

Cypress Hills Promise Neighborhoods Narrative

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Project Narrative

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A. Need for Project

- (1) The magnitude or severity of the problems to be addressed by the proposed project as described by indicators of need and other relevant indicators and
- (2) The extent to which the geographically defined area has been described

Cypress Hills Local Development Corporation (CHLDC) proposes to engage in a planning process to create a Cypress Hills Promise Neighborhood (CHPN). Our community is well positioned for Promise Neighborhoods. CHLDC has deep relationships with local public schools, experience planning and implementing innovative programs to help young people connect with education and employment, a background in community based planning, and a wide range of strong partnerships which can be leveraged to build a comprehensive continuum of solutions. CHLDC, founded in 1983, provides career and education programs, community development, community organizing, economic development, housing counseling, and youth and family services to approximately 8,000 residents each year in this northeast Brooklyn community. Cypress Hills is a low-to-moderate income community with a large immigrant population. The neighborhood is geographically isolated and its housing stock is primarily small homes. Its public schools are typically low performing. Our target school, located in the CHPN, is JHS 302, which serves grades 6-8. Several other local schools will also participate in the planning process, including PS 89, located in the CHPN, which serves grades K-8, and four area high schools, including Academy of Innovative Technology (AOIT); Brooklyn Lab School (BLS), Cypress Hills Collegiate Prep (CHCP) and Multicultural High School (MHS), which are not located in the CHPN, but have many students who live there. Throughout the planning year, we will reach out to additional elementary schools, which feed into JHS 302, to become involved, including PS 108, PS 290, and PS 345. The most recent source of Census data for many indicators for the area is the 2006-10 American Community Survey (ACS). According to the ACS, the total population of the CHPN is 22,533, and 29% of residents are under 18. 60% of

residents are Latino, 27% are black, 4% are Asian, 4% are two or more races, 3% are white, and 2% are other. 36% of residents are foreign born, and 19% are not citizens. 58% of residents speak a language other than English. There is limited availability of early childhood education. According to the NYC Department of Health and Mental Hygiene (DOHMH) Bureau of Child Care, there are just 1.5 infant/toddler group day care seats available per 100 children 3 and under in the area, 23.4 Universal Pre-K seats available per 100 children age 4 and 48.7 preschool group day care seats available per 100 children ages 3-4. In 2011, the average graduation rate among the high schools we will work with was 49%, compared to 77% statewide. (NYS Education Department 2010-11 Annual School Reports). According to the ACS, only 10.4% of adults in the CHPN area have graduated college, compared to 33.3% in New York City as a whole. JHS 302 is a low performing school, as defined in the Promise Neighborhoods notice. The school receives Title I funds, and as of November 2011, the NYS Education Department has designated JHS 302 as a School In Need of Improvement. Its specific status is “Restructuring (advanced) – Comprehensive.” In 2011, JHS 302 had 893 students. 80.4% were eligible for free or reduced price lunch, and 19% had limited English proficiency. 61% of students are Latino, 33% are black, 5% are Asian, and the remainder are white and Native American. In 2012, 14% of students received special education services. In 2011, 21% of students scored at or above grade level in English and 33% scored at or above grade level in math, compared to 43.9% and 57.3%, respectively citywide. PS 89 also receives Title I funds. In 2011, PS 89 had 303 students. 92% were eligible for free or reduced price lunch, and 19% had limited English proficiency. In 2012, 16% of PS 89 students received special education services. In 2011, 95% of students were Latino, 2% were black, 2% were American Indian, and 1% was Asian. 26% of students tested at or above grade level in English, 28% in math, and 46% in science. The NYS Education

Department has also designated PS 89 as a School In Need of Improvement, though it does not meet the US Department of Education (DOE)'s definition of a low performing school. Its designation is "Restructuring (year 2) – Focused".

Our community faces significant public health challenges. The CHPN area is located in Brooklyn's Community District 5 (CD 5). According to the NYC NYC DOHMH, in 2010, 13% of CD 5 residents had diabetes, compared to 9.3% citywide. 31.2% of CD 5 residents are classified as obese, compared to 23.4% citywide, and 14% of residents have asthma, compared to 10.8% citywide. In 2008, 8.6% of CD 5 residents experienced mental health issues, compared to 6.4% citywide.

Residents of the CHPN area struggle economically. According to ACS, 28.7% of CHPN residents, and 45.3% of residents under 18, live below the poverty line, compared to 13.8% and 13.4% respectively, citywide. Residents are hardworking, and willing to take any kind of job available. 60% of CHPN residents over 16 are in the labor force, compared to 63% citywide. Surprisingly, the unemployment rate is only 6%, according to the ACS 2006-10. Given the high percentage of people in poverty in the CHPN area, this shows that many residents likely work at very low-paying jobs, or jobs with minimal hours. This phenomenon demonstrates the importance of helping local residents to access college education, which can have a meaningful impact on income. The need for employment and education services for local young adults is critical. In 2010, according to ACS, 23.6% of people ages 16-25 in CD 5 were not working or in school, compared to 8.8% citywide. According to New York University's Furman Center for Real Estate and Urban Policy's *State of the City's Housing and Neighborhoods 2011*, CD 5 ranks highest among all 59 NYC Community Districts for the rate of notices of foreclosure per 1,000 1-4 family properties. CD 5 has 103.7 serious housing violations per 1,000 rental units, making it

the 13th highest in this category, and the percentage of seriously crowded rental units is 5.7%, making CD 5 the 10th highest Community District in this category. The homeownership rate in CD 5 is 23.1%, giving it a rank of 37 among all Community Districts.

The CHPN area faces serious problems of crime and safety. It is located in the New York Police Department (NYPD) 75th Precinct. According to the NYPD, in 2010, there were 10.1 violent crimes per 1,000 residents of the 75th Precinct, compared to 4.6 citywide. In 2011, there were 19.6 felony crimes per 1,000 residents, as compared to 12.7 citywide. Among youth ages 16-20 in CD 5 there were 741 arrests for felonies (approximately 4% of all CD 5 residents in this age range) and 1,938 for misdemeanors (13%). According to the Justice Mapping Center, there were 3.92 people per 1,000 residents of the 75th Precinct who were admitted to prison, compared to 1.98 across Brooklyn. As of 2008, 629 known gang members resided in the 75th Precinct, representing 37 gangs. The Precinct estimates that the actual number of members is higher. Gangs in the area engage in criminal activity, communicate via graffiti, and recruit members as young as sixth grade. According to the NYC Department of Probation, as of March 2012, there were 690 probationers in CD 5, making it the district with the highest number of probationers in Brooklyn, and the second-highest in the city as a whole. In 2007, drug arrests in the 75th Precinct occurred at five times the citywide rate – there were 43.39 drug arrests per 1,000 people in the area versus 8.46 citywide. In 2007, the 75th Precinct had 1,236 domestic violence arrests. The rate per 1,000 people in the precinct (7.14) was nearly twice as high as citywide (3.74).

The CHPN area is located in the northeast corner of Brooklyn, in New York City. It includes eight Census tracts – 1150, 1166, 1168, 1170, 1172.01, 1172.02, 1174, and 1192. It is bounded by Jamaica Avenue to the north, Pitkin Avenue to the south, Barbey Street to the west,

and Logan Street to the east. The area is 3.12 square miles, and includes 92 city blocks, and 22,533 residents. See attached map.

B. Quality of the Project Design

1) The extent to which the continuum of solutions will be aligned with an ambitious, rigorous, and comprehensive strategy for improvement of schools in the neighborhood

The CHPN will target JHS 302, which serves grades 6-8, and also has committed partnerships with five other public schools which serve the CHPN area and span from grades K-12. CHLDC has strong existing partnerships with all of these schools as a provider of high quality afterschool programs, counseling on high school choice, and college access services. We provide innovative programs which help young people to develop their social, emotional, creative, and academic skills and plan and stay on the path to college. In the last year, we helped over 300 students who attend one of the four public high schools on our local high school campus to gain admission to college. In New York City, students are no longer assigned to attend neighborhood high schools, and instead must choose from among hundreds across the city. Many PS 89 and JHS 302 students attend one of the four high schools on the Lane campus, where CHLDC runs the Student Success Center, which provides college access services. For that reason, we have chosen to partner with PS 89 (grades K-8), JHS 302 (grades 6-8), both of which are located in the CHPN, and the four high schools on the Lane campus. Funding from the Promise Neighborhoods program will allow us to leverage the expertise and resources of a full complement of partners, and to deepen our partnership with JHS 302 and other local schools. JHS 302 and PS 89 both have rigorous school improvement strategies in place. With the support of a Promise Neighborhoods planning process, we will be able to bolster these strategies with meaningful family, community, and academic strategies to help young people in the CHPN area successfully make the journey to college and careers.

As a School In Need of Improvement, JHS 302 received a Joint Intervention Team review from the NYS Education Department to institute reforms, beginning in fall 2011. The review focused on the following concerns, based on data from 2008-10. For two consecutive years the percentage of students performing at grade level in English Language Arts (ELA) decreased, and the gap increased for English Language Learners (ELLs) and bilingual students not making Adequate Yearly Progress (AYP). The review team found that the school did not have a consistent ELA curriculum and/or scope and sequenced pacing in place, and concluded that there was an urgent need to develop a school-wide professional development plan for ELA and ELL and bilingual teachers; implement a high quality ELA curriculum; implement systems to continuously review ELA data to drive ELA improvement; and build capacity by establishing a supervisor for ELA, and ELA teacher leaders. The school implemented the following reforms in December 2011:

- To strengthen and support three Assistant Principals as instructional leaders, the school engaged AUSSIE consultants (www.aussiepd.com) to conduct bimonthly literacy and math professional development on how to create and analyze literacy and math performance tasks for rigor and alignment to the Common Core Learning Standards (CCLS). These assistant principals facilitate teacher team meetings to create rigorous literacy and math performance tasks aligned to CCLS. In New York City, all public schools are supported by Networks, which provide training and support to administration and faculty. Each school can choose from among several networks, and JHS 302 belongs to Children First Network 211 (CFN 211). The Network Instructional Coach supports these team meetings.

- A math consultant, hired by CFN 211, provides professional development to teachers and administrators to help them analyze, revise and align math curriculum maps to the CCLS.
- To increase teacher effectiveness, CFN 211 hired an ELL consultant from the Center for Integrated Teaching (www.citeonline.com), to provide professional development to teachers and administrators, using Danielson’s Framework For Teaching (FFT). The FFT is a nationally recognized, research based model. It includes a “set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching.”

(<http://www.danielsongroup.org/article.aspx?page=frameworkforteaching>). CFN 211 also hired a Special Education Coach to improve instructional best practices among special education teachers, also using the FFT.
- The administration and CFN 211 coach reviewed the ELA curriculum resources, and chose to focus the curriculum on Prentice Hall Literature and People’s Common Core, to be supplemented with resources from Springboard, from the College Board. The school also draws on CCLS-aligned curricula made available by the NYC Department of Education (DOE), based on the lesson plans of high performing schools in the city. The Network coach works with administration and teacher teams to help them understand use of summative ELA data, by grade and class to identify skills to be targeted. The Assistant Principal and network coach helped create a new school-wide CCLS-aligned literacy portfolio to track student progress on all grades.
- The administration is now engaged in regularly reviewing coherent data systems as cycles of inquiry to drive improvement in ELA.

In the 2012-13 year, JHS 302 will create academies, which will be small, theme-based learning communities. In the first year, 7th and 8th graders will be able to choose between an Arts or a Law Academy, and all 6th graders will be assigned to a Civics Academy. In future years, depending on the results of this new approach, 6th graders may also be able to choose among theme based academies. According to the US DOE, the strategy of creating small learning environments, whether in larger schools, or as whole schools, is supported by moderate evidence to demonstrate positive effects on dropout prevention. (http://dww.ed.gov/Dropout-Prevention/Learning-Environment/learn/?T_ID=24&P_ID=57&intID=1051&t=2#tc).

In 2012-13, JHS 302 will join the NYC DOE's iZone. In iZone schools, students set academic goals, and teachers help them to plan, assess and chart their progress towards those goals. Teachers also collaborate to create competency-based assessments which go beyond letter grades to provide students with nuanced feedback on their skills and knowledge development. Through the iZone, teachers also gain access to online resources to enhance their teaching, and increase individualized, differentiated instruction. When teachers use data to identify particular skill areas where individual students need support, they can then use those online resources to target struggling students' needs. JHS 302 plans to pilot the iZone approach in 2012-13, and will implement it for 200 students (about eight classrooms).

JHS 302 is also increasing social and emotional supports for students, which can be an important factor in engaging students in school and boosting achievement.

(<http://steinhardt.nyu.edu/scmsAdmin/media/users/jnw216/RANYCS/WebDocs/RANYCS-MiddleSchoolTurnaround-Report-20120214.pdf>). Through a partnership with the NYC

DOHMH, the school has a Mobile Response Team three days per week, which includes mental health professionals who provide counseling and support to students and families. JHS 302's

School Based Support Team, which includes the school social worker and special education teachers, refer students to the Mobile Response Team, based on severity of need.

In the 2012-13 school year, JHS 302 will partner with City Year, a national service organization, to provide mentors for its 6th grade students. Prior to the start of the year, 302 administration will identify entering 6th graders who have demonstrated poor attendance or academic performance. They will assign City Year volunteers to these students, to push into classrooms, and provide academic support and mentoring. City Year provides mentoring and tutoring services in schools around the country, and their work was cited by US DOE Secretary Arne Duncan in a 2011 speech as an important strategy to improve middle schools and prevent dropping out in high school. (<http://www.ed.gov/news/speeches/new-consensus-middle-grades-reform>). During the 2010-11 academic year, City Year provided these services at PS 345, a local elementary school that feeds into JHS 302, and to the extent possible, JHS 302 administration will match volunteers with students who have already worked with City Year mentors.

PS 89 also identified reforms for the 2011-12 academic year to improve their performance in ELA and math. These included establishing a school wide approach to setting measurable interim and long term goals in reading using the Reading Tracker, a tool created by the NYC DOE. The Reading Tracker is a free online tool that helps teachers easily capture and analyze data from reading-growth assessments to enhance meaningful classroom instruction. As a result, teachers are able to develop a systematic approach to reviewing and analyzing classroom level data to inform their instruction for targeted students in reading. AUSSIE consultants assist teachers to effectively interpret the data. Teachers use small group instruction and a variety of questioning as a vehicle for students to articulate their learning and

understanding in reading. All teachers must create CCLS aligned writing tasks that reflect reading comprehension.

To improve performance in math, the school instituted assessment conferences. Three portfolio tasks are administered at grades K-8 yearly. Each portfolio task is a performance task that provides opportunities for students at all levels to start the task, be challenged at their level, and demonstrate their ability to articulate their mathematical thinking in writing. Assessment conferences around student responses to these tasks are an essential strategy for all teachers to gain a deeper understanding of their student's progress. These conferences are fully documented and used alongside the student's written response and task rubric to establish a measure of each student's achievement. The rubrics are developed by teachers, in collaboration with the AUSSIE consultant. The indicators used in the rubrics provide a measure of conceptual understanding, procedural fluency and problem solving. These customized, cross-grade level rubrics are based on NYS standards and during 2011-12 were revised to reflect CCLS. The grading and analysis of data from portfolio tasks continues to have a significant impact on teacher instruction. This type of embedded assessment allows teachers to deeply understand student attainment of knowledge and skills and to translate this knowledge into improvements in instruction.

For both ELA and math, PS 89 provides supplemental teaching for struggling students on Saturdays, holidays, and afterschool, and has hired an intervention teacher to push into classes two days per week and assist students with these subjects.

PS 89, in partnership with CHLDC, was chosen by The Afterschool Corporation (TASC) as one of five in New York City chosen to implement its Expanded Schools Initiative, which extends the school day by three hours and integrates afterschool learning with the school day curriculum, through a deep partnership between schools and community organizations.

