); and two are community-based 21<sup>st</sup> CCLC sites drawing students from at least three eligible schools, the Boys & Girls Clubs of the Northtowns' Town and Black Rock clubhouses, which serve youth in grades K- 12. Both targeted schools have high percentages of students eligible for free or reduced lunch and were eligible for school-wide use of Title I funds in 2007-2008. The table below illustrates key demographics for these schools:

	<b>Black</b>	<b>Hispanic</b>	<b>White</b>	<b>American Indian/Asian /Alaskan</b>	<b>LEP</b>	<b>% in Poverty</b>	<b>Accountability Status (06-07)</b>
<b>Grabiarz</b>	55%	15%	26%	4%	0	94%	Planning for Restructuring
<b>West Hertel</b>	61%	21%	13%	5%	20%	96%	Restructuring Year 2

Children in these schools are not meeting New York State standards for English Language Arts, and most are not meeting the State standards in mathematics. While improvements are being made each year, progress is slow, and much slower than many other districts with a majority of students from disadvantaged backgrounds. The tables below illustrate academic performance in the targeted schools in 2006, the most recent year available:

<b>% Attaining Level 3 or 4</b>	<b>ELA Grade 5</b>	<b>Math Grade 5</b>	<b>ELA 8</b>	<b>Math 8</b>
<b>West Hertel</b>	17%	7%	12%	8%
<b>Grabiarz</b>	23%	10%	16%	15%

Both schools draw children from SINI and SURR schools throughout the city, and are feeder schools for Riverside High School, which is a School Requiring Academic Progress. NYS Report Card data indicates that West Hertel Academy has a 98% suspension rate, and since 1992 the student population of English Language Learners has jumped from zero to over 20%.

The two participating BGCNT 21<sup>st</sup> CCLCs draw students from more than a dozen Buffalo schools, most of which are academically struggling and eligible for school-wide use of Title I funds. The schools below contribute the largest number of students to these sites:

<b>School</b>	<b>Status</b>	<b>Free/Reduced/ Total Eligible</b>	<b># of Members Town Club/Black Rock/ Total</b>
Native American Magnet	Planning for Restructuring	85% / 5% 90%	48 / 19 67
Campus West	Planning for Restructuring	71% / 16% 87%	66 / 150 216
West Hertel Academy*	Restructuring Year 2	92% / 4% 96%	48 / 82 130
Academy for Visual and Performing Arts	Corrective Action	47% / 15% 62%	48 / 4 52

*\*Please note, the large number of eligible students at this school could not be met at a single 21<sup>st</sup> CCLC site alone. Beginning in 2008-09, some West Hertel students will be served on-site, others will attend the Town Boys & Girls Club site.*

Academic performance at these schools has led all to be identified by Buffalo Public Schools as eligible to receive district-funded SES programs:

Percent of Students Failing to Meet NYS Standards				
School	Math Grade 4	ELA Grade 4	Math Grade 8	ELA Grade 8
Native American Magnet	59%	55%	77%	77%
Campus West	68%	58%	77%	70%
West Hertel Academy	N/A	N/A	92%	88%
Academy for Visual and Performing Arts	N/A	N/A	78%	49%

While the targeted 21<sup>st</sup> CCLCs have demonstrated effectiveness in promoting improved academic achievement for students who participate regularly (three or more days per week), there has not been significant improvement in academic achievement of students in targeted schools. This is a result of several factors:

- Students from all academic levels participate in 21<sup>st</sup> CCLCs and are not specifically targeting and recruiting students with more significant academic need.
- Participating students are receiving tutoring and other academic support aligned with district curricula. Additional strategies and additional time on task, provided by highly-trained tutors and teachers, could significantly improve these students' performance.
- Students most in need of academic support are not necessarily the students most likely to engage in after-school programming at a 21<sup>st</sup> CCLC site. These are often children whose parents are disengaged and may be unaware of the availability of SES or do not recognize the value of those services and thus do not encourage their children to participate.

*ii. Objectives and expected outcomes designed to address the needs described above*

NWBCC and BGCNT have partnered with Huntington Learning Center to create a new program, *Buffalo Area Supplemental Instructional Services (BASIS) Project*, to enhance

existing programming, coordinate collaboration and outreach and add additional services to engage more SES-eligible students. Huntington Learning Center, a nationally-recognized supplemental education services provider approved by the NYS Education Department, will offer intensive instructional support closely aligned with Buffalo Public Schools' curricula to supplement other educational and enrichment opportunities offered at the 21<sup>st</sup> CCLCs. Both process and outcome objectives have been developed. These include:

1. Track and increase the number of students participating in the 21<sup>st</sup> CCLC who are eligible for SES services to 80% of the 21<sup>st</sup> CCLC enrollment, over three years.
2. Track and increase the number of students participating in the 21<sup>st</sup> CCLC **and** who are eligible for SES services **and** who then also receive those services within the 21<sup>st</sup> CCLC project, to 80% of the 21<sup>st</sup> CCLC and SES eligible enrollment, over three years (GPRA 1).
3. Track and increase the number of enrolled SES students who complete full programs of service at grantee sites to reach 75% of the 21<sup>st</sup> CCLC and SES eligible enrollment, over three years (GPRA 2).
4. Track and increase the number of enrolled 21<sup>st</sup> CCLC students who improve their academic performance on their State Assessments in reading or mathematics to 80% of the 21<sup>st</sup> CCLC enrollment, over three years (GPRA 3).
5. Increase the number of students who participate in each 21<sup>st</sup> CCLC site by 25% over three years.
6. Increase the number of parents of students participating in the 21<sup>st</sup> CCLC who participate in at least one parent education workshop or program at each 21<sup>st</sup> CCLC site by 5% each year.

*iii. After-school academic services to be provided or coordinated ... and the extent to which those services will meet the requirements of the absolute priority*

### Current Services

NWBCC and BGCNT have operated successful 21<sup>st</sup> CCLC programs at the targeted sites for at least four years. NWBCC offers several levels of academic enrichment, organized and supervised recreation, team and individual sports, access to high-quality computer labs, gym and



swimming programs, career exploration, arts programs and programming for parents, with sites sharing resources to strengthen the program while maintaining reasonable cost. Service learning (with older youth working with younger youth in the programs) is offered at all sites.

Current academic programming at the two public school sites, which together serve over 300 youth daily, is provided by NYS certified teachers and emphasizes English Language Arts and mathematics. A research-based ELA accelerated learning program, Read 180, is currently being used in several Buffalo schools, as well as in these 21<sup>st</sup> CCLC sites, to increase students' literacy skills and writing practice time. For English language learners who may participate, ELA stresses reading and writing, to promote fluency. Tutoring and academic programming stresses reading, writing, math and science and is tailored to the needs of participants.

