



PUTTING PEOPLE FIRST

Education and Workforce Committee

2018 Mayoral Transition Report



2018 Mayoral Transition Report

Education and Workforce Committee

I. Scope of Review

Education and Workforce Development constitutes the core means by which we prepare our children to succeed in life. One cannot exist without the other. A high quality education is essential in preparing students to graduate from high school or college, ready to enter the workforce and support an even higher quality of life. An intense and collaborative focus of workforce needs, generated from employers and the general marketplace, are required in order for students to understand where their brightest future may lie. The two efforts, however, must work closely together in order to provide our children the greatest hope and opportunity for success.

The Education and Workforce Committee (EWC) has examined both education and workforce development in Birmingham and the region surrounding it. The Committee has focused on how the Mayor's Office can provide constructive support to both Education and Workforce Development efforts. It has become clear that the City is in need of cooperation, support, and most of all, leadership.

While there is no lack of workforce programming among regional agency and community partners, the EWC sees a lack of cohesion among their various efforts and targeted goals. With that said, Birmingham would thrive from a city-led workforce development program to be facilitated from the Mayor's Office, with dedicated personnel and resources that offers cross-system collaborations with city and state government, non-profit organizations, education entities, and the business community. Building on successes such as Innovate Birmingham, the Mayor's office should expand public/private partnerships to accomplish the recommendations and goals in this report. The EWC also recommends the appointment of a Workforce Development Director and an Education Director to implement the recommendations in this report.

It should be noted, many recommendations in this report involve the Birmingham City School system (BCS), which is currently engaged in its own strategic planning process. The EWC recommends the Mayor's office monitors the formation of the strategic plan and work cooperatively to modify this report in order to be consistent with BCS.

Elements of The Woodfin Plan associated with the Committee's work and recommendations are attached.¹

II. Process and Methodology

The EWC created a large committee and a core working group.

The core working group was broken into six subcommittees in order to research and report recommendations on the following areas:

1. Partnership (i.e. Cooperation between the Mayor's Office and BCS)
2. Birth through Pre-K

¹ See Appendix A.

3. Wrap-Around Services
4. Promise Scholarship
5. Workforce Development
6. Inventory (i.e. Third party assets supporting BCS and students)

The EWC held one public input session, four core working group meetings, and thirteen subcommittee meetings. Overall, eighty-five citizens engaged in this process.

III. Public Input

Four major themes evolved from the public input discussion.

1. K-12 Education System
 - a. Improve students' proficiency in reading by third grade.²
 - b. Improve proficiency in math by eighth grade.
 - c. Increase the percentage of students that graduate college or leave high school career-ready.
2. Out-of-School Programs (e.g. birth to pre-k, after school programs, and summer learning programs)
 - a. Improve by providing students with the greatest opportunity for hope and success.
3. Workforce
 - a. Create a more cohesive and collaborative process that will bring together educators, business community, and workforce development experts in order to create a workforce plan focused on high demand careers—current and future.
4. Overall Collaboration
 - a. Teamwork among all stakeholders; including parents, students, businesses, and non-profits, in order to improve education and the readiness of the City's workforce. While there are many activities ongoing by numerous interested stakeholders, the overall cooperation and collaboration among these groups are weak and leads to missed opportunities for our children.

IV. Final Recommendations

The EWC concludes that there are several opportunities where the leadership of the Mayor and his staff could provide significant value. This leadership must be supportive, collaborative, and team-oriented. There are many ongoing efforts and tremendous resources committed and available to assist in providing our children hope and preparing them to pursue highly successful careers in Birmingham.

² See Appendix L for information on Day One Initiative; one program addressing literacy.

With this in mind, the EWC recommends the following.

1. Partnership

- a. To date, the relationship between the Mayor's Office and the BCS System has been weak or non-existent. However, there are many opportunities for support and collaboration between the two organizations. EWC recommends a formal compact be formed between the Mayor's Office and BCS; to work together and support each other, ensuring every child in Birmingham is prepared for college, career, and a successful productive life.³

2. Workforce Development⁴

- a. The EWC recommends the Mayor's Office provides leadership toward regional workforce alignment.
 - i. Create a position in the Mayor's Office focused on engaging and coordinating the various stakeholder organizations⁵ and provide leadership in developing a single coordinating organization, which includes the incentivizing of workforce partners in order to formalize their role. Encourage top industry executives to engage in this organization.
 - ii. Adopt a Cradle to Career model to guide the Workforce and Education Directors in setting coordinated goals and associated metrics.⁶
 - iii. Utilize findings in Bold Goals Coalition's Burning Glass report to lead an ongoing conversation with municipal and county leaders on aligning resources with workforce needs, and creating formalized workforce pipelines consisting of high-demand careers with a primary to post-secondary range. Research and adopt new and innovative incentive plans focused on human capital, such as incentives for job training and housing based on residency in Birmingham neighborhoods.
 - iv. Align existing DYS co-op programs with partners, industry leaders, and workforce pipeline goals. Provide leadership to create and support a centralized, robust, and up-to-date job portal where youth and underemployed adults can connect directly to jobs.⁷

3. Promise Scholarship⁸

³ See Appendix B for a rough draft of the formal compact.

⁴ See Appendix K for complete Workforce Development report.

⁵ Key workforce partners include, but not limited to, Central 6 Regional Workforce Council, Central Alabama Partnership for Training and Education, Lawson State and Jefferson State Community Colleges, UAB, United Way of Central Alabama, Community Foundation of Greater Birmingham, Birmingham Business Alliance, Alabama Career Centers, and Alabama Workforce Training Center.

⁶ See Appendix C.

⁷ Best Practices for these recommendations may be found in Louisville and Atlanta; Appendix D.

⁸ See Appendix I for complete Promise Scholarship report.

- a. EWC recommends creating and implementing a Promise Scholarship program that would provide last dollar support to all eligible BCS high school graduates attending one of the two local community colleges residing in Jefferson County.
- b. Also, the EWC recommends that a part of the Promise Scholarship program include a plan offering incentives to graduates to pursue careers in high demand occupations such as those identified in the Burning Glass report.
- c. The EWC recommends that funding for the Promise Scholarship Program will be done through a public/private partnership.
- d. The EWC recommends the Mayor's Office hire an educational program person who will assist in the development and implementation of the college promise program.

4. Birth through Pre-K⁹

- a. EWC recommends partnering with BCS, independent schools, religious institutions, and private day care providers in order to establish early childhood learning centers and additional pre-k classrooms, with the goal to offer pre-k to all children.
- b. Utilize early childhood centers to promote a public education program for parents of children birth to four years old focusing on the importance of early education.

5. Wrap-Around Services¹⁰

- a. EWC recommends exploring a partnership with the Summer Adventures in Learning Program¹¹ to expand the availability of the program to students who are behind grade level.
- b. The United Way of Central Alabama currently provides its 211 service, which includes an extensive database of available social services to the citizens of Birmingham.
- c. EWC recommends DYS be assigned as the lead agency, in partnership with BCS, in order to:
 - i. Create a comprehensive needs assessment for wrap-around services.
 - ii. Convene potential service providers.
 - iii. Determine capacity and growth opportunities.
 - iv. Create a comprehensive asset map.

⁹ See Appendix E for complete Birth through Pre-K report.

¹⁰ See Appendix F for complete Wrap-Around Services report.

¹¹ See Appendix G.

- v. Develop a research-based model for the provision of wrap around services, including but not limited to summer learning programs and after school programs.

6. Inventory¹²

- a. The EWC believes an inventory/asset map of community assets relating to the Birmingham City Schools should ultimately be owned by the Birmingham City Schools with the support of key partners such as the United Way of Central Alabama and the Birmingham Education Foundation. Thus, in the short term, the EWC makes no recommendation for action by the Mayor's Office.¹³

¹² See Appendix J for complete Inventory report.

¹³ See Appendix H for Asset Mapping Report and associated documents.

Woodfin Plan Elements

I. [Investing in Birmingham's Children](#)

1. Debt-free Community College for Birmingham City School Graduates
 - a. Earmark funds for the “Fred Shuttlesworth Opportunity Scholarship”, which will provide a debt-free community college for every Birmingham Public School graduate who wants to attend a Jefferson County Community College.
2. Career Readiness for Every Birmingham City School Graduate
 - a. Engage the Birmingham Board of Education to ensure every Birmingham City School graduate obtains both a diploma and an Alabama Career Readiness Certificate.
3. Partnerships Between Growing Tech Sector, UAB, and Birmingham City School STEM Programs/Career Academies to Create “School to Startup Pipeline”
 - a. Commission the Division of Youth Services (DYS) to partner with Birmingham Public School career academies, UAB, and our growing technology sector in order to create summer “school to startup pipeline”, giving STEM and business exposure opportunities to high-achieving Birmingham Public School career academy juniors and seniors.

II. [An Opportunity Agenda for Birmingham Residents and Businesses](#)

1. Create Neighborhood Opportunity Centers
 - a. Develop partnerships with Jefferson County Workforce Development centers, adult education providers, the Birmingham Business Alliance, and the local business community to convert city-owned community centers in high-unemployment neighborhoods into “Opportunity Centers” that can connect Birmingham residents with job training, adult education and local employment opportunities.
2. Debt-Free Local Community College for Birmingham Public School Graduates
 - a. Earmark funds for the “Fred Shuttlesworth Opportunity Scholarship”, which will provide a debt-free community college for every Birmingham Public School graduate who wants to attend a Jefferson County Community College.

Appendix A

3. Ensuring Every Birmingham Public School Graduate is College or Career Ready
 - a. Work with my former colleagues on the Birmingham School Board to ensure every Birmingham Public School student who chooses not to go to college or go into the military, graduates with both a diploma and an Alabama Career Readiness Certificate.
4. Cultivating a “School to Startup Pipeline” Between Birmingham Public Schools and Birmingham’s Technology Sector
 - a. Commission the Division of Youth Services (DYS) to partner with Birmingham Public School career academies, UAB, and our growing technology sector in order to create summer “school to startup pipeline”, giving STEM and business exposure opportunities to high-achieving Birmingham Public School career academy juniors and seniors.
5. Supporting Birmingham’s Job Creators and Innovators
 - a. Engage university partners in order to understand what factors students weigh as they decide to stay or leave Birmingham after graduation, and facilitate dialogue between university stakeholders and leaders in the business community to address gaps in the recruitment pipeline.

III. Making Neighborhoods Safe and Secure

1. Invest in Birmingham’s Youth
 - a. Expand and enhance employment programs through the Mayor’s Division of Youth Services.
 - b. Identify and deploy public and private resources to support more intensive mentoring, counseling, and job placement services for nonviolent juvenile ex-offenders.
2. Fighting Crime Before it Happens
 - a. Establish community centers and churches in key precincts as “Opportunity Centers,” where residents can receive targeted and intensive job training and placement services.

Appendix B

The Birmingham Education Compact

This Compact is entered into by the Mayor's Office of the City of Birmingham and the Superintendent of the Birmingham City School System on this ____ day of _____, 2018. The purpose of this Compact is to formalize the commitment of the Mayor and the Superintendent to work together and support one another to ensure that every child in the City of Birmingham is prepared for college, career, and a successful productive life. This will be accomplished by ensuring they are:

- * Ready for school
- * Successful in school
- * Supported by out of school activities
- * Prepared to succeed in life

The Mayor and the Superintendent pledge to work collaboratively to:

- * Support and advocate for children
- * Reach out and engage the community and interested stakeholders in a productive, coordinated, and efficient manner to increase community support for education
- * Hold joint meetings of the Superintendent's Executive Cabinet and the Mayor's Office
- * Explore the joint use of facilities
- * Support out of school learning opportunities such as co-op programs and summer reading programs
- * Jointly support the development of a meaningful workforce development plan to provide good paying, high quality jobs to students and a high quality workforce to current and future employers
- * Adopt goals and measurable outcomes of the efforts of the Compact
- * Coordinate and share data

Appendix B

The initial goals of the Compact will be to:

- * Increase the Pre-K capacity of the school system
- * Increase K-readiness
- * Increase the cohort high school graduate rate
- * Increase the number of co-op opportunities for high school students
- * Increase the percent of graduates; college and career ready (e.g. the attainment goal)
- * Increase the percent of graduates going to college

Specific goals within these areas will be adopted in coordination with the Strategic Planning process currently underway at the Birmingham City School system.

CRADLE TO CAREER: BIRMINGHAM (PAGE 1 OF 2)

Mayor's Office: Sets goals, identifies conveners, reports data to the community, convenes leadership across focus areas, and invests resources strategically.

Focus Areas	Early Learning and Kindergarten Readiness	K-12 Success	Pathways to the Workforce
Goals	Every child enters Kindergarten ready for school.	Every student graduates prepared for college, career, and life.	Every graduate has a pathway to training, certificates, degrees, or direct employment.
Metrics for Action	<p>Kindergarten Entry Assessment (KEA) results</p> <p># of children enrolled in quality early care programs (ages 0-3)</p> <p>% and # of 4-year-olds enrolled in First Class Pre-K</p> <p># of quality-rated early care centers/ programs for children (ages 0-3)</p>	<p>% of children proficient in reading by end of 3rd grade</p> <p>% of children proficient in math by end of 8th grade</p> <p>% of students chronically absent</p> <p>% of students enrolled in summer learning programs</p> <p>% of schools with adequate mental health and case management resources</p> <p>% of students enrolled in after-school or in-school support extra-curricular programs</p> <p>% of students achieving at least one College and Career Readiness indicator</p> <p>% of students completing FAFSA</p> <p>% of students placed in internships</p>	<p>% of BCS students participating in dual enrollment and/or CTE</p> <p>% of BCS graduates enrolling in 2-year or 4-year colleges</p> <p>% of BCS graduates completing 2-year or 4-year degrees</p> <p>% of BCS graduates completing recognized workforce credentials by age 20</p> <p>% of BCS graduates employed in living wage careers upon high school graduation</p> <p>% of BCS graduates on track for entry into high-growth/high-wage sectors</p>

SEE PAGE 2 FOR METRICS MAPPED TO LEAD PARTNERS

CRADLE TO CAREER: BIRMINGHAM (PAGE 2 OF 2)**METRICS MAPPED TO LEAD PARTNERS**

Metric	Lead Partner(s)
Kindergarten Entry Assessment (KEA) results	BCS administers assessment in Kindergarten
# of children enrolled in quality early care programs (ages 0-3)	United Way's Success By 6, DHR, Childcare Resources, JCCEO, AL Public Television
% and # of 4-year-olds enrolled in First Class Pre-K	BCS Pre-K Coordinator
# of quality-rated early care centers/programs for children	United Way's Success By 6, DHR, Childcare Resources, JCCEO, AL

Metric	Lead Partner(s)
% of children proficient in reading by end of 3rd grade	BCS Chief Academic Officer, Bold Goals BCS Network
% of children proficient in math by end of 8th grade	BCS Chief Academic Officer
% of students chronically absent	BCS Attendance Office, Bold Goals Attendance Network, Helping Families Initiative
% of students enrolled in summer learning programs	S.A.I.L., DYS, City Rec Centers, Birmingham Public Library System
% of schools with adequate mental health and case management resources	Mental Health Priority Group of JeffCo Health Action Partnership, BCS Guidance and Counseling
% of students enrolled in after-school or in-school programs	Bold Goals BCS Network, Birmingham Education Foundation, DYS, City Rec Centers
% of students achieving at least one College and Career Readiness indicator	BCS, Career Academies, CAMP
% of students completing FAFSA	Bold Goals FAFSA Network, Alabama Possible
% of students placed in internships	DYS, Birmingham Education Foundation
% of students graduating	BCS

Metric	Lead Partner(s)
% of BCS students participating in dual enrollment and/or CTE	2 and 4-year colleges, BCS Career Academies, BCS CTE
% of BCS graduates enrolling in 2-year or 4-year colleges	2 and 4-year colleges, BCS Guidance and Counseling, Promise
% of BCS graduates completing 2-year or 4-year degrees	2 and 4-year colleges, Promise Scholarship Program
% of BCS graduates completing recognized workforce credentials by age 20	Central 6 Alabama-Works, 2-year colleges, Coding/IT boot camps, Alabama Workforce Training Centers
% of BCS graduates employed in living wage careers upon high school graduation	Bold Goals Workforce Action Network
% of BCS graduates on track for entry into high-growth/high-wage sectors	Bold Goals Workforce Action Network

Best Practices

Louisville Forward

Topical Area Louisville, Kentucky

Best Practice

Louisville Forward integrated approach to economic and community development. Louisville Forward combines business attraction, expansion and retention activities, and talent and workforce attraction, with all of the city's real estate development, regulatory agencies, land use and planning and design functions to present a unified solution for job growth and quality of place. We are your one-stop shop for finding your new business home and workforce solutions.

Organization Louisville Forward

City, State Louisville, KY

Website LouisvilleKy.gov

Contact Person

Gloria Fuqua, (502) 574-1526. Ms. Fuqua is responsible for Workforce Development for all business clusters and coordinates with Kentuckiana Works.

Appendix D

Best Practices

Office of Youth Development

Topical Area Louisville, Kentucky

Best Practice

The Office of Youth Development (OYD) provides professional development opportunities in a variety of mediums to enhance the knowledge, skills and abilities of staff who work with youth.

The Office of Youth Development and Building Louisville's Out of School Time Coordinating Council (BLOCS) are proud to present the Methods Series, developed by the David P. Weikart Center for Youth Program Quality. The 2.5 hour interactive trainings introduce powerful skill-building strategies for creating a safe, supportive and productive environment for youth. The trainings will be offered twice monthly throughout 2017.

Organization Office of Youth Development

City, State Louisville, KY

Website LouisvilleKy.gov

Contact Person

Office of Youth Development, (502) 574-0854.

Appendix D

Best Practices

Kentucky Manufacturing Career Center

Topical Area Louisville, Kentucky

Best Practice

Services for job seekers and manufacturing professionals; such as, job placement assistance, job leads and referrals, free training.

Organization KMCC / Kentucky Manufacturing Career Center

City, State Louisville, KY

Website Kentuckianaworks.org

Contact Person

Jaime Disney, Workforce Development Specialist, (502) 574-2620.

Appendix D

Best Practices

Atlanta CareerRise

Topical Area Workforce Development

Best Practice

Leveraging public, private, and foundation funding for training programs to fill jobs and promote career advancement; aligns multiple companies, funders, and training providers; not run out of the Mayor's office in Atlanta, but could be in Birmingham.

Organization Atlanta CareerRise

City, State Atlanta, GA

Website AtlantaCareerRise.org
MetroAtlantaExchange.org

Contact Person

Cinda Herndon-King, cking@unitedwayatlanta.org, (404) 614-6258

MAYOR
WOODFIN
BIRMINGHAM

Appendix E
Birth through Pre-K

Highest Priority

Education (family focused) Social Marketing Campaign for a new deeply rooted (sustaining) cultural changeⁱ

- Create a framework for planning and implementing social or cultural change: used for broad changing of public view and policyⁱⁱ

Solutions

- Using a city or state wide mass media campaign to expose high proportions of large populations to messages through routine uses of existing media: television, radio, newspapers, and/or social media
 - Use one's influence with civic leaders, elected officials, businesses, community organizations and the media to ensure that education stays at the top of the public agenda
- Multi-generational campaign promoting education and importance of early childhood education
 - Address attitude of anti-intellectualism in our communities
- Must target root causes of undervaluing education (sankofa)
 - One cannot just throw money at interventions, one must address the underlying reasons: determine and address the root cause
 - Include lack of financial literacy, financial dependence, address overall sense of self
- Tie in neighborhood leaders, partner with pre-natal health clinics, WIC, & hospital nurseries who have mom's undivided attention
 - Host an annual "Books for Baby showers" Event using African/African American, Latino inspired books



Current federal organization

- Birth to 5: Watch Me Thrive!