(2) The extent to which the applicant describes a proposal to plan to create a complete continuum of solutions, including early learning through grade 12, college- and career-readiness, and family and community supports, without time and resource gaps that will prepare all children in the neighborhood to attain an excellent education and successfully transition to college and a career

CHLDC's Promise Neighborhoods planning process will engage a complement of partners, with expertise and knowledge in the full cradle-to-career continuum of services and supports for residents and people who attend school in the proposed CHPN area. Local residents will have multiple opportunities for involvement in the process, as members of the Planning Team, and through neighborhood forums and focus groups. As the lead agency, CHLDC will be responsible for supervising and coordinating the process, and for ensuring compliance with all planning grant requirements. As an organization founded and still governed by local residents and with a distinguished 29 years track record of development and service in the community, we have strong relationships with our local, state and federal representatives. We will regularly update all representatives on the progress of our Promise Neighborhoods initiative, and will immediately identify any policies or regulations which might pose barriers to our proposed solutions. If any barriers arise, we will immediately share those concerns, and our plans to address them, with the US DOE, as well as the local, state, or federal agency whose policies have posed these obstacles. We have engaged the Brooklyn Community Foundation (BCF) as a research partner to conduct the community assets and needs assessment, including segmentation analyses, during the year of planning. In 2013, BCF will assume management of the research arm of the Center for the Study of Brooklyn, currently based at Brooklyn College. Under BCF's oversight, the research team will take the lead on the assessment if CHLDC is awarded funding. The research team has extensive experience and success with two current Promise Neighborhood Planning Initiatives in Brooklyn - CAMBA's Flatbush Promise Neighborhood Initiative, and Lutheran Family Health Center's Sunset Park Promise Neighborhood Initiative. In partnership with CAMBA and

Lutheran as the Promise Neighborhood lead sponsors, over the last two years the research team has engaged over 4,000 Brooklynites in town hall and community partner meetings, surveying and focus groups in order to gain a comprehensive and substantive understanding about the assets and needs of their communities, leveraging over [REDACTED] for these communities. The research team has combined these community-based assessments with the analysis of existing data sets in order to best inform the development of targeted and impactful programming and public policy advocacy efforts. Given the research team's experience in conducting two successful Promise Neighborhood community assets and needs assessments, we are confident that CHLDC's partnership with this team will ensure measurable and sustainable outcomes in our community.

CHLDC will convene five working groups which will meet regularly to carry out the planning process. The working groups will include a mix of representatives of community organizations, local government institutions, policy, research, and technical assistance organizations, and local residents. These will include four groups which align with areas in the continuum of solutions: 1) School Readiness; 2) K-12 Education and College Access; 3) Health and 4) Community Life and Safety, as well as 5) Sustainability, which will focus on identifying resources and additional partners and creating the implementation plan. Each of the first four groups will be responsible for reviewing and analyzing data related to their issue area, and for working on sections of the implementation plan related to those areas. The Sustainability Working Group will be responsible for researching and identifying funding prospects and other potential partners, and for creating the final full implementation plan. These groups will meet monthly throughout the planning year. Each of the five groups will have a Team Leader, who will serve on the Steering Committee. The Steering Committee will be led by the Promise

Neighborhoods Director, and will meet quarterly to oversee the full process. The Steering Committee will also connect with other Promise Neighborhood grantees to develop and maintain communities of practice, address problems and share information about best practices. The implementation plan will be designed to serve both those young people who attend school in the CHPN, as well as those who live in the CHPN, and attend school elsewhere. The plan will include strategies to reach out to, engage, and track the progress of young people who live in the CHPN but do not attend school there. Since many members of our Planning Team provide services to CHPN residents, we expect that we can draw on their relationships with their service populations to reach these young people. We will reach out to other grantees based on our common needs, and have existing relationships with potential partners to include in these communities. There are two other Promise Neighborhoods grantees in Brooklyn – CAMBA and Lutheran Family Health Centers. BCF has worked with both of these organizations, and CHLDC and CAMBA are both members of United Neighborhood Houses (UNH), an umbrella organization of settlement houses in New York City. CHLDC also has an existing relationship with Abyssinian Development Corporation (ADC), another NYC Promise Neighborhoods grantee. Both ADC and CHLDC are members of the Association of Neighborhood and Housing Development (ANHD). The Local Initiatives Support Corporation (LISC), a national community development organization and one of CHLDC’s partners, has partnered with Promise Neighborhood initiatives around the country, and will be able to identify grantees with similar challenges and interventions with whom we can participate in communities of practice. In the first quarter, the Steering Committee will reach out to these potential partners and others, to share information on our needs and potential solutions, and will then establish regular mechanisms for communication and information sharing, to maintain communities of practice.

The timeline for the planning process will be as follows:

January-March 2013	<ul style="list-style-type: none"> • BCF will lead our community assets and needs assessment process. The Steering Committee and BCF will train volunteers to conduct a community assets and needs assessments survey. Volunteers will begin conducting the survey, reaching a total of approximately 2,000 respondents. • Each of the working groups will review data on need, inventory existing services which address the outcome areas, and identify gaps in service delivery. • The Sustainability Team will research potential funding sources and additional partners for each of the outcome areas.
April-June 2013	<ul style="list-style-type: none"> • BCF, in partnership with the Steering Committee, will compile the results of the survey, and present initial findings to each of the working groups. They will conduct segmentation analysis to further refine the results. • The Promise Neighborhood Director will collaborate with all partners to plan and host a Promise Neighborhoods Forum for local residents, to present the findings of the survey, and the analysis of existing services and service gaps. The Forum will also solicit residents' ideas on addressing needs identified through the survey, and gaps in services. • The Sustainability Team will continue researching funding sources and additional partners.
July-August 2013	<ul style="list-style-type: none"> • All of the working groups will use the results of the survey and the forum to develop implementation plans for each of the outcome areas. • The Sustainability Team will draft a business plan for the implementation phase, and a fundraising plan, which will identify sources, additional partners and funding timelines beyond the Promise Neighborhoods implementation grant.
September-December 2013	<ul style="list-style-type: none"> • The Promise Neighborhoods Director will draft the implementation plan, based on the working groups' work. • Working groups will review and finalize the plan.

(3) The extent to which solutions leverage existing neighborhood assets and coordinate with other efforts, including programs supported by Federal, State, local, and private funds

The partners included in the planning process currently provide services and supports, all of which will be available to CHPN residents. The following chart demonstrates which partners, services and programs are aligned with each of the identified Promise Neighborhoods outcomes:

Children enter kindergarten ready to succeed in school	<ul style="list-style-type: none"> • Cypress Hills Child Care Corporation (CHCCC) provides early childhood education to 500 children annually through a child care center, family day care network, and Family Day Care Head Start program.
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	<ul style="list-style-type: none"> • St. Peter’s Pre-School provides early childhood education to children ages 3-5, serving a total of 100-130 each year. • The Brooklyn District Public Health Office (DPHO) was one of three citywide established in 2003 to serve high needs communities, including CD 5. It promotes Healthy Start Brooklyn, which provides case management and educational outreach to improve maternal and infant health, and Text4Baby, a mobile information service, funded in part by the White House and the US Department of Health and Human Services, to promote healthy and safe pregnancies and births. • The New York City Early Childhood Professional Development Institute at the City University of New York (PDI) is a public/private partnership that brings city and state agencies, private funders, and the nation’s largest urban university to build a comprehensive system of professional development for individuals who work with young children in New York. PDI engages in system building to enable the state to institutionalize best practices, raise standards, and measure effectiveness; innovation and implementation to challenge existing conventions and paradigms in professional development, implement well-researched and data-driven solutions, and devise plans to ensure accountability; and public policy and communication to collect and analyze data to better understand the field, and communicate findings and recommendations to policy makers and other key public figures, advocates and professionals in the field.
<p>Students are proficient in core academic subjects</p>	<ul style="list-style-type: none"> • The partnering public schools provide K-12 education, including PS 89 (K-8) and JHS 302 (6-8), and the high schools on the Franklin K. Lane High School campus, including AOIT, BLS, CHCP, and MHS. • CHLDC provides academic assistance at its afterschool programs at PS 89 and JHS 302, reaching 400 students annually. • CHLDC provides academic tutoring and SAT prep at its Student Success Center (SSC) on the Lane campus, reaching 115 students annually. • The Afterschool Corporation (TASC) has partnered with CHLDC to provide its Expanded school model at PS 89, which extends learning time in the school by three hours a day, through a partnership between the school and CHLDC. TASC provides ongoing technical assistance to support this effort.
<p>Students successfully transition from middle</p>	<ul style="list-style-type: none"> • Through its Beacon Community Center, located at JHS 302, CHLDC provides high school transition counseling and

school grades to high school	education to students and families, reaching 200 students and families each year.
Youth graduate from high school	<ul style="list-style-type: none"> • Through its Student Success Center (SSC), CHLDC provides college access counseling and education, to encourage students to graduate high school and give them the tools they need to go on to college, reaching 1,200 students a year through workshops, individual counseling, college trips and SAT prep.
High school graduates obtain a postsecondary degree, certification, or credential	<ul style="list-style-type: none"> • The SSC will provide retention counseling to 60 students who graduate from the Lane campus, to ensure that they persist in college and graduate. • CHLDC’s COACH program provides internships and job readiness and placement services to 90 young adults each year. CHLDC also partners with the NYC District Council of Carpenter on their “Building Works” pre-apprenticeship program that teaches carpentry skills and leads to union employment in the construction trades. • New York City College of Technology (City Tech) offers over fifty associate and baccalaureate degree programs and certificate programs. Through its Division of Continuing Education, City Tech also offers a wide range of pre-college, workforce training and upgrading, and community service programs. The Brooklyn Educational Opportunity Center, administered under the auspices of the College, separately offers free pre-college and workforce training.
Students are healthy	<ul style="list-style-type: none"> • PS 89 has a greenhouse, which students use to grow fruits and vegetables. It has partnered with Wellness in the Schools to provide healthy food, and has a full kitchen to prepare food. • CHLDC’s Beacon program provides nutrition workshops to 100 afterschool participants per year through a partnership with Cornell Cooperative Extension. • CHLDC’s afterschool and summer camp programs at JHS 302 engage 75 students each year in a gardening, nutrition and food justice program, where students participate in gardening, raising chickens, and healthy cooking, analyze the availability of healthy food in the neighborhood, and design and implement community service projects related to healthy food access. • CHLDC’s Beacon program at JHS 302 provides sports and fitness activities for its afterschool participants, and stand-alone sports and fitness activities for community residents, reaching 1,400 people per year. • CHLDC provides resources to increase availability of fresh, healthy food, including a Community Supported Agriculture project, a Youth Market (a farmers’ market which employs

	<p>local young people), tenant gardens in its affordable housing development projects, and Pollos del Pueblo, a community garden where residents raise chickens to produce eggs.</p> <ul style="list-style-type: none"> • CHLDC’s Cypress Hills Verde is engaged in planning for increased access to healthy food, including potential farmers’ markets and increased community gardening. • The DPHO runs the Healthy Schools Brooklyn program, which has assisted 25 schools, including JHS 302, to create school wellness plans to improve students’ access to healthy food and physical activity. • The DPHO promotes NYC’s Are You Pouring On the Pounds? public education campaign to reduce the consumption of sugary beverages. • The DPHO promotes local farmers’ markets, provides training and technical assistance to markets, and connects consumers to Health Bucks, which are incentive coupons to shop at farmers’ markets. • The DPHO has engaged the Cypress Hills/East New York community in a planning process to promote active transportation, and also runs awareness events, such as Bike to School Day. • The DPHO promotes NYC’s Shop Healthy program, and provides training and resources to small grocery store (bodega) owners to increase the availability of fresh produce and other healthy food in their stores. • The North Brooklyn YMCA provides fitness, wellness and nutrition services for youth and adults. • Through its Pioneering Healthy Communities Initiative, the YMCA brings neighborhood stakeholders together to increase access to healthy food. • New York Psychotherapy and Counseling Center provides individual psychotherapy for children and adults, parenting workshops, and training for school based support teams and community organizations to help children and families improve their relationships and functioning.
<p>Students feel safe at school and in their communities</p>	<ul style="list-style-type: none"> • The Morningside Center for Teaching Social Responsibility (MCTSR) provides training and instruction for school leaders, faculty and students in several programs designed to increase students’ social and emotional support and conflict resolution skills. PS 89 implements the Morningside Center for Teaching Responsibility’s 4 Rs (Reading, Writing, Respect and Resolution) curriculum, which fosters violence prevention and conflict resolution. CHLDC also implements this curriculum in its afterschool program. • Cypress Hills Advocates for Education (CHAPE), an

	<p>independent group of parents and residents, advocates for increased resources for social and emotional supports in schools, drawing on proven models.</p> <ul style="list-style-type: none"> • Cypress Hills Verde is engaged in planning to “design out crime” by installing public art and other uses of abandoned spaces in the community. • Local Initiatives Support Corporation (LISC)’s Community Safety Initiative supports strategic alliances between police and community developers to tackle persistent crime problems, and will offer its expertise to the proposed planning process. • The New York City Department of Probation has been an active participant in CHLDC’s Weed and Seed program. It has established Neighborhood Opportunity Network (NeON) Centers in the CHPN area, which bring their services into communities with the greatest number of probationers, and integrate their services with existing human services, workforce development, education and housing programs.
<p>Students live in stable communities</p>	<ul style="list-style-type: none"> • CHLDC provides services and projects to promote neighborhood stability and sustainability, including affordable housing development, housing counseling, public benefits access, and community organizing to improve housing and public schools. • LISC develops the infrastructure of community based organizations by providing technical and financial assistance; building capacity of local institutions to respond to changing community needs; sharing best practices to maximize resources; and brokering collaboration among its government, corporate and nonprofit partners to tackle issues on the community level. LISC implements a Building Sustainable Communities strategy that integrates investment in housing, jobs, education, health, safety and other issues to make communities vital and families prosperous. • Arts East New York (AENY) provides youth and adult arts programming, public art and community beautification, and community arts events.
<p>Families and community member support learning in Promise Neighborhoods schools</p>	<ul style="list-style-type: none"> • CHLDC’s afterschool programs regularly reach out to participants’ families, inform them about their academic progress, and encourage them to participate in special events, which often have a literacy component. • CHLDC’s college access programs provide workshops and counseling for parents to understand the college application process. • CHCCC provides regular workshops and meetings for parents to help them become involved in their children’s development and preparedness for school.

	<ul style="list-style-type: none">• CHAFE provides parents with education and training about their rights in the public school system and how to understand their schools’ performance, as well as that of their children.
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All of these existing resources will be leveraged to support the continuum of solutions which we will develop through the planning process. CHLDC’s experience in non-profit management, community based planning, high quality youth services, parent engagement and organizing, and convening of community stakeholders will all position us well to run an effective Promise Neighborhoods project. CHLDC has 29 years’ experience in the community, and a budget of [REDACTED], including over 70 grants and contracts from federal, state, and local government, and private and corporate foundations. CHLDC has a longstanding partnership with JHS 302, the target school. We have run a New York City Department of Youth and Community Development (DYCD)-funded Beacon Community Center at JHS 302 since 1993, which provides an afterschool program, high school articulation counseling, arts, fitness and recreation activities to over 1,400 community residents each year. PS 89 was founded by activist parents, in partnership with CHLDC and the NYC DOE, as an alternative to the traditional neighborhood public schools. The school is led by parent and principal co-directors, and has a dual language program where all students learn all their subjects in both Spanish and English. CHLDC developed the permanent building for the school, which is Brooklyn’s first “green” school building, and features a greenhouse and healthy kitchen. CHLDC runs the school’s afterschool program, in partnership with TASC. TASC has supported CHLDC’s afterschool programs for over a decade. CHLDC was one of five in New York City to be selected to join TASC’s three-year national demonstration of Expanded Schools.

CHLDC runs afterschool programs in four other local public schools, and the Student Success Center (SSC) at the Franklin K. Lane high school campus. These are funded through

city, state, and private foundation grants. The SSC, launched in 2008, builds on the success of CHLDC's college access services, which began in 2000 with our College STEPS program, which operates out of a storefront office, and serves all local residents. The SSC is located on the high school campus, and employs trained counselors, as well as Youth Leaders – high school students who are trained as peer educators and counselors around college access. This peer leadership model has been proven to be effective

<http://www.brooklyncommunityfoundation.org/sites/default/files/Youth%20Leadership%20for%20College%20Access-White%20Paper-2012.pdf>) and is now being replicated through the NYC DOE. We offer high school transition counseling and education to students and families at JHS 302 and IS 171. In New York City, 8th graders can choose from hundreds of high schools across the city, which can be an overwhelming process, particularly for families who are new to this country. Our program helps students and families learn about the high school choice process, understand the connection between high school choice and the road to college, and choose high schools where they will flourish. We are now planning to develop a “middle school SSC,” which will incorporate the successful peer leadership model into our high school choice activities.

CHLDC's Community Organizing Division provides training and support to CHAFE, an independent group of parents and local residents who advocate to improve local public schools. CHAFE won a major victory when they convinced the NYC DOE to build a new public school building to relieve the persistent problem of school overcrowding. CHAFE's current campaign is focused on school safety and positive school culture, and calls for increased resources for guidance counselors, training for all school staff in social and emotional support, and increased resources for school wellness. They plan to focus this campaign on JHS 302 and PS 89, along with three other local schools.