At the Town and Black Rock Boys & Girls Clubs, over 200 youth take part in programming centered on five core areas: health and life skills, education and career exploration, character and leadership, the arts, and sports, fitness and recreation. Nationally and locally-developed programs are designed to foster positive youth development by encouraging children to take part in a wide variety of character-building activities in a supportive and caring environment, surrounded by positive and consistent adult role models. Current academic support includes homework assistance, study groups, tutoring, enrichment activities, and multi-dimensional group projects emphasize reading and writing. The program integrates Buffalo Public Schools' selected reading and math programs, Voyager, as appropriate for participants. BGCNT utilizes the Project Learn philosophy, which has been extensively field-tested and consistently provides positive academic gains for students by incorporating high-yield learning activities into all areas of Club programs. Another nationally developed program, Triple Play, increases youth knowledge of healthy habits, good nutrition and physical fitness, increases the

amount of time each day that young people participate in physical activity, and strengthens their ability to interact positively with others and engage in healthy relationships.

Fitness and recreation activities take place daily in the gym, providing youth with opportunities to take part in team and individual sports, as well as fitness activities and classes. Students participate in arts programming each week, spend time working in the computer lab, learn basic and intermediate culinary skills in the Kids Café, and explore future careers through the Boys & Girls Clubs of America's programs career launch and Job Ready, and engage in a wide variety of social recreation activities, which are a major draw to the program. Middle and high school students take part in service learning through the Keystone Club and Torch Club. Parent education includes workshops on the NYSEducation Standards, Helping Your Child Succeed in School, basic computer literacy, parenting skills and other related topics.

Middle school students attending Buffalo Academy for Visual and Performing Arts will have the opportunity to take part in MakeMUSICNow, a leadership and performance program that will be offered weekly. This 12 to 15-session program introduces youth to the production side of the music industry, as they experience recording, producing and marketing a CD with a message targeted toward other teens.

BGCNT includes the services of a prevention specialist to provide case management services to youth at greatest risk of school failure, dropout, delinquency, or other self-destructive behaviors. Prevention specialists work with 25-30 youth and, whenever possible, their families, to help them access needed services and prevent problem behaviors.

NWBCC offers conflict resolution programs for students at both sites that engage them in role play, discussion, and exploration of anger and how to appropriately address it. Small group discussion and workshops will be offered weekly, engaging approximately 20-30 youth each

session. BGCNT offers conflict resolution programming through the SMART Moves series, developed by Boys & Girls Clubs of America.

NWBCC is housed in the same building as Northwest Buffalo Community Health Center, and these organizations have an existing reciprocal referral agreement in place. Through this relationship, families served through the NWBCC site have access to mental health, dental and healthcare services.

### New Services

While students at all 21<sup>st</sup> CCLCs who attend an SES-eligible school and who meet the academic requirements can now participate in SES services, in reality it is difficult for eligible students to access SES unless it is offered in a convenient location. *BASIS* will provide SES services in English Language Arts and math, offered by Huntington Learning Center, on-site at each participating 21<sup>st</sup> CCLC site. Funding for SES will be provided through reimbursement by Buffalo Public Schools, therefore no grant funding will be required for this program element.

Intensive outreach services will be provided through *BASIS* to Increase family awareness of SES services available at each 21<sup>st</sup> CCLC site; encourage parents to enroll their children in SES services at the 21<sup>st</sup> CCLC; and Identify and engage SES-eligible students in the 21<sup>st</sup> CCLC program linked with their school or based in their neighborhood. An outreach coordinator will work closely with SES-eligible schools to identify students, refer them to the program, and enroll them in a 21<sup>st</sup> CCLC and in SES services. Outreach workers will also work closely with program staff and families, to promote student continuation and completion of SES services during the school year. Incentives will be offered at each participating site, to encourage students to complete all SES programming for which they are eligible. Incentives may include free passes to a local amusement park, I-pods or other high-demand products.

Additional prevention specialist services will be available at Boys & Girls Club sites, and case management services will be available on a limited basis at NWBCC sites to provide more intensive services to families whose lack of functional skills creates a barrier to participation in 21<sup>st</sup> CCLC and SES programming for the child.

**Coordination of Services**

A project director, based at NWBCC, will coordinate services at the two NWBCC sites and collaborate with a program coordinator at the BGCNT sites, to assure smooth program implementation at all four sites. Outreach workers, prevention specialists and SES providers at each site will report to the program coordinator for their site.

**Meeting the Absolute Priority**

The BASIS Program addresses each of the requirements under this competition's absolute priority in the following ways:

Priority Requirements	Meets the Requirement
1. Serve as a national model, providing innovative approaches ...	<i>BASIS</i> will coordinate 21 <sup>st</sup> CCLC programs offered by two different community-based agencies, including community-based sites and school-based sites, with SES programs. The targeted sites have been highly successful in recruiting and engaging youth. The new model will provide a new level of services to increase participation by SES-eligible students and engage those students in SES services, which will result in significant gains in reading and mathematics achievement. To be eligible for free SES services through Buffalo Public Schools, students must be low-income students who are currently not meeting challenging State Academic Standards for their grade.
2. Provider coordinate intensive academic after-school services to students attending eligible Title 1 schools ...	Students targeted for services in this program will come from at least 5 Title 1 schools in second year of improvement, corrective action or restructuring. Outreach services provided through BASIS will target additional students in these and other eligible schools within the district.
3. Increase the number of students in the LEA receiving academic after-school services designed to improve their	The <i>BASIS</i> model includes an intensive outreach piece designed specifically to identify and engage students who are at risk of academic failure in high-quality academic programming offered through Huntington Learning Center. In 2007-08, Huntington served 914 BPS students; BASIS is projected to increase that total to at least 1,200 by the

academic achievement.	end of the project period.
4. Provide or coordinate academic after-school services consistent with the instructional program of the LEA and aligned with the Academic Standards of the State.	Huntington Learning Center provide programming that is closely aligned with Buffalo Public School programming and New York State Learning Standards. Instruction is offered on a skill-by-skill basis, with skills aligning directly with the New York State Learning Standards. Please see Section 2 for additional detail on meeting this priority requirement.
5. Collect data on student eligibility, enrollment and participation ...	The proposed evaluation plan provides a high level of detail on all aspects of students' participation and achievement, including student eligibility, program enrollment, amount of time engaged at the 21 <sup>st</sup> CCLC site, number of hours engaged in academic programming, including, but not limited to, SES services, pre and post-intervention test data, and other participation data.

## 2. Adequacy of Resources

*i. The adequacy of the instructional program to be provided to students, including the extent to which the program is intensive, research-based, consistent with the instructional program of the LEA served, and aligned with State academic standards*

*BASIS* will provide intensive, research-based instructional programming closely aligned with New York State academic standards as well as Buffalo Public Schools curricula, through Huntington Learning Center, Inc., an NYS Education Department-approved SES provider.