MAYOR
WOODFIN
BIRMINGHAM

Appendix E
Birth through Pre-K

Preschool Enrollment

Solutions to eliminate the pre-k wait list and improve number of DHR approved daycares (with developmentally appropriated curriculums)

- Partner with independent schools and other districts to streamline available pre-k spots
- Expand the number of early childhood education centers
 - Assist in identifying locations that are potential First Class pre-k sites
 - Use old buildings and convert to daycares or pre-k only centers, prioritize the neediest areas
 - More financial backing to subsidize private daycare programs via state or city funds
 - Encourage more applications from private subsidized daycares, home based daycares, and religious institutions
 - Offer grant writing workshops
 - Provide access or resources for low interest loans for one to start a daycare program
- Add the DHR link to the city's webpage, this site lists the daycares by zip codes in Alabama.
- Add daycares housed at high schools, colleges, and universities so moms or dads can graduate

Solutions to improve school readiness/preparation

- Offer quality daycare services for evening and night shifts
- Create more aftercare opportunities for public pre-k students
- Purchase and distribute more "Getting Ready for Kindergarten" booklets by United Way
- Create a Pizza Hut "Book it" Prototype for families

Current Organizations/Models

- Arizona's initiative to address chronic absenteeism in preschool, Chicago's Attendance works, Baltimore's Early Elementary Performance and Attendance Platform

MAYOR
WOODFIN
BIRMINGHAM

Appendix E
Birth through Pre-K

Parental Involvement Culture Change

Solutions

- Focus on demonstrations, not lectures, using a network of coordinated, neighborhood/home based, local community members
 - Provides flexibility (in location and hours offered) for stressed, low resourced families
 - Sponsor a City of Birmingham You Tube video Series for parent demonstrations
 - Create a focus group of non-working parents for ideas and solicit advice on barriers to improve parental involvement
 - Address attitudes positive and negative concerning early childhood education
 - Conduct family seminars related to useful tips on child rearing, educational tips, etc offered at various times of the day and week
- Encourage parents to join book clubs, initiate the Dolly Parton Book of the Month Club
- Have a place where parents and providers can actually find these resources and services
 - Have an online city-wide directory based out of United Way and Help Me Grow
 - Jefferson County Family Resource Center could accommodate this solution
- Parental incentives to encourage participation
- Utilize the above mentioned social marketing campaign

Current Organizations for parental involvement

- UAB's Nurse Family Partnership, Maternal, Infant, and Early Childhood Home Visiting program (MIECHV), Home Instruction for Parents of Preschool Youngsters (HIPPY), Kids N Kin family member services

Current Organizations/Models for childhood literacy and early word exposure via reading

- Read Out and Read, Read and Romp, Maryland State Department of Education: Healthy Beginnings Birth to 3yo Online Curriculum, Talk With Me Baby program, Parents as Teachers, 211 and Help Me Grow, United Way: Success by 6, Childcare Resources Organization, Readrightfromthestart.org, Better Basics: Dolly Parton Imagination Library

MAYOR
WOODFIN
BIRMINGHAM

Appendix E
Birth through Pre-K

Community University Partnership

- Implement the Anchor Institution Modelⁱⁱⁱ with UAB
- Pressure UAB to come to the table in regards of funding (5-10 million/yr) and faculty time for diverse community programming
 - This will create more revenue via future federal grants the faculty apply for
- Involve all higher education locations in conversation to create a Birmingham Framework for Birth – age 3.

JCCDC, Early Learning, JCCEO, and Birmingham City Schools in partnership

- Offer 6wks-Pre-K in one building with wrap around services for parents and children. Three different, strategically placed buildings
 - This building could be a school or other properties within the city of Birmingham.
 - The city and partners would jointly pay for renovations. Each agency would be responsible for the salaries and benefits of those working under their umbrella.

Birmingham Public Library

- Partnership with local families not enrolled in daycare to host “homeschooling villages” or family-centered learning communities
 - Children receive learning for a few hours per day (not a daycare service)
- Sponsor parenting classes, support groups, family services, education sessions
- Partnership with local daycares for weekly library field trips

Jefferson County Resource Center: One stop shop for family services, to be located outside the Jefferson County Family Courthouse

- Sponsor an individualized academic underachievement clinic to help parents/children navigate school, medical, developmental, behavioral, social health
- Focus on prevention of adverse childhood experiences
 - Offer Play therapy and counseling services
- Please fund the Resource Center

MAYOR
WOODFIN
BIRMINGHAM

Appendix E
Birth through Pre-K

Special Need Services^{iv}

- Needs coordination of eligible 3-4 yos successfully transitioning into school district based services once aged out of Early Intervention @ 36mo

Solutions

- Online submission system or list of Alabama State District special education or a designated pinpoint person
 - Current model is for the parent to “contact” the special education department or the local neighborhood school
 - Make sure all IEP’s are delivered to the correct school district successfully.
- Make sure parents have a copy of the IEP and take advantage of early online enrollment

Current Organizations

- 2-1-1 Connects Alabama: Help Me Grow
- Children’s Rehabilitation Service

Teacher Quality and Job Satisfaction: address the disparity between teacher salaries/benefits from public pre-k schools (\$\$\$) vs private school pre-k (\$)

Solutions

- Allowing Office of Student Readiness buy into benefits: state retirement and insurance
- City of Birmingham directly funding some teacher benefits

Current Models

- Dallas Independent School District has launched a bonus program to incentive its best teachers to teach at struggling schools

MAYOR
WOODFIN
BIRMINGHAM

Appendix E
Birth through Pre-K

Other

- Technology Induced Overstimulation
 - Our children spend the first 4-5 years of their lives (beginning as infants) in front of a “screen”, examples include excessive hours of television at home, watching you tube on mom’s phone in the car. Thousands of hours in front of a screen has various adverse effects on a rapidly developing brain, it’s been studied for years in medical literature. Our children are then expected to sit quietly in a class room beginning in Kindergarten without any behavioral/aggression concerns or learning difficulties? No tutoring, ADHD medication, or increased class attendance will resolve this child’s poor school performance.
- Address social economic segregation as concentrated poverty is tightly correlated with gaps in educational achievement
 - Dallas Independent School District implemented a “controlled choice” model of socioeconomic integration across the district
- Address inequity in district funding across the state
 - The Massachusetts Business Alliance for Education^v

Notes

ⁱ “Both individual and societal levels need to be addressed to encourage such change. Since the psychological and social processes that prompt behavior change depend on many factors, different well-established theories emphasize different aspects that are likely to trigger change. One can appeal to people’s minds (cognitive theories) so as to influence their attitude about a certain behavior (theory of reasoned action), enhance their motivation and opportunities to successfully test a different kind of behavior (social cognitive theory), or show the risks associated and emphasize the benefits of ending it (health belief model). One can guide the members of your target audience through a learning (or un-learning) process (stage/step theories), and use the influence of others (social influence, social comparison and convergence theories) to encourage behavior change. Appealing to people’s emotions (emotional response theories) is also considered a key element in prompting behavior change. Finally, communication theory traces processes by which a new idea or practice is communicated in society (e.g. diffusion of innovations theory), and how certain aspects of communication influence behavioral outcomes”

MAYOR
WOODFIN
BIRMINGHAM

Appendix E
Birth through Pre-K

ⁱⁱ Example: modern rules of assigned gender colors (girl pink, boy blue) began in the 1960's. "By the 1960s, marketing teams of children's apparel and toys were largely responsible for the trend of gender-specific colors. The more specialized a product was, the higher the premium it could demand over its competition. Thus, separate colors and toys for boys and girls were aggressively marketed to parents" Another example: In the 1940's the diamond business didn't market a diamond or brand, it marketed an idea to link diamonds to romance engagements, weddings, etc.

ⁱⁱⁱ "Anchor institutions are enterprises such as universities and hospitals that are rooted in their local communities by mission, invested capital, or relationships to customers, employees, and vendors. As place-based entities that control vast economic, human, intellectual, and institutional resources, anchor institutions have the potential to bring crucial, and measurable, benefits to local children, families, and communities."

^{iv} Current model is for the parent to contact the special education department or the local neighborhood school, this simply doesn't work

^v The Massachusetts Business Alliance for Education: "a radical reform of the funding system for education provided for equitable distribution of resources so that all districts, whatever their property wealth, could provide a quality education for their students"

MAYOR
WOODFIN
BIRMINGHAM

Appendix E-2
Birth through Pre-K

2018-2019 Day Cares – Church, Community Base, and Private

- All locations should become DHR approved.
- All staff should complete DHR training.
- Professional Development should be provided for all staff members
- Developmentally appropriated curriculum should be provided.
- Age appropriate playgrounds that will pass safety inspections should be in place at all locations
 - Playgrounds must be 60 sq. ft. per child and must include shading.
- Age appropriate learning materials should be in place for all classrooms.
- Age appropriate furniture should be in all areas.
- Highly qualified staff should be in all locations.
 - Scholarships are available for interested early childhood staff members that includes tuition and books.
- Family seminars related to useful tips on child rearing, educational tips, etc.
 - Offer the same seminars at various times of the day and week.
 - Tie in neighborhood leaders, partners with pre-natal health clinics, WIC, and hospital nurses
 - Encourage parents to join book clubs
 - Apply for the Dolly Parton Book of the Month Club
- Provide one free medical exam for all enrolled students
 - Get a commitment from all medical programs including student programs to provide basic exams
- Offer seminars promoting education and the importance of early childhood education
 - Address attitudes positive and negative concerning early childhood education
- Add the DHR link to the city's webpage.
 - This site lists the daycares by zip codes in Alabama.
- Provide a clean and safe place for learning.
 - Classrooms must be at a minimum of 35 sq. ft. per child.

MAYOR
WOODFIN
BIRMINGHAM

Appendix E-2
Birth through Pre-K

2019 and beyond - Day Cares- Add New Locations

- Locate buildings or properties to open in underserved areas
 - Get assistance from the city about properties available that will meet DHR guidelines
 - Locate churches with conducive space on the availability of opening daycares
 - Check with city officials on low interest loans for opening a daycare facilities

Current federal organization

- Birth to 5: Watch Me Thrive!

Community University Partnership

- Involve all higher education locations in conversation to create a Birmingham Framework for Birth – age 3.

Birmingham Public Library

- Partnership with local families not enrolled in daycare to host “homeschooling villages” or family-centered learning communities
 - Children receive learning for a few hours per day
- Sponsor parenting classes, support groups, family services, education sessions
- Partnership with local daycares for weekly library field trips

Jefferson County Resource Center: One stop shop for family services, to be located outside the Jefferson County Family Courthouse

- Sponsor an individualized academic underachievement clinic to help parents/children navigate school, medical, developmental, behavioral, social health
- Focus on prevention of adverse childhood experiences
 - Offer Play therapy and counseling services

MAYOR
WOODFIN
BIRMINGHAM

Appendix E-2
Birth through Pre-K

Special Need Services

- Coordination of services for all eligible 3-4 yos
 - Make sure all IEP's are delivered to the correct school district successfully.
 - Make sure parents have a copy of the IEP and take advantage of early online enrollment
 - Parents should become aware of services offered prior to the child enrolling in public school programs.
 - Make sure parents understand special needs students must enroll within their zoned district.
 - Make sure parents are aware of organizations that can assist with services
 - 2-1-1 Help Me Grow
 - Children's Rehabilitation Service



Pre-K 2018-2019 Public, Private, Community Based, Church Programs

- First Class Grants are due March 1, 2018
 - BCS applying for 4 new grants
 - Woodlawn Innovation Network applying for one
 - Not sure about other locations in Birmingham
- Various community, and private locations will open programs not using the First Class Framework.
- All private locations should become DHR approved.
- All staff should complete DHR training.
- Professional Development should be provided for all staff members
- Developmentally appropriated curriculum should be provided.
 - Alabama Developmental Standards for Preschool Children should be utilized.
 - To enhance skills in personal and social development, language and literacy, mathematical thinking, scientific thinking, social-emotional development, technology, creative arts, physical development and health.
- Age appropriate playgrounds that will pass safety inspections should be in place at all locations
 - Playgrounds must be 60 sq. ft. per child and must include shading.
- Age appropriate learning materials should be in place for all classrooms.

MAYOR
WOODFIN
BIRMINGHAM

Appendix E-2
Birth through Pre-K

- Age appropriate furniture should be in all areas.
- Highly qualified staff should be in all locations.
 - Scholarships are available for interested early childhood staff members working on a Bachelors Degree. Tuition and books.
 - Lead Teachers must have at least a Bachelors in Early Childhood Education or Special Education P-3
 - Auxiliary Teacher must have a minimum of 9 hours in early childhood education courses, CDA, or Associate Degree in ECE
- Family seminars related to useful tips on child rearing, educational tips, etc.
 - Offer the same seminars at various times of the day and week.
 - Tie in neighborhood leaders, partners with pre-natal health clinics, WIC, and hospital nurses
 - Encourage parents to join book clubs
 - Apply for the Dolly Parton Book of the Month Club
- Screening/Referral and Support
 - Provide one free medical exam for all enrolled students
 - Get a commitment from all medical programs including student programs to provide basic exams
- Offer seminars promoting education and the importance of early childhood education
 - Address attitudes positive and negative concerning early childhood education
- Add the DHR link to the city's webpage.
 - This site lists the daycares by zip codes in Alabama
- Provide a clean and safe place for learning.
 - Classrooms must be at a minimum of 35 sq. ft. per child.

Screening/Referral and Support

Services

MAYOR
WOODFIN
BIRMINGHAM

Appendix E-2
Birth through Pre-K

Preschool Enrollment

Solutions to eliminate the wait list

- Share information with parents about available space
 - Independent schools
 - Districts without zoning guidelines
 - Community based agencies
 - Federally funded agencies
- Expand the number of early childhood education centers
 - Using old buildings and convert to daycares or pre-k centers
 - More financial backing to subsidize private daycare programs via state or city funds
 - Encourage more applications from private subsidized daycares, home based daycares, and religious institutions
- Daycares housed at high schools, colleges, and universities so moms or dads can graduate

Solutions to improve school readiness/preparation for home care

- Purchase and distribute more “Getting Ready for Kindergarten” booklets by United Way
- Create a Pizza Hut “Book it” Prototype for families

IDEAL PLAN FOR PARTNERSHIP 2019

Home Care-6wks-Pre-K in one building with wrap around services for parents and children.

Heads of each group will need to discuss and approve this idea.

JCCDC, Early Learning, JCCEO, and Birmingham City Schools in partnership.

MAYOR
WOODFIN
BIRMINGHAM

Appendix E-2
Birth through Pre-K

A facility with adequate spacing inside and out to meet the needs of all students. This building could be a school or other properties within the city of Birmingham. The city and partners would jointly pay for renovations. Each agency would be responsible for the salaries and benefits of those working under their umbrella.

It really would be great to have three of these locations. I can think of two properties owned by BCS but I will mention only one that is currently up for sale. North Roebuck is that location.

More thought will need to be put into this. This is just thoughts generated through a conversation with a person leading the education part

Wrap-Around Services

What is wrap-around?

The term, “Wrap-around” was introduced in the 1980’s as a philosophical approach to service. Today, the term has been redefined as an active process- a process that rotates around the collaboration of service providers to improve the lives of families through an unyielding support system and a customized, strength- based model. Wrap-around is holistic and focuses on engaging individuals with complex needs by “wrapping around” the families, providing needed services, and addressing crisis concerns. This will, in turn, ensure success and growth as well as encourage families to remain in their own communities, homes, and schools.

What are the implementation requirements for wrap-around?

Each framework and plan will be customized with the unique individual and collective needs of families in mind. This customization requires a high degree of collaboration and coordination among the child-and family-serving agencies and organization in a community. Research on wrap-around implementation has defined these essential community and system supports and grouped them into six themes: community partnership, collaborative action, fiscal policies and sustainability, access to needed supports and services, human resource development and support, and accountability.

What specialized staff roles are needed for the wrap-around process with families?

“Across the wrap-around programs, people in a variety of different roles-both professional and non-professional- play important roles in carrying out the wrap-around process with families and their children. Typically, implementing a wrap-around project requires a cadre of individuals who are trained and supported to effectively lead the process. These individuals are most commonly wrap-around facilitators, family support partners, and youth support partners. They may also include clinicians trained in research-based practices to address psychosocial needs, in-home behavioral support specialists, resource coordinators, and others.”

What about training and support for staff? What is required?

“In addition to system-level supports, the wrap-around process requires that people in key roles: facilitators, family support partners, etc. have the skills and conditions to properly execute their roles and responsibilities. This means that the lead agency(ies) must also provide organization supports that ensure primary staff receive comprehensive training, support and skill development.”

Is wrap-around evidence-based? What is the research?

Wrap-around services can be applied across a wide variety of departments and systems from human services to health care. What makes these services successful is the cooperation of representatives and specialists across a variety of settings who are all following the same plan and working towards the same goals of meeting needs, achieving outcomes and improving lives. This process has been implemented across the United States and internationally because of its documented success in promoting shifts from crisis to success.

Contact List

The following is a list of individuals/entities that provided feedback during the data/information gathering process of the assignment:

- Sara Newell- United Way of Central Alabama
- Shakeitha Tatum- United Way of Central Alabama
- Sara Newell- United Way of Central Alabama
- Camille Underwood- JBS Mental Health
- Maria Lyas-Young- Birmingham City Schools
- Jim Wotten- SAIL
- Suzy Harris- Ed Foundation/SAIL
- Floyd Council- Birmingham Public Library
- Sandra Lee- Birmingham Public Library
- DiNaira Gilbert- Jefferson County Family Resource Center

Proposed Structure and Implementation Timeline

- A city department should be assigned as the lead agency to organize and mobilize resources and services. (The Mayor's Office of Division of Youth Services may be the best fit for this responsibility.)
- Year 1- Authorize a comprehensive needs assessment. Needs would include (but not be limited to) the following:
 - Create a comprehensive list of specific needs in the community related to wrap-around services
 - Convene potential service providers to discuss capacity and growth opportunities
 - Assess availability of wrap-around services in the community and create a comprehensive asset map
 - Conduct site visits to determine a research based model that fits the needs of the community
 - Develop a robust evaluation plan for the initiative
 - Increase participation in high quality summer programs by one-third (at the end of Year 1)
 - Develop a high quality after-school program for all students
- Year 2- Implement the research-based model in one feeder pattern
- Year 3- Implement the research based model in two feeder patterns
- Year 4- Implement the research based model in two additional feeder patterns

Sample Research Based Models

Communities in Schools- www.communitiesinschools.org

Say Yes to Education- www.sayyestoeducation.org

CIS: OUR WORK BY STATE

State	Total Districts**	Current CIS Districts *	%	Total Schools**	Current CIS Schools*	%	Total Title I Eligible Schools**	CIS Title I Eligible Schools*	%
AK	53	1	2%	511	1	0.2%	370	0	0%
CA	961	1	0.10%	10170	20	0.2%	8565	20	0.23%
DC	1	1	100%	228	6	2.6%	176	6	3%
DE	16	7	44%	221	12	5.4%	184	8	4%
FL	67	14	21%	4212	85	2%	2903	61	2%
GA	183	56	31%	2388	185	7.7%	1,603	113	7%
IA	Data for the 2015-16 school year, CIS' first year serving Iowa students, will be available next year.								
IL	865	5	1%	4336	158	3.6%	3277	148	5%
IN	291	8	3%	1933	43	2.2%	1484	41	3%
KS	286	25	9%	1359	64	4.7%	1143	41	4%
LA	69	10	14%	1437	19	1.3%	1215	18	1%
MI	551	9	2%	3550	52	1.5%	2775	42	2%
NC	118	42	36%	2577	396	15.4%	2077	284	14%
NE	250	1	0.40%	1090	1	0.1%	493	0	0%
NM	89	1	1%	866	10	1.2%	774	9	1%
NV	17	5	29%	649	43	6.6%	328	43	13%
OH	614	1	0.16%	3714	10	0.3%	2925	10	0.34%
OK	524	1	0.19%	1774	8	0.5%	1202	7	1%
PA	500	20	4%	3181	79	2.5%	2384	60	3%
SC	86	6	7%	1223	42	3.4%	1039	36	3%
TN	136	2	1%	1802	7	0.4%	1486	7	0.47%
TX	1031	133	13%	8697	811	9.3%	6867	Data not reported.	
VA	138	9	7%	2170	57	2.6%	737	44	6%
WA	295	26	9%	2365	155	6.6%	1848	79	4%
WV	55	1	2%	759	6	0.8%	361	3	1%

*Source: 2014-2015 CIS End of Year (EOY) report.
**Source: National Center for Education Statistics (NCES) data for the 2013-2014 school year.