CHLDC's Community Development Division oversees Cypress Hills Verde, a neighborhood-wide sustainability planning initiative, which addresses many health and wellness needs. CHLDC received a Brownfield Opportunity Areas (BOA) grant from the NYS Department of State (DOS). Through BOA, we have received support to study over 30 suspected and known brownfields in our community and engage residents and businesses in envisioning the future of these sites. With the assistance of The Pratt Center for Community Development, we conducted a 623 person survey of residents' needs and priorities. CHLDC then hosted a two day Cypress Hills Verde Summit in October 2011, attended by 200 people, at which residents set priorities around housing developments, support services, transportation and streetscapes, schools and economic development. Major priorities include more activities for youth, affordable housing, a community center, green and open space and projects to increase access to fresh, affordable, healthy food, such as greenmarkets and urban agriculture projects. Armed with the results of the survey and summit, we are now engaged in creating a brownfields redevelopment plan, to be submitted to the NYS DOS at the end of 2012. To create this plan, we convene a BOA Steering Committee, which includes several government agencies, such as the NYC Department of Transportation, NYC DOHMH, the NYC Department of City Planning, the Mayor's Office of Environmental Remediation, the NYC Economic Development Corporation, the NYS DOS, as well as Bogopa, a grocery store company, LISC, other community organizations such as United Community Centers and AENY, and Community Board members, clergy, school leaders, and local residents. This process has coincided with the launch of a HUD Sustainable Communities Regional Planning program which includes our community. This program brings federal and local agencies together to invest in planning to improve affordable housing, transportation, and economic competitiveness in East New York, among other

neighborhoods. We have been working closely with the leadership of this program to ensure that the BOA planning process is integrated into their plans, and reflects our community's needs. We will coordinate our proposed Promise Neighborhoods planning work with the Verde planning process, which will address many common concerns such as health, and community safety and stability. The Verde Director will serve on the Community Life and Safety Working Group.

CHLDC led a US Department of Justice (DOJ) funded Weed and Seed program from 2010-12, until the DOJ phased out all Weed and Seed programs nationally. The Cypress Hills Weed and Seed program brought together residents, service providers, and law enforcement to address problems of drug activity, gang activity, domestic violence, and the needs of people returning to our community from the criminal justice system. As a result, our Weed and Seed committee shared information about drug hot spots, and increased police presence in those areas; partnered with the Vera Institute of Justice to train law enforcement and social services providers in a strengths-based perspective to working with the re-entry population and gang involved youth, and organized service fairs, neighborhood graffiti clean ups, marches for peace, and a job fair for probationers in the community. As part of our Promise Neighborhoods planning process, we will leverage our relationships and increased understanding of crime in the community to address safety issues that affect the lives of young people in the target area, particularly with an eye towards applying for funding through the US DOJ Byrne Criminal Justice Innovation funding stream. The Community Life and Safety Working Group will examine evidence-based strategies to tackle drug and gang activity, such as the Cease Fire model, and others identified by the US DOJ, and the Sustainability Working Group will integrate planning for the Byrne Criminal Justice Innovation application into its work. LISC will serve on the Sustainability

Working Group. Its national Community Safety Initiative project is familiar with the Byrne program, and will share its expertise in our preparation for this application.

C. Quality of Project Services

(1) The extent to which the applicant describes how the needs assessment and segmentation analysis, including identifying and describing indicators, will be used during the planning phase to determine each solution within the continuum.

The Planning Team will work with BCF to conduct a needs assessment and segmentation analysis to provide thorough data to enable the team to design solutions within the continuum. BCF has served as a research partner for two Promise Neighborhoods planning grants in Brooklyn, so is experienced in planning and implementing needs assessments and segmentation analyses for these projects. By gathering and analyzing data related to needs and assets of the CHPN area, BCF will provide the Team with critical information to plan and prioritize solutions. In addition to conducting a community assets and needs assessment, BCF will analyze additional community-level data, available from existing public data sets, beyond the required list of Promise Neighborhood indicators. We will also create an “asset map,” using BCF’s database of Brooklyn organizations. BCF will collect data on all required project and program indicators, including: # and % of children birth to kindergarten entry who have a place where they usually go, other than an emergency room, when they are sick or in need of advice about their health; # and % of three-year-old and children in kindergarten who demonstrate at the beginning of the program or school year age-appropriate functioning across multiple domains of early learning as determined using developmentally appropriate early learning measures; # and % of children, from birth to kindergarten entry, participating in center-based or formal home-based early learning settings or programs, which may include Early Head Start, Head Start, child care, or preschool; # and % of students at or above grade level according to State mathematics and reading or language arts assessments in at least the grades required by the ESEA (3rd through 8th

and once in high school); Attendance rates of students in 6th, 7th, 8th and 9th grade; graduation rate; # and % of Promise Neighborhood students who graduate with a regular high school diploma and obtain postsecondary degrees, vocational certificates or other industry recognized certification or credentials without the need for remediation; # and % of children who participate in at least 60 minutes of moderate to vigorous physical activity daily; and # and % of children who consume five or more servings of fruit and vegetables daily; # and % of students who feel safe at school and traveling to and from school, as measured by a school climate needs assessment; student mobility rate; For children birth to kindergarten entry, the # and % of parents or family members who report that they read to their child three or more times per week; For children in kindergarten through the eighth grade, the # and % of parents or family members who report encouraging their child to read books outside of school; For children in the ninth through twelfth grades, the # and % of parents or family members who report talking with their child about the importance of college and career; and # and % of students who have school and home access (and % of the day they have access) to broadband Internet and a connected computing device. BCF will use publicly available data sources from the NYC DOHMH; NYC Administration for Children's Services; NYC DOE, as well as from information from CHPN partner schools, and from the community survey to be designed by BCF.

We will integrate direct input from residents into the needs and assets assessment process. BCF will design a community survey, drawing on the findings from our 2011 Verde survey and neighborhood summit to fine-tune their survey questions, and solicit more in-depth information in the areas most relevant to the continuum of solutions. BCF will work with the Planning Team to train volunteers to administer the survey, and we will aim to collect approximately 2,000 responses. BCF will then gather and analyze the survey data, including a segmentation analysis

to hone in on needs of specific sub-populations (for example, immigrants, children with special needs, or families with involvement in the criminal justice system). All of these strategies for data collection and analysis will help us identify which sub-populations of children and youth have the highest needs, and then to design solutions which specifically target these populations. After the survey results are gathered and analyzed, the Planning Team will hold a neighborhood forum, to which we expect to attract about 200 local residents, to learn about the results, and voice their opinions about potential solutions. As the Planning Team develops its continuum, based on the results of the survey and forum, it will also convene additional focus groups to gather more refined information about specific needs, assets, and solutions. This process will enable the Planning Team to thoroughly assess and understand the CHPN area's needs and assets. The Team will use this information to help identify evidence-based solutions to address these needs.

(2) The extent to which the applicant describes how it will determine that solutions are based on the best available evidence including, where available, strong or moderate evidence, and ensure that solutions drive results and lead to changes on indicators

CHLDC is committed to identifying and implementing evidence-based strategies, based on strong or moderate evidence, as part of its continuum of solutions, to ensure that our interventions will have a meaningful impact on the project indicators. Each Working Group will be charged with identifying evidence-based solutions to meet the documented community needs in its area. Groups will conduct literature reviews and reach out to additional partners to learn about best practices, and to assess the research results of model programs. They will identify research-based interventions which have been proven to work in communities with similar demographics to Cypress Hills. CHLDC and its partners are experienced in implementing and managing evidence-based programs. Some current examples include:

- CHCCC has managed a Family Day Care Head Start program since 1995. Head Start is a proven model which has lasting positive effects on participants' education, economic security, health, and experience with the criminal justice system.

http://www.nhsa.org/files/static_page_files/399E0881-1D09-3519-AD56452FC44941C3/BenefitsofHSandEHS.pdf).
- Since 2005, CHLDC has run the Moving Toward Achievement (MTA) program, where we recruit a cohort of young people, ages 17-24, who have received GEDs or face other barriers to success, and then help them apply to and enter either City Tech or Kingsborough Community College (KCC) as a group. Once there, we collaborate with school administration to provide them with ongoing academic, financial, and social support to succeed. Research has shown that MTA students earn Associate's degrees at twice the rate of a comparison group of City Tech students. Specifically among GED holders, MTA students' retention rate was 53%, compared to 28% of the comparison group. (<http://www.jff.org/publications/education/best-two-worlds-lessons-community-colleg/1408>)
- CHLDC partners with TASC to offer its afterschool model. There is moderate evidence to support TASC's model, with longitudinal quasi-experimental design showing improved attendance and academic gains.

(<http://www.tascorp.org/content/document/detail/1758/>) CHLDC and TASC currently collaborate to provide TASC's Expanded Schools model at PS 89, which is based on the TASC afterschool model, building on those factors associated with strongest outcomes for students.

- In 2011, CHLDC launched COACH, a replication of the evidence-based Young Adult Internship Program, funded by the NYC DYCD. The program has been proven to help participants to either gain employment, or engage in secondary or post-secondary education (http://www.nyc.gov/html/ceo/downloads/pdf/yaip_report_2009.pdf)
- CHLDC runs Youth LEAD, a GED and employment services program for young adults, ages 16-24. Youth LEAD participates in Community Education Pathways to Success (CEPS), a citywide program of the Youth Development Institute, which provides training and support to help implement research-driven curricula, such as America's Choice Ramp-Up, which is proven to help young adults improve their literacy skills. (<http://www.ydinstitute.org/resources/publications/2009CEPSFinalEvaluation.pdf>)
- The NYC Early Childhood Professional Development Institute has extensive experience in conducting research and identifying program practices and professional development strategies with strong and moderate evidence to support them, and will bring this expertise to our School Readiness Working Group and the formation of a Cypress Hills Early Learning Network.

Our Planning Team's collective experience and familiarity with research driven strategies will position us well to carefully research and identify strategies to include in our proposed continuum of solutions, which are backed up by solid evidence which leads to positive results in the health, education, and social and emotional wellness of our young people.

D. Quality of the Management Plan

(1) Working with the neighborhood and its residents; the schools described in paragraph (2)(b) of Absolute Priority 1; the LEA in which those schools are located; Federal, State, and local government leaders; and other service providers

Experience: CHLDC has deep experience and roots in the Cypress Hills community. Local

residents and merchants founded CHLDC in 1983 to improve their community, and the majority

of our Board of Directors is still made up of people who live and work in the neighborhood. Our organization serves 8,000 residents each year, through career and education programs, community development, community organizing, economic development, housing counseling and youth and family services. All of our programs regularly solicit input from residents, and provide opportunities for residents to become actively involved in their community and take on leadership roles. We organize CHAFE, a group of parents and residents who advocate to improve local public schools, tenant associations to advocate for improved housing conditions, and the People's Food Project, a group of local residents who work to improve neighborhood access to fresh, healthy food. Our youth development programs all give young people the opportunity to engage in community service and take on leadership roles.

We run afterschool and college access programs in nine local public schools, in grades K-12. Our afterschool programs serve a total of 850 students, and our college access programs on the high school campus serve 1,200. Our participants reflect the demographics of these schools, which currently include 23% of K-8 students who have limited English proficiency, and 12% who receive special education services; and 37% of high school students with limited English proficiency, and 13% who receive special education services. We have experience in working with these populations, and regularly train our staff in best practices for working with English Language Learners and students with disabilities. We will draw on this experience in crafting the continuum of solutions for these young people.

We have a strong history of collaboration with our partner schools. We have run a Beacon Community Center, funded by the NYC DYCD, at JHS 302 since 1993. Beacon Community Centers are school based centers which use school buildings as neighborhood resources during afterschool and weekend hours. Our Beacon serves over 1,400 community residents each year,

with an afterschool program, youth sports leagues and martial arts classes, adult fitness activities, including aerobics, weight room and martial arts, and a family counseling and foster care prevention program. The Beacon afterschool program serves 100 students in grades 6-8, and includes Ladders of Leadership, a program component where all participants join in leadership development groups, based on their interests, including Chefs of the Future, where students learn about healthy eating, and engage in gardening and raising chickens at a CHLDC-developed local community garden, food justice advocacy, and healthy cooking; Intergenerational Services, where students volunteer to help local seniors with household chores, and join with them in cultural events; Heirs 2 the Community, where students learn about their community's needs and assets, and then design and implement community service projects, and Leaders In Training, where students act as reading buddies with children in our elementary school afterschool programs. Students who complete the Ladders of Leadership program are then eligible to become Counselors In Training for the program. The Beacon afterschool program was one of six nationally to receive the Met Life Foundation and Afterschool Alliance's 2010 Afterschool Innovator award. Our youth development staff works closely with JHS 302 administration and faculty to coordinate our services, and align the academic components of our program with the school's curriculum.

CHLDC was the founding community partner of PS 89, which opened in 1997, as the result of a collaboration between activist parents, CHLDC, New Visions for Public Education, and the NYC DOE. The school is led by parent and principal co-directors, and has a dual language program, where all students learn all their subjects in English and Spanish. CHLDC serves on PS 89's School Leadership Team. Our Community Development team developed the school's permanent building, which is Brooklyn's first "green" school building, and features a

greenhouse, full kitchen, and other green design elements. We have run an afterschool program for PS 89 since its inception. In 2011, CHLDC was chosen by TASC to be one of 12 sites nationally to implement its Expanded Schools initiative, where virtually all students participate in afterschool, and there is a deeper level of collaboration between the school and afterschool staff to align the program with the school's curriculum and goals. Through this model, we increase the length of the school day by three hours, and help "teachers, administrators, parents and community partners [to] work together to reinvent the school day to more fully meet the needs of their kids. Community educators help teachers personalize instruction, build a lively culture of exploration and achievement and fortify kids against lives often marked by stress and hardship."

http://tascorp.org/section/what_we_do/develop_program_models). We are encouraged by our first year of participation in Expanded Schools, and expect that the PN Planning Team may draw on this model in developing its continuum of solutions.

As the leading community organization in Cypress Hills, CHLDC regularly communicates with all of our local, state, and federal elected officials to share information about community needs, and our agency's services. We collaborate with elected officials to conduct outreach for our programs, and to access government funds to support our work. We host an annual Town Hall meeting, attended by over 200 local residents, who then have the opportunity to communicate with all local elected officials about their priorities for the city, state, and federal budget process. CHLDC is an active member of several coalitions and professional networks of service providers, including the National Council of La Raza, UNH, the Neighborhood Family Services Coalition, ANHD, the Urban Youth Collaborative, and the NYC Employment and Training Coalition.

Lessons learned: In CHLDC's 29 years of experience working with the neighborhood, and its residents, elected officials, and other service providers, we have learned that it is essential to involve local residents in the design and delivery of our programs, and to regularly assess neighborhood needs. It is critical to be aware of changing needs to be able to effectively respond to them. We have also learned that by building strategic partnerships with other service providers, we can increase our understanding of the community, leverage providers' strengths to offer more services to residents, and join forces with other organizations to gain additional resources for our community. These experiences will enable us to lead a Promise Neighborhoods planning process which successfully engages residents and community partners to identify relevant solutions.

Proposal to build capacity: With funding from the Promise Neighborhoods program, CHLDC will have increased capacity to engage with new and existing partners to develop solutions for our neighborhood's critical needs. We will collectively be able to analyze a broad array of data, assess our neighborhood's current assets, and draw on each other's knowledge and expertise to create new solutions that will help young people in our community to succeed.

(2) Collecting, analyzing, and using data for decision-making, learning, continuous improvement, and accountability

Experience: CHLDC currently uses the Efforts to Outcomes (ETO) database, designed by Social Solutions, to track data for all of its college access counseling and employment programs. We have used this nationally recognized system since 2010. ETO is designed to track longitudinal data and measure educational, family, and community outcomes, and can disaggregate data for specific sub-populations. In particular, ETO is aligned with the goals and requirements of the Promise Neighborhoods initiative. Social Solutions has partnered with the Promise Neighborhoods Institute, and provides ETO to all 38 Promise Neighborhoods grantees

in its member communities, as well as to additional grantees as the program grows. CHLDC program staff is familiar with ETO software, and currently enters and tracks data through ETO, including demographic data, and program outcomes such as employment placements and retention, GED certifications, and college acceptances and enrollment. Social Solutions provides ETO to many Promise Neighborhoods grantees, including four in New York City, to track all required data, and to link to existing school, LEA and State data systems. Social Solutions has the necessary experience and relationships to connect our proposed data system with all relevant systems in New York, including the NYC DOE and NYS Education Department (NYSED). In accordance with regulations regarding confidentiality, Social Solutions cannot link ETO directly to government agencies' databases. However, current Promise Neighborhoods grantees have informed us that they have been able to easily upload data which they receive from the NYSED and the NYC DOE into their ETO systems.