Huntington Learning Center, Inc. is the oldest provider of supplemental education in the United States., and has offered supplemental education services to over 25,000 students and their parents since 1977. A quantitative review of internal data suggests that students who participate in reading and/or math instruction at the Huntington realize a real and measurable improvement. The data suggests that the average students who participates in a Huntington Reading and/or Math program improves approximately 1.2 grade equivalents in Reading and/or 1.4 grade equivalents in Math.

The reading, phonics, ELA, and mathematics instruction Huntington provides and the content it uses meet or exceed National Learning Standards, are aligned with New York State

student academic achievement standards, and encourage students to exceed grade level expectations. All instructors at Huntington who are participating in *BASIS* are New York State Certified Teachers. Additionally, Huntington conducts ongoing monthly teacher training to introduce new curriculum and review procedures. The agency's instructional methodology and content are based on over 25 years of rigorous research and field-testing. All 557 pieces of Huntington curriculum have been chosen by the Huntington Curriculum Council, consisting of educational professionals with a combined 250 years in education.

### **Huntington's Program**

The instructional program that Huntington utilizes is based on sound educational research and decades of experience. The agency serves students from kindergarten to grade twelve, and every program begins with an Initial Inquiry, Diagnostic Test, and Initial Conference.

- **Initial Inquiry:** Discuss academic issues and school performance with student and parents
- **Diagnostic Test:** Parents complete Confidential Client History, students complete two-hour Diagnostic Test to assess academic strengths and weaknesses
- **After the Diagnostic Test:** A personalized Prescribed Program is designed based on test results, discussed challenges, and stated goals
- **Initial Conference:** Parents meet with Huntington Site Manager to discuss test results and the resulting academic support program
- **Communication of Enrollment:** Huntington Learning Center notifies the student's school and teacher of enrollment

Diagnostic testing measures reading and mathematics skill levels based on a variety of indicators relative to grade placement, including phonics and sight word ability, oral and silent reading, and standardized test performance. In mathematics, the Huntington Math Placement Exam and Pre-test pinpoint specific weaknesses to ensure that instruction targets the areas in need of improvement.

Based on Diagnostic testing results, personalized Prescribed Programs incorporate a wealth of leading-edge curriculum items and diagnostic procedures in order to effectively deliver truly individualized instruction within the K-12 curriculum. Huntington teachers are well-practiced in over 430 different reading programs, 660 math programs, and 160 English Language Arts programs from which they draw lesson plans that meet the needs demonstrated on Diagnostic Test results. Following completion of selected curricula on the lesson plan, the corresponding Post-test will be administered and competency determined. The process will continue by completing the next Pre-test or re-teaching material not mastered. Teachers report daily on student progress as observed through instruction, homework, and anecdotal information.

Huntington sessions are typically two hours in length, and take place twice weekly. Experience has shown that that students who attend consistently improve more rapidly than those who do not, and that those who have inconsistent attendance often do not improve. To deal with this problem, guidelines will be established for parent responsibilities to ensure student participation, and support will be provided by the 21<sup>st</sup> CCLC site to improve attendance. Non-readers, students with limited reading proficiency, students with disabilities, and English Language Learners will receive services in a 1-1 student-teacher ratio environment. Students with other needs will be instructed using a student-teacher ratio of 4-1.

Student progress will be measured on a continual basis using the following metrics: performance on standardized achievement tests (usually the California Achievement Test) administered initially and at regular intervals of instruction; performance on curricula used in Huntington sessions; in-school academic progress; parent comments; and teacher comments. Communication with parents and classroom teachers is essential to student success, and conferences are held frequently to discuss and assess student progress. Interim Conferences take place after 12, 30, and 49 hours of instruction. Interim Conferences allow for the review of student progress and family concerns, as well as adjustment of the prescribed program as necessary based on homework, re-tests, and teacher observations.

Independent evaluations conducted by RAND Education provide evidence that Huntington's programs are effective. In an analysis of two sites offering Huntington's programs, analysis provides strong evidence that the programs have a positive effect on student achievement in math, with more limited evidence of an effect in reading. The largest effect occurred in math for students who participated in both (the after-school and the SES) programs, and that effect was substantial. The analysis also suggested that achievement gains experienced by African-American students participating in both programs represented 40 percent of the existing district-wide achievement gap between them and white students in math.

*ii. The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project*

NWBCC will provide program oversight and serve as lead agency for the *BASIS* Project. The agency will utilize two of its 21<sup>st</sup> CCLC sites to host SES services and provide outreach, recruitment and parent involvement strategies to increase the number of students eligible for SES services, who participate in the 21<sup>st</sup> CCLC and who participate in SES services during the year. In addition, NWBCC will coordinate services provided by Huntington Learning Center at each



of its sites, will provide program oversight to the BGCNT sites, and will be responsible for programmatic and fiscal management of the grant. Project staff will maintain close communication with administrators and teachers at participating 21<sup>st</sup> CCLC sites, to assure ongoing collaboration and coordination between SES services and school academic programs. NWBCC staff will serve on the program advisory committee.

As a partner in this project, BGCNT will implement the *BASIS* Program in two of its Club-based 21<sup>st</sup> CCLCs, including the Town Boys & Girls Club and the Black Rock Boys & Girls Club. Both sites serve large percentages of children attending SES-eligible schools. These sites will provide outreach and recruitment at targeted eligible schools, to increase the number of 21<sup>st</sup> CCLC participants who are SES-eligible and to increase the number of students participating in SES services. The program coordinator at each site will coordinate SES service provision and integrate it with other Boys & Girls Clubs 21<sup>st</sup> Century programming. The program coordinator will also be responsible for collecting data on students and their progress, attendance and other data required to successfully evaluate the program. BGCNT staff will serve on the program advisory committee. A letter indicating their commitment to participate is appended.

Huntington Learning Center will serve as the eligible SES service provider for this project. Huntington Learning Center will provide an appropriate number of instructors at each 21<sup>st</sup> CCLC participating in the *BASIS* Program, to adequately serve SES-eligible children at each site. Huntington will evaluate student participation, outcomes and academic progress related to participation in the program and will monitor the number of hours each eligible child participates in the program. Huntington staff will coordinate service provision with program coordinators at each site, to enable all eligible students to participate. A Huntington representative will serve on the program advisory committee. A Memorandum of Understanding details these commitments.

Two Buffalo Public Schools, Grabiarez and West Hertel, will offer 21<sup>st</sup> CCLC services implemented by NWBCC for the next five years. These schools will assist with recruitment efforts, identifying youth for specific recruitment strategies and ensuring that students most in need receive first opportunity to fill slots in the after-school program. BGCNT maintains excellent relationships with its partner schools, which allows that agency to recruit students through flyers, school presentations and other outreach efforts.

*iii. The extent to which costs are reasonable in relation to the number of persons to be served and services to be provided*

Over 1,500 students are expected to benefit from the proposed program over the three year period, of whom approximately 1,200 are expected to be eligible for SES services, placing the cost to serve an SES-eligible child at just over \$1,000. Outreach and case management services, which are the most costly services to be funded through this grant, are essential to assure that students most at risk, and most in need of SES services, complete the full 49 hours of services for which they are eligible.