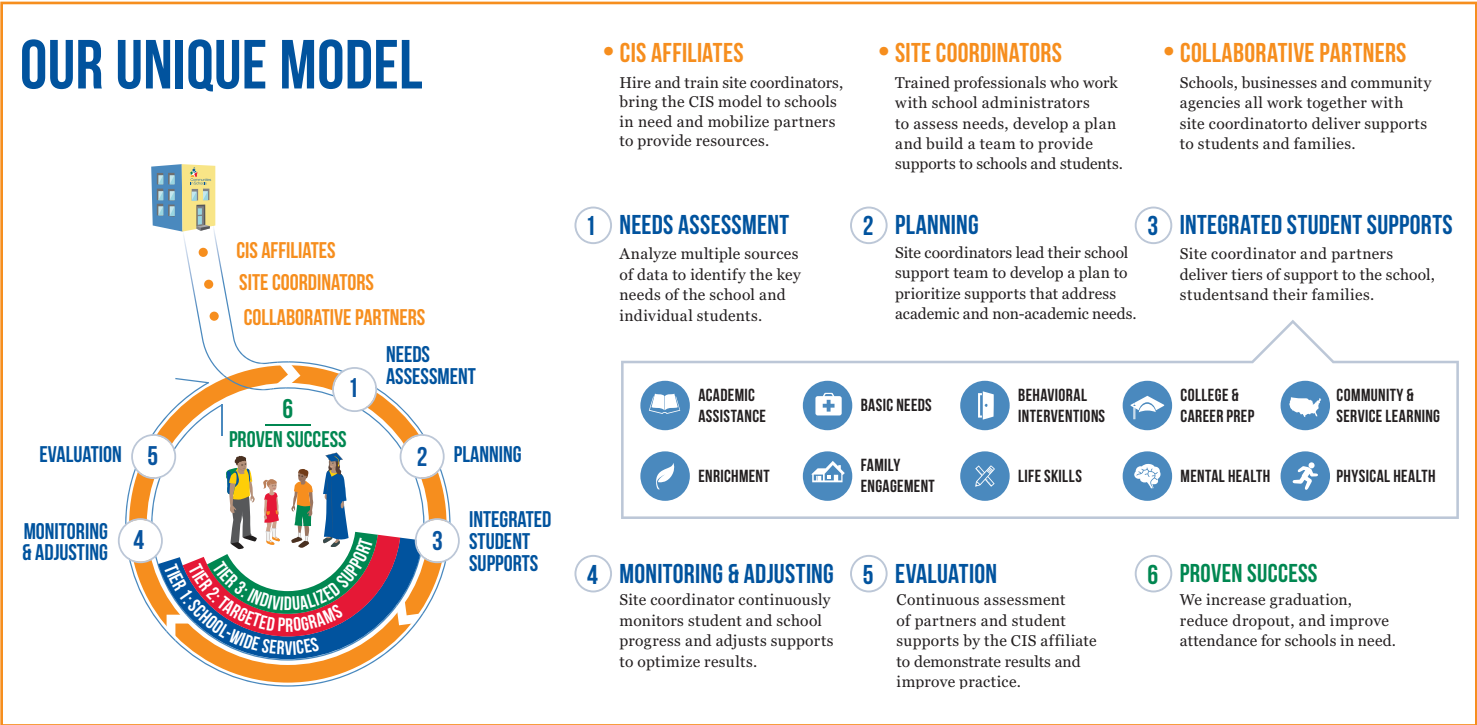
For more information about CIS contact **Gary Chapman**, Executive Vice President, Network Impact & Operations at chapmang@cisnet.org or (703) 518-2578



WHAT WE DO



Communities In Schools is the nation’s largest and most effective organization dedicated to keeping kids in school and helping them succeed in life. Many children, particularly those living in poverty, face enormous challenges both inside and outside the classroom; these can affect the school environment for all students. Our unique model positions highly trained professionals, “site coordinators”, inside schools to partner with administrators, counselors and teachers to assess students’ needs and provide resources to help them succeed. Whether it’s food, school supplies, health care, counseling, academic assistance or a positive role model, Communities In Schools is there to help. Through partnerships with local businesses, social service agencies, health care providers and volunteers we connect students in need with specific resources that already exist in the community, keeping costs remarkably low. Our evidence-based approach, adapted to meet each community’s unique needs, and our singular focus on outcomes form the basis for our success. Partnering with Communities In Schools allows administrators to lead, teachers to focus on exceptional instruction, and students to not only learn, but to believe in their capacity to achieve.



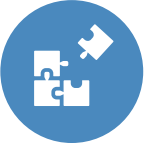
*“We have a unique opportunity with the authorization of the Every Student Succeeds Act to surround struggling students with integrated student supports (ISS) or wraparound services to improve their school outcomes. We know teachers and administrators can’t do it alone, but by providing evidence-based integrated student supports, my state is seeing real change. When Communities In Schools provides ISS in our low-performing schools in North Carolina, **more than 96% of our high-need, high-poverty students are being promoted to the next grade.**”*


– Dr. June Atkinson, CIS of North Carolina Board Member and former State Superintendent for North Carolina

COMMUNITIES IN SCHOOLS AND THE EVERY STUDENT SUCCEEDS ACT (ESSA)

In anticipation of this first major restructuring of the federal education law in almost 15 years, Communities In Schools made a strong case to Congress to support local programs proven to keep kids in school, improve academic achievement and stay on the path to graduation. A number of clauses in the law make Communities In Schools a powerful and cost-effective School Improvement Support solution:



 Integrated student supports (ISS), the category in which CIS and other “wraparound services” fall, is **specifically identified as a program eligible** for funding under the **\$15 Billion Title I program**.

 States and school districts are encouraged to leverage increased flexibility in funding in order to adopt **evidence-based programs** to achieve school turnaround and improve academic outcomes.

UNDER ESSA...

- States and districts will have to use **evidence-based** interventions.
- States get wide discretion regarding intervention strategies and **accountability goals**, which must now include a **non-academic indicator** of a healthy learning environment.
- States and districts must **turn around at least the lowest-performing 5%** of Title I schools and high schools with poor graduation rates.

COMMUNITIES IN SCHOOLS...

- ...has undergone **13 independent evaluations** demonstrating our effectiveness, including those led by **ICF International, Child Trends** and **MDRC**.
- ...works in the school building to promote **social-emotional learning** and an **individualized approach** to helping the **neediest students** achieve.
- ...serves mostly **low-income** students, **English Language Learners (ELLs)** and those facing other barriers related to **poverty**.
- ...can effectively leverage, at school sites, investments made available by **Title I** and **Title IV** allocations, and partner with districts to secure **competitive Title IV grants** when they are released.



“CIS has been a critical partner in helping Nevada school districts focus on the true needs of students and has delivered an undeniable return on investment. CIS complements our state’s school reform efforts, allowing students to learn. CIS blends seamlessly into our schools’ daily work.


The CIS model allows districts to use their resources most effectively by integrating external partners in a way that delivers the right outcomes for our students. When it comes to the coordination of services, resources, and providers, CIS is an unparalleled partner.


CIS has nearly four decades of experience, more external evaluation than I’ve seen in much of the nonprofit sector, and outcomes down to the student level. With this strong a record of effectiveness, they are a fantastic solution in the context of the new ESSA legislation and Nevada’s own efforts in this arena.”


– Dale Erquiaga, CEO of Communities In Schools and former Chief Strategy Officer for Nevada Governor Sandoval


OUR REACH AND IMPACT


BY THE NUMBERS


**4,300**
nonprofit and youth development professionals carried out the Communities In Schools mission


**9,600**
community partner organizations benefited at-risk students


**1.48 MILLION**
students and their families were directly connected to essential resources


**155**
local affiliates operated in 25 states and the District of Columbia


**42,000**
community volunteers donated their time

**\$11.60**
for every one dollar of CIS investment, \$11.60 of economic benefit is created


**201 MILLION**
was the local network revenue


**158,000**
students were case-managed


**2,300**
schools and community-based sites were served by Communities In Schools


**320,000**
parents and guardians participated in their children’s education though opportunities provided by Communities In Schools


BY THE OUTCOMES


**99%**
remained in school through the end of the 2015-16 school year


**91%**
of seniors graduated or received a GED

**6,400**
graduates went on to some form of postsecondary education

**93%**
of students in K-11 were promoted to the next grade

**90%**
met or made progress towards their behavior improvement goals

**88%**
met or made progress towards their academic improvement goals

**80%**
met or made progress towards their attendance improvement goals

Makayla – CIS of Pamlico County



When 9-year-old Makayla first learned of Communities In Schools, she had one question in mind for her site coordinator: “I want a new family,” she announced. “Can you do that?”

For the past two years Makayla had shared a small house with her mom’s new boyfriend—plus three other children, a grandmother, an uncle and two pit bulls. There never seemed to be enough food, money or peace and quiet. When she was five, things had been even worse—she was sleeping in the car after her mom fled an abusive home situation.

Our site coordinator recognized that what Makayla really needed was a new start. Food and clothing, followed by counseling, tutoring and a trauma support group.

Makayla began to blossom almost at once—making friends, volunteering in the community, cheering for her school teams and earning her first-ever academic awards. She has moved beyond the past, and for the first time, she’s excited about the future.

Jamal – CIS of Charlotte-Mecklenburg



At age 16, with three stints in jail, a strained relationship with his mom and a lack of focus, Jamal was failing his classes and on the road to dropping out. CIS Site Coordinator Reggie worked with Jamal while he was in jail, and coordinated with CIS Site Coordinator Joe to put a plan in place to support Jamal as he returned to school. Joe helped Jamal finish assignments, kept him focused on plans for college, and helped him catch up so he could graduate on time. A junior in college with a 4.0 GPA, Jamal went on to become the president of the first college-based CIS alumni group.





SAY YES TO EDUCATION: A SNAPSHOT OF SAY YES BY THE NUMBERS

What if an entire community came together to ensure that each of its children had the opportunity – and the support – to go to college? That is the promise of Say Yes.

NUMBER OF STUDENTS SERVED

About **130,000 public school students** in kindergarten through grade 12 now have access to Say Yes support services and, upon high school graduation, postsecondary scholarships, most of them in Buffalo and Syracuse in upstate New York, and Guilford County (Greensboro-High Point), NC.

COLLEGE AND OTHER POST-SECONDARY SCHOLARSHIPS

About **10,000 public school students** have gone off to college or other postsecondary programs with the support of Say Yes since the organization's inception, most of them in just the last three years as the number of students served by Say Yes has risen dramatically.

COLLEGE MATRICULATION

The number of students going off to college in the fall, following their high school graduation in the spring, has increased by **10 percentage points, to 67 percent**, since the inception of the Say Yes Buffalo partnership.

HIGH SCHOOL GRADUATION

Since Say Yes began in Buffalo, the number of students graduating high school has increased by **14 percentage points**, from 49 percent in 2012 to 63 percent in 2015. Furthermore, the number of African American students graduating high school in Buffalo has increased by **16 percentage points**.

FUNDRAISING

Since the launch of Say Yes Buffalo in 2012, the local community has raised more than **\$35 million** for its local scholarship fund. Beginning in the year prior to the launch of Say Yes Guilford (Greensboro-High Point) in North Carolina in September 2015, and continuing since, the local community has secured commitments of more than **\$40 million** for its scholarship fund. In 2016, the Say Yes Syracuse partnership announced that it had met its **\$30 million** fundraising target for its scholarship fund.

SAY YES HIGHER EDUCATION COMPACT

More than **100 private colleges and universities** from across **21 states and Washington DC** have partnered with Say Yes to Education since 2008. In joining the Say Yes Higher Education Compact, partner institutions agree to ensure that students from Say Yes communities whose annual family income is at or below \$75,000 are eligible, at a minimum, to attend tuition-free, provided they are accepted through the institution's regular admission process.

RETURN ON INVESTMENT: THE LEVERAGE STORY

A key component of the Say Yes strategy is the way in which Say Yes facilitates cross-sector collaboration and alignment of resources in support of student services and scholarships. In 2014, for **every \$1.00 Say Yes spent in Syracuse, it resulted in \$6.19** in external investments; in the same year in Buffalo, **every Say Yes dollar leveraged \$15.11** toward student supports.

Between the graduating classes of 2013 and 2014, **\$2.6 million in scholarships** from the Say Yes Buffalo Scholarship Board leveraged **\$31.5 million** in combined public and private scholarship aid received by students (including state, federal, institutional, and other aid).

STUDENT SUPPORT SERVICES

Within the first five years of Say Yes Buffalo, **52 school-based mental health clinics** have launched, and mobile health clinics are in the works. In addition, **5 school-based legal clinics** have opened, **100% of school buildings** are staffed with Family Support Specialists (across 55 buildings), and summer camp was offered at **55 sites** through partnerships with **42 community based service providers** in 2016, with a long-term sustainable funding plan through 2021.

FOSTER CARE PLACEMENT

Within the first six years of implementation in Syracuse, Onondaga County reported a **43% reduction** in foster care placements.

INCREASING PUBLIC SCHOOL ENROLLMENT

Seven years after the launch of Say Yes in Syracuse, the public school enrollment has increased by **908 students** after 10 years of steadily declining. Similarly, enrollment increased in the Buffalo Public Schools within the first two years of implementation after a long period of decline.

EARLY COHORT CHAPTERS

Say Yes' community-wide strategy is built upon a track record of success during the organization's first two decades, when it worked with cohorts of 100 to 300 students in six cohort chapters, including those in Philadelphia; Cambridge, MA; Hartford, CT and Harlem. Some highlights include:

- **Philadelphia (1987):** 62% of the original cohort of 112 students graduated from high school or earned their GED, as compared to a 39% graduation rate in the district as a whole.
- **Hartford (1990):** 88% of active students completed high school. 68% of active students who graduated from high school received some postsecondary credential, and 40% received a BA.
- **Cambridge (1991):** 87% of cohort earned a high school diploma or GED (compared with district average of 52%), and 72% of those students completed a postsecondary program.
- **Philadelphia (2000):** 95% of the cohort graduated from high school in 4 or 5 years (compared with a district average of 74%), and this chapter has a 90% postsecondary matriculation rate (compared with a district average of 51%).



SUMMER ADVENTURES IN LEARNING

Summer Learning Accelerates Achievement

Overview

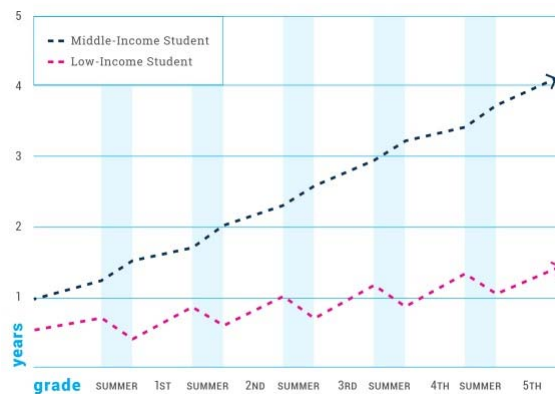
- SAIL is a public-private partnership based on the collective impact model.
- Schools, government agencies, community colleges, civic organizations, businesses, community-based organizations, faith-based organizations, and individuals work together, each contributing its expertise and resources to create high quality summer learning programs.
- SAIL began in Birmingham but is expanding throughout Alabama.
- For more on SAIL and how it incorporates collective impact principles, see Attachment 1.

There is a cumulative effect of summer learning loss: by the fifth grade, summer learning loss can leave a student two-and-a-half to three years behind their peers. Students who fall behind over the summer are less likely to graduate from high school, attend college or pursue careers.

Source: Cooper, H., Borman, G., & Fairchild, R. (2010) "School Calendars and Academic Achievement." In J. Meese & J. Eccles (EDs), *Handbook of Research on Schools, Schooling and Human Development* (pp. 342-355). Mahwah, NJ: Erlbaum.

SAIL outcomes

Research shows that children from low-income families normally lose 2-3 of academic skills in both reading and math each summer (the summer slide). These losses accumulate, so the children fall further behind each year.



SAIL programs address the summer slide using a “school within a camp” model. Carefully designed to benefit the whole child, it provides academic programming (with a high teacher/student ratio), exercise, healthful meals, enrichment, and character development. While outcomes vary from year to year, we expect students to gain 2-3 months of skills in both reading and math, as opposed to the normal 2-3 loss. The camplike approach causes many students to discoverer that learning can be fun, and to gain in self-confidence.

SAIL Birmingham in 2018

For the summer of 2018, SAIL awarded grants of \$421,000 to 19 programs expected to serve students from Birmingham. In 2017, SAIL programs served about 600 Birmingham students. See Attachment 2 for program details.



SUMMER ADVENTURES IN LEARNING

Expansion

SAIL is well positioned to expand. The following strategy is recommended:

- Birmingham City Government and Birmingham City Schools should assume active, leading roles in SAIL.
- The expanded SAIL leadership should create a five-year vision for summer programs which prioritizes the age groups and geographies to be served.
- An operational plan will be developed to achieve the vision. Summer programs should participate in the planning to better align with the five-year vision.
- A financial plan will be created based on the operational plan. Program costs vary significantly; a planning estimate is \$1,200 per student. This can be lowered by capturing economies of scale and by helping the more cost-effective programs to expand their capacity. Some of the funding for the programs is available from current funders and from federal programs; use of federal funds for summer programs offered through community partnerships is encouraged by ESSA.
- This model of summer programming (rigorous academic programming with required attendance rather than enrichment/fun programs with attendance optional) is a new paradigm for parents, students, teachers, and administrators. Time will be required for everyone to adapt. Parents must learn to prioritize summer attendance over traditional summer activities.
- A realistic growth target for Birmingham (one which balances the desire to grow against the need to maintain quality) would be 200-300 additional students per summer, beginning in 2019.

Summer Learning is a key component of The Campaign for Grade-Level Reading

On February 2, 2018 Governor Ivey announced the goal of the “Alabama Grade-Level Reading Campaign” is that by 2022, all of Alabama’s third-graders will read at, or above, grade-level proficiency.

The “Alabama Grade-Level Reading Campaign” will focus on four primary areas: school readiness, preventing chronic absenteeism, improving the Alabama Reading Initiative, and summer learning opportunities for K-3 students.

To prevent the summer slide and to ensure that children who are reading below grade level have a chance to catch-up, Governor Ivey will establish the “Alabama Summer Achievement Program” (ASAP) for students who are reading below grade level proficiency in grades 1-3.



SUMMER ADVENTURES IN LEARNING

Attachment 1

The SAIL Quality Assurance Framework

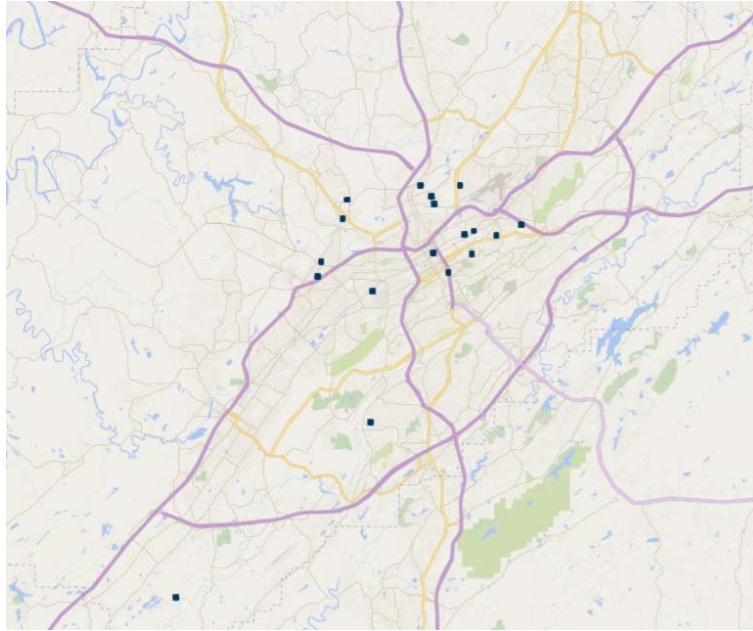
The SAIL quality assurance framework uses the principles of the collective impact model to instill a commitment to excellence in all SAIL programs. The components are:

- **Group Education:** SAIL hosts three forums each spring, addressing a variety of topics chosen to strengthen the programs.
- **Communication and Informal Education:** SAIL maintains a group e-mail distribution list and communicates regularly with the summer learning community. Peer-to-peer learning is encouraged in several ways: panel discussions at forums, informal communication between meetings and small-group meetings.
- **Resource Development:** SAIL works to see that programs have access to resources needed to conduct quality programs, including educational services providers (e.g., Better Basics and Summer Advantage) and enrichment providers (e.g., Cahaba River Society and Birmingham Zoo). SAIL also maintains a staffing webpage and facilitates the enrollment of summer programs in feeding programs which supply meals at no cost.
- **Assessment and Evaluation:** SAIL grantees use Renaissance Learning's STAR Assessment for reading and math. The SAIL funders provide STAR at no cost, train the programs on proper use of STAR to create individualized learning plans, transport the programs to a testing site if needed, and administer the tests. The programs (and the funders) use summary data from STAR to evaluate overall program effectiveness.
- **Standardized Reporting:** Grantees submit program results in a standard format. The elements of the report are derived from best practices as defined by research of the National Summer Learning Association.
- **Continuous Improvement:** All reports are compiled and sent to each grantee, after which all grantees participate in a post-program review in which successes are celebrated and "defects are cherished".