Our research partner, BCF, has worked with two Promise Neighborhood grantees, and has experience in creating and producing reports with all relevant data from the planning process, in a variety of formats, suitable for different audiences. They will produce a final report for all stakeholders, including a summary of all data collected, as well as a Power Point presentation for the entire Planning Team. They will also create shorter versions of data reports, focused on particular topics, for focus groups, working groups, and breakout groups in our Neighborhood Forum. In addition, all the raw data collected will be available to any interested stakeholders. All data reports will be available in Spanish and English, and all data reported will be anonymous. The CHPN Community Outreach Coordinator will be responsible for ensuring that all reports are widely available, and will publicize them through CHLDC's newsletter,

Facebook, and Twitter, and will also visit CHLDC programs to distribute and share information. BCF will have access to our ETO account, and will manage and maintain the data in the system.

CHLDC is experienced in using rapid time data to improve our programs on the ground. BCF will provide quarterly data updates to the Planning Team, which will share data with all relevant stakeholders, to be used to inform planning and program refinement and improvement. With up-to-date data about neighborhood demographics, assets and need, the Planning Team will be able to hone in on the potential interventions to address those needs. In the implementation year BCF will provide quarterly data updates, which will be shared with all relevant stakeholders. CHLDC is experienced at regularly integrating learning from data for continuous program improvement. For example, in our college access and employment programs, all program staff meet quarterly to review data, discuss the implications, and plan for program improvements and enhancements. When staff found that many of our program participants have experience with the criminal justice system, this finding informed our program planning, so that we've recently partnered with an organization experienced in criminal justice to win funding to support employment services and GED instruction for court-involved youth in our community. If we are awarded a Promise Neighborhoods implementation grant, we will ensure that program staff will meet regularly to review data and design program improvements.

The Promise Neighborhoods Project Director will keep a record of the work of the planning team, and will solicit ideas from team members about lessons learned through the process, and best practices identified. S/he will produce monthly and quarterly reports to document these learnings, which will be distributed to the Planning Team, and will be available to the wider community, through the Neighborhood Forum, focus groups, within CHLDC and other community based organizations' programs, and on our website, newsletter, and Facebook

and Twitter accounts. The final report will be available in English and Spanish. CHLDC is experienced at documenting its work. All of our current Program Division Directors produce monthly reports on their programs' progress and challenges for the agency's Board of Directors. CHLDC has over 70 funding sources, and we regularly report to all of these funders on our progress towards proposed outcomes, challenges, and lessons learned. We have also produced reports for the community at large, including a summary of findings from our Cypress Hills Verde survey, distributed at our Verde Summit.

Lessons learned: From our experience in tracking program data, we have learned that it can provide useful information for program improvement, but only if the tracking itself is given adequate attention and support. Supervisors need to create plans to allocate time and support for line staff to enter data, and support them to ensure that data entry is consistent and accurate. Our use of ETO and outcome measurement has been a useful tool for performance management, as well as program improvement. For example, two staff who might otherwise have been evaluated nearly equally in terms of their skill and dedication were found to have significantly different levels of productivity as evidenced by ETO data. In terms of learning about our participants, we expected that many would have parents who were foreign-born, but found that in fact, 30% of our participants themselves are foreign born, which has led us to intensify the sorts of training and support we provide them around college access and employment.

Proposal to build capacity: Currently, CHLDC has institutional knowledge and experience with data collection, analysis and reporting. With funding from the Promise Neighborhoods program, we will be able to significantly boost our expertise and knowledge. We will partner with BCF, which has extensive experience in these areas in general, and with the Promise Neighborhoods program in particular.

(3) Creating formal and informal partnerships, including the alignment of the visions, theories of action, and theories of change described in its memorandum of understanding, and creating a system for holding partners accountable for performance in accordance with the memorandum of understanding

Experience: CHLDC has significant experience in building and sustaining partnerships with service providers, schools, government, and local residents to provide solutions for our neighborhood, attain resources, and scale up what works. We have strong partnerships with local schools, and have managed the planning and start-up process for two NYC DOE public schools in the community – PS 89, a K-8 school, opened in 1997, and CHCP, a high school, opened in 2006. For each of these schools, CHLDC convened planning teams including multiple stakeholders – parents, teachers, youth, administrators and community residents – to assess needs, design the school program, and plan and complete applications to the NYC DOE to create the schools. We also partner with nine local public schools to run afterschool programs, school-based community centers, and college access programs. CHLDC partners with other community based organizations and with intermediaries to design and implement programs to help young adults to access college and employment. We have a partnership with the Youth Development Institute (YDI), City Tech, and Kingsborough Community College (KCC), to design and implement our MTA program, where we recruit a cohort of young adults who have received GEDs or face other barriers to academic success, and help them to apply to and enter either City Tech or KCC. Once they've been accepted, our staff collaborates with administration at the schools to provide them with ongoing academic, social, and financial support, and to track and document their progress. This program began at City Tech, and was then replicated at KCC. CHLDC was a pilot site for this program with YDI, which has now replicated it with other sites around the city. CHLDC's SSC also collaborates with College Access Research and Action (CARA), which provides training and technical assistance to CHLDC and other organizations

which run SSCs. The NYC DOE is now replicating the SSC model in its Young Adult Borough Centers, and CHLDC staff is collaborating with CARA to train and mentor these replication sites. CHLDC's Director of Career and Education Programs convenes an Employer Advisory Council, which meets regularly to advise program development of our youth employment programs, and to identify employment and training opportunities for our participants. From 2010-12, CHLDC was the lead agency for a US Department of Justice Weed and Seed program, and convened multiple stakeholders from law enforcement agencies, local government, community organizations, neighborhood residents and clergy to craft strategies to assess crime and safety needs, and implement solutions, such as increased communication between community stakeholders and law enforcement about drug hot spots, neighborhood graffiti clean ups, marches for peace, social service directories and fairs, professional development on working with residents re-entering the community from the criminal justice system and gang-involved young people, and a job fair for probationers. Through our BOA program we convene a Steering Committee of government agencies, businesses, service providers and local residents to create a plan for redeveloping brownfields in the community to meet documented community needs.

Lessons learned: From our experience in partnerships with other stakeholders, we have learned the value of creating clear roles, responsibilities, and expectations for all parties at the outset of any collaborative process. We have also learned to create clear and consistent mechanisms for communication, and systems for accountability to ensure that all partners follow through on their responsibilities to achieve their goals. For a collaborative process to be successful, it is also important for there to be a designated leader who is ultimately responsible for tracking and managing the process, and ensuring that it adheres with all requirements.

Proposal to build capacity: If awarded a Promise Neighborhoods planning grant, CHLDC's capacity for building and maintaining partnerships would be significantly expanded. Our CHPN Director will manage a Planning Team including a wide range of stakeholders whose vision and goals align with the vision, theory of action, and theory of change of the Promise Neighborhood strategy. The formal and informal partners for the CHPN will include: Arts East New York, Academy of Innovative Technology, Brooklyn Community Foundation, Brooklyn Lab School, the Brooklyn DPHO, CHAFE, CHCCC, Cypress Hills Collegiate Prep, JHS 302, LISC, Morningside Center for Teaching Social Responsibility, Multicultural High School, New York City College of Technology, New York City Department of Probation, New York City Early Childhood Professional Development Institute at the City University of New York, New York Psychotherapy and Counseling Center, the North Brooklyn YMCA, PS 89, St. Peter's Pre-School, TASC, and the US Attorney General's Office. As a federal agency, the US Attorney's Office (USAO) cannot sign an MOU for an application to the US Department of Education. However, the USAO's Community Resource Specialist has been an active participant in CHLDC's Weed and Seed program, and will serve on the Community Life and Safety Working Group, if CHLDC is awarded funding.

CHLDC's vision, theory of change, and theory of action are as follows: Residents and merchants of Cypress Hills created CHLDC because they had a vision of the vibrant community we could create. We believe that Cypress Hills can be a home for neighbors of all economic, racial and religious backgrounds who work together to make Cypress Hills an affordable and safe neighborhood. Our children deserve to be nurtured and cared for, and they deserve an education that stimulates creativity, develops self esteem and leads to college and success in adulthood. Our community can have affordable, green and healthy housing and a thriving

commercial strip. We are committed to a Cypress Hills where people can find and keep good jobs, buy and maintain their homes and invest in building local businesses. All of our neighbors can feel pride in Cypress Hills and join with us to build powerful grassroots institutions and movements to achieve this vision. Our theory of action and of change is that by providing high quality social and educational services, engaging the community in organizing, and planning, and developing the physical assets for the neighborhood, such as housing and community facilities, we can accomplish intermediate outcomes, which lead to long term results:

Intermediate Outcomes Lead to ..	Long Term Results
<ul style="list-style-type: none"> • Increased availability of affordable housing • Preservation of existing small homes and apartment buildings • More families in responsible homeownership • Increased bank investment in fair and appropriate mortgage products 	<p>Low income families have secured quality affordable housing</p>
<ul style="list-style-type: none"> • Quality employment opportunities via new and existing employers • Improved education qualifications necessary to find jobs • Improved work readiness skills • Employment 	<p>Residents have improved their standard of living through continuous employment for one year.</p>
<ul style="list-style-type: none"> • More energy efficient and healthy housing • More clean and/or green public space • More community and recreational space • Young people and families are eating healthier food 	<p>Cypress Hills/East New York is a greener, healthier, more sustainable place to live.</p>
<ul style="list-style-type: none"> • Young people demonstrate greater positive connection to, and leadership within their neighborhood and communities • Young people demonstrate social and emotional confidence, resilience, and seek positive interactions with peers and adults • Young people graduate high school and actively implement a post-secondary pathway 	<p>Young people achieve college graduation within six years of high school graduation and/or continuous post-secondary employment for one year</p>

<ul style="list-style-type: none"> • Residents join and participate in groups where they identify community problems and create strategies to address them. • Residents set goals for themselves and create plans and access resources to achieve those goals. • Residents develop leadership skills and act as leaders. 	<p>Residents are engaged in influencing their own future and the neighborhood's future.</p>
<ul style="list-style-type: none"> • Children engage in developmentally appropriate literacy and numeracy activities, and are regularly assessed in their progress. 	<p>Children enter kindergarten ready to succeed in school.</p>

All of the partnering organizations share the beliefs of CHLDC's theories of action and change.

Their organizations' theories of change and action align well with CHLDC's theory of change and action and with the vision of the CHPN, which is to significantly improve the educational and developmental outcomes of children and youth in Cypress Hills/East New York and to transform this community by achieving the following objectives:

- Identifying and increasing the capacity of local organizations that are focused on achieving results for children, youth and families throughout the community;
- Building a continuum of cradle-through-college-to-career solutions of both educational programs and family and community supports, with great schools at the center and with all solutions accessible to children with disabilities and to English learners;
- Integrating programs and breaking down agency "silos" so that solutions are implemented effectively and efficiently across agencies;
- Developing the local infrastructure of systems and resources needed to sustain and scale up proven, effective solutions across the broader region beyond the initial neighborhood;
- Learning about the overall impact of the Promise Neighborhoods program and about the relationship between particular strategies in Promise Neighborhoods and student outcomes, including through a rigorous evaluation of the program.

Governance Structure: CHLDC, as the lead applicant, will be responsible for overseeing and monitoring the planning initiative, and holding partners accountable. CHLDC is governed by a Board of Directors, the majority of whom either work or live in the Cypress Hills community. Our Executive Director, Michelle Neugebauer, will provide overall leadership for the proposed project. She has a BA from Barnard College, and a joint Master's degree in Social Work and Planning from Columbia University. She was CHLDC's first employee in 1984, and has grown the organization from a budget of [REDACTED] and one program to its current status of a [REDACTED] budget, employing 70 full time and 100 part time residents and serving 8,000 residents annually. She supervises the Director of Planning and Development, the Director of Programs, the Finance Director, the Director of Administration, and the Community Development Director. All CHLDC employees meet weekly with their supervisors to track progress towards program goals, and receive annual performance reviews. Ms. Neugebauer has overseen the planning, development and execution of all of our programs and projects. She also manages our external relationships with funders, local government, peer organizations and coalitions, schools, businesses, individual donors and others.

The Promise Neighborhoods planning initiative will be supervised by Emily Blank, Director of Planning and Development. Ms. Blank has a BA from Brown University and a Master's in Social Work, with a focus in Community Organizing, Planning and Development from the Silberman School of Social Work at Hunter College. She has been with CHLDC since 1999. She began as the Director of Community Organizing, where she supported a parent organizing group which led a successful campaign to advocate for the creation of a new school building for the neighborhood, to relieve school overcrowding. She also supervised the PS 89 Parent Involvement Coordinator, at that time a CHLDC employee. Ms. Blank became the Director of

Planning and Development in 2004, and is now responsible for all fundraising activities for CHLDC's [REDACTED] budget, including government, foundation and individual fundraising. She also managed the planning process for CHCP, and for the Weed and Seed Project, and supervised Cypress Hills Collegiate Prep's Dean of Youth Development and Strategic Partnerships in its start-up years. She currently supervises a Development Associate and all fundraising consultants. She has developed our individual giving strategy, and manages a volunteering group which engages in individual fundraising for the agency. She is responsible for our agency's strategic planning process.

With funding from the Promise Neighborhoods program, we will hire a CHPN Director, Community Outreach Coordinator, and Project Assistant. The CHPN Director will be responsible for managing the Planning Team and planning process, supervising the Community Outreach Coordinator and Project Assistant, coordinating all work with our research partner, ensuring that we are compliant with all regulations, and tracking and reporting outcomes. S/he will have a masters' degree, 3-5 years experience in community based planning, and preferably will have familiarity with the Cypress Hills community. The Community Outreach Coordinator will be responsible for coordinating outreach activities for the survey, neighborhood forum, and focus groups, and for additional partners to join the planning team. S/he will have a college degree, and 3-5 years experience in neighborhood-level outreach work. S/he will be bilingual in English and Spanish. The Project Assistant will be the liaison with BCF on data tracking, will assist with meeting preparation and facilitation for the Sustainability Working Group, conduct research on funding prospects for the continuum of solutions, and will provide administrative support to all working groups around scheduling and meeting documentation. S/he will have a BA, and 1-3 years experience working with community based organizations.

BCF's staff will manage the research and segmentation analysis process. BCF's Research Team Director is Gretchen Maneval. She has a BA in Political and Social Thought from the University of Virginia, and a Masters' in City Planning from the Massachusetts Institute of Technology. She has led the organization formerly known as Center for the Study of Brooklyn, now a unit within BCF, since its inception in 2007. It informs and enhances the policy, programmatic and funding decisions of Brooklyn-based community groups, institutions, local government and businesses, and supports the work of researchers and media in the borough. It provides access to and produces critically relevant data and research about Brooklyn, its people and neighborhoods, and facilitates strategic planning initiatives and community needs assessments for and with community partners. It has provided pro bono data analysis and mapping customized reports to more than 50 Brooklyn-based groups; facilitated strategic planning, community needs assessments or a combination of services via six major community partnerships; and co-sponsored four Brooklyn-wide conferences for its constituencies. Its *Brooklyn Neighborhood Reports* were launched in January 2012, and the forthcoming *Brooklyn Trends Report* is scheduled to be released in fall 2012. Prior to her work at BCF, Ms. Maneval was the Director of Housing Development at Fifth Avenue Committee, a Brooklyn community based organization. Kira Krenichyn is BCF's Senior Research Associate. She has a BA in Psychology from the University of Rochester, and a PhD in Environmental Psychology from the City University of New York Graduate Center. She joined BCF in 2012 and was most recently the Director of Program Evaluation for Ramapo for Children, which provides direct services for at-risk youth and training for youth development professionals.