**3. Quality of Management Plan**

*i. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks*

The timeline below illustrates objectives, activities, responsibilities and milestones.

1. Track and increase the number of students participating in the 21<sup>st</sup> CCLC who are eligible for SES services to 80% of the 21<sup>st</sup> CCLC enrollment, over three years.
2. Track and increase the number of students participating in the 21<sup>st</sup> CCLC and who are eligible for SES services and who then also receive those services within the 21<sup>st</sup> CCLC project, to 80% of the 21<sup>st</sup> CCLC and SES eligible enrollment, over three years (GPRA 1).

Activity	Person Responsible	Milestone	Timeline
Hire outreach coordinators	NWBCC, BGCNT Executive Directors	Staff hired	1/09

Design outreach plan	Outreach coordinators	Plan completed	2/09
Meet with principals of eligible schools to introduce program	Outreach Coordinators	Meetings scheduled and completed	3/09-4/09
Identify students eligible for SES services	Outreach Coordinators, Huntington Staff	Students identified as eligible	3/09-4/09, and in Spring of succeeding years as test scores are released.
Meet with parents in PTA, workshops and individually to introduce program	Outreach Coordinators	Meetings scheduled and completed	5/09, 9/09 and in Fall of succeeding years as test scores are released.
Enroll students in program	Outreach Coordinators	SES-eligible students enrolled.	September through May annually

3. Track and increase the number of enrolled SES students who complete full programs of service at grantee sites to reach 75% of the 21<sup>st</sup> CCLC and SES eligible enrollment, over three years (GPRA 2).

Activity	Person Responsible	Milestone	Timeline
Hire case managers	NWBCC, BGCNT Executive Directors	Staff hired	1/09
Enroll students in 21 <sup>st</sup> CCLC	Outreach coordinators, project coordinators	Students enrolled	3/09 and ongoing
Enroll students in SES	Huntington Staff	Students enrolled	3/09 and ongoing
Identify youth at risk of not completing SES	Huntington staff, 21 <sup>st</sup> CCLC staff	Students identified	3/09 and ongoing
Assess at risk youth for family and personal needs	Case manager/prevention specialist	Assessments completed, service plan developed	4/09 and ongoing.
Implement service plan with identified youth	Case manager/prevention specialist	Regular meetings with youth held, services provided, tracked through case notes	4/09 and ongoing.

4. Track and increase the number of enrolled 21<sup>st</sup> CCLC students who improve their academic performance on their State Assessments in reading or mathematics to 80% of the 21<sup>st</sup> CCLC enrollment, over three years (GPRA 3).

High Quality SES/After-School Partnerships  
Northwest Buffalo Community Center

Activity	Person Responsible	Milestone	Timeline
Identify students eligible for SES services	Outreach Coordinators, Huntington staff	Students identified as eligible	3/09-4/09, and in Spring of succeeding years as test scores are released.
Enroll students in 21 <sup>st</sup> CCLC	Outreach coordinators, project coordinators	Students enrolled	3/09 and ongoing
Enroll students in SES	Huntington Staff	Students enrolled	3/09 and at quarterly assessments thereafter
Assess youth for educational needs	Huntington Staff	Assessments completed, service plan developed	4/09 and ongoing.
Implement service plan with identified youth	Huntington Staff	Twice weekly instructional meetings with youth held, services provided, tracked through case notes	4/09 and ongoing.
Assess academic progress	Huntington Staff	Progress reports completed	6/09 and ongoing

5. Increase the number of students who participate in each 21<sup>st</sup> CCLC site by 25% over three years.

See activities from Objectives 1 and 2.

6. Increase the number of parents of students participating in the 21<sup>st</sup> CCLC who participate in at least one parent education workshop or program at each 21<sup>st</sup> CCLC site by 5% each year.

Activity	Person Responsible	Milestone	Timeline
Survey parents of 21 <sup>st</sup> CCLC students for areas of need/interest	Outreach coordinator	Surveys completed	3/09, 10/09, 10/10, 10/11
Plan 4-6 parent events targeting areas of interest determined through survey	Outreach coordinator	Events planned	Spring 09 (1 event) then 10/09, 10/10, 10/11
Implement parent programs	Outreach coordinator	Parents participate in sessions; participation logged	As events are scheduled.

*ii. The adequacy of the management plan in explaining the planning, coordination, implementation, management, and oversight services that the applicant and its partner entities will provide or coordinate for the proposed project, including an explanation of the role of the*

*21<sup>st</sup> CCLC grantee, LEA, SES provider(s), school principals, teachers, other partner entities, parents, and members of the community in the proposed project.*

Both NWBCC and BGCNT have a history of attracting and maintaining youth in high quality after-school programs, and will continue management of those programs as currently designed. *BASIS* will add a new component to these successful programs.

*BASIS* Project management includes a service delivery/management plan at the staff level and an advisory management plan at the stakeholder level. At the service delivery level, a program director, based at NWBCC, will provide project oversight for the entire program. This person will also serve as program coordinator at one of the NWBCC sites. A program coordinator will be based at each of the four participating 21<sup>st</sup> CCLC sites, all of whom will coordinate outreach, recruitment, retention, and provision of after-school programming and SES services at each site. Program coordinators and the project director will meet regularly as part of the project management team to discuss program implementation and share successful strategies to assure that all sites are successful in achieving program goals. A representative from Huntington will also sit on the project management team to report progress, successes and concerns, and to strategize with other key staff to overcome issues that may hamper attainment of project goals. The project evaluator will also be part of the project management team.

While *BASIS* an additional program provided through the 21<sup>st</sup> CCLC site, it will function to a great extent as an integrated education component of the 21<sup>st</sup> CCLC program. As such, SES services are one more academic option available at the 21<sup>st</sup> CCLC site, and the first option for students from eligible schools who have an Academic Intervention Services plan.

Outreach, recruitment and retention services will be an additional service offered at each 21<sup>st</sup> CCLC site, with the goal of increasing the number of SES-eligible students who participate in 21<sup>st</sup> CCLC and who take advantage of SES services available to them. As a result, outreach

coordinators will play a key role in the program. The outreach coordinators will be responsible for working with eligible schools, and coordinating with Huntington Learning Center, to identify and engage SES-eligible youth in the program.

A Prevention Specialist or case manager will be incorporated into each site, to work with eligible youth who are difficult to engage and retain due to complex needs and/or family dysfunction. The case manager will work closely with all project staff to identify youth at risk of not completing the SES program, and will provide support as needed to help those youth complete the program.