SUMMER ADVENTURES IN LEARNING

Attachment 2
2018 SAIL Programs serving Birmingham



No.	Program Name	Program Location
1	BASIC 2018 (american baseball foundation)	Hudson K-8 School
2	Camp Lift Summer Enrichment Program	Antioch Missionary Baptist Church
3	Camp Bethel Summer Adventures In Learning	Bethel Baptist Church
4	30 A Day Summer Reading (Better Basics)	Multiple
5	Breakthrough Birmingham Summer Scholars 2018	Hayes K-8 School
6	30-A-Day at Camp Fletcher (Camp Fire)	Camp Fletcher
7	Birmingham Boys' Summer Institute and Birmingham Girls' Summer Institute	Daniel Payne Community Plaza
8	ACTIVE LEARNING DAY CAMP	Nichols Temple AME Church
9	Summer Advantage and Birmingham City Schools: Helping Children Excel	Oliver Elementary School
10	Fresh Start Family Solutions	2873 41st Ave North
11	Girls Inc. Summer Programs (Birmingham)	Girls Inc. Crestwood Center
12	IMPACT Mentoring Summer Learning Program	IMPACT Family Counseling Center
13	Children's Fresh Air Farm Summer Learning Program	Children's Fresh Air Farm
14	Brain Forest	Avondale Elementary School
15	Neighborhood Academy Summer Program (Ensley)	Ensley Park and Recreation Center
16	Urban Kids SAIL 2018	Urban Ministry
17	YMCA of Greater Birmingham Summer Learning Program (4 locations)	Inglenook School
18	YWCA Central Alabama Summer Enrichment	YWCA of Central Alabama
19	Springboard Enrichment Center	Zion Spring Baptist Church

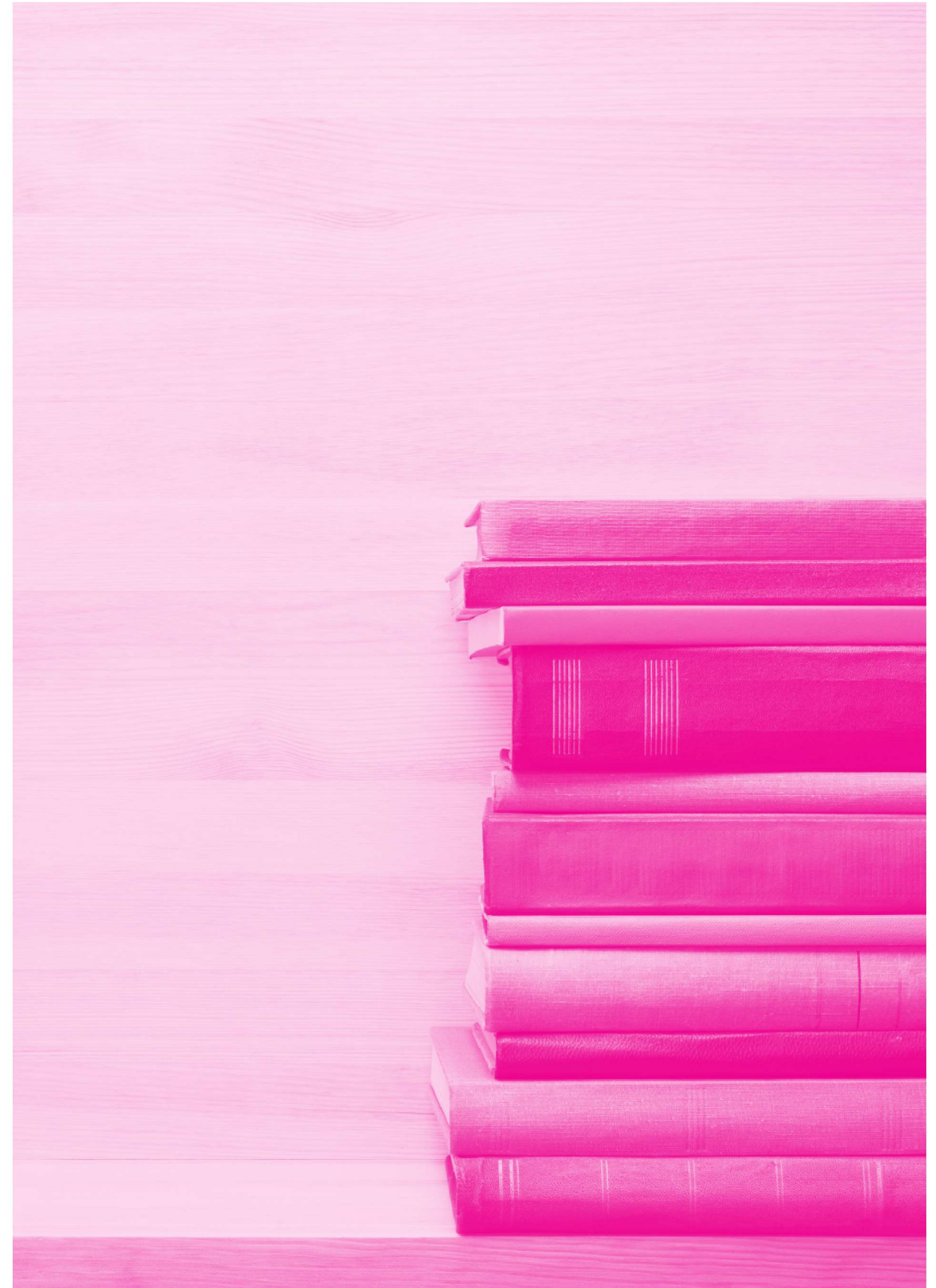
Destined for a brighter future

WELCOME TO sail



A COMMUNITY OF PUBLIC AND PRIVATE PARTNERS WHO WORK TOGETHER TO PROVIDE EDUCATIONAL AND FINANCIAL SUPPORT TO A VARIETY OF SUMMER LEARNING PROGRAMS.

Our ultimate goal is to improve how children from socioeconomically challenged neighborhoods perform in school. It's a complicated problem with many factors over which we have no control. But, there is a major factor we can affect. It's called summer learning loss, and its impact on overall academic performance is profound. We've created a collaborative initiative to address it.



THERE’S AN ACHIEVEMENT “GAP.”

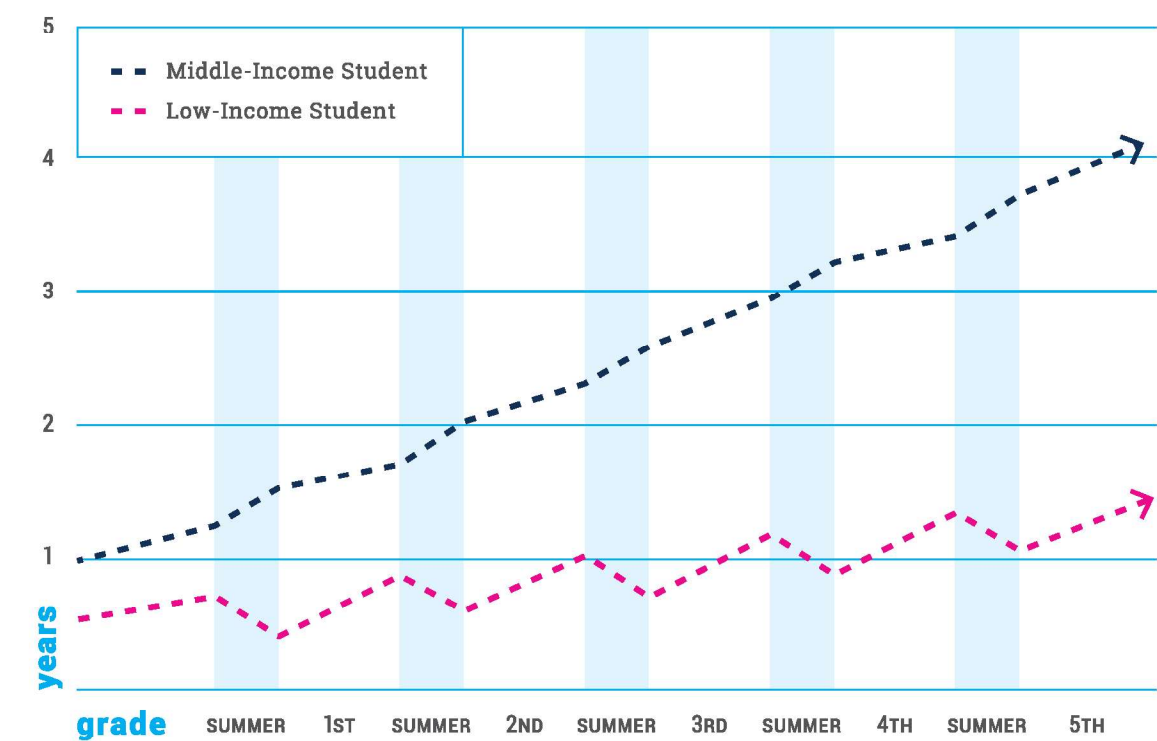
AND IT GROWS OVER TIME.

There is a significant gap in the academic achievement of low-income children. Closing this gap is complicated.

When the school year ends, many children lack access to high-quality summer learning opportunities. They strugglen not only with basic needs like nutritious food and safe places to spend their days, but also lose precious time during the summer months to continue their learning. **This is summer learning loss.**

There is a cummulative effect of summer learning loss: by the fifth grade, summer learning loss can leave students two-and-a-half to three years behind their peers. Students who fall behind over the summer are less likely to graduate from high school, attend college or pursue careers.

Creating opportunities for children to attend high-quality summer learning programs is the goal of sail.



A significant gap exists between the scholastic achievement in middle-income children and lower-income children. Summer learning loss is a major factor in this gap. It goes virtually unnoticed.

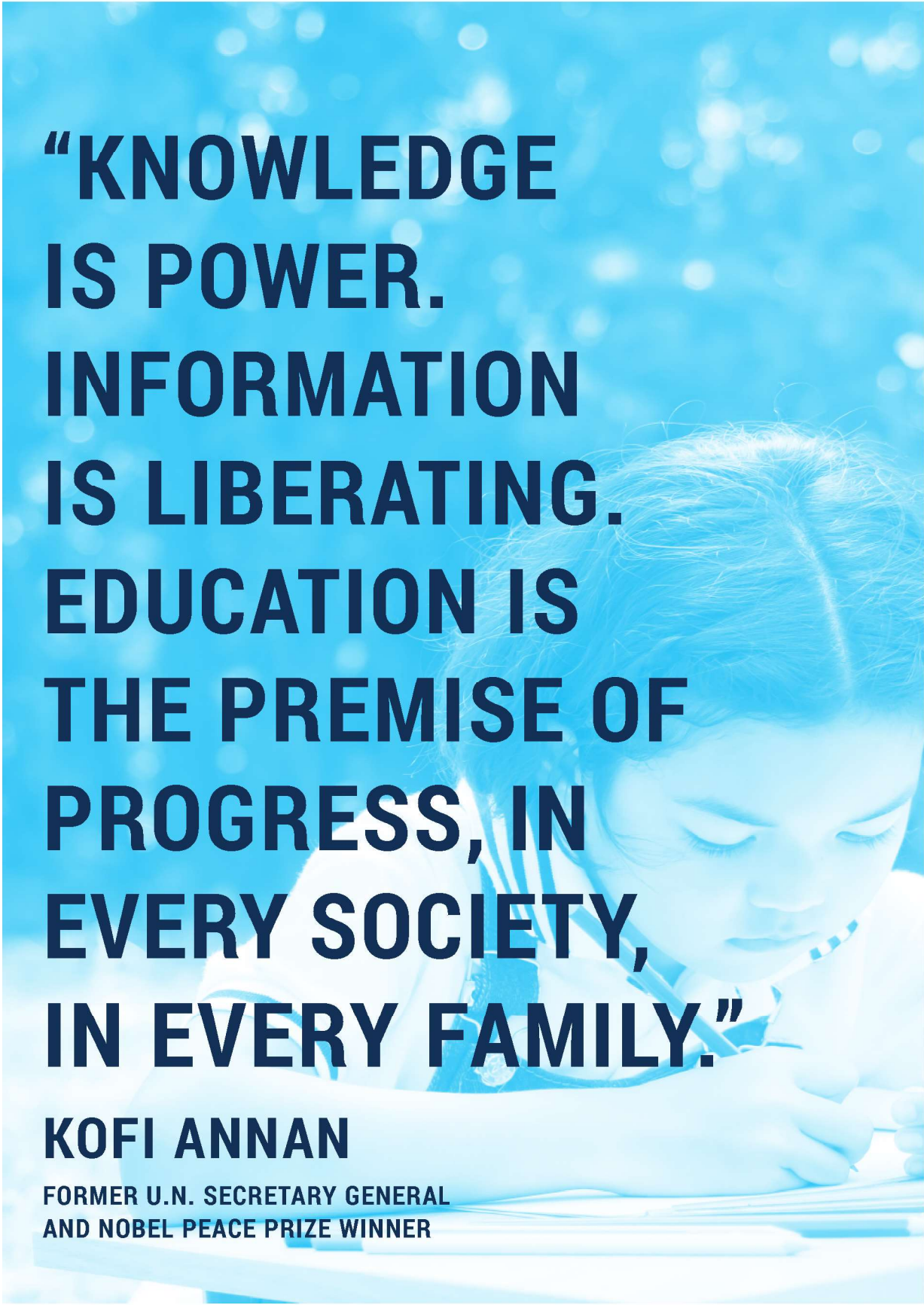
SUMMER LEARNING LOSS: THE CUMULATIVE LOSS OF LEARNING THAT OCCURS OVER THE SUMMER BREAK.

The fact is, any child can experience summer learning loss.

Some families are able to provide enrichment and educational opportunities that support academic growth over the summer, but others do not have the resources to provide these opportunities. Children who lack access to these opportunities lose two to three months of learning every summer.

When they return to school, teachers often spend at least three weeks re-teaching last year’s lessons. The result is a gap of 2.5 to 3 years by 5th grade.¹

¹Source: Cooper, H., Borman, G., & Fairchild, R. (2010). “School Calendars and Academic Achievement.” In J. Meese & J. Eccles (Eds.), *Handbook of Research on Schools, Schooling, and Human Development* (pp. 342-355). Mahwah, NJ: Erlbaum



**“KNOWLEDGE
IS POWER.
INFORMATION
IS LIBERATING.
EDUCATION IS
THE PREMISE OF
PROGRESS, IN
EVERY SOCIETY,
IN EVERY FAMILY.”**

KOFI ANNAN

**FORMER U.N. SECRETARY GENERAL
AND NOBEL PEACE PRIZE WINNER**

WE’RE OUT TO STEM SUMMER LEARNING LOSS ONE SUMMER AT A TIME.

How we do it:

SAIL seeks partners who provide summer programs that cultivate the whole child in a variety of healthy, success-affirming ways. We support these programs financially and educationally. In so doing, we have created a network of summer learning program providers. Our network of program includes non-profits, faith-based organizations, schools, educators and government leaders all working to ensure that there are cost-effective programs to help stem the loss of learning over the summer.

What we look for in summer learning programs:

The SAIL community meets regularly to determine the best ways to strengthen summer programs. The SAIL team has developed partnerships with Better Basics to provide new resources for programming and iwth PARCA to assist in testing and measuring outcomes. The team closely reviews grant requests and works with grantees to provide best practices, resources and cost-effective solutions to ehance summer programs. We offer funding, assessment tools for measuring student progress as well as a professional learning community in which providers share best practices and learn from one another.

Summer learning must be fun or it fails. For that reason, we pursue programs that fit a “school within a camp” model. Children in SAIL programs learn without even realizing they’re being taught. The more fun the program is, the more we are able to feed their eager minds with math, science, reading, and comprehension that will follow them into the next school year.

the SAIL program

So, what does a typical SAIL program look like? While the programs we partner with can vary from sports-based learning to traditional outdoor summer camps, to learning how to screen print tee shirts, every SAIL program shares several similarities and requirements.

In SAIL programs, you will find the following:

- Math and / or literacy learning
- Physical activity
- Healthful meals
- Enrichment programming
- Character development
- Social and emotional growth
- Pre- and post assessments for reading and math
- Evaluations provided to teachers in the fall

Every SAIL program is:

- FUN!
- Based on the “school within a camp” model
- Uses a standardized assessment tool so that we can measure results
- Reviewed upon completion to evaluate successes and opportunities for continuous improvement

welcome to your first day of SAIL

Here's an inside look at a typical day for a SAIL program participant:

am	Breakfast and community time
am	Reading and literacy
am	Math
pm	Lunch
pm	Activities (enrichment, sports, gardening, play, character and life skills development, field trips, etc.)





IN 2017, SAIL FUNDERS AWARDED 38 GRANTS TO SCHOOLS AND NON- PROFITS IN THE STATE OF ALABAMA.

the SAIL partners

SAIL’s partner programs are as diverse as the hundreds of kids that participate in them every summer. To give you a sense of our diversity, here are a few examples of programs with which we’ve worked:

- Community-based organizations such as the YMCA
- Faith-based organizations such as Independent Presbyterian Church’s Children’s Fresh Air Farm
- School systems such as Tarrant City Schools and Blount County Schools
- Education / Enrichment providers such as the Cahaba River Society and Red Mountain Theatre Company

we measure our success with a standardized assessment tool

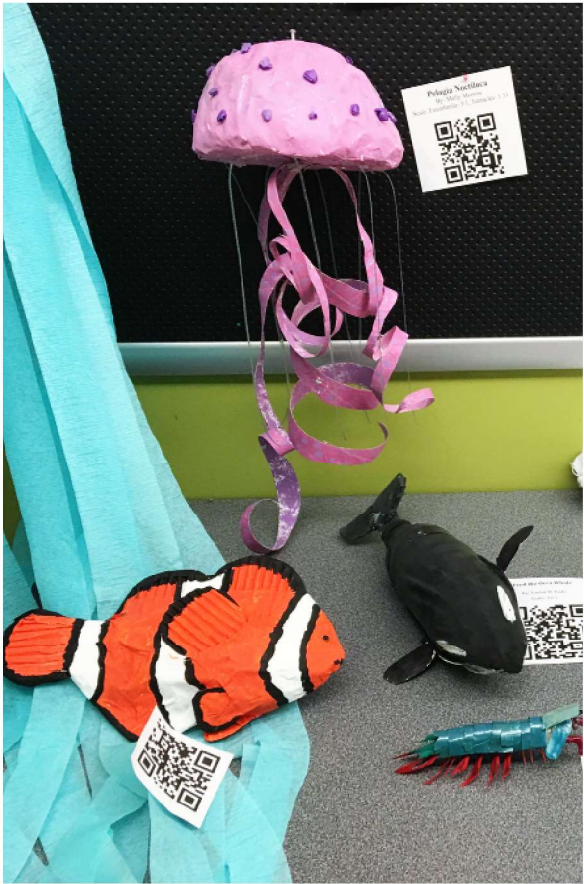
In order to evaluate participant progress and program success, every SAIL-sponsored program uses a standardized pre- and post-assessment protocol. Our goals are simple:

To provide student-specific student data to teachers so that they can develop individualized instruction.

We want summer program teachers to be able to use data to create the correct instruction to advance their students. For example, the assessment will merely identify that a student lags in math, it will also identify the specific skill gap, such as multiplication, so that extra help can be given.

To measure pre- and post-student results in order to evaluate the effectiveness of our partner programs.