The following staff will participate in the planning process, almost all with their salaries supported by matching funds raised by CHLDC. *CHLDC Business Manager, Jason Brown: Mr.*

Brown will be responsible for all financial management and reporting for the Promise Neighborhoods Planning Grant. He has a BS in Accounting from City University of New York's Brooklyn College, and has been a business manager at CHLDC since 2007, where he is responsible for managing fiscal reporting for multiple federal and State contracts. *CHLDC Cypress Hills Verde Director, Nuala Gallagher:* Ms. Gallagher will participate in the Community Life and Safety Working Group, and will coordinate all Verde activities related to Promise Neighborhoods goals, such as access to healthy food, physical activity, and design interventions to increase community safety, with the CHPN planning process. She has a BA in Architecture from the University of Scotland, and a Master's in Architecture and Urban Design from Columbia University. She joined CHLDC as the Verde Director in 2010. She was responsible for planning and overseeing the Verde Survey and follow up Summit, and will lend her expertise in these projects to the CHPN process. *CHLDC Director of Youth and Family Services, Rob Abbot:* Mr. Abbot supervises all of CHLDC's afterschool programs and its Beacon Community Center, all of which provide services which are relevant to the continuum of solutions. He has a BA from Swarthmore College and an MSW from the Silberman School of Social Work at Hunter College. He has led CHLDC's Youth and Family Services since 2004. He will serve on the K-12 Education and College Access Working Group. *CHLDC Student Success Center Director, Elizabeth Kahn:* Ms. Kahn supervises the SSC on the Lane campus, which provides college access services to all students on the campus. She has a BS in Child Studies, and an M. Ed. in Community Development Action, both from Vanderbilt University, and has led the SSC since 2008. She will serve on the K-12 Education and College Access Working Group. *CHCCC Family Day Care Network Coordinator, Ethel Cordova:* Ms. Cordova manages CHCCC's Family Day Care Network, and will play an integral role in the formation of the

Cypress Hills Early Learning Network and as well as participate in the School Readiness Working Group. She has an MA in Public Administration from the University of Puerto Rico, and is bilingual in English and Spanish. She has managed the Family Day Care Network since 1998.

The CHPN Director will manage the Planning Team, which will be led by a Steering Committee. The Steering Committee will be made up of the CHPN Director and Community Outreach Coordinator, and a representative from each of the five Working Groups. The Steering Committee will track the planning process progress, and ensure that it is on track to follow its timeline and meet interim goals. It will also approve an overall workplan for the process. The five working groups will include School Readiness; K-12 Education and College Access; Health; Safety and Community Life; and Sustainability. These working groups will meet monthly to work on the community assets and needs assessment as well as the implementation plan. At the beginning of the process, each group will sign onto its portion of the workplan, and monthly meetings will be used to hold all members accountable and ensure that groups have completed tasks in accordance with this plan.

(4) Integrating funding streams from multiple public and private sources, including its proposal to leverage and integrate high-quality programs in the neighborhood into the continuum of solutions

Experience: CHLDC currently manages a budget of [REDACTED] with over 70 federal, state, local, and private funding sources. We have a strong fundraising track record, and continually and aggressively seek new funding sources to support all of our work. For the proposed program, CHLDC will provide a cash match of [REDACTED] through sources including private and corporate foundations, individual donations, and management and development fees for our affordable housing development projects. We receive funding from the US Department of Education's Talent Search program, which supports our Student Success Center (SSC). The SSC

will be a key part of our potential continuum of solutions, since its purpose is to provide college access counseling and education to help young people from our community to enter college. We receive funding from HUD for our Housing Counseling services. In the past, we have received funding from the 21st Century Community Learning Centers program for our school-based community center at IS 171. Our funding recently expired, and we plan to apply for renewed funding as soon as a Request for Proposals is issued from the NYSED. We have also previously received funding from the US DOJ's Weed and Seed program, and, if awarded a Promise Neighborhoods planning grant, we will devote time and resources towards applying for the US DOJ's Byrne Criminal Innovation Program. We will leverage the programs and resources described above, which are supported by many public and private funding sources. All of the participating public schools receive Title I funding, and will leverage those resources in creating the continuum of solutions.

Lessons Learned: In a time of shrinking government and private resources, we have learned to continually and aggressively seek support from all potential funding sources. At the same time, we have learned the value of carefully vetting all funding opportunities to ensure that they align with our organizational mission, values and strategic plan, to guard against "mission drift," or taking on new initiatives which do not best align with our experience and capability. CHLDC has worked diligently over the years to develop its financial management systems, all of which are documented and regularly updated in a written procedures manual. We have invested in increasingly more powerful accounting software and professional development for staff on that software and in nonprofit accounting topics. CHLDC has created customized systems for cash management, time and leave accounting and audit preparation that have led to greater efficiencies and cost savings. We have learned the importance of scenario budget planning and

forecasting in these turbulent economic times, building financial reserves and securing the working capital for operations and community development ventures, consistently reviewing financial data at multiple layers of the organization from the board, management and program levels and the critical need for finance and program staff to work in concert to maximize resources. Our agency is developing a dashboard to demonstrate our programmatic impacts and will concurrently devise a financial scorecard to align with it. All of these fiscal supports will enable us to manage a strong Promise Neighborhoods project.

Proposal to build capacity: With funding from the Promise Neighborhoods program, we will have the increased capacity of the Sustainability Working Group, which will be comprised of professionals in youth services and community development, and will be dedicated to researching and preparing applications for funding from a number of resources, as well as identifying and cultivating new partnerships. This team will greatly increase our ability to find new funding sources to support the continuum of solutions, and to secure funding from them.

CHLDC is committed to working with a national evaluator for Promise Neighborhoods. We have significant experience in working with external evaluators for our programs, and would be glad to continue this practice for the proposed program. We will ensure that the national evaluator has access to all relevant data, and will submit this data as frequently as requested by the US DOE. Our CHPN Director, in consultation with BCF, will work with the US DOE to develop an evaluation strategy, including identifying a comparison group and a plan to collect baseline data both for CHPN participants and the comparison group.

Planning Grant Priority 4 (Competitive Preference): Comprehensive Local Early Learning Network

Through the CHPN, a network of home based family day care programs, Head Start and center based programs, public and private schools with early childhood grades, early intervention

service providers and health care institutions will plan for the establishment, expansion and enhancement of a comprehensive Local Early Learning Network and the raising the quality of care for all children in Cypress Hills. Currently, there are three child care centers, two Head Start programs, four private schools with early childhood grades/preschools, three public schools with Universal Pre-K-3 grades, 45 family and group family day care homes and numerous early invention service providers and informal child care providers who serve children in and from the CHPN area. One public library with early literacy programming and three maternal and pediatric health care clinics also serve mothers, infants and children in the area. These early learning centers and early care environments largely operate in isolation of one another. Child care centers and Head Start programs relate to each other through their primary funder, the NYC Administration for Children's Services, which has recently launched a new Early Learn initiative aimed at improving quality. Schools and publicly-supported UPK programs relate to each other through the LEA/Community School District 19. Licensed home based child care programs relate to each other through CHCCC's Family Day Care Network and their regular trainings, meetings and early intervention programs. Maternal and child health programs relate on a case-by-case basis with all of these entities. Informal care providers have limited access to any of these systems. There are no Early Head Start or home visiting programs in or serving the CHPN.

Through the planning year, we will build a Cypress Hills Early Learning Network to include all of these providers of early care and learning. We will recruit all of the aforementioned agencies, schools and providers to join the Cypress Hills Early Learning Network. It will be organized and facilitated by Dana Benzo of the City University of New York's Early Childhood Professional Development Institute (PDI) and supported by the CHCCC Family Day Care Network Coordinator and the CHPN Community Outreach Coordinator. PDI supports and

develops the early childhood education workforce through public policy research, data analysis, measurement of effective programming and documentation and dissemination of best practices. They are also assisting in the implementation of the Quality Rating and Improvement System (QRIS) system in New York State, called QUALITYstarsNY, which is a rating and quality improvement system of all early care and education programs including family day care providers, centers, Head Start programs and public school Pre-K programs. The NYS Education Department has earmarked some of its Race to the Top allocation to support QRIS implementation. PDI field tested QualitystarsNY, evaluated the system and is now providing training and ongoing professional development to child care programs to understand it, develop quality improvement plans and implement those plans. Approximately 300 early learning programs in the communities around persistently low performing public schools in New York State, including our target school, JHS 302, will be eligible to work with PDI on assessment and quality improvement plans. PDI also produced “The Core Body of Knowledge: New York State’s Core Competencies for Early Childhood Educators” (the “Core Body”) which aligns all NYS teaching standards for early childhood grades with the NYS Office of Children and Family Services’ licensing and training requirements for child care providers and provides assessment and professional development tools. The Cypress Hills Early Learning Network will align with and coordinate with QualitystarsNY, Race to the Top, the Core Body and all federal, state and City efforts to increase early care and education.

Ms. Benzo has a Bachelor’s in elementary education from the State University of New York at Oneonta, a Master’s In Early Childhood Education from the City University of New York Queens and an Ed.M in Educational Change from Bank Street College of Education. Ms. Benzo has experience teaching in public schools, Head Start and publicly supported and private

child care centers. She was also a staff developer and technical assistance provider for Bank Street helping child care centers throughout New York City gain NAEYC accreditation. The Early Learning Network will also be supported by Ms. Cordova, CHCCC's Family Day Care Network Coordinator. Since there are so many licensed family day care providers serving the PN, it will be necessary to engage these providers at times and locations convenient to them as they work long days, typically from 7am to 6pm, and do not have the administrators and coverage available to leave their programs during business hours. Ms. Benzo will attend several of Ms. Cordova's evening Cypress Hills Family Day Care Network meetings and Ms. Cordova will represent the Network and the providers' concerns and perspectives at daytime meetings of the new Cypress Hills Early Learning Network.

The Cypress Hills Early Learning Network (CHELN) will meet 8-10 times over the course of the year with at least three of these meetings being held in the evening so family day care providers and informal providers will have opportunities for involvement. Representatives of local child care centers, Head Start programs, the LEA, licensed family day care providers, early intervention agencies, primary/maternal care clinics, the library and public and private schools will be engaged in the CHELN through outreach visits, phone calls and emails. The newly formed, integrated CHELN will begin their work by opening up communication between different segments of the early care and learning system. We will facilitate discussions about each other's programs, philosophies, approaches and challenges. After the groups gain a basic familiarity with one another, Ms. Benzo will present PDI's views, research and data on the progress made by New York City's early childhood learning community in implementing new higher standards, QualitystarsNY, and the City's Early Learn initiative, so that the CHELN members will have a shared context for their work and of high quality early childhood education.

She will engage the Head Start programs in sharing their experience in implementing the Head Start Child Development and Early Learning Framework and public and private school faculty and administrators in discussing their work with revised New York Standards for the early childhood grades. They will then collaboratively assess the strides made locally in understanding, disseminating and putting into operation best practices and higher standards in the early care and learning field. All stakeholders will brainstorm and develop a early learning and care vision for all settings in the community.

In the first half of the year, they will decide upon a governance structure for the CHELN. The CHPN Director will offer examples for Early Learning Networks in Promise Neighborhoods throughout the country. We will recommend that CHELN establish a Steering Committee representing the varied types of services and programs in the Network, e.g. a center, school/LEA, Head Start program, family day care provider, primary care clinic are represented on the Steering Committee. The Steering Committee would then set agendas with Ms. Benzo and appoint rotating chairpersons to facilitate the meetings.

Over this inaugural year, the CHELN will also draft goals for themselves and a workplan for making improvements and improving quality in the local early care and learning system. Members of the CHELN will be engaged in identifying neighborhood specific barriers and challenges to attaining high quality and supports needed for full implementation of the standards. Their feedback will be provided to the PN's School Readiness Planning group. The CHELN will discuss opportunities and obstacles to ongoing collaboration especially in the areas of professional development, implementation of QualitystarsNY, development of shared curricula, parent and community engagement and transitions between different aspects of the delivery system. All discussions will be documented and concrete plans for collaboration will be drafted.

Other meetings of the Network will also be held to discuss the needs of ELL students and children with disabilities in the community and assess how the delivery system addresses these needs. Gaps in services, obstacles to coordination and professional development needs will be identified. The CHELN will draft their own plan for high quality and comprehensive early care and learning in Cypress Hills and make recommendations to the overall PN for new investments, policies, communication and coordination mechanisms and strategies for addressing gaps in the early learning delivery system in the CHPN area.

Planning Grant Priority 6 (Competitive Preference): Arts and Humanities

As part of our overall planning process, the CHPN will commit to specific planning around arts opportunities as part of the continuum of solutions. Through our work with local schools, we know that many public schools do not have the resources to support arts education, and that there are few, if any, free opportunities for young people to participate in the arts. The arts and humanities can be a broadening experience for young people, can help them develop skills in creative expression and teamwork, and strengthen their connection to school. The arts and humanities planning process will be integrated into each step of the larger planning process. Our survey will ask residents whether they and their children have taken advantage of opportunities to participate in the arts, and whether they believe that the community needs more arts and humanities opportunities. The asset map that BCF creates will also identify cultural resources in the community. CHLDC and its partners have experience in designing and implementing arts activities for children, youth, and communities, and we will draw on that experience to design components of the continuum of solutions. CHLDC's afterschool programs and school based community centers give young people the opportunity to participate in a variety of arts activities, including theater, chorus, visual arts, dance, stepping and spoken word, photography, and band. We integrate literacy activities into many of our arts programs, and give

young people the chance to write creative pieces for theater or fiction, or to write essays to accompany their photographic pieces. We have collaborated with Arts to Grow, an arts education organization, for four years, to help our participants create and produce full scale musical theater productions. We also collaborate with the Brooklyn Conservatory of Music to provide a band program at PS 89 and IS 171, each of which would otherwise have no musical instruments or band program. Arts East New York also provides arts instruction in music, dance, theater, visual arts and fashion to young people both in school, and after school hours. With this experience and knowledge, we will create a plan for increasing exposure to the arts and humanities for young people in the CHPN community.

Cypress Hills Local Development Corporation

Memorandum of Understanding

Cypress Hills Local Development Corporation (CHLDC) is the lead applicant on a Promise Neighborhoods application to the US Department of Education (US DOE). This Memorandum of Understanding formalizes and documents the commitment and roles and responsibilities of key stakeholders who will develop and implement a plan creating a Cypress Hills Promise Neighborhood (CHPN) in Brooklyn (Kings County), New York.

PURPOSE: The purpose of the Cypress Hills/East New York Promise Neighborhood Initiative is to significantly improve the educational and developmental outcomes of children and youth in Cypress Hills/East New York and to transform this community by achieving the following objectives:

- 1) Identifying and increasing the capacity of local organizations that are focused on achieving results for children, youth and families throughout the community;
 - 2) Building a complete continuum of cradle-through-college-to-career solutions of both educational programs and family and community supports, with great schools at the center and with all solutions accessible to children with disabilities and to English learners;
 - 3) Integrating programs and breaking down agency “silos” so that solutions are implemented effectively and efficiently across agencies;
 - 4) Developing the local infrastructure of systems and resources needed to sustain and scale up proven, effective solutions across the broader region beyond the initial neighborhood;
- and

- 5) Learning about the overall impact of the Promise Neighborhoods program and about the relationship between particular strategies in Promise Neighborhoods and student outcomes, including through a rigorous evaluation of the program.

ACTIVITIES: CHLDC requests funding to support a year-long period of community based planning to develop a continuum of solutions from cradle-to-career to support children and youth in our community. Over the planning year, CHLDC will engage partners and stakeholders to participate in the following activities:

- 1) Conduct a community assets and needs assessment and segmentation analysis;
- 2) Identify gaps in services and programming;
- 3) Plan and hold a Promise Neighborhoods Forum to release the results of the community assets and needs assessment and solicit ideas from neighborhood residents about the continuum of solutions.
- 4) Develop an implementation plan to deliver a continuum of solutions
- 5) Participate in a community of practice to learn from and collaborate with other Promise Neighborhood grantees
- 6) Apply for implementation funding from the USDOE, as well as other potential funding sources.

GOVERNANCE: CHLDC, as the lead applicant, will be responsible for overseeing and monitoring the project, and holding partners accountable. CHLDC is governed by a Board of Directors, the majority of whom either work or live in the Cypress Hills community. We have established a Promise Neighborhoods Steering Committee which will coordinate Promise Neighborhood activities. This Committee will include the Promise Neighborhoods Director and Community Outreach Coordinator, who will be CHLDC employees. The work will be carried

out by five working groups, including the areas of School Readiness; K-12 Education and College Access; Health; Safety and Community Life; and Sustainability. These working groups will meet monthly to work on the community assets and needs assessment as well as the implementation plan.

COMMITMENT OF PARTNER ENTITIES:

The following describes how each partner's theory of change and theory of action aligns with the overarching goals of the Promise Neighborhoods project, as well as the specific programmatic and financial commitments each partner will make to the project. All partners will participate actively, and bring their strengths and resources to contribute to the process.