At the stakeholder level, advisory committee will be established to regularly monitor program design, implementation and outcomes. A representative from each partner agency and the independent evaluator will serve on the advisory committee. Other stakeholder groups will also play roles on the advisory committee or in the implementation of the program as follows:

1. Buffalo Public Schools – will provide access to student data for assessment purposes and assist outreach efforts to identify students most in need of SES services for recruitment strategies to engage them in the program.
2. Huntington Learning Center – as the SES provider, will serve on the program management team, as well as the program advisory committee, and will provide up to 49 hours of academic support to each enrolled SES-eligible child.
3. School Principals – each program coordinator will work with the principals at targeted schools to identify students most in need of SES services and encourage their enrollment in both after-school and SES programs. To the extent possible, principals will be encouraged to work closely with the outreach coordinator as he or she contacts parents. Principals will also assist in identification of students most in need of the program.

4. Teachers – a teacher from each participating school will be invited to serve on the program advisory committee. In addition, program coordinators will maintain contact with teachers in targeted schools, to assure academic programming offered through the *BASIS* Program aligns with district initiatives and academic programs.
5. Parents – will be invited to participate in informational sessions, illustrating the after-school programs and the SES services available through them. They will also have the opportunity to speak one-on-one with an outreach coordinator and have access to a Spanish-speaking coordinator or translator for those who are not comfortable communicating in English. Parents will be encouraged to participate in the program advisory committee.
6. Northwest Buffalo Community Health Center – will also be invited to serve on the advisory committee. This organization provides health, dental and mental health services to low-income families living in the northwest Buffalo neighborhood. Many of the families targeted for services in the *BASIS* Program are eligible for services through Northwest Buffalo Community Health Center. The Health Center has a close collaborative relationship with NWBCC, and both agencies provide cross referrals of families for services, as needed.

*iii. The extent to which the time commitments of the project director and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.*

The project director (1 FTE) will be responsible for oversight of the full program, as it is implemented in all four 21<sup>st</sup> CCLC sites. In addition, the program director will serve as program coordinator at one of the 21<sup>st</sup> CCLC sites. The project director will be responsible for all phases of program implementation, coordination and collaboration of services among service providers, collection of data, coordinating and overseeing program management meetings and program

advisory committee meetings, preparing reports and overall programmatic and fiscal management.

Program coordinators (4 @ .5 FTE) – responsible for oversight of the *BASIS* Program at each 21<sup>st</sup> CCLC site, including coordination of outreach, recruitment, retention and SES services provided to students at each site, and integration of those services with other educational, recreational and developmental programs. Program coordinators will be responsible for assuring program fidelity in implementation throughout the program period.

Outreach/retention coordinator (2 FTEs) –will be responsible for outreach, retention and program implementation at each site, and will also provide individualized outreach to students who need support to assure their continued participation in the program. Program services to be provided could include linkage to other program needs, working with families to identify and mitigate barriers to participation in the program and other services, as needed, to facilitate the student's participation on a regular basis in both the 21<sup>st</sup> CCLC programs and the SES component of the program.

Prevention Specialists/Case Managers (4 FTEs) – will conduct outreach, perform basic youth or family intake procedure, design case-specific target objectives, and make appropriate referrals to mental health and wraparound services as needed to assist the youth to maintain participation in the program. Each full-time Prevention Specialist will maintain a caseload of approximately 30 families at a time in order to ensure personal, comprehensive interactions for each targeted family.

#### 4) Quality of Project Evaluation

The C&C evaluation approach follows the Utilization-Focused Evaluation (UFE) model (Patton, 1996). UFE focuses on making evaluations useful to the project team, including regular



review of information gathered for regular meetings, and consideration of how project activities could be improved. It requires collaborative approaches, timelines, and tables of who is responsible for what and when. These evaluation methods include using objective performance measures that are clearly related to the intended outcomes of the project, and operationalizing them appropriately with specific indicators. The evaluator will track information through frequency analysis (e.g. student and parent attendance), pre/post analysis (e.g. student NYS Assessment scores) and content analysis of open ended survey responses (e.g. student surveys). Additional details are provided in this section. Please note that Huntington has developed student diagnostic assessments through their own research activities, and the results of student pre/post assessments will be utilized and integrated into the overall evaluation as well.

All internal reports required by the evaluator will be available within 30 days after data are available to the evaluator. The Annual Performance Report (APR) will be available for review, discussion, and revision 30 days before the APR deadline. The Project Management Team (PMT) will meet regularly, and agree upon protocols that allow the evaluator to receive process data quarterly. Analysis of these data will be utilized in the subsequent PMT meeting, to allow rapid feedback of key data points and Project Management Team responses into the project activities.

Dr. Ciurczak has participated in many projects that involve replication and testing project interventions in multiple settings, as well as completed a two day professional development course specifically on this subject from The Evaluators' Institute, the pre-eminent training source for professional evaluators. The training was entitled "Designing, Managing, and Analyzing Multi-Site Evaluations," given by Dr. Debora Rog, who also directs the Washington office of the Vanderbilt University Center for Mental Health Policy, Institute for Public Policy Studies. The

training used the text of Herrell and Straw, "Conducting Multiple Site Evaluations in Real-World Settings," in *New Directions in Evaluation* #94 (Jossey-Bass, 2002). Once multiple site evaluations are conducted, replication manuals may be needed, and Dr. Ciurczak has also been involved in the successful conception, careful program process tracking for several years, writing, and editing of a federally funded replication manual for an Arts in Education Model Development and Dissemination three year grant in Niagara Falls, NY.

The District provides all SES providers with lists of eligible students. Huntington, as a partner in this project, will share this information with the project evaluator. The 21<sup>st</sup> CCLC project site attendance will be taken daily, and the agencies utilize a sophisticated electronic student tracking software system, allowing regular and ongoing monitoring of student attendance according to SES eligibility. Huntington also tracks student attendance daily, and all attendance information will be provided monthly to the evaluator. The objective pre/post measures of the NYS Assessments in ELA and Mathematics will serve as major indicators for the project. Huntington also utilizes pre/post test information as described above, which will be shared with the evaluator for ongoing process evaluation.

Ciurczak & Company, Inc. (C&C) is an independent evaluation firm in Buffalo specializing in NYS 21<sup>st</sup> CCLC evaluations. Ciurczak & Co. has 10 years of experience in a wide range of federal and state educational program evaluations. C&C staff have evaluated many 21<sup>st</sup> CCLC projects since 2003-04 for BOCES, school districts and CBOs across NY; have attended every semi-annual NYS 21<sup>st</sup> conference; and they have regularly presented at these conferences. Dr. Ciurczak has attended planning meetings for this project, will supervise the project evaluation, and will maintain a central role in project planning and implementation. C&C staff will devote

sufficient time to this project to ensure high quality, on-going process and outcome evaluation meeting all internal and external deadlines.

Project objectives were described in detail above, and they address all of the GPRA Performance Indicators (PIs) listed in this RFP. Project Objectives 2, 3, and 4 address GPRA 1, 2, and 3, respectively. To evaluate all of the objectives, the Principles of Effectiveness approach will be used throughout, including the use of Needs Assessments, Performance Measures, Scientifically-Based Research, and Evaluation, as presented further below.