While we want SAIL programs to be fun and exciting, they must still generate results. Pre- and post-assessment is vital to providing feedback to our partners so that they can improve future results.





the path of progress

Now that we've introduced you to why SAIL exists and how we work with our partner programs, we'd like to share what we've accomplished.

SAIL programs strive for excellence, targeting two or more months of academic progress in both reading and math during a four- to six-week camp. In 2016, a group of mature SAIL programs realized a measurable median gain of four months in reading and four months in math. While this is an exceptional result, it gives you an idea of what we're striving to achieve.

Our programs also provide many valuable non-academic benefits for our children, including: physical fitness, nutrition, character and life-skills development, as well as social and emotional learning.

**MATURE SAIL PROGRAMS
TYPICALLY RECORD GAINS OF 2
TO 3 MONTHS IN READING AND
MATH OVER A 6-WEEK SESSION.**

how you can help SAIL and your community

Whether you're a donor, an educator, a community or academic leader, or a program partner, there are many ways to help SAIL end summer learning loss and close the academic achievement gap in your community:

Encourage your local school systems and organizations to offer SAIL programs.

Reach out to your local city, county, and state government officials and ask them to lend further support to SAIL-partnered programs.

Encourage school-aged children and their parents to attend a SAIL program.

Raise awareness of the relatively unknown crisis of summer learning loss.

Become a SAIL funder. Every dollar our funders give is used to make a real difference in your community and truly is an investment in the future.

how educators can help SAIL

Whether you’re a teacher, a superintendent, or a school board member, you have the greatest ability to ensure SAIL’s success. And as an educator, there are many ways you can help:

Collaborate with programs that serve your students.

Encourage teachers to get involved with SAIL programs.

Help recruit students into programs and educate their families about the benefits.

Show other educators SAIL’s effectiveness in the classroom.

Help tailor programs that meet your and/or your students’ specific needs.

Support SAIL program testing.

Help SAIL deliver student-specific data to the appropriate teachers in the fall.

Use discretionary funds to increase the number of students served (under ESSA, this is encouraged).

Host a program yourself. SAIL can help you start your own SAIL-sponsored program.

how to be a SAIL program

Whether you’re looking for new ways to better your long-running program, or looking for help to start a new one, a SAIL partnership could be exactly what you need. Here’s how partnering with SAIL could make a difference in your program and in your community:

We provide an opportunity to apply for financial support for academic summer learning programs.

We provide SAIL programs with the necessary tools to conduct pre- and post-program assessments in reading and math at no cost.

Partnering with SAIL connects you with a summer learning network that can help you discover best practices for your type of program.

SAIL programs offer excellent professional development for program partners and educators alike.

THANK YOU FOR PARTNERING WITH SAIL!

We are grateful for the abundance of partner-programs that are making a difference in their communities. Thank you!

Camp Name	Organization
Camp BASIC	American Baseball Foundation, Inc.
Camp Lift	Antioch Missionary Baptist Church
30 a Day Summer Reading Program	Better Basics
Summer Enrichment Program	BAMA Kids (Camden, AL)
Connecting Literacy & Science Program	Birmingham City Schools
QUARK: Quilting Activity Kit	Bibb & Tucker Sew Op
DreamCatchers II	Blount County Education Foundation
Project Learn	Boys & Girls Clubs of Central Alabama
Breakthrough Birmingham Summer Program	Breakthrough Collaborative
V’Town Adventures in Learning	Fathers of St. Edmund Southern Mission
30 a Day at Camp Fletcher	Camp Fire USA Central Alabama Council
Fresh Start Summer Academic & Enrichment Camp	Fresh Start Family Solutions
Girls Inc Summer Program	Girls Incorporated of Central Alabama
Summer Learning Program	Grace House
Higher Academic Summer School	Higher Academic Summer School (HASS) (Livingston, AL)
IMPACT Mentoring Summer Learning Program	IMPACT Family Counseling
Childrens Fresh Air Farm Summer Program	Independent Presbyterian Church
English Learner Summer Adventures in Learning	Madison City Schools (Huntsville area)
McRae-Gaines Learning Center Summer Learning Center	McRae Learning Center (Selma, AL)
Brain Forest Summer Learning Program	Montgomery Education Foundation (in partnership with the Birmingham City Schools)
Neighborhood Academy Summer Learning Program	Neighborhood Academy, Inc.
Norwood Learning Gardens	Norwood Resource Center
Summer Enrichment Program	Payne Chapel AME Church
Restoraction Academy Summer Learning	Restoration Academy
Deaf Learning Program	Shelby County Education Foundation
Helping Children Excel Program	Summer Advantage USA (in partnership with the Birmingham City Schools)
Growing with the Community: SPROUT Garden Summer Camp	Tarrant City Schools
SOLE Summer Camp	Tarrant City Schools
TRAC Summer Enrichment Program	Theo Ratliff Activity Center (Demopolis, AL)
Uhope Success Academy	Urban Hope Community Church
Urban Kids SAIL 2017	Urban Ministry
Village of Promise/Children's Defense Fund Freedom School	Village of Promise (Huntsville, AL)
JHA Summer Youth Program	Walker County Community Action Agency
Yellowhammer Learning Program	Sawyer ville Day Camp (Sawyer ville, AL)
Thinkers Summer Learning Program	YMCA Alabaster
Y Readers/Power Scholars Academy	Heart of the Valley YMCA and Madison County Schools (Huntsville, AL)
Summer Learning Program	YMCA Shades Valley
YWCA Summer SAIL	YWCA Central Alabama
Springboard Enrichment Program	Zion Spring Baptist Church

THANK YOU FOR YOUR GENEROSITY!

As a public/private non-profit, we rely almost entirely on donations. Thank you to everyone who has given of their time and resources toward helping SAIL succeed. And if you'd like to contribute, please contact a SAIL representative today!

Alabama Civil Justice Foundation	The United Way of Central Alabama
Alabama Power Foundation	Huntsville City Schools
The Belk Foundation	Jan Smith
The Caring Foundation of Blue Cross Blue Shield of Alabama	PPG
Community Foundation of Greater Birmingham	Junior League of Huntsville
Community Foundation of Greater Huntsville	Madison City Schools
Daniel Foundation of Alabama	Madison County Schools
Independent Presbyterian Church Foundation	The Schools Foundation (Huntsville)
The Junior League of Birmingham	Torch Technologies
Mike & Gillian Goodrich Foundation	Toyota Motor Manufacturing of Alabama
PARCA (Public Affairs Research Council of Alabama)	United Way of Madison County
Regions Bank	+ Several Individual Donors



For more information, find us at:
edbirmingham.org/sail-summer-adventures-in-learning

Asset Mapping Report

Goal: Create a process through which we can map all of the assets in the Birmingham community as it relates to the Birmingham City Schools with the idea of utilizing this process in the long-term to map assets in the broader Birmingham community.

Conclusion: The asset map should ultimately be owned and deployed strategically by the Birmingham City Schools with the support of key partners like the Birmingham Education Foundation and the United Way of Central Alabama. The Birmingham City Schools does not have to create the asset map, but it should partner in its development and its use strategically.

Role of the Mayor's Office: The short term (through December 2018) of the mayor's office is primarily as a cheerleader and to provide information to those who are constructing the asset map. Beginning in January 2019, there will likely be a role for the mayor's office in convening or helping to convene key partners identified by the asset map. Beginning in July 2019, there may be a larger role for the mayor's office if they want to expand the asset mapping work to the entire community as a funder and/or owner of the work.

Process: The information will be housed [here](#) at least on a temporary basis. Long run, the Birmingham City Schools, perhaps through a partnership with the Public Affairs Research Council of Alabama, could choose to migrate the information to another system in order to make it more accessible or user friendly internally or externally.

The process to gather the information is as follows:

- a) Beginning with school principals, the Birmingham City Schools along with volunteers will provide questions and follow up interviews to identify all of the partners currently at work in schools. That information will be placed into the asset map linked above. A pilot program done in partnership with the Birmingham Education Foundation and the United Way of Central Alabama's Bold Goals Coalition is currently set for completion by June 2018 and focuses on K-5 literacy resources in the Birmingham City Schools;
- b) There will be a follow up survey to the listed partners to cross-reference the information provided to check for accuracy and surface new partners that the principals might not have identified (e.g. the Birmingham Education Foundation often brings in volunteers from numerous businesses and organizations, but the principal may only identify the organization that helps as the Birmingham Education Foundation). That information will be uploaded into the asset map above;
- c) At the conclusion of the first round of asset mapping, a group including the Birmingham City Schools and the mayor's office (along with key partners) will convene to review the map and develop a report of the strengths, areas of need/growth, and next steps resulting from the process. The goal is for that report to be completed by December 2019;

Appendix H

- d) In Spring 2019, partners will convene to begin collaborating based on the next steps identified in the report with the purpose to establish partnerships ready to begin for the 2019-2020 school year. Additionally, the group convened to write the report will review the asset mapping process and determine by June 2019 the best way to keep the map updated along with the best way to share the map with key partners and/or the public. At that time, the mayor's office can determine what, if any role it wishes to play in expanding the work

Potential Barriers: For this work to be successful, there has to be an owner, which requires capacity and resources. While we do not feel like this map should be the responsibility of the mayor's office given its nature and the myriad priorities facing the new administration, there does have to be some thought given to who will ultimately own its completion. Right now, there is some possibility of national funding being available to complete this work, but that is still in the planning stages and any result will be unclear until this summer at the earliest. Beyond that, someone has to identify human beings who are going to lead this work in close to a full time capacity.

Additionally, turnover in the Birmingham City Schools could present short and long term challenges to creating, maintaining, and/or utilizing the map, which is why it would be ideal for the Birmingham City School to have co-owners of the map even as they serve the lead role in its use.

National Resources: There are several resources around asset mapping at a national level (links below), but our research has yet to surface a school district or a city using an asset map in a strategic way on an ongoing basis. Please note that our research was not comprehensive and could be incorrect.

Appendix H-1a/b Asset Mapping Resources:

[University of Maryland School of Medicine](#)

[Sustainable Jersey Schools](#)

Appendix H-2a/b List of Partners:

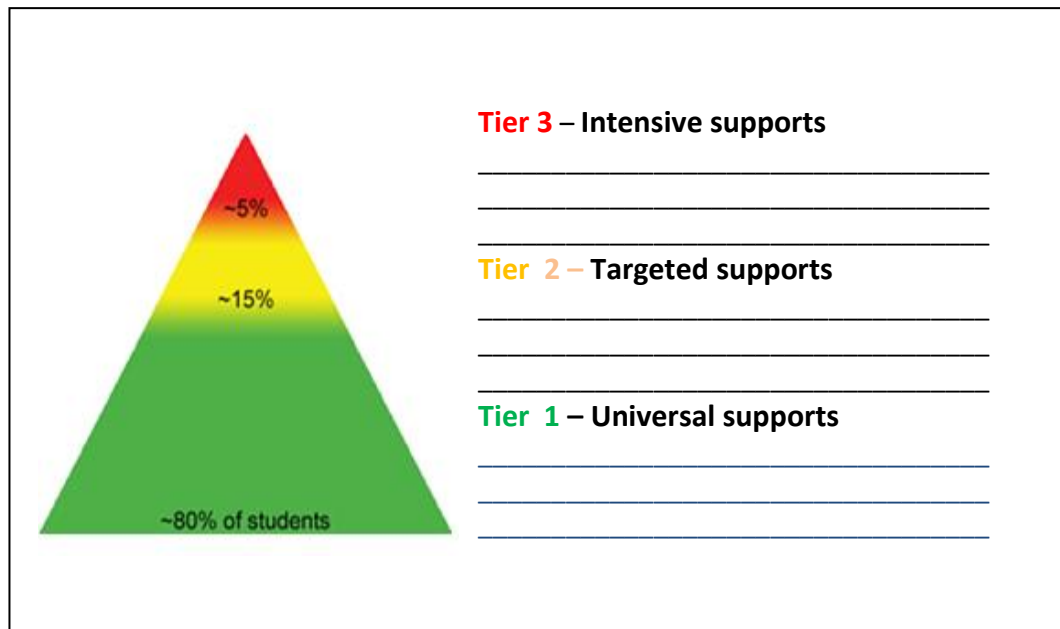
Please note that these lists are each at least two years old and not comprehensive.

[United Way of Central Alabama resources](#)

[Birmingham City Schools partner list](#)



Resource Mapping in Schools and School Districts: A Resource Guide



Suggested Citation: Lever, N., Castle, M., Cammack, N., Bohnenkamp, J., Stephan, S., Bernstein, L., Chang, P., Lee, P., & Sharma, R. (2014). *Resource Mapping in Schools and School Districts: A Resource Guide*. Baltimore, Maryland: Center for School Mental Health.

**Developed for the Maryland Safe and Supportive Schools Grant
By the Center for School Mental Health
October 2014**

Resource Mapping for Schools and School Districts: A Resource Guide

Introduction

In the wake of No Child Left Behind and subsequent high-stakes testing, schools are increasingly focused on instructional content and its' effective delivery as a way to promote achievement and success for all students. While a focus on academics is important to advance student success, addressing non-academic barriers to learning is also critical. There are likely to be several students in each classroom that have impairments that impede their own and other students' learning and if not addressed can worsen and can impact student success for the individual student and the larger classroom of students.

***Consider:** Nearly 20% of students experience mild mental health concerns that impair their functioning at home, school and/or in the community, while 10% have severe concerns that significantly impair their functioning.*

In addressing the full array of student needs, schools have access to a wide variety of national-, state-, district-, and school-run programs and resources that can begin to help address the wide array of individual and family needs that can interfere with optimal learning. Most schools and school districts have developed at least some partnerships with and regularly make referrals to an array of organizations and programs that can complement educational supports in the school setting to better meet the needs of the whole child. There are a wide range of resources and supports that can be helpful to students and their families. Some examples of specific categories of resources are listed below.

Examples of the type of resource categories that can be available in schools and/or the larger community include:				
<i>Crisis Hotlines</i>	<i>Support Groups</i>	<i>Housing Resources</i>	<i>Food Resources</i>	<i>Recreation Programming</i>
<i>Mentoring</i>	<i>Group Therapy</i>	<i>Individual & Family Therapy</i>	<i>Inpatient Programs</i>	<i>Day Treatment Programs</i>
<i>Outpatient Mental Health Services</i>	<i>After School Care Programming</i>	<i>School-Based Mental Health Services</i>	<i>Tutoring</i>	<i>Enrichment Activities</i>
<i>Mobile Crisis Teams</i>	<i>Hospitals</i>	<i>Urgent Care Facilities</i>	<i>Emergency Room Departments</i>	<i>Advocacy Programs</i>

Ideally, the types of supports and resources that are available offer a compliment of educational and social/emotional/behavioral resources. Yet, with the many demands within a

school setting, it is common for schools and school districts to have not strategically mapped and have a clear listing of the comprehensive array of school-based and community supports available for their students and families.

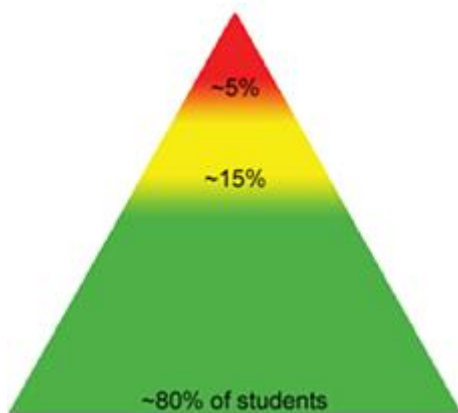
This can happen for several reasons:

- **With everyone being so busy, school staff has not taken the time to share the resources that they are aware of with one another.**
- Many times the decision to use a given resource was made related to a particular funding stream, mandate, or as a reaction to a particular incident rather than as part of a systematic mapping process.
- Awareness of a given program may be limited to a school or a small subset of individuals within a school-- even when services may be available to the larger community.

Over time, it becomes easy to lose track of all the supports and resources that are available, who can access them, how they can be accessed, and the reasons that they are offered. Lack of awareness of and coordination of resources can **lead to significant gaps in care, as well as to unintended duplication of services.**

Resource mapping offers a strategy that can help schools/districts to view the larger picture of supports and resources that are available to its students and families. Mapping can offer a visual picture of services /programs and can provide detailed information on who can refer and how to access the supports and resources. The mapping or listing process can also help in the process of identifying gaps in care and to help inform new outreach and funding opportunities.

Many schools rely on a multi-tiered framework of support to address the interconnected academic and behavioral health needs of students. An essential component of this three-tiered framework is being proactive by providing students with necessary foundational knowledge and skills that can promote well-being and student success. This same framework can be used to address behavioral health and other basic human needs. **As part of the resource mapping process, resources can be categorized across a three-tiered system of support:**



Level 3 – Intensive supports that are individualized to meet the unique needs of each student who is already displaying a particular concern or problem

Level 2 – Targeted supports that are provided for groups of students who have been identified as being at risk for a given concern or problem. When problems are identified early and supports put in place, positive youth development is promoted and problems can be eliminated or reduced.

Level 1 – Universal supports that all students receive. A strong **foundation in promoting wellness and positive life skills can prevent or reduce** concerns or problems from developing.

Resource Mapping Definition

It is essential to be in agreement as to what is meant by the term “resource mapping” and what specific components of resource mapping are important for a given school or school district. Resource mapping is often referred to as “**asset mapping**” or “**environmental scanning**.”

***A Definition:** Resource mapping is a **system-building process** historically utilized by communities, organizations, schools, and service centers to align resources, strategies, and outcomes available (Crane & Mooney, 2005).*

Resource mapping offers a **method to link regional, community, and school resources** with an agreed upon vision, organizational goals, specific strategies for addressing problems, and expected outcomes so that youth and families have access to the full array of services that they need.

Graphically mapping resources helps to better organize the heterogeneous resources and assets that are available within a larger system into a standardized, understandable, and centralized format.

As a result of resource mapping, community partners, school staff, families, and youth have more flexibility, autonomy, choice, and a better understanding of the resources and services that are available within a school and the larger community.

Why Resource Mapping for Schools?

A key goal of resource mapping is to ensure that all staff is aware of what resources are available within the school and community and for there to be clear systems of who can make referrals, how referrals will be made, and a plan to follow-up to determine the success of the referral. Resource mapping identifies school and community assets, providing more specific details about the resources/services that are available within the school, neighborhoods, larger community, and State. When resource mapping is done well, there is a systematic process that can match available resources with student and family needs. **Successful resource mapping offers a clearer understanding of how to link to services and programs that can address child, adolescent, and family needs that may be interfering with student achievement.**

***Consider:** When communication, coordination, and collaboration exists across education and nonacademic supports, available services and resources can be used to their fullest extent.*

Resource mapping can also help to improve existing school-community partnerships. Many schools have partnerships with outside agencies and community members – but may lack true coordination and collaboration to insure integrated care. For instance, when school-based mental health staff communicates and collaborates with classroom teachers there are better

outcomes for students than when school-based mental health staff simply sees youth for 30 minutes in the school setting in isolation from teachers and school staff in the treatment process.

In addition, **resource mapping increases youth, family, and staff awareness of the many resources available within their building or community.** Even when they may know of given resources, they may not know how to actually access the resource and which resource would be the best to address the needs of an individual student or family. Developing a comprehensive mapping process and corresponding resource directory that is regularly updated and informed by diverse and informed stakeholders can allow for improved access to care and match to services and resources for youth and families.

Resource Mapping in Your School

Consider for a moment why it is important for your team to undertake a resource mapping process to document school and community-based resources. List three reasons below as to why this is an important endeavor for *your* team to devote time and energy towards.

1. _____
2. _____
3. _____

Take a moment to see how your responses are similar and/or different from the responses generated below. **Resource mapping assists school teams in the following areas:**

1. Helps to document the broad array of resources that are truly accessible within a given school or within the larger community
2. Aids in the identification of new or additional resources to sustain existing initiatives, as well as gaps in support.
3. Illustrates what resources are available across a multi-tiered system of support in an effort to document and build capacity for a more comprehensive system of care.
4. Broadens the number of individual staff in a school who is aware of the diverse array of resources in the school and community.