Cypress Hills Local Development Corporation (CHLDC): CHLDC is a community based organization which provides career and education programs, community development, community organizing, economic development, housing counseling, and youth and family services to over 8,000 residents of the Cypress Hills/East New York community annually. Residents and merchants of Cypress Hills created the Cypress Hills Local Development Corporation because they had a vision of the vibrant community we could create. We believe that Cypress Hills can be a home for neighbors of all economic, racial and religious backgrounds who work together to make Cypress Hills an affordable, clean and safe neighborhood. Our children deserve to be nurtured and cared for, and they deserve an education that stimulates creativity, develops self esteem and leads to college and success in adulthood. Our community can have affordable, green and healthy housing and a thriving commercial strip. We are committed to a Cypress Hills where people can find and keep good jobs, buy and maintain their homes and invest in building local businesses. All of our neighbors can feel pride in Cypress Hills and join with us to build powerful grassroots institutions and movements to achieve this

vision. Our theory of action and of change is that by providing high quality social and educational services, engaging the community in organizing, and planning, and by developing the physical assets for the neighborhood, such as housing and community facilities, we can accomplish intermediate outcomes, which lead to long term results:

Intermediate Outcomes Lead to ..	Long Term Results
<ul style="list-style-type: none"> • Increased availability of affordable housing • Preservation of existing small homes and apartment buildings • More families in responsible homeownership • Increased bank investment in fair and appropriate mortgage products 	<p>Low income families have secured quality affordable housing</p>
<ul style="list-style-type: none"> • Quality employment opportunities via new and existing employers • Improved education qualifications necessary to find jobs • Improved work readiness skills • Employment 	<p>Residents have improved their standard of living through continuous employment for one year.</p>
<ul style="list-style-type: none"> • More energy efficient and healthy housing • More clean and/or green public space • More community and recreational space • Young people and families are eating healthier food 	<p>Cypress Hills/East New York is a greener, healthier, more sustainable place to live.</p>
<ul style="list-style-type: none"> • Young people demonstrate greater positive connection to, and leadership within their neighborhood and communities • Young people demonstrate social and emotional confidence, resilience, and seek positive interactions with peers and adults • Young people graduate high school and actively implement a post-secondary pathway 	<p>Young people achieve college graduation within six years of high school graduation and/or continuous post-secondary employment for one year</p>
<ul style="list-style-type: none"> • Residents join and participate in groups where they identify community problems and create strategies to address them. • Residents set goals for themselves and create plans and access resources to achieve those goals. 	<p>Residents are engaged in influencing their own future and the neighborhood's future.</p>

<ul style="list-style-type: none"> • Residents develop leadership skills and act as leaders. 	
<ul style="list-style-type: none"> • Children engage in developmentally appropriate literacy and numeracy activities, and are regularly assessed in their progress. 	Children enter kindergarten ready to succeed in school.

All of the partnering organizations, described in detail below, share the beliefs of CHLDC's theories of action and change. Their organizations' theories of change and action align well with CHLDC's theory of change and action and with the goals of the Promise Neighborhoods project, which are to improve the health and educational and economic outcomes for young people in our community.

As the lead applicant, CHLDC will be responsible for overseeing all project activities, holding partners accountable, monitoring progress towards all goals and outcomes, and addressing any problems which arise. The agency will hire and supervise the following Promise Neighborhoods staff: CHPN Director and Community Outreach Coordinator. CHLDC will make a financial matching contribution of [REDACTED]

[REDACTED]

7/17/12

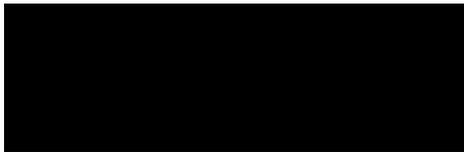
Michelle Neugebauer
 Executive Director
 Cypress Hills Local Development Corporation

Date 7/17/2012

PARTNER ORGANIZATIONS:

Academy of Innovative Technology (AOIT)

AOIT is a NYC DOE high school, located in Cypress Hills, Brooklyn. We enroll approximately 400 students each year. We have collaborated with CHLDC's Student Success Center (SSC), since its inception in 1998. Our school provides financial support for the SSC, and our administration and faculty regularly collaborate with SSC staff to provide in-class workshops, counseling, and other activities to help our students to navigate the college application and admissions process. We support the proposed CHPN, and our principal, Cynthia Fowlkes, will actively participate in its K-12 Education and College Access Working Group.



July 23, 2012

Cynthia Fowlkes
Principal

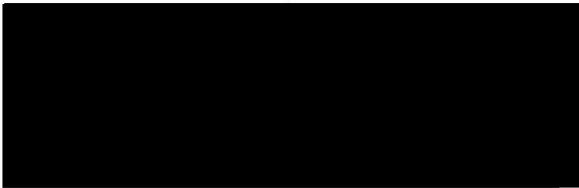
Date 7/23/2012

Arts East New York

ARTs East New York Inc. provides access and affordability to high quality artistic programming for the community we serve. We use the arts as a tool to affect the socio-economic challenges facing our neighborhood. ARTs East New York Inc. runs three strategic programs throughout the year including, Youth and Adult arts programming; Community Beautification (Public Art) initiatives; Art Exhibitions and community events. ARTs East New York Inc. has worked in collaboration on CHLDC events where we provided arts programming to the youth attending their events and plans for creative place making projects. AENY has also conducted programming with East New York Farmers Market to increase attendance and raise the level of awareness around food justice for community residents. AENY also partners with the New Lots

Triangle Merchants association to support local merchants/economy and the East New York Community coalition bringing art programming to children/families in the Foster care system. ARTs East New York's "Young ARTist Institute" (YAI) program transforms the lives of young people through world class training in the arts. YAI stands unique among local arts institutions in East New York community, as the sole provider of arts education in five disciplines (music, dance, theater, visual arts and fashion) under one roof. YAI's mission empowers young people mainly from the under-served community of East New York to find and develop the artist and citizen within themselves. Our curriculum teaches discipline, encourages community involvement, builds self-confidence and respect and stimulates artistic excellence in a supportive, creative environment. For students interested in pursuing the arts professionally, YAI offers an intense, multi-genre curriculum in portfolio development for visual arts and fashion as well as audition preparation for music, drama and dance students. YAI students learn how to present and perform their craft at events throughout the city and a spectacular end of year celebration. We work to support our students in achieving their goals of acceptance at renowned performing arts schools, professional artistic careers on Broadway, film and beyond. ARTs East New York's "Young Artist Institute" (YAI) program strives to create a community youth can be proud of through high quality arts programming that actively engages residents in the beautification and economic enrichment of the community. By providing a course curriculum to local youth that uses art to directly address their personal concerns, we help these young community members will achieve greater affinity with their schools and local leaders. Using New York City's Blueprint for the Arts 5 Strands of Learning Rubrics, YAI offers a strategic course curriculum that includes Art Making, Literacy in the Arts, Making Connections, Community/Cultural Resources and Careers/Lifelong Learning. This methodology includes the

necessary components for instruction, and learning is both scaffolded and recursive. We work with teachers at local public schools to identify low achieving students in order to enroll those most in need of greater academic support. The YAI program includes course evaluations based on benchmarks outlined in our curriculum and professional development for our teaching artists to accomplish our goals. AENY will actively participate in the proposed CHPN's Community Life and Safety Working Group.



7/17/12

Catherine Green
Director

Date 7/17/2012

Brooklyn Community Foundation (BCF)

In 2013, BCF will assume management of the research arm of the Center for the Study of Brooklyn (CSB), currently based at Brooklyn College (“the research team”). The research team provides access to and produces critically relevant data and research about Brooklyn, its people and neighborhoods, and facilitates strategic planning initiatives and community assets and needs assessments for and with its community partners. It informs and enhances the policy, programming and funding efforts of Brooklyn based community groups, institutions, local government and businesses, and supports the work of researchers and media in the borough.

The research team’s work fortifies the capacity of Brooklyn-based groups to achieve and fulfill their respective goals and missions, bringing innovative community development, policy advocacy, programming and direct service to Brooklynites. It also helps these groups to leverage more philanthropic and public sector dollars while promoting the most efficient and effective use

of funds. The research team has advanced measurable and sustainable positive change in Brooklyn's communities via:

- **Over 50 customized reports for Brooklyn-based organizations and researchers** using 80 data sets, and through primary data collection via surveying; data are presented in compelling tables, graphs, charts and maps.
- **Six major strategic planning, and community assets and needs assessments special projects in partnership with Brooklyn-based organizations**, garnering national and local visibility and resources.
- **19 Brooklyn Neighborhood Reports** including over 600 pages of graphs, maps and tables for each of Brooklyn's 18 Community Districts, and one for all of Brooklyn. Each report includes 90 indicators that explore 9 theme areas: Demographics, Youth & Education, Economy, Housing, Environment, Health, Public Safety, Arts & Culture and Civic Engagement.
- **Brooklyn Organizations Directory** that includes over 1200 community-based organizations.
- **Directory of Brooklyn researchers** from Brooklyn College that connects Brooklyn-based organizations and institutions with academic experts for their research needs
- **Directory of Brooklyn elected officials and Community Boards** that includes description of roles, profiles and contact information.

The research team has had extensive experience and success with two current Promise Neighborhood Planning Initiatives in Brooklyn, New York- CAMBA's Flatbush Promise Neighborhood Initiative, and Lutheran Family Health Center's Sunset Park Promise Neighborhood Initiative. In partnership with CAMBA and Lutheran as the Promise

Neighborhood lead sponsors, over the last two years the research team has engaged over 4,000 Brooklynites in town hall and community partner meetings, surveying and focus groups in order to gain a comprehensive and substantive understanding about the assets and needs of their respective communities, leveraging over [REDACTED] for these communities. The research team has combined these community-based assessments with the analysis of existing data sets in order to best inform the development of targeted and impactful programming and public policy advocacy efforts. Given the research team's experience in conducting two successful Promise Neighborhood community assets and needs assessments, we are confident that CHLDC's partnership with this team will ensure measurable and sustainable outcomes in our community.

The research team's theory of change is that collaborative knowledge seeking and sharing empowers individuals and institutions to make better decisions for the communities they serve, driving informed, impactful and sustainable change in neighborhoods. Its theory of action is to provide access to and produce relevant data and research for and with government, academic, cultural, health, community, and other groups; media; local businesses, and direct service providers; 2. Serve as a catalyst for critical change by building networks among these Brooklyn groups, facilitating strategic planning and implementing collaborative community-based initiatives; and 3. Facilitate civic engagement among the residents of Brooklyn and the organizations and institutions that serve them.

In partnership with CHLDC and the other community partners, CSB's research team will facilitate a community assets and needs assessment, including segmentation analysis. The research team will produce supporting data analyses and reports, including graphical and mapping presentations, to ensure that both the students in the target schools and other children in the neighborhood have access to a continuum of solutions that improve educational and

developmental outcomes. As consultants to the project, the research team resources will include the Director, Senior Research Associates, Research Associates and a Research Assistant (project budget of [REDACTED]).

[REDACTED]

7/25/2012

Marilyn Gelber
President
Brooklyn Community Foundation

Date 7/25/2012

Brooklyn Lab School (BLS)

BLS is a NYC DOE high school, located in Cypress Hills, Brooklyn. We enroll approximately 390 students each year. We have collaborated with CHLDC's Student Success Center (SSC), since its inception in 1998. Our school provides financial support for the SSC, and our administration and faculty regularly collaborate with SSC staff to provide in-class workshops, counseling, and other activities to help our students to navigate the college application and admissions process. We support the proposed CHPN, and our principal, Rene Piton, will actively participate in its K-12 Education and College Access Working Group.

[REDACTED]

7/5/12

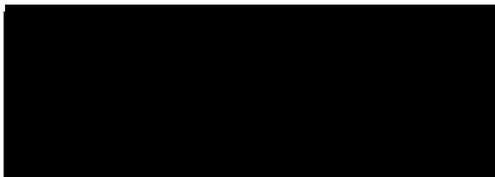
Rene Piton
Principal
Brooklyn Lab School

Date 7/5/2012

Cypress Hills Advocates for Education (CHAFE)

CHAFE is parents and residents who are committed to improving our neighborhood schools. Through outreach, advocacy, education and community organizing, we work to create a neighborhood with sufficient schools and to provide all our children with a quality, safe and modern education. In order to organize community residents to improve schools, CHAFE conducts weekly outreach, monthly membership meetings, and monthly leadership team meetings. CHAFE sponsors a monthly clinic with education advocates and bi-monthly workshops for parents. CHAFE facilitates meetings between parents and school leaders to partner to improve schools. CHAFE organizes campaigns to improve educational opportunities for children in Cypress Hills, such as to relieve overcrowding, prevent closure, or improve social-emotional supports and safety. CHLDC staff organizers have supported CHAFE for 14 years. CHAFE has partnered with other parent-led groups for school reform, including members of the NYC Coalition for Educational Justice and the Alliance for Quality Education. CHAFE has received technical assistance from the Annenberg Institute for School Reform and training from Social Justice Leadership. First, CHAFE is successful when members demonstrate a sustained connection to, responsibility for and strategic leadership of their community. In order to do this, CHAFE will cultivate and develop grassroots community leaders who: demonstrate the capacity to work respectfully in groups and lead teams; improve and increase connections between and among residents and community institutions to build alliances; and demonstrate increased action and leadership within advocacy efforts. Second, CHAFE is successful when residents work collectively to influence and initiate decisions and policies affecting education. In order to do this, CHAFE will assist residents to have a greater sense of the resources, authority and influence they have and the ability to work with others to accomplish a goal, specifically by:

increasing knowledge of broad issues areas such as government and politics, mass media, economics, environmental issues, etc.; increasing capacity to see the big picture, understand root causes and influence systems; and demonstrating an understanding of the connection between needs for service and needs for collective action to solve collective problems and address root causes. And lastly, CHAFE will be successful when residents advocate/mobilize for systemic changes that will increase educational equity and justice. In order to do this, CHAFE will assist residents to be able to: increase knowledge and skills related to conducting community organizing work; and demonstrate ability to get and use help to resolve individual problems. CHAFE will build its capacity to develop and implement a base building plan, cultivate membership, foster leadership and expand impact on schools in Cypress Hills. CHAFE will develop strategic partnerships within CHLDC, with Cypress Hills and other allied educational advocacy groups to improve schools and develop parent leadership. CHAFE will commit a staff person and at least one leader to participate in the CHPN working group on K-12 education and college access.



07/11/2012

Sandra Duran
Leadership Team Member

Date 7/11/2012

Cypress Hills Child Care Corporation

Formed in 1990, the Cypress Hills Child Care Corporation (CHCCC) is a women-led, community-based non-profit organization in the Cypress Hills neighborhood of Brooklyn, New York. Through its three programs, the Family Day Care Network, Child Care Center, and Head Start Family Day Care Program, CHCCC creates and maintains employment and entrepreneurial

opportunities for almost 70 women each year and provides nurturing, high-quality daycare to approximately 500 children annually in Cypress Hills. CHCCC is a wholly-owned subsidiary of the Cypress Hills Local Development Corporation, a 29-year-old not-for-profit community development corporation and settlement house that builds and manages affordable housing, develops the neighborhood's economy, delivers comprehensive youth development services and fosters local leadership.

CHCCC runs a National Association for the Education of Young Children (NAEYC) accredited child care center for 72 children that also has a fully integrated Universal Pre-K program. CHCCC is a direct grantee of the US Department of Health and Human Services for its Family Day Care Head Start program that provides comprehensive child development, health and nutrition, family involvement, social services and disabilities service to 88 low income families. The agency sponsors a Family Day Care Network for 70 independent women entrepreneurs and their assistants who care for 300+ infants, toddlers and children on a daily basis. CHCCC sponsors special activities and educational programs for neighborhood families focused on health and nutrition, financial literacy and domestic violence prevention.

CHCCC is a wholly-owned subsidiary of CHLDC. CHCCC's Director serves on the Management Team of the parent organization and both organizations hold joint monthly staff meetings. CHLDC developed the child care facility which CHCCC operates. Both organizations refer families to each other for services.

CHCCC believes that high quality early childhood education is essential to the educational progress and economic prosperity of the Cypress Hills community. The CHCCC believes children are born ready to learn and our goal is to enhance this process by providing young children a positive, rich learning environment where they feel happy, safe, loved and

respected. We have worked tirelessly for twenty-one years to create these spaces in our community. Our objective is to ensure that the children in our programs graduate with the skills they need to succeed emotionally, socially, and academically in school.