The data collected will include a balance of quantitative (e.g. enrollment, SES eligibility status, attendance, academic achievement) and qualitative (e.g. open ended survey responses, success stories). All objectives are stated in the preceding narrative, and will be very briefly summarized in the discussion below due to space considerations.

**Objectives 1, O2 (GPRA 1), and O3 (GPRA 2)** address program process measures for the extent and duration of participation by SES eligible students. **Baseline** measures for O1, O2, and O3 will be derived from 21<sup>st</sup> CCLC enrollment figures matched against SES eligibility, enrollment, and completion lists. The SES eligibility list is provided to the SES provider, Huntington, by the District. For O2 and O3, Huntington will provide ongoing participation information to the evaluator quarterly. **Benchmark measure for O1 and O2** will be set to 60% in year 1, 70% in year 2, and 80% in year three. **For O3, benchmark measures** will be set at 55%, 65%, and 75% in years 1, 2, and 3, respectively. The **outcome measures** used to judge success will be the changes in the number and percentage of students eligible for SES services at the end of the third year who enroll in 21<sup>st</sup> CCLC, and who then receive services and who complete services, compared with the benchmark measure for that specific objective.

**Objective 4 (O4 – GPRA 3)** addresses academic achievement. **Baseline measures** for O4, student scores on the NYS Assessment in ELA and Mathematics, will be taken from the District records from the student's previous year's results (except for 3<sup>rd</sup> grade students, who were not tested as 2<sup>nd</sup> grade students). **Benchmark measure** will be set at 50%, 65%, and 80% in years 1, 2, and 3, respectively, at whatever level shows an improvement for each child, and gathered from the current project year result. The **outcome measures** used to judge success will be the number and percentage of students with an improvement between student baseline NYS Assessment scores and current year NYS Assessment scores in ELA and Mathematics, compared to the benchmark measure for the objective.

**Objective 5** addresses a program process measure for overall increased 21<sup>st</sup> CCLC enrollment. The **baseline** will be set by the final enrollment figures of each site at the end of the project's first year, from data collected quarterly. The **benchmark** will be for at least 12% more students each year to enroll in the project each year, from data collected quarterly. The **outcome measures** to judge success will come from the final number and percentage of enrolled students in the project's third year, compared to the baseline, collected in project year 1.

**O6** addresses parent involvement. The **baseline** will be set by the parent involvement figures at the end of the project's first year, from data collected quarterly. The **benchmark** will be for at least 5% more parents of students each year to attend an activity during the school year, from data collected quarterly. **Outcomes to judge success** will come from the final number and percentage of parents that attend an activity during the school year, compared to the baseline, collected in project year 1.

Data will be collected quarterly (O1, O2, O3, O5, and O6); and annually (O4). C&C has developed many project tracking forms for this project, and will easily modify any as necessary

for any unanticipated needs. The student tracking software described above has been used by the project agencies and the evaluator together in the past. Huntington has developed its own tracking system that will easily integrate with the tracking used by the evaluator. NYS Education Department provides the valid and reliable NYS Assessments in ELA and Mathematics. Other instruments, such as end of year student or parent surveys, and success story intake forms, will be developed within the first month of project activity cooperatively with project staff.

How the data will be analyzed: The data will be analyzed utilizing all appropriate evaluation methodologies. This includes pre/post comparisons with t-tests for matched pairs; frequency analysis; and content analysis for qualitative data. C&C utilizes SPSS for Windows statistical analysis software for the purposes of quantitative data analysis.

The evaluator will present evaluation information to the appropriate groups, variously including the Project Management Team, and also the Project Director, Program Coordinators, Partners, Parents, Students, school principals and others as appropriate for the project, for review, revision, and use in modifying, adding to, eliminating, and reorganizing activities in a process of continuous project improvement and for other related planning purposes. Key trends and patterns will be brought to the attention of the Project Director relative to project implementation activities (e.g. recruitment), project process (participation rates by targeted groups), and outcomes (e.g. academic achievement) for all targeted groups and objectives. The evaluator will also create a separate Internet home page for the project, in close collaboration with the Partners. This will be used in many ways, including increasing opportunities for parental and student awareness and input into project activities.

## **Project Narrative**

### **Other Narrative**

#### Attachment 1:

Title: Pages: Uploaded File: **1237-MOUSIGNED.doc**

#### Attachment 2:

Title: Pages: Uploaded File: **1238-MOUGrabiarz.doc**

#### Attachment 3:

Title: Pages: Uploaded File: **1239-List of Partner Agencies.doc**

#### Attachment 4:

Title: Pages: Uploaded File: **1240-Table of Contents of Attachments.doc**

## MEMORANDUM OF UNDERSTANDING

Northwest Buffalo Community Center (lead agency), the Boys & Girls Clubs of the Northtowns of Western New York, and Huntington Learning Centers (partner agencies) agree to assume and perform the following roles and responsibilities in the administration of a High Quality Supplemental Educational Services and After-School Partnerships Demonstration grant-funded program at two school-based sites operated by Northwest Buffalo Community Center and two Boys & Girls Clubs operated by the Boys & Girls Clubs of the Northtowns of Western New York. The terms of this agreement shall begin upon receipt of notification from the US Department of Education that a grant to support this project has been awarded, anticipated to be on or about October 1, 2008.

### Services to be Provided

The following services will be provided during the implementation of the SES/ 21<sup>st</sup> CCLC program:

#### **I. Joint Responsibilities of Collaborating Organizations Operating a 21<sup>st</sup> CCLC**

- Develop and maintain every aspect of the program to support program goals as outlined in the grant application
- Structure and facilitate meaningful communication among staff at program sites and partner agencies to plan, coordinate and integrate curricular areas of both programs
- Ensure that all procedures and regulations for health, fire, safety, dismissals, parent consents, transportation, field trips, food, sports-related health exams, insurance, medical and other emergency procedures will be clearly listed and widely disseminated, and that they will conform to applicable local and state standards
- Participate in meetings of a Project Management Team consisting of representatives of each partner agency, to monitor day-to-day program implementation
- Participate in meetings of an Advisory Board consisting of representatives from each partnering agency, participating school staff, parents, youth and other stakeholders
- Develop mechanisms and opportunities to communicate information regarding the after school program, on a regular basis, with both the Parents' Association and the family members of the program's students
- Recruit, hire, and train all program staff;
- Develop and ensure completion of evaluation of the overall program

#### **II. Responsibilities of Northwest Buffalo Community Center**

- Serve as the lead agency and the overall coordinator of the SES/21<sup>st</sup>CCLC program at all program sites
- Work closely with all partners and the schools to ensure all program goals are met.
- Communicate and provide information to the school about the After School Program through regularly scheduled meetings
- Recruit, select and enroll student participants in the after school program and disseminate procedural information widely; create a plan for retention of students after they have enrolled in the program
- Develop and implement recreational/enrichment portion of the program