Consider: *In conducting resource mapping activities with teams of stakeholders, it is common to hear statements like – “I never knew about that resource, even though I have worked here for years.” “With resources coming and going due to funding, it is too much for one person to keep track of.”*

Resource mapping and your staff

Often within a school building there may be an individual or a small group of individuals who are knowledgeable of the vast array of resources within the school and larger community. This may include school psychologists, social workers, counselors, nurses, parent volunteers, educators, learning support specialists, and administrators. The challenge is when a resource is needed in the moment and one of these individuals is not available because they are absent that day or busy attending to another student in need

Working as a team increases the likelihood that a broader array of resources will be identified and included in the resource listing. Awareness of available and appropriate resources by all school staff increases the likelihood that referrals will actually be provided to families when a student has a specific need. Brainstorming a list of resources across a larger group of individuals will likely result in an increased number of resources and programs that are identified and a lower likelihood of inadvertent oversight of helpful programs and resources that could address key student and family needs

Resource mapping and your students

Many students who come to school each day may not be ready to learn. Expecting students to be able to leave their challenges at the school door each day is not a realistic expectation. School-based staff needs to be prepared to address the variety of issues that may interfere with a student’s ability to effectively learn in the classroom. While school staff have tremendous talent and capability, it is essential for there to be collaboration with community resources and programs that cross over child-serving agencies (e.g., education, health, mental health, juvenile services, social services) so that there is necessary staff capacity and the fiscal means available so that the needs of the whole child are addressed.

Consider: Do your students have all of their needs addressed?

- ✓ **Basic Human Needs:** Food, shelter, clothing, safety
- ✓ **Physical Needs:** Asthma care, medical insurance, treatment for acute or chronic illness
- ✓ **Behavioral Health Needs:** Treatment for anxiety, depression, ADHD, social skills
- ✓ **Love and Relationships:** Friendship, Family
- ✓ **Esteem:** Self-esteem and esteem from others
- ✓ **Meaningful Activities and Involvement with others:** Recreation, sports, arts, religious
- ✓ **Intellectual:** academic, enrichment

When a particular need is identified, think about the corresponding resources and services that would help to address that particular need. For example—for basic human needs, the resource list could contain a list of food banks and kitchens, housing resources including shelters and resources for homeless students, and clothing banks.

Benefits of Resource Mapping

Schools are increasingly called upon to collaborate across multiple agencies (e.g., health, juvenile services, social services, behavioral health) and programs. A clear understanding of what services are being provided by each agency/program helps to reduce duplication and poor utilization of services. Having a systematic process that helps individuals to better understand more specific details about the type of service that is offered and how and when it can be accessed in and of itself can help to improve student follow-through with services and coordination of care.

School and district-wide resource mapping offers a systematic process to:

- Identify all available resources/programs in the school and surrounding community
- Recognize gaps in services/resources that can inform strategic planning and outreach
- Better understand program requirements to access services (e.g., insurance, hours of operation, eligibility)
- Avoid duplication of services and valuable resources
- Better match service needs with available resources/programs
- Increase awareness of underutilized partnerships/resources
- Cultivate relationships with new programs/resources that can address gaps in care

Resource Mapping Steps

To get started, three essential steps to resource mapping for schools will be presented and described.

Steps to Resource Mapping		
Step	Stage	Description
1	Pre-Mapping	Establishes a clear vision, defined goals, and productive collaboration for the mapping process. Come to a consensus on what will be mapped and what will be the process and infrastructure for mapping
2	Mapping	Identification of and actual mapping of resources available to students and families both in and outside of the school;
3	Maintaining, sustaining, & evaluating mapping	Analysis of strengths, challenges, and gaps in resources, services, and programs. Develop system to monitor the follow-through with referrals and the success of referrals that are made to inform future referrals;

Step 1: Pre-Mapping

The pre-mapping step allows stakeholders to lay the foundation for a productive collaboration and to establish a clear vision and defined goals for building a system of care.

Mapping can occur at the school level to identify school-based resources, but in terms of mapping community resources, it may be beneficial to conduct resource mapping at the district level so that a larger group is informing the identification of potential resources that youth and families can access.

Who is the resource guide intended for?

Your decision of who the resource guide is intended for can influence the type of resources that you include, what information you provide, the extent to which definitions of terms within the manual are included, and how the resources are intended to be used. Use this checklist below to identify who might use your resource guide.

- | | |
|--|---|
| <input type="checkbox"/> Administrative staff | <input type="checkbox"/> Families |
| <input type="checkbox"/> Teachers | <input type="checkbox"/> Students and Youth |
| <input type="checkbox"/> School nurse | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Behavioral health professionals | <input type="checkbox"/> Other: _____ |

Who should inform the mapping process?

In an effort to complete a comprehensive mapping process, it is essential for the process to not just involve a few individuals from the same stakeholder group. Stakeholders who participate in this process should be comprised of a diverse group of individuals who are representative of the community and understand its needs and challenges and who have a grasp of some of the resources that are available within the school and community. If you decide to include a particular group as the intended recipient of the information, make sure to ask individuals from that group what information they would want to have included in a resource guide. This will increase the likelihood that the information you include is comprehensive and that the resource will actually be used.

Does a template of a mapping process (e.g., resource directory, resource map) already exist?

Schools often have pre-existing lists of programs that identify many of the resources available within your community. Don't be afraid to build upon these efforts! Take the time to ask individuals on your team if they are aware of resource maps and directories that exist for either your school and/or the larger community. Having some of this information already available can help reduce the time it takes to complete a comprehensive resource mapping process. If you are using a list that already exists, make sure to find out the date it was created and how if at all it has been updated since its inception,

Tip: *Don't reinvent the wheel! Build upon resource mapping efforts that may already be in existence within your community.*

If a mapping or resource directory exists, review it with your team and decide how it can best be used. Some good questions to ask if a current resource directory is available include:

- ✓ Does the resource directory offer a good foundation to add other resources to?
- ✓ Do you like the format of the resource directory or would another format be more helpful?
- ✓ Can the information in the directory be used to help populate a new mapping or directory process that is developed?
- ✓ If there are multiple resources, what are the best components from each?

Tip: *Be realistic about whether your team has the capacity to identify and maintain a directory that extends beyond the school building.*

What do you actually want to map?

When thinking about setting goals for the mapping process, it is important to ask questions. Use the reflection template below to set your goals.

What do you want to map?

While it can be helpful to have a resource directory that includes a broad array of resources and programs, it is also important to be realistic about whether your team has the capacity to find out about and maintain a directory that extends beyond the school building. Use these reflection questions to help guide the process.

What kind of resources do you want to map?

Do you just want to know what is available in the school building, or do you want to know what else is available within the community?

Reflect: _____

What is the scope of your mapping project?

If you are including community resources that are available outside of the school building, how broadly are you reaching out (e.g., neighborhood, community, district, State, national)?

Reflect: _____

Are you limiting the inclusion of programs/services to a given distance (e.g., within 5 miles, 10 miles)?

Reflect: _____

Are you interested in mapping resources across the full three-tiered framework or just the top tier?

Reflect: _____

What other guidelines do you want to place on your team's mapping process?

How does actual data inform the resources that you are mapping?

To better understand the resource needs of students within a given school or district, it can also be helpful to turn to school level and district data. Local data can highlight student challenges and strengths, and helps to more effectively match student needs with available services and resources.

Think about all the data sources you have in the school and if you can use these to help determine the most pressing student needs and potential gaps in services.

What kinds of data would be most useful for your school?

- | | |
|---|---|
| <input type="checkbox"/> Records of office referrals | <input type="checkbox"/> School Climate and Behavioral Surveys (YRBS) |
| <input type="checkbox"/> Expulsion and suspension rates | <input type="checkbox"/> Minor incident reports |
| <input type="checkbox"/> Attendance and truancy records | <input type="checkbox"/> Homework completion rates |
| <input type="checkbox"/> Nursing/Counselor logs | <input type="checkbox"/> School test scores |
| <input type="checkbox"/> Crisis referrals | <input type="checkbox"/> Demographic data for the school or district (e.g., income, free and reduced lunch, homelessness rates) |
| <input type="checkbox"/> Emergency petitions | |
| <input type="checkbox"/> Teacher Ratings of Student Behavior/Effort | |

List other useful data here that could help inform student and family needs:

Identify your stakeholder team

Convene a team of stakeholders in your school/community that can work together to identify other critical questions to help guide your resource mapping process. Asking key stakeholders about the most pressing needs of the students helps inform what resources would be the most helpful within the school. Seeking input can also begin the process of identifying which referrals can be made in the community.

Some examples of important collaborators that may be a part of your school resource mapping team include: youth, caregivers, educators, school administrators, school social workers, school psychologists, school counselors, and staff from outpatient programs, juvenile justice programs, recreational programs, social services and more.

Appendix H-1a

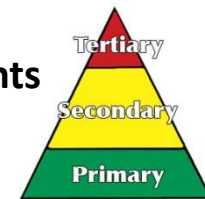
Use the table below to make a list of who should be on your mapping team. Some potential roles of individuals you may want to include on your team are listed in the table. Be sure to add names and other categories to this list.

Name	Role
	Administrator
	School-Based Community Provider
	PBIS Coordinator
	Family Member
	Youth
	School-Employed Behavioral Health Staff
	Community Health Provider

An activity to identify the most pressing needs is highlighted below. Consider conducting this activity with your stakeholder team.

Using the worksheet on the next page, please take a moment to identify the most pressing mental/behavioral health concerns in your school. Think about issues that are most relevant at each of the three tiers. What are the most pressing behavioral health issues that are impacting most students, some students, and just a few students?

The Most Pressing Mental Health/Behavioral Issues Impacting Students



<u>TIER 3</u> A Few Students (Intensive/Selective)	<u>TIER 2</u> Some Students (Targeted)	TIER 1 All Students (Universal)

What other information do you want to gather?

Once you have decided on the different resource categories, it is important to consider what information you would be interested in obtaining for each of the resources. Circle the information you'd like to include.

- | | | |
|--------------------|----------------------------|---------------------------|
| ✓ name | ✓ hours of services | ✓ waitlists |
| ✓ website | ✓ eligibility requirements | ✓ description of services |
| ✓ address | ✓ accepted | ✓ key contact |
| ✓ phone number/fax | insurance/cost | |

Are there other information might be important for you to include?

Reflect: _____

What will it look like?

How will you actually be mapping/collating the information that you obtain?

What will your map look like? Will it be . . .

Electronic? Handwritten? Entered into a database? Written on a chart? Kept in a binder?

Who will have access to entering/updating the data? Where will the database be housed?

Who will have access to the final product?

These are all decisions that need to be made. When successful, your pre-mapping preparations can set up a system that allows for regular updating, broad access to the school staff, and other relevant stakeholders.

Step 2: Mapping

Your careful and deliberate pre-mapping process will set the foundation for successful mapping. Congratulations! It's now time to convene your team, to begin brainstorming about available staff, services and resources. This is where the fun begins. 😊

To get started, we have included a list of questions that school staff and other stakeholders have found useful as they begin the mapping process.

1. **Review the categories identified in the pre-mapping process.**
 - Are you in agreement about these categories?
 - Are there any modifications that you would like to make to the categories?
 - Are there additional categories that should be considered?
2. **Reflect upon your potential resources**
 - How will you know if a resource is a good one?
 - Is there additional information you would like to collect that will help to clarify the resource that is provided?
 - Are there categories that you would like to modify?
 - How do you know if students and families can access and use identified resources?
3. **Plan for sustainability**
 - What individual or team is going to take the lead in developing, updating, and maintaining a directory?
 - How will you update the list with new resources, or edit out old or ineffective ones?
 - How will you effectively follow-up on resources so that you know referrals were successful?

Brainstorm known staff and resources

In order to make appropriate referrals within and outside the school, you need to know who does what. As a beginning activity, make a list of colleagues in and outside of the school who are supporting student mental health and wellbeing.

Use the worksheet and example on the following pages to guide your efforts. This is a basic activity that can be done to gauge and promote awareness of resources within and outside of the building. These charts can also be used to help inform a larger repository or directory, shared with relevant team members, and can begin the process of identifying services available in and outside the school building.

We have provided a template that is partially filled in to give you an example, but have also provided a blank template to be helpful. The template that would be best for your team to use will be dependent on where your team is in the process.

Appendix H-1a

EXAMPLE

	Person/ Position	What do they do?	What days/times are they available?	Best way to reach them	Who can they serve
Inside the school	Mr. Oriole School Psychologist	Educational Testing, Meeting with Students who have Counseling Services on IEP, Leads School Improvement Team	Wednesdays and Fridays 8:00-3:00	Email moriole@gmail.com	All students, but required to meet all IEP requirements
	Ms. Raven School Social Worker	Lead Student Support Team, Manage Attendance Team, Meetings, Meets with Students with Counseling Services on IEP	M, T, W from 8:00- 3:00	Extension 458	All students, but required to meet all IEP requirements
	Outpatient Success Services	School-based individual and group counseling	Monday and Thursdays from 8:00-5:00	Cell phone of clinician 410-838-4535	Students with clinical diagnosis and insurance with consent from parents
Outside the school	Boys and Girls Club	After school enrichment program	Monday-Friday 3:00-6:00	Phone - 410-456-4545, director@bgc.org	Students in grades 1-5 who have consent from families to be a part of the program

Appendix H-1a

	Person/ Position	What do they do?	What days are they available?	Best way to reach them	Who can they serve?
Inside the school					
Outside the school					

Mapping existing resources at each tier

After identifying a list of colleagues and resources that are available in your school and community, it can be helpful to map these different resources and interventions at each tier to better understand areas where you may need to identify or build additional resources so that your school can better develop a multi-tiered system of support. Using the worksheet below, think about what resources/services you have access to for each of the three tiers.

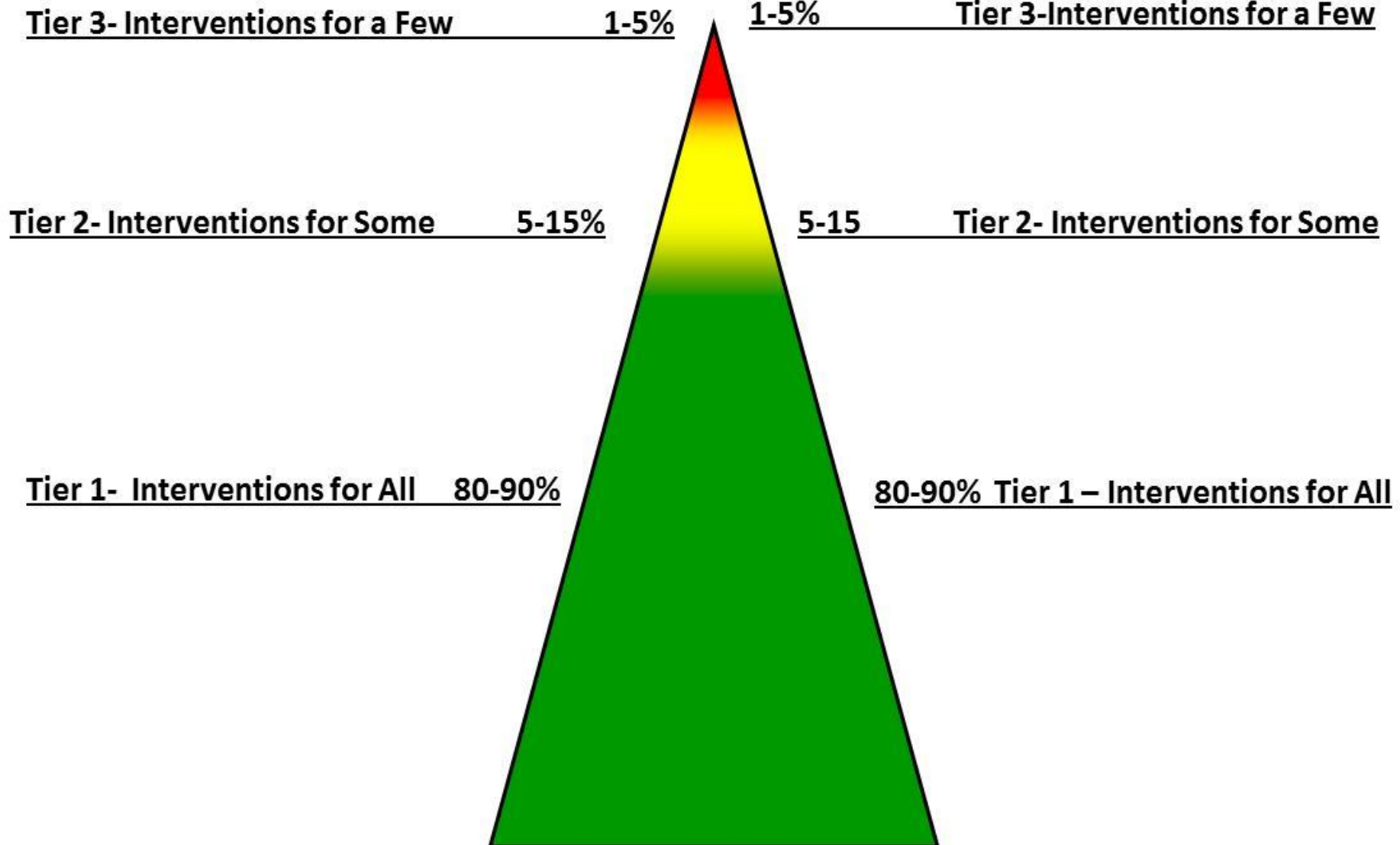
*Mapping: What services are already in place in the school and community?
Use this next worksheet to help you to identify resources that are already
being utilized in your school and community and organize them by tier.*

What's in Place?

List some examples of . . .

School-Based Services/Resources

Community-Based Services/Resources



Appendix H-1a

Searching the Community and Developing a Directory

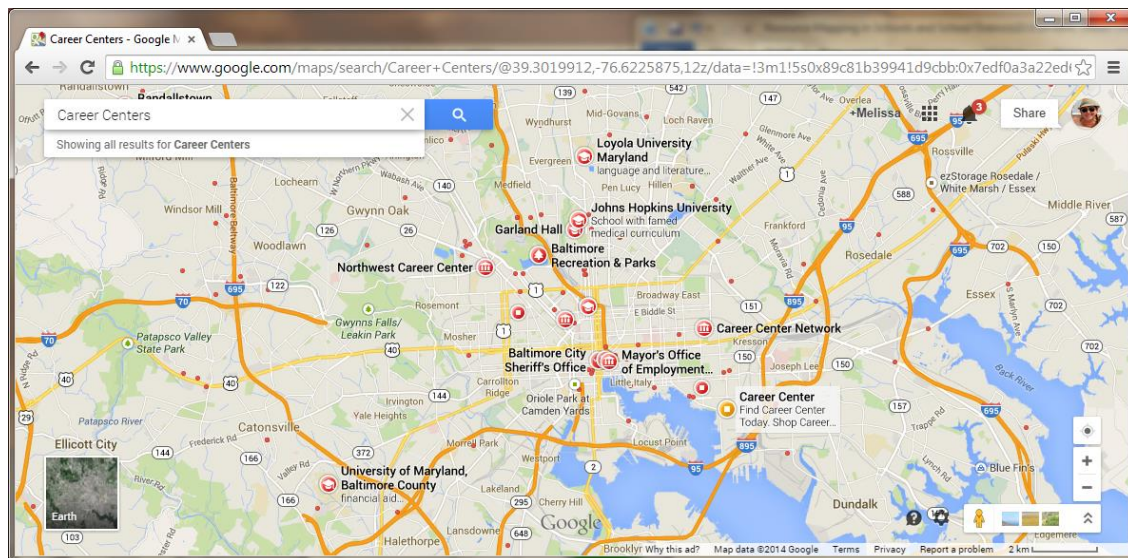
Make a listing of community resources that you are familiar with and have personal experience utilizing. You may also want to ask colleagues about resources that they know about that may be useful to refer students and families. Lastly, when you call a new referral source, also ask them about other resources that may be available in the community that they have found helpful when working with youth and families.

When trying to develop a list of available services and resources, assembling individuals with knowledge of the resources from within the school and the larger community can be a helpful process. Conducting some of the activities within the manual with cross-stakeholder teams can result in the identification of a broader array of services and resources.

Another strategy to initially identify available resources is to use the internet.

A simple web-based search can also be tremendously helpful! Below are some tips on some ways to effectively conduct these searches.

1. Use search engine such as www.google.com
2. Click “Maps” at top of page and locate your neighborhood, city, or state
3. Click “Search maps” button
4. Click “Search nearby” and enter words related to the resource. For example, we searched for “Career Centers” in Baltimore.