Through our Head Start, Universal Pre-Kindergarten, and child care programs, CHCCC provides a wide range of services to meet these objectives, including a rich, age-appropriate educational curriculum, social skill-building opportunities, family case management, nutritious meals, recreational opportunities and field trips, as well as referrals to the wide range of services offered by CHLDC, our parent organization. We also believe that neighborhood women with the appropriate training, education, credentialing and on-going professional development can lead these high quality early childhood programs.

The Family Day Care Network Coordinator will devote 20% of her time to the PN School Readiness Planning Group. She will work with Dana Benzo of PDI to facilitate planning sessions with family day care providers at which The Core Body of Knowledge and QualitystarsNY will be reviewed and providers' input sought on their vision of high quality early learning and any obstacles/concerns they have around full implementation in family day care settings. They will make recommendations for investments, professional development and policies needed to fully implement the new standards. The PN Budget includes 20% of the Cypress Hills Family Day Care Network Coordinator's time to conduct this planning with Ms. Benzo and to bring the family day care providers' views to School Readiness planning group meetings. PN will reimburse CHCCC [REDACTED] for this time. CHCCC staff members (i.e. CHCCC Director, Center Director, Head Start Child Development/Disabilities and Health and Nutrition Manager) will contribute time on an in-kind basis to the planning effort by joining in planning sessions and referring families to the initiative. This in-kind contribution is valued at [REDACTED]

broken down as follows: CHCCC Director [REDACTED], Head Start Child Development and Disabilities Manager [REDACTED] and CHCCC Child Care Center Director [REDACTED] or total salaries of [REDACTED] and [REDACTED] in fringe benefits.

[REDACTED]

July 23, 2012

Maria Collier
Director

Date 7/23/2012

Cypress Hills Collegiate Prep (CHCP)

CHCP is a NYC DOE high school, located in Cypress Hills, Brooklyn. We enroll approximately 400 students each year. Our mission is to impact Cypress Hills and its extended community through a culturally diverse, academically challenging program while empowering each student to achieve self-determination and college success. CHCP was founded in collaboration with CHLDC, which continues to be a strong partner. We have collaborated with CHLDC's Student Success Center (SSC), since its inception in 1998. Our school provides financial support for the SSC, and our administration and faculty regularly collaborate with SSC staff to provide in-class workshops, counseling, and other activities to help our students to navigate the college application and admissions process. We support the proposed CHPN, and our principal, Alex Maysonet, will actively participate in its K-12 Education and College Access Working Group.

[REDACTED]

7/18/12

Alex Maysonet
Principal

Date 7/18/2012

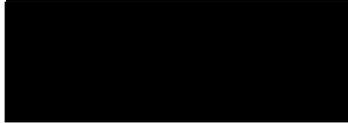
Cypress Hills Community School/PS 89

PS 89's mission is to educate every child to be an academically successful student, a socially responsible person, and a lifelong learner. It uses a dual language curriculum that teaches the necessary knowledge and skills, and the appreciation of cultural diversity, within a school that fosters excellence, mutual respect, creativity, and the joy of learning, in collaboration with school families and community. PS 89 serves students in grades K-8. The school utilizes a dual-language curriculum so all students learn their subjects in both English and Spanish. Parents are actively involved in all levels of decision-making at the school, and the school is led by a parent co-director and principal co-director. The school has small class size so that all students receive individual attention from teachers. The school is engaged in the following initiatives around social emotional learning: Project C.A.R.E. (Communication, Accountability, Respect and Effort) is our social emotional learning initiative and it aims to align instruction, discipline procedures and the school environment to Social Emotional Learning (SEL) objectives. Morningside Center for Teaching Social Responsibility has partnered with PS 89 for five years to establish a peer mediation program, SEL curricula, and coaching for teachers. Additionally, consultants through Academy for Educational Development and City University of New York provide training around Collaborative Problem Solving, RULER, and Mindfulness. SEL is ultimately about developing a strong capacity for responsible decision making; it involves developing skills and strategies around self-awareness, self-management, social awareness, and relationships. CHLDC co-founded PS 89 in 1997 with the NYC Board of Education and a group of activist parents. The school opened the doors to its new permanent location on the corner of Warwick and Atlantic in fall 2010, after many years of being housed inside an intermediate school and portable classrooms. The new home of CHCS was the first "green" public school in

Brooklyn, which CHLDC developed with the School Construction Authority. The school is led jointly by the Principal and a Parent Co-Director who consult regularly with the School Leadership Team, composed of parents, teachers, administrators, as well as CHLDC staff. CHLDC and PS 89 collaborate with The Afterschool Corporation on an Expanded Schools initiative which fully integrates afterschool and school day curriculum and activities to improve student achievement. TASC provides Expanded Schools with funding, professional development, technical assistance and a framework to build an active, balanced learning day that gives students more learning time. Teachers, administrators, parents and CHLDC are working together to reinvent the school day to more fully meet the needs of their kids. Our community educators help teachers personalize instruction, build a lively culture of exploration and achievement and fortify kids against lives often marked by stress and hardship. The school day has expanded by roughly three hours to match parents' working hours without mandating longer hours for teachers. PS 89's vision is for all students to become fully bilingual and bicultural, to be deeply concerned about themselves and each other, their community, their environment and the world. We envision all students as independent decision makers who think critically and are lifelong learners. Our theory of change is based on the essential role of community and families in building an academically successful, socially responsible, and culturally diverse learning environment. From our leadership structure to our "green" building design, we demonstrate our forward looking approach to education and building sustainable communities. A core principle of our approach is that we believe that language is a tool for learning, not merely a subject to be learned as in foreign language classes. Therefore, it should serve as a mechanism for thinking about everything in life, including math and science, and allow for high levels of metacognition, reflection, analyses, and presentations. It is in this context that we believe, greatly, in the benefit

of ever increasing one's abilities in one's native language. We believe that regardless of the disparity in prior experiences and skills acquired, all children at PS 89 can be provided with opportunities to learn and gain an understanding of high content standards that will enable them to meet the rigorous goals set for them by the city and state of New York. Our strategies for achieving our vision include strong parent and community involvement, a dual-language curriculum, standards based curriculum in writing, mathematics, and the arts, social/emotional development initiatives, and professional development and assessment tools for our teachers and staff. Student achievement at PS 89 is a direct result of the school's leadership structure. PS 89 is a small, community-based dual language school. It is led jointly by the Principal and a Parent Co-Director who consult regularly with the School Leadership Team, composed of parents, teachers, administrators, as well as CHLDC staff. Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Currently, the school offers a variety of instructional supports in all grades that supplement students' dual language education. The approach of small groups has been powerful since teachers can informally assess language development alongside formal periodic literacy assessments in both languages. The school-based periodic assessments for reading and writing in both English and Spanish allow regular monitoring of progress in students' first and second language. The core values of Project C.A.R.E. guide practices and policies and provide a common language we as a school community have deemed necessary for fostering and maintaining a peaceful and productive environment. Research indicates increased levels of academic and personal success are directly correlated with increased social-emotional competency. As a partner in the planning of a Promise Neighborhood in East New York/Cypress

Hills, PS 89 will commit a staff person to participate in the School Readiness Planning Group and the K-12 Education and College Access Planning Group working groups and participate in the community assessment and survey.



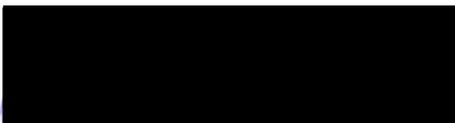
Irene Leon
Principal Co-Director

7/18/12

Date 7/18/2012

JHS 302

JHS 302 is a NYC DOE school, located in Cypress Hills, Brooklyn. We enroll approximately 890 students each year in grades 6-8. CHLDC has collaborated with our school to run a Beacon Community Center since 1993, which provides our students and others in the community with an afterschool program, as well as arts, recreation and fitness activities. JHS will serve as the target school for the proposed Promise Neighborhoods project. Patrice Medina, our Dean of Students, will participate actively on the K-12 Education and College Access Working Group. JHS 302 will also provide a total of  as an in kind donation of matching funds. This in kind donation includes a commitment of 20 days per year in time from the following personnel: Lisa Linder, Principal; Lisa Hermann; Assistant Principal; Alicia Cortes, Parent Coordinator; and Cynthia Ortiz, School Aide. They will participate in the K-12 Education and College Access Working Group, and the Community Life and Safety Working Group, and will assist with general parent outreach.



Lisa Linder
Principal

7/25/12

Date 7/25/2012

Local Initiatives Support Corporation (LISC)

New York City LISC is one of a network of local programs of the Local Initiatives Support Corporation, a national nonprofit community development intermediary. Our mission is to help community residents transform distressed neighborhoods into healthy and sustainable communities of choice and opportunity — good places to work, do business and raise children. LISC has thirty years of experience developing the infrastructure of community-based organizations by providing technical and financial assistance; building capacity of local institutions to respond to changing community needs; sharing best practices to maximize precious resources; and brokering collaboration among its vast network of partners—government, nonprofit, and corporate—to tackle issues on the community level. LISC is a lender, advocate, facilitator, funder, broker, and technical assistance provider.

Over the past five years, LISC has been implementing a *Building Sustainable Communities* strategy that integrates investment in housing, jobs, education, health, safety and other issues to make communities vital and families prosperous. Over the past two decades, LISC NYC has invested over ██████████ in the neighborhood, helping CHLDC to develop more than 240 units of affordable rental housing and small homes, as well as commercial spaces, an early childhood center, and a newly constructed, “green” public school.

Our *Building Sustainable Communities* strategy has proven to be a promising agent of change, one that is flexible, innovative and responsive to local conditions. It reaches into every corner of a community’s life with a comprehensive approach that can help change the trajectory of disadvantaged neighborhoods. LISC recognizes that a project-by-project approach to community development—one focused primarily on the built environment—is not enough to help struggling families escape entrenched poverty. To really transform disadvantaged

neighborhoods into healthy places to live, we need to do more. We believe a community's ability to support sustained prosperity rests on an integrated local infrastructure that connects affordable housing, successful schools, thriving commercial corridors, safe streets and parks, vibrant arts and recreation programs, quality health care and living wage jobs. We also understand that residents and other neighborhood stakeholders must play a much larger role in shaping the revitalization process. By interweaving the different but essential capabilities of local government, faith-based groups, charitable foundations and grassroots organizations, this pioneering effort to plan and implement comprehensive community development is delivering results on a large scale. In the areas of housing, education, economic development, jobs, sports, and more, community-based lead agencies and their partners are transforming neighborhoods into new communities that offer hope, opportunity and a better quality of life. The network and relationships serve as a platform for investment in an impressive array of projects and programs, and leverage literally billions of dollars of additional investment by the public and private sectors. LISC mobilizes corporate, government and philanthropic support to provide local community development organizations with: loans, grants and equity investments; local, statewide and national policy support; and technical and management assistance. As a partnering organization in the Cypress Hills Promise Neighborhoods initiative, LISC will make the following financial and programmatic commitment over a one-year period beginning on the date of execution of the Cypress Hills Promise Neighborhoods planning grant agreement:

LISC will provide a [REDACTED] in-kind contribution through 1) the dedicated staff time of the Senior Program Director for LISC's Community Investment Collaborative for Kids (CICK), a national effort dedicated to increasing access to high quality child care and early learning in low-income communities such as Cypress Hills. Assistance from CICK will support the work of the Cypress

Hills/East New York Promise Neighborhood Initiative's School Readiness Working Group, and 2) the dedicated staff time of a Community Development Officer at NYC LISC to provide technical assistance for the Sustainability Team. LISC will also 1) help identify other Promise Neighborhood groups in LISC sites around the nation that Cypress Hills Promise Neighborhoods could connect with and form a community of practice, 2) through its national Community Safety Initiative (CSI) that supports strategic alliances between police and community developers to tackle persistent crime problems, be available to help CHLDC with a future Byrne Criminal Justice innovation application, and 3) be available to discuss the use of other standard LISC services, programs, and grants applicable to Cypress Hills Promise Neighborhood objectives. This may include technical assistance from some of our national program experts in critical community development issues like: Affordable Housing Preservation, Educational Facilities Financing Center and Family Income and Wealth Building. LISC's only responsibility under the Cypress Hills Promise Neighborhoods shall be to provide the assistance described above. LISC does not guarantee program outcomes, and bears no responsibility for monitoring compliance with the Cypress Hills Promise Neighborhoods planning grant requirements.



7/25/12

Michael Levine
Executive Vice President, General Counsel and Secretary

Date 7/25/2012

Morningside Center for Teaching Social Responsibility (MCTSR)

MCTSR educates young people for hopeful and intelligent engagement with their world. Since its founding in 1982, MCTSR has worked in hundreds of NYC public schools, developing an array of programs that have helped thousands of educators and hundreds of thousands of

young people (pre-K to 12) create positive environments for learning and develop their social and emotional skills. These skills include understanding and managing feelings, relating well to others, making good decisions, dealing well with conflict and other life challenges, and taking responsibility for improving our communities.

MCTSR's programs include:

Intensive Classroom Instruction Programs. We provide professional development services to support teachers in consistently teaching our social & emotional learning (SEL) curricula. Our classroom instruction programs include the following:

- **The 4Rs** (Reading, Writing, Respect & Resolution) develops the academic, social & emotional skills of students from pre-K through middle school by integrating SEL into language arts.
- **Resolving Conflict Creatively** (RCCP) develops the social & emotional skills of students, K-12.
- **Advisories.** We help schools create an approach and curriculum tailored to its needs and provide professional development for advisory teachers.

School-wide Programs.

- **Smart School Leaders.** We coach principals in leading with emotional intelligence and in guiding their schools in planning for school-wide, sustained SEL.
- **Pathways to Respect** is our evidence-based program for eliminating bullying in middle schools.
- **Holistic Discipline.** We work with school leaders to help them align their schools' approach to discipline with social and emotional learning, creating a school environment that is safe and caring.

- **Restorative Circles.** In collaboration with the NYC Department of Education, we provide support and facilitation for this innovative approach in schools through the city. Circles engage young people in communicating openly with others and taking responsibility for their actions.

Student Leadership Programs. We provide school-based training and support for students (K - 12) in becoming leaders in their schools and communities. This includes:

- **Peer Mediation**(grades 3-12)
- **Peace Helpers** (grades K-2)
- **Student Diversity Panels**

PAZ After-School Programs.Our PAZ (Peace from A to Z) After-School Programs at PS 24 in Brooklyn and PS 214 in the Bronx provide 380 children (K-8) with a program of social and emotional learning, cooperative sports, arts, community service, and homework help.

Respect for All is our collaboration with the NYC Department of Education to address bullying, especially of lesbian and gay young people. Through these two-day awareness and skill-building workshops, we reach teachers and guidance counselors from schools throughout NYC.

Courageous Schools Conference. Each year hundreds of educators come together for a day of inspiration and sharing about how to create classrooms and schools that strengthen and enlighten our young people.

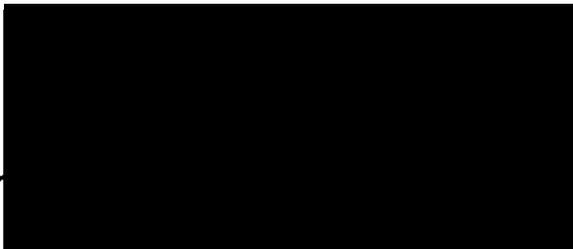
TeachableMoment, our website of teacher resources, includes hundreds of inquiry-oriented classroom lessons that encourage students' social responsibility, including critical thinking on current issues.

We have successfully collaborated with CHLDC and CHCCC on several projects over the years:

- We have partnered with CHLDC and PS 89 for 15 years to help that school implement a comprehensive social and emotional learning program, including The 4Rs and peer mediation.
- We collaborated with CHLDC at PS 65 to implement The 4Rs during the school day, and to incorporate social and emotional learning into the after-school program.
- We facilitated well-attended “Parenting without Violence” workshops for parents from CHCCC’s programs.

MCTSR’s other close partners include the NYC Department of Education, CASEL (the Collaborative for Academic, Social & Emotional Learning), TASC (the After-School Corporation), and the researchers conducting studies of our programs.

MCTSR is proud to partner with CHLDC for the proposed Promise Neighborhoods project. Our Director of Administration, Lillian Castro, will actively participate in the K-12 Education and College Access Working Group.



Tom Roderick
Executive Director

7/25/2012

Date 7/25/2012

Multicultural High School (MHS)

MHS is a NYC DOE high school, located in Cypress Hills, Brooklyn. We enroll approximately 380 students each year. We have collaborated with CHLDC’s Student Success Center (SSC), since its inception in 1998. Our school provides financial support for the SSC, and our administration and faculty regularly collaborate with SSC staff to provide in-class workshops,

counseling, and other activities to help our students to navigate the college application and admissions process. We support the proposed CHPN, and our assistant principal, Peter Ng-A-Fook, will actively participate in its K-12 Education and College Access Working Group.