- Provide adequate and appropriate space for implementation of the SES program component
- Track student enrollment and attendance and provide information to the school on a monthly basis
- Identify and organize appropriate security procedures for the after school program
- Oversee and work cooperatively with the research and evaluation component of the after school program
- Ensure the respectful treatment of school property, including replacing property damaged or destroyed by the students or staff of the after school program, and keep the spaces used by the after school program clean
- Ensure that all applicable local and state requirements for staff clearances are met, including fingerprinting
- Develop protocol for emergency notification of parents and/or guardians
- Establish procedures for the safe-keeping and safe transport of children after program hours
- Ensure that there are staff members on-site during program hours trained in first aid, CPR and medical emergencies
- Maintain appropriate liability insurance coverage

### **III. Responsibilities of Boys & Girls Clubs of the Northtowns of Western New York**

- Work closely with all partners and the schools to ensure all program goals are met.
- Communicate with and provide information to schools from which youth are recruited
- Recruit, select and enroll student participants in the after school program and disseminate procedural information widely; create a plan for retention of students after they have enrolled in the program
- Develop and implement recreational/enrichment portion of the program
- Provide adequate and appropriate space for implementation of the SES program component
- Track student enrollment and attendance and provide information to the project director on a monthly basis
- Identify and organize appropriate security procedures for the after school program
- Oversee and work cooperatively with the research and evaluation component of the after school program
- Ensure that all applicable local and state requirements for staff clearances are met, including fingerprinting
- Develop protocol for emergency notification of parents and/or guardians
- Establish procedures for the safe-keeping and safe transport of children after program hours
- Ensure that there are staff members on-site during program hours trained in first aid, CPR and medical emergencies
- Maintain appropriate liability insurance coverage

### **IV. Responsibilities of Huntington Learning Centers**

- Work closely with all partners and the schools to ensure all program goals are met.
- Communicate with and provide information to schools from which youth are recruited
- Enroll student participants in the SES program and disseminate procedural information widely
- Collaborate with after school program to create and implement a plan for retention of



- students after they have enrolled in the program
- Implement SES services for eligible students
  - Track student enrollment and attendance and provide information to the program site and project director on a monthly basis
  - Implement academic assessments and work cooperatively with the research and evaluation component of the after school program
  - Ensure that all applicable local and state requirements for staff clearances are met, including fingerprinting
  - Develop protocol for emergency notification of parents and/or guardians
  - Maintain appropriate liability insurance coverage

Signed this 6<sup>th</sup> day of August 2008:

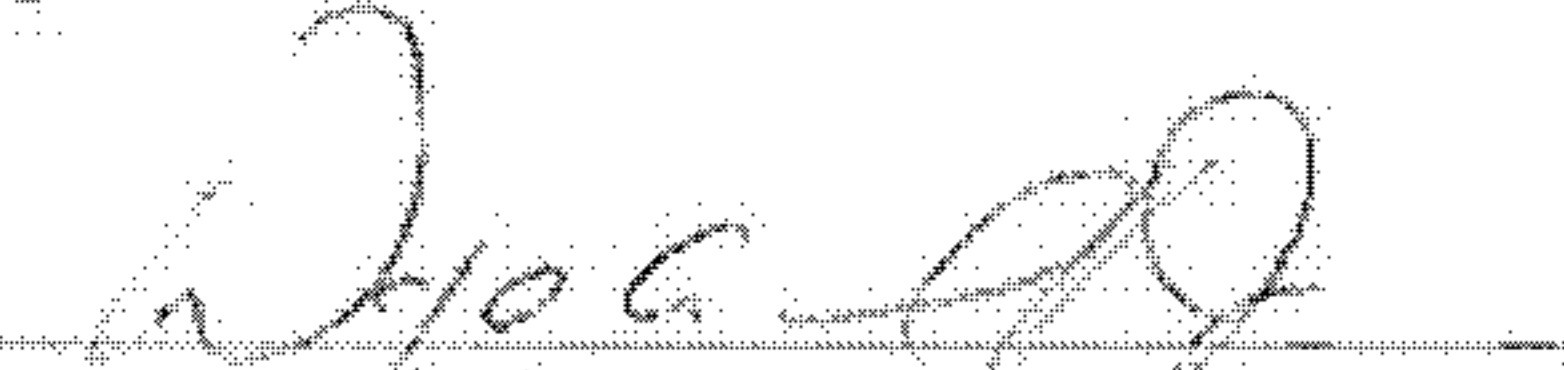
Northwest Buffalo Community Center  
Lead Agency

  
Signature of Executive Director

Boys & Girls Clubs of the Northtowns  
Partner Agency

  
Signature of Executive Director

Huntington Learning Centers  
Partner Agency

  
Signature of Director

## MEMORANDUM OF UNDERSTANDING

Northwest Buffalo Community Center, William J. Grabiarz School of Excellence, and West Hertel Academy agree to assume and perform the following roles and responsibilities in the administration of a High Quality Supplemental Educational Services and After-School Partnerships Demonstration grant-funded program at each of the school sites and at 155 Lawn Avenue, Buffalo NY. The terms of this agreement shall begin on July 1, 2008 and commence on June 30, 2013.

### Services to be Provided

The following services will be provided during the implementation of the SES/ 21<sup>st</sup> CCLC program:

#### **I. Joint Responsibilities of Schools and Northwest Buffalo Community Center**

- Develop and maintain every aspect of the program to support District goals as outlined in the District's Academic Achievement Plan
- Structure and facilitate meaningful communication between the school staff and the After School program staff; provide ongoing opportunities for schools staff and after-school program staff to plan, coordinate and integrate curricular areas of both programs
- Ensure that all procedures and regulations for health, fire, safety, dismissals, parent consents, transportation, field trips, food, sports-related health exams, insurance, medical and other emergency procedures will be clearly listed and widely disseminated, and that they will conform to applicable local and state standards
- Ensure that efforts to hire program teaching staff as needed for the school-based sites will follow an order of preference such that: first preference will be given to certified teachers from the with the participating schools; next preference will be given to other certified teachers from the Buffalo City School District; and final preference will be given to non-District certified teachers.
- Ensure that any program academic effort related to English Language Arts and Mathematics will include the use of District-aligned curricular materials.
- Participate in meetings of a Community Advisory Board consisting of representatives from each partnering agency, each school, parents, youth and other stakeholders
- Develop mechanisms and opportunities to communicate information regarding the after school program, on a regular basis, with both the Parents' Association and the family members of the program's students
- Recruit, hire, and train all program staff; the school principal and his/her designee will have the opportunity to select instructional staff who are effective in implementing district goals
- Recruit, select and enroll student participants in the after school program and disseminate procedural information widely; create a plan for retention of students after they have enrolled in the program
- Develop recreational/enrichment portion of the program
- Develop and ensure completion of evaluation of the overall program, especially as it relates to Goal I of the District's Academic Achievement Plan