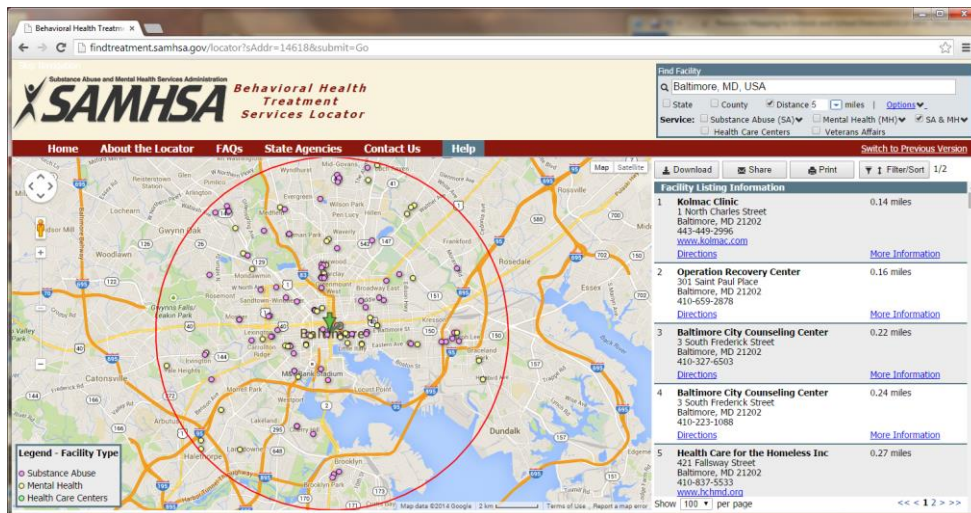


There are also a number of national databases that may aid in providing resources in your community.

The Behavioral Health Treatment Services Locator

<http://findtreatment.samhsa.gov/>

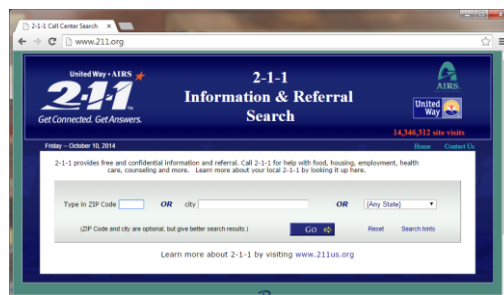
This online database was developed by SAMSHA's Center for Mental Health Services. It provides comprehensive information about mental health services and resources and is useful for professionals, consumers and their families, and the public. Information can be accessed by zip code and service setting.



211 United Way

<http://www.211.org/>

2-1-1 is an easy-to-remember phone number that links people to the health and human services they need. It is a confidential informational and referral service that is available 24 hours a day, seven days a week in 150 languages. 211 United Way uses a comprehensive database of more than 4,600 federal, state and local services — both government and nonprofit.



REMEMBER: *It is important that you always verify the information you find through searches by calling the program directly to confirm what services are available and how they can be accessed*

Community Resource Database in Practice

The next three forms can be used to help identify resources both in your school, and within your community.

Template for Searching the Community and Developing a Directory

This template is helpful for identifying the resources both in- and outside of your school. This form can be used for a variety of purposes, including:

- Note taking before entering into a database
- As a resource list to share in a school

Mental Health Program Resource Mapping Form

Many programs have barriers that make it difficult to access services, and it may be important to know additional information about hours, friendliness of staff, access to transportation, insurance/fees, bilingual services, etc. *Conducting site visits to find out more about organizations housing resources could help in this step of the process.*

This form can help you capture these details, and may be a useful appendix for your resource mapping project.

Resource Information Sheet

Once you've identified the resources available within your community, it's time to track them! Many schools use information sheets similar to the one listed to serve as the foundation of their resource directory.

These can be aggregated into many forms, including:

- A binder
- A word document or .pdf
- A packet to be sent home with staff, families, and students

Appendix H-1a

Template for Searching the Community and Developing a Directory

On-Site Resources	School psychologists:	
	School counselors:	
	School mental health therapists:	
	School social workers:	
	IEP coordinators:	
	Department of Social Services liaisons:	
	University, community partner agencies:	
	Others:	

Community Resources	Mental health clinics:	
	Psychiatrists:	
	Social workers:	
	Addiction specialists:	
	Psychologists	
	Food banks:	
	Shelters:	
	Others:	

Mental Health Program Resource Mapping Form

Program Name	Program Location	Target Population	Program Focus	Eligibility Requirements	How to Enroll

Resource Information Sheet

Name of Organization:	
Key Contact at the Organization:	
Phone Number:	Address:
Hours of Operation:	Website:
Insurances Accepted:	
Near Public Transportation:	
Bilingual Staff Available (if yes, languages)	
Associated Fees (if applicable):	
Description of Services Provided:	

Step 3: Maintaining, Sustaining, and Evaluating Mapping Efforts

The final step in resource mapping is to ensure that you are maintaining, sustaining and evaluating your mapping efforts. One time mapping isn't enough! Resources change over time and it is important to know whether the available resources are working well for your school community. The following steps are important to ensure ongoing quality resources are available for students and families.

1. Identify your resource mapping evaluation needs

Coordinating Services between the School and Community

- There is more to the resource mapping process than points on a resource map or pages in a directory! Mapping resources can inform the team as to where there are gaps in care and can help with prioritizing outreach to programs and services to help address these gaps. In addition, this coordination and communication can improve partnerships between schools and community agencies. Most importantly, it can help ensure that students in need are connected with the appropriate services and resources to help address particular needs in an effort to improve student outcomes.
- **Identify your resource mapping evaluation strategies**
 - Determine how you will evaluate whether you have identified resources to address the needs that have been identified
 - Once referrals are made, how will you monitor whether families are following through with and whether they are satisfied with the services.
 - How will you be able to integrate feedback from school-based staff and community partners on the comprehensiveness of a directory and feedback on individual resources that are accessed?
- **Identify who will evaluate the mapping**
 - What group of individuals within a school (best not to leave to just one person) will help to identify resource mapping successes, challenges, and areas for improvement?
 - What will be the process for effecting change based on the feedback that is provided
 - How often and in what way will the mapping process itself be evaluated?
- **Identifying how information will be collected to help evaluate the success of the mapping process**
 - Brief Questionnaires and focus groups can both help to clarify what is currently being done, whether it is being done well, and what else is desired related to

mapping of school and community resources. Yearly or every other year surveys and focus groups can help inform the advancement of a resource mapping process and product.

Key Questions to Ask Your Team

How is input about the quality of service going to be collected?

How can identified resources be improved or strengthened? Are there any programs that are not effective and should not be included as a potential resource to refer to?

How can students, parents, and teachers evaluate the strengths and ongoing needs of the community or school? Is there a self-study questionnaire that might be useful?

What gaps were identified, and which needs are still not being met? What are the priorities for addressing these needs?

Do you want a more sophisticated system that can keep track of success with referrals and actual follow through with accessing services?

Measuring Outcomes

The following factors are essential to understanding whether the resource mapping process worked well for your community.

- **Impact**
 - Evaluate whether the resource mapping goals were achieved
 - Evaluate whether unmet needs were reduced
- **Satisfaction**
 - Evaluate whether multiple stakeholders, including staff/providers and student/families are satisfied with the mapping efforts. Do they feel more confident that they have access to referral options, including services, programs, and informational resources
- **Function**
 - Consider the following questions when evaluating the functionality of your resource mapping.
 - How easy is it for school-based staff to access resource information?
 - What is the ease with which youth and families access resources?
 - Is communication enhanced among providers?

Use the worksheet on the next page to evaluate the results of your mapping process.

Evaluating the Mapping Process

While it can be helpful to have a resource directory that includes a broad array of resources and programs, it is also important to have a process for evaluating your efforts and to know if there are resources that you should prioritize related to their quality. Use the reflection questions below to guide this process.

How easy is it for school-based staff to access the resource information?

Reflect:

Is the information readily available, even when staff isn't directly at work? Is there a better place for housing the directory?

Reflect:

Did the resource mapping process help to facilitate coordination and communication across agencies and programs?

Reflect:

What new contacts or programs did you learn about as a result of the resource mapping?

Reflect:

Did your team's resource process help you gauge the efficacy of the individual resources?

Reflect:

Did the resource directory make it easier to help youth and families connect to resources?

Reflect:

Were the overall goals of your school/district's resource mapping process achieved?

Reflect:

How would you improve the resource mapping process?

Reflect:



School Community Asset Mapping

10 Points School District

School Community Asset Mapping (SCAM) creates a collective inventory of the positive and valued aspects of a community by identifying the places, institutions, programs, and people that contribute to making our communities great places to learn and live. Asset mapping is an inspiring way to learning more about the resources available to your school community to enrich student learning as well as to support your students and school families. School community assets can include information on local artists, scientists and other experts, parks, local historic buildings, and green businesses, but can also include resources like cultural activities and events, arts, cultural and service organizations, social service agencies, and community organizations that are part of the greater community context.

Each school will decide how to complete its asset inventory and identify the types of resources to be included in the data collection process. Information can be summarized on a traditional map or hosted on a web-based map, organized into a database, or summarized in a report. School Community Asset Mapping initiatives that have been completed for a school or updated within the past three years and shared with the school community will meet the program submission standards for this action.

Why is it important?

The process of identifying school community assets helps members of the school understand what resources they currently have that are supporting a sustainable economy and environment, or supporting the social and cultural needs of students, staff and families. By reflecting back on this starting point, schools can identify and understand opportunities to link, leverage, expand, or support new programs, organizations, activities, and businesses that support a sustainable future. The Community Tool Box (see "Resources") defines community assets as anything that can be used to improve the quality of community life.

These can include:

- Physical structures or places, including parks, schools, hospitals, places of worship, recreational resources, libraries, historical places, neighborhoods within communities, clinics, and social/fraternal organizations. Natural assets, like wetlands, trails, and open space, or informal gathering places are also part of the community's assets.
- Community resources such as health clinics, tutoring centers, social services organizations, faith-based organizations, recreational groups (both organized sports and informal recreational activities), civic and fraternal organizations, economic development or business associations, and job training programs.
- Businesses that provide local jobs and services for students and the school community. Businesses are also an important treasure trove of experts, services and materials for the school community.
- People are also community assets. Understanding and identifying people who routinely volunteer, mentor, and share their expert knowledge and organizational skills to strengthen communities can be a force for school community improvement. Local experts, such as scientists, artists, designers, historians, and technology specialists, would also fall into this category.

Who should lead and be involved with this action?

School Community Asset Mapping is most successful when all parts of the school community are engaged in organizing and leading the process. The school Green Team could invite the school principal, other district administrators, school board members, and parent-teacher groups, and also could reach out to municipal and county officials, civic organizations, art and culture centers, nonprofit groups, athletic organizations, and business associations for

Appendix H-1b

representatives to serve on the SCAM Committee.

Successful projects have also been initiated as a class or grade level project or even as a capstone service project for high school seniors or scouts. Students, staff, and families can play important roles in gathering information on community assets by inviting them to events organized to identify school community assets.

Schools may want to consider partnering with all schools in your district as well as with your municipal Green Team to develop a school and municipal community asset map. If schools work together to develop a district-wide School Community Asset Inventory, all participating schools will earn points for this activity. Some municipalities have already completed an asset identification and mapping project that could also serve as a great starting point for your school efforts.

Timeframe

The School Community Asset Mapping project can be done in less than a month, but could also take up to twelve months to complete, depending on the technology and method used for the inventory process. Schools can also choose to view the school community asset identification as an ongoing project that is updated on an annual basis to recognize and celebrate new community resources and programs that are supporting community sustainability.

Project costs and resource needs

A School Community Asset Mapping project can range from simple and low-cost efforts using interview techniques and paper maps, to technology-enhanced programs that use global positioning software, cameras, and interactive mapping programs to help gather and record sustainability resources and activities. Volunteer time and some school staff time is required for the simplest initiatives. School Green Teams should consider partnering with other schools in the district, municipal Green Team, civic groups, business associations, and nonprofit partners to identify, locate, and map community assets. Great technology is available for free or at low-cost to develop web-based and print versions of asset maps. These programs also allow the public at large to use web-based maps to locate and to nominate programs, organizations, businesses, and projects that support a more sustainable school community.

What to do, and how to do it ("How to")

This section provides guidance and recommendations for implementing the action. A school does not need to follow this guidance exactly, as long as it meets the requirements for earning points for this action.

1. Appoint a committee, class or grade level to lead the asset mapping effort. Consider inviting students, staff, administration, classes, families, civic groups, and community organizations to be part of the planning and implementation team.
2. Determine the focus of the asset inventory data collection process. While inventories can focus on specific areas, they resulting school community asset map should be expansive in its approach.
3. Review and select the asset inventory approach that will work best for your individual school. Choose an approach that takes into account the amount of time the committee, class, or set of classes are willing to volunteer, as well as the technical or organizational needs of the chosen inventory method. Determine the level of staff support available to support the project. Inventory approaches can include:
 - a. Using interviews to identify community resources. Assets then can be put in a database, oral history, and/or summarized and identified on a community map.
 - b. Community Meetings or Events. Organize a school community meeting or event to gather asset information. Information can be gathered at meetings specifically organized to gather input on community assets or incorporated as an activity at regularly organized school Green Team meeting or event.
 - c. Web-based research can be used to quickly identify a wide range of organizations, businesses, places and institutions that serve as school community resources.
 - d. Online Mapping Tools. School community members can be invited to identify resources on a web-accessible map. Web-based maps can be supplemented with data collected from web-based research, community meetings, or combined with information gathered via field work/phone interviews.
4. Complete data collection and produce a final report, database/Excel sheet, or map of the resources organized into categories.

Appendix H-1b

5. Share community asset information with the school Green Team and others who participated in the data collection process, and celebrate existing resources, programs, organizations, places, and people that are contributing to a sustainable school community. Schools can share the SCAM by posting the school website and sending an announcement on the completion of the SCAM to school staff and key school partners or distributing the document directly to school staff and key school partners via email.

Through this process, the school community will gain a better appreciation of the collective knowledge and expertise it has to draw upon, as well as an understanding of how past activities have influenced the types of programs and solutions that the school community might view as possible and desirable in the future.

What to submit to earn points for this action

In order to earn points for this action, the following documentation must be submitted as part of the online certification application in order to verify that the action requirements have been met.

1. Description of Implementation – In the text box provided on the submission page for this action provide a short narrative (300 words or less) of what has been accomplished and the impact it has or will have on the school community.
2. School Community Asset Map as a text document, map or spreadsheet format that groups the assets into categories. The School Community Asset Mapping effort needs to have been completed or updated within the last three years. You may provide links to the school webpage or commercial website if the School Community Asset Map can also be viewed on a website.
3. Evidence that the School Community Asset Map was shared with the school staff and key school partners by either posting the document on the school website and sending an announcement on the completion of the SCAM to school staff and key school partners or distributing the document directly to school staff and key school partners via email.
4. Optional: Samples of outreach materials, survey tools, workshops, or meeting materials used while completing the Asset Mapping data collection.

IMPORTANT NOTES:

There is a limit of six uploaded documents per action and individual files must not exceed 20 MB. Excerpts of relevant information from large documents are recommended.

All action documentation is available for public viewing after an action is approved. Action submissions should not include any information or documents that are not intended for public viewing.

Spotlight: What New Jersey schools are doing

Sustainable Jersey is currently working on identifying schools that have successfully completed this action. If you would like showcase your school's accomplishments, please contact us at schools@sustainablejersey.com.

Resources

COMMUNITY ASSET MAPPING APPROACHES

The Asset-Based Community Development Institute's Discovering Community Power: A Guide to Mobilizing Local Assets and Your Organization's Capacity— contains community mapping worksheets, partnership worksheets, and asset inventory worksheets

<http://www.sesp.northwestern.edu/images/kelloggabcd.pdf>

Community Tool Box Section 8: Identifying Community Assets and Resources - contains tools useful for compiling an inventory of local organizations/institutions/private sector businesses/populations and for conducting interviews among these populations

<http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/identify-community-assets/main>

Strengthening Community Education: The Basis for Sustainable Renewal, Mapping Community Assets workbook by Diane Dorfman. Northwest Regional Educational Laboratory

[http://www.abcdinstitute.org/docs/Diane%20Dorfman-Mapping-Community-Assets-WorkBook\(1\)-1.pdf](http://www.abcdinstitute.org/docs/Diane%20Dorfman-Mapping-Community-Assets-WorkBook(1)-1.pdf)

UCLACenter For Health Policy Research: Community Asset

http://healthpolicy.ucla.edu/programs/health-data/trainings/Documents/tw_cba20.pdf

WEB-BASED COMMUNITY ASSET MAP EXAMPLES

Atlantic Highlands NJ Green Map shows Nature, Culture and Society, and Sustainable Living

<http://www.opengreenmap.org/greenmap/atlantic-highlands-green-map>

CommunityWalk is a website dedicated to providing a powerful yet simple and easy-to-use interface for creating informational, interactive, and engaging maps. With the ability to show photos, add comments, display interactive media, hide and show categories of locations, this free software can help communities create maps using volunteer and community input.

<http://www.communitywalk.com>

Green Maps Around the World: The "Green Map" System energizes a diverse global movement of local mapmaking teams charting their community's natural, cultural, and green living resources with award-winning universal icons and adaptable multi-lingual resources. Youth Green Mapping resource are available for free, but there is very modest fee to use the platform.

<http://www.greenmap.org/>.

http://www.greenmap.org/greenhouse/en/participate/youth_intro

Jersey City NJ Green Map: Sustainable Living, Nature, Culture and Society

<http://www.opengreenmap.org/greenmap/jersey-city-nj>

Appendix H-2a

Organizational Information Section

Name of your organization: STAIR of Birmingham

Total number of BCS students you serve annually: 170

Grade Levels You Serve for BCS	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12
Please enter "Yes" or "No" in each box	No	No	No	Yes	No	No	No	No	No	No	No	No	No	No

Brief overview of the services you provide to BCS students, families, or teachers: STAIR is an after-school reading program that serves second graders from Bir

Service Data by School

	Number of Students You Serve		Services you provide		In-School, After-School, Both?	
Arrington						
Avondale	19		One-on-one reading tutoring		After school - free of charge	
Barrett	8		One-on-one reading tutoring		After school - free of charge	
Brown						
Bush K-8						
Bush Hills						
Carver						
Central Park						
WJ Christian						
Epic						
Martha Gaskins						
Glen Iris						
Green Acres						
Hayes K-8	56		One-on-one reading tutoring		After school - free of charge	
Hemphill	9		One-on-one reading tutoring		After school - free of charge	
Hudson K-8	8		One-on-one reading tutoring		After school - free of charge	
Huffman Academy						
Huffman High						
Huffman Middle						
Inglenook						
Jackson-Olin						
Jones Valley						
Kennedy Alt.						
Lewis	18		One-on-one reading tutoring		After school - free of charge	
Minor Elementary						
Ossie Ware						
Oliver	12		One-on-one reading tutoring		After school - free of charge	
Oxmoor Valley						
Parker						
Phillips Academy						
Princeton						
Putnam						
Ramsay						
Robinson						
Smith						
South Hampton	11		One-on-one reading tutoring		After school - free of charge	
Sun Valley						
Tuggle	12		One-on-one reading tutoring		After school - free of charge	
Washington	10		One-on-one reading tutoring		After school - free of charge	
Wenonah						
West End						
Wilkerson						
Woodlawn High						
Wylam K-8	8		One-on-one reading tutoring		After school - free of charge	

Total (Automatic) 171

Appendix H-2a

Organizational Information Section

Name of your organization: YMCA of Greater Birmingham

Total number of BCS students you serve annually: 464

Grade Levels You Serve for BCS	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12
Please enter "Yes" or "No" in each box	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Brief overview of the services you provide to BCS students, families, or teachers:

YMCA currently serves over 350 students through YMCA branch Afterschool Academy programs. Additionally we now serve 8 BCS schools through school based Afterschool Academy. Our core curriculum includes Reading, Math, STEM, Creative Writing, Health and Wellness, Arts and Humanities, Character Development and Homework Support. Our curriculum based on 30 minute timeframes. We utilized KidzLit, KidzMath and CATCH curriculum to support our impact. We also have adopted HEPA (Healthy Eating Physical Activity) standards at all YMCA locations. Additionally, the YMCA offers College and Career Prep programs at 7 BCS locations including the Youth in Government program at Ramsay High School.