7-23-12

Peter Ng-A-Fook
Assistant Principal

Date 7/23/2012

New York City College of Technology (City Tech)

New York City College of Technology is the designated college of technology of The City University of New York, offering both associate and baccalaureate degrees, as well as specialized certificates. New York City College of Technology serves the city and the state by providing technically proficient graduates in the arts, business, communications, health and engineering; human services and law-related professions; technical and occupational education; and liberal arts and sciences. The College provides access to higher education to New York City's diverse population and assures high quality in its programs by a commitment to outcomes assessment. The College also serves the region by developing partnerships with government agencies, business, industry, and the professions and by providing technical and other services.

In addition to offering over fifty associate and baccalaureate degree programs and certificate programs, New York City College of Technology (City Tech), through its Division of Continuing Education, offers a wide range of pre-college, workforce training and upgrading, and community service programs. The Brooklyn Educational Opportunity Center, administered under the auspices of the College, separately offers free pre-college and workforce training.

The College has been an active partner with CHLDC since early 2005 in the MTA (Moving Toward Achievement) program, facilitated by the Youth Development Institute, which supports young people, mainly disconnected youth, to transition successfully to college. The College has provided college access information and services to CHLDC in many ways that augment that relationship. The Division of Continuing Education has worked directly with the LDC in providing workforce training, as well as adult literacy, GED, and ESL classes. City Tech also collaborates with a wide range of public and private partners including CBOs, labor unions, the New York City Department of Education and other City departments, the Brooklyn Navy Yard, and many others.

Education at New York City College of Technology provides students with both a command of skills necessary in their respective career areas, and the educational foundation for lifelong learning. All degree programs are built upon a liberal arts and science core curriculum designed to foster intellectual curiosity, an appreciation of the aesthetic dimension of life and a respect for cultural diversity. Students obtain practical experience in their chosen fields in a variety of settings, including internships and clinical placements.

City Tech is a comprehensive college within the CUNY system, offering associate and baccalaureate degree programs. Students who meet University proficiency requirements are eligible to enter baccalaureate degree programs directly. Students who demonstrate a need for additional academic preparation may enroll in associate degree programs and then move up to bachelor's programs. The College further encourages student growth and development through academic and student support services and a wide array of student activities. The majority of City Tech students qualify for federal financial aid, which supports their educational and career goals. Because so many of the academic programs are in rapidly changing fields, the College

maintains a regular review and upgrading process. It also hires faculty who demonstrate both a strong academic background and industry experience in relevant areas. City Tech is fully accredited institutionally as well as maintaining separate accreditation for many programs, especially those leading to licensure or certification. The College has a successful record of garnering federal, state, and private grants to strengthen its programs and create additional opportunities for students.

City Tech is committed to providing a range of services to the Cypress Hills community through the CHLDC under the Promise Neighborhoods project, including:

- Access to programs that support adult literacy, high school equivalency, ESL, and college preparation;
- Opportunities to participate in workforce training programs under the Workforce Development Center.
- College access activities such as information, presentations, tours, and assistance with admissions and registration.
- College success support through the MTA program, SEEK, and other initiatives.
- Ongoing outreach activities to make community residents aware of the programs and services at City Tech.
- Dr. Joan Manes, Director of Education Programs, Division of Continuing Education, will actively participate in the K-12 Education and College Access Working Group.


Bonne August
Provost and Vice President for Academic Affairs

7/23/2012
Date 7/23/2012

The New York City Department of Probation

The New York City Department of Probation helps build stronger and safer communities by working with and supervising people on probation, fostering positive change in their decision-making and behavior, and expanding opportunities for them to move out of the criminal and juvenile justice systems through meaningful education, employment, health services, family engagement and civic participation.

The New York City Model of Probation advances public safety and improves communities by adopting a Justice Reinvestment framework. Justice Reinvestment is a two-part approach that focuses resources on individuals who pose the highest risk to public safety and reinvests in the communities where people on probation live. By partnering with government agencies, community organizations and residents, DOP:

- Matches individuals to appropriate probation supervision and support services based on their needs, interests and risk to public safety.
- Rewards people under supervision with incentives when they do right by themselves and their communities.
- Establishes a Neighborhood Opportunity Network (NeON) with community organizations, government agencies, local businesses and residents to expand client access to quality opportunities, resources and services that build on their strengths and reduce involvement with criminal and juvenile justice systems.
- Uses current research and best available information to inform policy and practice.

- Reinvests in communities where people on probation live in ways that support positive individual and community outcomes.
- Empowers staff by integrating them into decision-making processes, recognizing their achievements, rewarding positive change and providing the information and training needed to implement our ambitious priorities.

Recently the New York City Department of Probation has been working to establish the first model NeONs (Neighborhood Opportunity Networks) in Brownsville, East New York, Harlem, Jamaica, and the South Bronx. The NeON is a network of community organizations, government agencies, local businesses and community residents focused on connecting probation clients who live in the target neighborhood to opportunities resources and services. NeON will serve people on probation to meet with their probation officers in community settings with the goal of helping clients succeed and make communities stronger and safer.

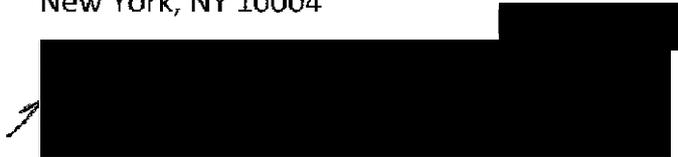
The New York City Department of Probation looks forward to coordinating our new efforts to establish NeON centers in Cypress Hills/East New York. These centers will bring our services to the communities with the greatest numbers of probationers and integrate already existing human services, education, workforce development programs and housing opportunities to create greater access to services for probationers.

Our Department has worked collaboratively with CHLDC through the US Department of Justice-supported Weed & Seed initiative. Our Probation Officers have attended and benefitted from the Vera Institute of Justice professional development trainings sponsored by Cypress Hills Weed & Seed that brought together local social services providers, clergy members, school officials and law enforcement that focused on a strengths-based approach to working with the re-entry population and another series on working with gang involved youth.

The New York City Department of Probation will participate in the Cypress Hills Promise Neighborhood planning effort by sending a representative to meetings of the Community Life & Safety planning group. We will use our expertise in helping young people and adults re-enter the community from the criminal justice system to recommend solutions that could reduce the neighborhood's high crime rates.

Kathleen Coughlin
Deputy Commissioner
NYC Department of Probation
Planning, Training and Community Partnerships
33 Beaver Street
New York, NY 10004

July 27, 2012



Kathleen Coughlin
Deputy Commissioner, NYC Department of Probation

Date: 7/27/2012

NYC Early Childhood Professional Development Institute at City University of New York (PDI)

The Mission of the PDI is to support the workforce development of all early childhood educators in New York to insure a comprehensive and exemplary early childhood system. We do this by:

- Analyzing existing problems and barriers to the delivery of excellent early education programs
- Strategizing solutions to these problems
- Leveraging resources to invest in the proposed solutions
- Acting as a catalyst to bring about necessary change

The three primary dimensions of PDI's work – system building, public policy and communication, and innovation and implementation – reinforce, intersect with, and converge with one another to form a comprehensive system of professional development.

- System Building – Enabling the state to institutionalize best practices, raise standards, and measure effectiveness.
- Innovation and Implementation – Challenging existing conventions and paradigms in professional development, implementing well-researched and data-driven solutions, and devising plans to ensure accountability.
- Public Policy and Communication – Determining key research questions, collecting and analyzing data to better understand the field, and recruiting a talented and diverse group of thinkers to address these questions. Communicating findings and recommendations to policy makers and other key public figures, advocates and professionals in the field to affect lasting change.

The PDI is a public/private partnership that brings together a range of city and state agencies, a consortium of private funders, and the nation's largest urban university to build a comprehensive system of professional development for individuals who work with young children in New York. Beginning in 2005, the PDI embarked upon a fact-finding mission to assess unmet needs, investigate key questions, and analyze critical data to determine the scope of work ahead. Significant findings led to the creation of an ambitious work-plan designed to generate solutions, provide the city and state with essential infrastructure, and to elevate the field's workforce. PDI will commit Dana Benzo, Project Coordinator of the Birth-8 Professional Development Project to organize the Cypress Hills Early Learning Network, provide guidance to the School Readiness

Planning Group and bring extensive knowledge and research of quality early care and education, QualitystarsNY and the State Standards for PreK-3 grade education to the overall process.



Sherry Cleary
Executive Director

7/19/12

Date 7/19/2012

New York Psychotherapy and Counseling Center

The purposes for which NYPCC has been established, and under which we operate, are as follows:

- To establish, maintain and operate a group of centers, providing for the examination, diagnosis and treatment of individuals with mental and emotional challenges, as well as those suffering behavioral or emotional disorders;
- To assist the culturally diverse communities in which we operate by assisting individuals with mental and emotional challenges and their families to meet their own needs, and thus improve the quality of their lives;
- By providing quality mental health services, and using the most up-to-date evidence based practices, to help our clients become active and productive members of their communities; and
- To establish and maintain appropriate professional levels of conduct among the staff; and to monitor and make use of new developments in the examination, diagnosis and treatment of the mentally ill.

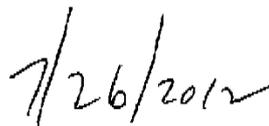
NYPCC's Child and Family Mental Health Centers offer individual and family psychotherapy to adults, adolescents, and have been designated by the NYS Office of Mental Health as specialty

clinics for children, providing both long-term treatment as well as crisis intervention, assisting consumers to increase their ability to manage personal problems. Community Outreach: New York Psychotherapy's Community Liaison works in the community, reaching out to school support teams and other community based programs in an effort to enhance family and community services. Among the services provided by our Community Liaison are: assessment of individual and family needs; crisis prevention and intervention; parent workshops on topics geared to help parents enhance their relationships with their children; assisting parents to enhance the skills necessary to help their child succeed academically; training for school support teams and community programs on methods of helping children and families to improve their relationships and functioning. NYPCC's Community Liaison has served on the Cypress Hills Weed & Seed Steering Committee for the past 2.5 years heading up community-wide efforts to prevent crime and gang activity, promote safety in Cypress Hills, strengthen supports for those re-entering for the criminal justice system, and seed back positive prevention activities. Ms. Fuksman has also provided extensive training to parents in the community on understanding the importance of health and mental health services, encouraging social – emotional development in children, de-stigmatizing mental health services and positive parenting approaches at the Cypress Hills Child Care Corporation's Parent Policy Council and PS 89's Parent Teacher Collaborative. NYPCC, as a partner within this Promise Neighborhood planning process, will commit staff to participate in the Health Planning Group and Community Life and Safety Planning Group.



Executive Director

Elliot Klein
Executive Director



Date 7/26/2012

North Brooklyn YMCA

The YMCA is a community service organization which promotes positive values through programs that build spirit, mind, and body, welcoming all people, with a focus on youth. We believe that lasting personal and social change can only come about when we all work together to invest in our kids, our health and our neighbors. That's why, at the Y, strengthening community is our cause. Every day, the YMCA helps youth, families, and communities to learn, grow, and thrive through its focus on youth development, healthy living, and social responsibility. The North Brooklyn YMCA offers the following programs:

- Adult wellness programs: fitness and cardio classes, personal fitness training, mind/body classes, adult aquatics;
- Active Older adult: silver sneakers fitness and aquatics classes;
- Family Fitness activities and nutrition/cooking classes;
- Growing Strong Youth & Teens: sports instruction, teen club, summer camp, aquatics instruction and guest rooms.

The North Brooklyn YMCA has a history of partnership with CHLDC. The North Brooklyn MCA Executive Director served on the Cypress Hills Weed & Seed Steering Committee. The Y organized many Youth-Police Communication Forums and participated in neighborhood-wide clean-ups and marches for peace as part of Weed & Seed. The YMCA's Pioneering Healthy Communities initiative brings together neighborhood stakeholders to increase the number of healthy food venues including farmers' markets, small grocery stores/supermarkets, and community service providers in Cypress Hills/ENY that procure and/or sell locally grown, fresh fruits and vegetable and promote and maintain existing healthy food retail sites. CHLDC is a member of the YMCA's Healthy Communities Leadership Team and the Y is helping to sponsor

CHLDC's Youth Market. The Y is also partnering with CHLDC to create more active recreation venues in the community with CHLDC using its community facilities development expertise to assist in the effort.

The YMCA's theory of change is as follows:

- *Youth Development:* all kids deserve the opportunity to discover who they are and what they can achieve, therefore, the Y focuses its program delivery to NYC children and teens so they cultivate the values, skills and relationships that lead to positive behaviors, better health and enhanced educational achievement.
- *Healthy Living:* The Y enjoys the capacity and the scale to make a positive and measureable impact upon New York City's health and well-being. We recognize our unique responsibility by offering programs that encourage healthy lifestyles, bond families closer together, and strengthen connection with others.
- *Social Responsibility:* The Y listens and responds to our communities' most critical social needs, with a focus on New York City's most vulnerable citizens and underserved populations.

The North Brooklyn YMCA will assign a staff member to serve on the Health Working Group of Cypress Hills Promise Neighborhoods and bring their expertise in fitness, youth development and healthy living/lifestyles to the group.



Michael Keller
Executive Director

7/19/12

Date 7/19/2012

St. Peter's Pre-School

St. Peter's Pre-School is located in Cypress Hills, Brooklyn. St. Peter's has had an early learning center since 1975. Beginning with just a half dozen children in Pre-School, the site now serves between 72 and 102 four year old Universal Pre-Kindergarten students in collaboration with New York City Department of Education, as well as up to fifteen three year old students, additional Pre-K students in other programs, and kindergarten students. Total enrollment ranges from 100 to 130, pending various program requirements. The school has been licensed for all 37 years by the New York City Department of Health and Mental Hygiene, Early Childhood division (License 4264). Teachers, assistant teachers, and staff meet the requirements set by the NYC DOHMH. The Administrative Director of St. Peter's for the past 21 years has been Ms. Clara DelValle. The program has used the acclaimed Reading First curriculum as well as other innovative curricular enhancements. This past year an alumnus has been accepted to Harvard University on full scholarship, crediting his "head start" at St. Peter's.

As part of the proposed Cypress Hills Promise Neighborhoods project, Ms. DelValle will participate actively in the School Readiness Working Group.



7/22/12

Rev. Dr. David H. Benke, Pastor and Executive Director
St. Peter's Lutheran Church and School

Date 7/22/2012

The Afterschool Corporation (TASC)

TASC is dedicated to giving all kids opportunities to grow through expanded learning opportunities that support, educate, and inspire them. TASC works in New York, New Orleans,

Baltimore, and the nation to change public policy and direct sustainable public funding to support expanded learning opportunities for all kids. TASC developed and is implementing ExpandedED Schools, which offer a promising framework for educators and communities to reinvent public schools, especially those that are struggling to fully deliver on the promise of public education. Traditional schools—in session for roughly six hours a day, 180 days a year—were designed for life a century ago. ExpandedED Schools prepare 21st century learners to succeed by giving kids roughly three more hours a day of learning time and a wider range of opportunities to learn. Based on school-community partnerships and proven practices, this is a cost effective and feasible approach to closing opportunity and achievement gaps even in difficult economic times. TASC has partnered with community organizations and schools since its inception, working with school/community partnerships to expand learning opportunities and expand access for underserved New York City public school children. TASC has worked with CHLDC for over a decade. Recently CHLDC was one of five community organizations in New York City to be selected to join TASC’s three-year national demonstration of ExpandedED Schools. TASC believes that offering students a combination of additional instructional time and a range of structured, experiential enrichment activities will produce lasting improvement in student engagement and achievement.

TASC:

- Demonstrates effective models to expand learning opportunities for children;
- Builds capacity of local community organizations to improve children’s outcomes more effectively; and
- Advocates for public support of successful models

TASC's Vice President of Policy and Research will lead TASC's role in this project, and will pull in other TASC staff to assist as needed. TASC will actively participate in K-12 Education and College Access working group and the Sustainability Team. We readily commit to all tasks of the working group as outlined in the proposal, and will help ensure the rigorous administration and analysis of the community survey; collaborate with other partners as needed; and contribute research and technical assistance related to school/community partnerships in K-12 schools to improve learning outcomes for students.



7/25/2012

Saskia Traill
Vice President of Policy and Research

Date 7/25/2012