#### **II. Responsibilities of the School/District in the SES/21<sup>st</sup> CCLC program**

- As part of its commitment to the 21<sup>st</sup> Century Community Learning Centers grant, assure the availability of clean spaces for the after school program in an adequate number of classrooms, as well as the cafeteria, home & careers technologies kitchen, library, inside playground, computer lab, gymnasium, and any other relevant space under the supervision of a certified teacher
- As part of its commitment to the 21<sup>st</sup> Century Community Learning Centers grant, supply adequate and appropriate storage space for the after school program's materials and equipment
- Facilitate the provision of full custodial services and administrative coverage at the agreed upon Buffalo Public Schools contractual rates, including fringe benefits using 21<sup>st</sup> Century Community Learning Centers grant funds; ensure the completion and submission of payrolls
- Identify a contact person in the school for communication and coordination of program activities
- Work cooperatively with the research and evaluation component of the After School Program, which may include, but not be limited to, sharing school profiles and all relevant data available in the public domain. In addition, test scores, grades, attendance etc. will be provided with full protection of the rights of the students and within the regulations of the school system
- Role of principal

- ◆ Assist in planning and developing the academic program
- ◆ Oversee the implementation of the entire program, with emphasis on the academic program
- ◆ Identify and refer SES-eligible students to participate in SES offered in the after-school program
- ◆ Evaluate the instructional program
- ◆ Ensure all aspects of the program are implemented (instruction, enrichment activities, parent/family involvement) and communicate with the program director
- ◆ Oversee program on a daily basis
- ◆ Attend/facilitate advisory board meetings with the CBO's and parents
- ◆ Ensure timely payment for services rendered (staff, custodian, etc.)
- ◆ Assist/complete required documents relating to the after-school program

### III. Responsibilities of Northwest Buffalo Community Center

- Serve as the lead agency and the overall coordinator of the SES/21<sup>st</sup> CCLC program at all program sites
- Work closely with all partners and the school to ensure all program goals are met.
- Communicate and provide information to the school about the After School Program through regularly scheduled meetings
- Track student enrollment and attendance and provide information to the school on a monthly basis
- Invite designated school staff to attend after school staff meetings; participate in school staff meetings as invited
- Identify and organize appropriate security procedures for the after school program
- Oversee and work cooperatively with the research and evaluation component of the after school program
- Ensure the respectful treatment of school property, including replacing property damaged or destroyed by the students or staff of the after school program, and keep the spaces used by the after school program clean
- Ensure that all applicable local and state requirements for staff clearances are met, including fingerprinting
- Develop protocol for emergency notification of parents and/or guardians
- Establish procedures for the safe-keeping and safe transport of children after program hours
- Ensure that there are staff members on-site during program hours trained in first aid, CPR and medical emergencies
- Maintain appropriate liability insurance coverage

Signed this 13<sup>th</sup> day of March 2008:

Northwest Buffalo Community Center  
Lead Agency

  
Signature of Executive Director

Buffalo Public Schools  
William J. Grabiarz

  
Signature of Principal

List of Partner Agencies

Lead Applicant

Northwest Buffalo Community Center  
155 Lawn Avenue  
Buffalo, NY 14207

Operator of two school-based 21<sup>st</sup> Century Community Learning Centers participating in the proposed project, each of which is located in an eligible school.

Partner Agencies

Boys & Girls Clubs of the Northtowns of WNY  
54 Riverdale Avenue  
Buffalo, NY 14207

Operator of two community based 21<sup>st</sup> Century Community Learning Centers participating in the proposed project, each of which draws a significant portion of its youth from eligible schools.

Huntington Learning Centers  
5838 Main Street  
Williamsville, NY 14221

NYS Education Department-approved Supplemental Educational Services provider.

## Table of Contents of Attachments

Memorandum of Understanding Among Partner Agencies

Memorandum of Understanding with Grabiarz School

List of Partner Agencies

# Budget Narrative

## Budget Narrative

Attachment 1:

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Northwest Buffalo Community Center Budget Narrative

PERSONNEL	FTE	ANNUAL SALARY	YEAR 1		YEAR 2		YEAR 3		Description
			TOTAL	IN KIND	TOTAL	IN KIND	TOTAL	IN KIND	
Project Director	1	35,000	35,000	-	36,750	-	38,588	-	Regional rate for this position
Program Coord.	0.5	27,000	13,500	-	14,175	-	14,884	-	Regional rate for this position
Outreach Coord.	1	25,000	25,000	-	26,250	-	27,563	-	Administrative rate
Case Mgr	2	30,000	60,000	-	63,000	-	66,150	-	
<b>TOTAL PERSONNEL</b>			<b>133,500</b>	<b>-</b>	<b>140,175</b>	<b>-</b>	<b>147,184</b>	<b>-</b>	
<b>FRINGE BENEFITS</b>									
Figured at 25%			33,375	-	35,044	-	36,796	-	Agency benefit rate
<b>TRAVEL</b>									
Staff		6,000	6,000	-	6,300	-	6,615	-	2 staff x 2 trips to Washington (\$1,500x2) x 2
Staff		4,000	4,000	-	4,200	-	4,410	-	2 staff x 2 trips to NY conference (\$1,000x2) x 2
<b>TOTAL TRAVEL</b>			<b>10,000</b>	<b>-</b>	<b>10,500</b>	<b>-</b>	<b>11,025</b>	<b>-</b>	
<b>SUPPLIES</b>									
Various			10,000	-	10,000	-	10,000	-	Program and outreach supplies
<b>TOTAL SUPPLIES</b>			<b>10,000</b>	<b>-</b>	<b>10,000</b>	<b>-</b>	<b>10,000</b>	<b>-</b>	

**CONTRACTUAL**

(b)(4)

Program Coor.	1	33,750	33,750	35,438	37,209		Regional rate for this position
Outreach Coor. Prevention Specialist	1	31,250	31,250	32,813	34,453	-	Regional rate for this position
	2	37,500	75,000	78,750	82,688		Regional rate for this position
Evaluation		36,000	36,000	36,000	36,000		Annual evaluation fee
Travel, reg., etc		6,000	6,000	6,000	6,000		conference expenses related to mental health services

**TOTAL CONTRACTUAL** 182,000 736,150 189,000 736,150 196,350 736,150

**OTHER**

Parenting Workshops			10,000	10,000	9,557		\$1250/workshop x 8 workshops
Office			36,888	38,472	40,135	-	Accounting, utilities, management staff

**TOTAL OTHER** 46,888 - 48,472 - 49,692 -

**Total Direct** 415,763 736,150 433,191 736,150 451,047 736,150

**Total Costs** 415,763 736,150 433,191 736,150 451,047 736,150 1,300,000

A total of 1,200 SES-eligible students are expected to be served over the three-year period. A cost of living increase of 5% is included for all staff positions.