Service Data by School

	Number of Students You Serve		Services you provide		In-School, After-School, Both?	
Arrington						
Avondale						
Barrett						
Brown	9		Homework Help, Youth Fitness, KidzLit, KidzMath		Afterschool	
Bush K-8						
Bush Hills						
Carver	88		Health Career Cluster		Afterschool	
Central Park	28		Homework Help, Youth Fitness, KidzLit, KidzMath		Afterschool	
WJ Christian						
Epic						
Martha Gaskins	27		Homework Help, Youth Fitness, KidzLit, KidzMath		Afterschool	
Glen Iris						
Green Acres						
Hayes K-8						
Hemphill						
Hudson K-8						
Huffman Academy	54		Homework Help, Youth Fitness, KidzLit, KidzMath		Afterschool	
Huffman High						
Huffman Middle						
Inglenook						
Jackson-Olin	57		Health Career Cluster		Afterschool	
Jones Valley						
Kennedy Alt.						
Lewis						
Minor Elementary	9		Homework Help, Youth Fitness, KidzLit, KidzMath		Afterschool	
Ossie Ware						
Oliver						
Oxmoor Valley						
Parker	85		Health Career Cluster, APT Project C Video S		Afterschool	
Phillips Academy	55		Homework Help, Youth Fitness, KidzLit, KidzMath		Afterschool	
Princeton						
Putnam						
Ramsay	15		Youth in Government		Afterschool	
Robinson						
Smith						
South Hampton						
Sun Valley	21		Homework Help, Youth Fitness, KidzLit, KidzMath		Afterschool	
Tuggle						
Washington						
Wenonah						
West End	16		Homework Help, Youth Fitness, KidzLit, KidzMath		Afterschool	
Wilkerson						
Woodlawn High						
Wylam K-8						

Total (Automatic)

464

Appendix H-2a

Organizational Information Section

Name of your organization: YWCA Central Alabama

Total number of BCS students you serve annually: 401

Grade Levels You Serve for BCS	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12
Please enter "Yes" or "No" in each box	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Brief overview of the services you provide to BCS students, families, or teachers:

The YWCA Central Alabama provides an array of services to BCS students. Temporary Housing through two shelters, after-school care, counseling services, healthy relationships education, Anytown Summer Camp, Heritage Panel and Peace Birmingham (Advocacy and Leadership education), and summer enrichment program.

Service Data by School

	Number of Students You Serve		Services you provide		In-School, After-School, Both?	
Arrington	8		After-School and Summer Enrichment		After-School	
Avondale	21		Temp Housing, After-School Care,		Both	
Barrett	1		Summer Enrichment		After-School	
Brown	2		Temp Housing, After-School Care, Counseling		Both	
Bush K-8	5		Temp Housing, After-School Care, Counseling		Both	
Bush Hills						
Carver	28		Temp Housing, After-School Care, Counseling		Both	
Central Park	5		Temp Housing, After-School Care, Counseling		Both	
WJ Christian	24		Temp Housing, After-School Care, Counseling		Both	
Epic						
Martha Gaskins	4		Temp Housing, After-School Care, Counseling		Both	
Glen Iris	15		Temp Housing, After-School Care, Counseling		Both	
Green Acres						
Hayes K-8	61		Temp Housing, After-School Care, Counseling		Both	
Hemphill	2		Summer Enrichment		After-School	
Hudson K-8	9		Temp Housing, After-School Care, Counseling		Both	
Huffman Academy	1		Summer Enrichment		After-School	
Huffman High						
Huffman Middle	5		Temp Housing, After-School Care, Counseling		Both	
Inglenook						
Jackson-Olin	8		Temp Housing, After-School Care, Counseling		Both	
Jones Valley	25		Temp Housing, After-School Care, Counseling		Both	
Kennedy Alt.						
Lewis	3		Summer Enrichment		After-School	
Minor Elementary	6		Temp Housing, After-School Care, Counseling		Both	
Ossie Ware						
Oliver	11		Temp Housing, After-School Care, Counseling		Both	
Oxmoor Valley						
Parker	6		Temp Housing, After-School Care, Counseling		Both	
Phillips Academy	37		Temp Housing, After-School Care, Counseling		Both	
Princeton						
Putnam	6		Temp Housing, After-School Care, Counseling		Both	
Ramsay	4		Temp Housing, After-School Care, Counseling		Both	
Robinson	1		Summer Enrichment		After-School	
Smith	2		Temp Housing, After-School Care, Counseling		Both	
South Hampton						
Sun Valley	1		Summer Enrichment		After-School	
Tuggle	7		Temp Housing, After-School Care, Counseling		Both	
Washington	37		Temp Housing, After-School Care, Counseling		Both	
Wenonah	12		Temp Housing, After-School Care, Counseling		Both	
West End	3					
Wilkerson	17		Temp Housing, After-School Care, Counseling		Both	
Woodlawn High	24		Temp Housing, After-School Care, Counseling		Both	
Wylam K-8						

Total (Automatic)

401

Appendix H-2a

Organizational Information Section

Name of your organization: A.G. Gaston Boys & Girls Club

Total number of BCS students you serve annually: 1,200

Grade Levels You Serve for BCS	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12
Please enter "Yes" or "No" in each box	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Brief overview of the services you provide to BCS students, families, or teachers: After school and summer youth development programming that is age and gender appropriate.

Service Data by School

	Number of Students You Serve	Services you provide	In-School, After-School, Both?
Arrington	10	Mentorship programming, homework/acad	After-School
Avondale	44	Mentorship programming, homework/acad	Both
Barrett			
Brown	1	Mentorship programming, homework/acad	After-School
Bush K-8	1	Mentorship programming, homework/acad	After-School
Bush Hills	14	Mentorship programming, homework/acad	After-School
Carver			
Central Park	11	Mentorship programming, homework/acad	After-School
WJ Christian	50	Mentorship programming, homework/acad	Both
Epic	5	Mentorship programming, homework/acad	After-School
Martha Gaskins			
Glen Iris	15	Mentorship programming, homework/acad	After-School
Green Acres	4	Mentorship programming, homework/acad	After-School
Hayes K-8	201	Mentorship programming, homework/acad	Both
Hemphill	29	Mentorship programming, homework/acad	Both
Hudson K-8			
Huffman Academy			
Huffman High			
Huffman Middle			
Inglennook			
Jackson-Olin	2	Mentorship programming, homework/acad	After-School
Jones Valley	1	Mentorship programming, homework/acad	After-School
Kennedy Alt.			
Lewis			
Minor Elementary	12	Mentorship programming, homework/acad	After-School
Ossie Ware			
Oliver	6	Mentorship programming, homework/acad	Both
Oxmoor Valley	47	Mentorship programming, homework/acad	Both
Parker	4	Mentorship programming, homework/acad	After-School
Phillips Academy	7	Mentorship programming, homework/acad	After-School
Princeton	87	Mentorship programming, homework/acad	Both
Putnam			
Ramsay			
Robinson	1	Mentorship programming, homework/acad	After-School
Smith			
South Hampton	13	Mentorship programming, homework/acad	Both
Sun Valley			
Tuggle	21	Mentorship programming, homework/acad	Both
Washington	5	Mentorship programming, homework/acad	After-School
Wenonah	2	Mentorship programming, homework/acad	After-School
West End	24	Mentorship programming, homework/acad	After-School
Wilkerson	1	Mentorship programming, homework/acad	After-School
Woodlawn High	1	Mentorship programming, homework/acad	After-School
Wylam K-8			

Total (Automatic) 619

Appendix H-2a

Organizational Information Section

Name of your organization:		Better Basics													
Total number of BCS students you serve annually:		13800													
Grade Levels You Serve for BCS		Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12
Please enter "Yes" or "No" in each box		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No
Brief overview of the services you provide to BCS students, families, or teachers:				<p>Better Basics provides enrichment and intervention programs designed to reduce illiteracy and empower children to succeed in school. Our programs provide high-quality resources for the classroom and the home, trained volunteers, engaged community partners and dedicated staff in order to advance literacy. Our various programs cultivate an interest in learning, expand vocabulary, address skill deficits, provide access to resources and build confidence by giving students the tools to be successful in school.</p>											

Service Data by School

	Number of Students You Serve	Services you provide	In-School, After-School, Both?
Arrington	0	None	N/A
Avondale	563	Bham Reads, R2R, SWE, MORE, RI	In-School
Barrett	392	Bham Reads, R2R, SWE, MORE	In-School
Brown	498	Bham Reads, R2R, SWE, MORE	In-School
Bush K-8	311	Bham Reads, R2R, SWE, MORE	In-School
Bush Hills	406	Bham Reads, R2R, SWE, MORE	In-School
Carver	0	None	N/A
Central Park	505	Bham Reads, R2R, SWE, RI	In-School
WJ Christian	387	Bham Reads, R2R	In-School
Epic	461	Bham Reads, R2R	In-School
Martha Gaskins	592	Bham Reads, R2R, SWE, MORE	In-School
Glen Iris	794	Bham Reads, R2R, SWE, MORE, RI	In-School
Green Acres	0	None	N/A
Hayes K-8	909	Bham Reads, R2R, SWE, MORE, RI	In-School
Hemphill	498	Bham Reads, R2R, SWE	In-School
Hudson K-8	514	Bham Reads, R2R	In-School
Huffman Academy			
Huffman High	0	None	N/A
Huffman Middle	0	None	N/A
Inglennook	308	Bham Reads, R2R	In-School
Jackson-Olin	0	None	N/A
Jones Valley	0	None	N/A
Kennedy Alt.	0	None	N/A
Lewis	314	Bham Reads, R2R, SWE, MORE	In-School
Minor Elementary	416	Bham Reads, R2R, SWE, MORE	In-School
Ossie Ware	0	None	N/A
Oliver	509	Bham Reads, R2R, SWE, MORE	In-School
Oxmoor Valley	575	Bham Reads, R2R, SWE, MORE	In-School
Parker	0	None	N/A
Phillips Academy	360	Bham Reads, R2R	In-School
Princeton	255	Bham Reads, R2R, SWE, MORE	In-School
Putnam	0	None	N/A
Ramsay	0	None	N/A
Robinson			
Smith	0	None	N/A
South Hampton	566	Bham Reads, R2R, SWE, MORE	In-School
Sun Valley	584	Bham Reads, R2R, SWE	In-School
Tuggle			
Washington	652	Bham Reads, R2R, SWE, MORE, RI	In-School
Wenonah	0	None	N/A
West End	641	Bham Reads, R2R, SWE, MORE	In-School
Wilkerson	0	None	N/A
Woodlawn High	0	None	N/A
Wylam K-8	398	Bham Reads, R2R, SWE, MORE	In-School

Total (Automatic) 12408

Appendix H-2a

Organizational Information Section

Name of your organization: Birmingham Education Foundation

Total number of BCS students you serve annually: 2825

Grade Levels You Serve for BCS	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12
Please enter "Yes" or "No" in each box									Yes	Yes	Yes	Yes	Yes	Yes

Brief overview of the services you provide to BCS students, families, or teachers:

Career Development Conference - Essential Skill builing program that focuses

Service Data by School

	Number of Students You Serve		Services you provide		In-School, After-School, Both?	
Arrington						
Avondale						
Barrett						
Brown						
Bush K-8						
Bush Hills						
Carver	350		Career Development Conference, Bridging t		In School only	
Central Park						
WJ Christian	80		Career Development Conference, Bridging t		In School only	
Epic						
Martha Gaskins						
Glen Iris						
Green Acres						
Hayes K-8						
Hemphill						
Hudson K-8	80		Career Development Conference, Bridging t		In School only	
Huffman Academy						
Huffman High	500		Career Development Conference, Bridging t		In School only	
Huffman Middle	80		Career Development Conference, Bridging t		In School only	
Inglennook						
Jackson-Olin	380		Career Development Conference, Bridging t		In School only	
Jones Valley						
Kennedy Alt.						
Lewis						
Minor Elementary						
Ossie Ware	80		Career Development Conference, Bridging t		In School only	
Oliver						
Oxmoor Valley						
Parker	295		Career Development Conference, Bridging t		In School only	
Phillips Academy	80		Career Development Conference, Bridging t		In School only	
Princeton						
Putnam						
Ramsay	300		Career Development Conference, Bridging t		In School only	
Robinsonn						
Smith						
South Hampton						
Sun Valley						
Tuggle	90		Student Changemakers		In School Only	
Washington						
Wenonah	290		Career Development Conference, Bridging t		In School only	
West End						
Wilkerson	80		Career Development Conference, Bridging t		In School only	
Woodlawn High	150		Career Development Conference, Bridging t		In School only	
Wylam K-8	80		Career Development Conference, Bridging t		In School only	

Total (Automatic) 2915

Appendix H-2a

Organizational Information Section

Name of your organization: Greater Alabama Council, BSA

Total number of BCS students you serve annually: 2088

Grade Levels You Serve for BCS	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12
Please enter "Yes" or "No" in each box	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes

Brief overview of the services you provide to BCS students, families, or teachers:

The mission of the BSA is to prepare young people to make ethical choices over their lifetimes by instilling in them the values of the Scout Oath and Scout Law. Scouting also teaches young people to help others and instills personal values of good character, good citizenship, and personal fitness that allow them to achieve their full potential. Our Scouting Program(Cub Scout, Boy Scouts, Learning for Life and The Youth Leadership Development Program is geared towards helping Students and Parents to.....

- Enhanced self-esteem and personal discipline
- The capacity to learn new skills and build new strengths

Service Data by School

	Number of Students You Serve		Services you provide		In-School, After-School, Both?
Arrington	230		LFL		both
Avondale					
Barrett	53		Pack		after
Brown	21		Pack		after
Bush K-8					both
Bush Hills	53		Pack and Troop		both
Carver					
Central Park	41		pack		after
WJ Christian					
Epic	19		Pack		after
Martha Gaskins					
Glen Iris	61		pack		after
Green Acres					
Hayes K-8					
Hemphill	33		Pack		after
Hudson K-8	42		Pack		
Huffman Academy					
Huffman High					
Huffman Middle					
Inglenook	25		Pack		after
Jackson-Olin					
Jones Valley					
Kennedy Alt.					
Lewis	40		Pack		after
Minor Elementary	26		Pack		after
Ossie Ware					
Oliver	9		Pack		after
Oxmoor Valley	42		Pack		after
Parker					
Phillips Academy	20		Pack		after
Princeton	28		Pack		after
Putnam	5		Troop		after
Ramsay					
Robinson					
Smith	543		LFL		after
South Hampton	27		Pack and Troop		after
Sun Valley					
Tuggle	28		Pack		in-school
Washington	13		Pack		after
Wenonah					
West End	702		Pack and LFL		both
Wilkerson					
Woodlawn High					
Wylam K-8	27		Pack and Troop		after

Total (Automatic) 2088

Appendix H-2a

Organizational Information Section

Name of your organization: The Literacy Council

Total number of BCS students you serve annually:

Grade Levels You Serve for BCS	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12
Please enter "Yes" or "No" in each box														

Brief overview of the services you provide to BCS students, families, or teachers: We provide adult classes and tutoring including basic reading, ESOL, GED, fam

Service Data by School

	Number of Students You Serve		Services you provide		In-School, After-School, Both?	
Arrington						
Avondale						
Barrett						
Brown						
Bush K-8						
Bush Hills						
Carver						
Central Park						
WJ Christian						
Epic						
Martha Gaskins						
Glen Iris						
Green Acres						
Hayes K-8						
Hemphill						
Hudson K-8						
Huffman Academy						
Huffman High						
Huffman Middle						
Inglenook						
Jackson-Olin						
Jones Valley						
Kennedy Alt.						
Lewis						
Minor Elementary						
Ossie Ware						
Oliver						
Oxmoor Valley						
Parker						
Phillips Academy						
Princeton						
Putnam						
Ramsay						
Robinson						
Smith						
South Hampton						
Sun Valley						
Tuggle			ESOL class for parents		After school	
Washington						
Wenonah						
West End						
Wilkerson						
Woodlawn High						
Wylam K-8						

Total (Automatic)

0

Appendix H-2a

Organizational Information Section

Name of your organization: Big Brothers Big Sisters

Total number of BCS students you serve annually: 355

Grade Levels You Serve for BCS	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12
Please enter "Yes" or "No" in each box	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Brief overview of the services you provide to BCS students, families, or teachers:

Operating under the belief that inherent in every child is the ability to achieve success in life, the mission of Big Brothers Big Sisters is to provide children facing adversity with strong and enduring, professionally-supported one-to-one relationships that change their lives for the better, forever.

Big Brothers Big Sisters provides 3 one-to-one mentoring programs to the Birmingham City Schools:

Community-based Mentoring – Adult volunteers “Bigs” pick up their “Littles” for outings.

School-based Mentoring – “Bigs” spend time with their “Littles” in the school setting only.

Service Data by School

	Number of Students You Serve		Services you provide		In-School, After-School, Both?	
Arrington	3		Mentoring		Both	
Avondale	4		Mentoring		After School	
Barrett	4		Mentoring		After School	
Brown	2		Mentoring		After School	
Bush K-8	7		Mentoring		Both	
Bush Hills	32		Mentoring		After School	
Carver	3		Mentoring		After School	
Central Park	1		Mentoring		After School	
WJ Christian	5		Mentoring		After School	
Epic	33		Mentoring		Both	
Martha Gaskins						
Glen Iris	19		Mentoring		Both	
Green Acres	2		Mentoring		After School	
Hayes K-8	55		Mentoring		Both	
Hemphill	3		Mentoring		After School	
Hudson K-8	21		Mentoring		Both	
Huffman Academy						
Huffman High	3		Mentoring		After School	
Huffman Middle	5		Mentoring		After School	
Inglenook	9		Mentoring		Both	
Jackson-Olin	4		Mentoring		After School	
Jones Valley	49		Mentoring		Both	
Kennedy Alt.						
Lewis						
Minor Elementary	37		Mentoring		Both	
Ossie Ware	2		Mentoring		After School	
Oliver						
Oxmoor Valley						
Parker	16		Mentoring		Both	
Phillips Academy	6		Mentoring		Both	
Princeton	1		Mentoring		After School	
Putnam	4		Mentoring		After School	
Ramsay						
Robinson	4		Mentoring		After School	
Smith	2		Mentoring		After School	
South Hampton	5		Mentoring		After School	
Sun Valley						
Tuggle						
Washington	1		Mentoring		After School	
Wenonah	3		Mentoring		After School	
West End						
Wilkerson	6		Mentoring		After School	
Woodlawn High						
Wylam K-8	4		Mentoring		After School	

Total (Automatic) 355

Appendix H-2a

Organizational Information Section

Name of your organization: Girls Incorporated of Central, AL

Total number of BCS students you serve annually: 1008

Grade Levels You Serve for BCS	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12
Please enter "Yes" or "No" in each box		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Brief overview of the services you provide to BCS students, families, or teachers:

Service Data by School

	Number of Students You Serve		Services you provide		In-School, After-School, Both?	
Arrington						
Avondale	9		Pick-up, Program, & Summer			
Barrett						
Brown	1		Program & Summer			
Bush K-8	51		Outreach		In-School	
Bush Hills						
Carver						
Central Park	15		Outreach, Program, & Summer		In-School	
WJ Christian	166		Outreach, Program, Pick-up, & Summer		Both	
Epic	27		Pick-up, Program, & Summer		After-School	
Martha Gaskins	4		Pick-up, Program, & Summer		After-School	
Glen Iris	5		Pick-up, Program, & Summer		After-School	
Green Acres						
Hayes K-8	186		Outreach, Program, & Summer		In-School	
Hemphill	17		Outreach		In-School	
Hudson K-8						
Huffman Academy	3		Program & Summer			
Huffman High	31		Outreach, Drop-off, Program, & Summer		Both	
Huffman Middle	3		Pick-up, Program, & Summer		After-School	
Inglennook	1		Program & Summer			
Jackson-Olin	57		Outreach		In-School	
Jones Valley						
Kennedy Alt.						
Lewis						
Minor Elementary						
Ossie Ware	33		Outreach, Program, & Summer		In-School	
Oliver	6		Pick-up, Program, & Summer		After-School	
Oxmoor Valley						
Parker	30		Outreach		In-School	
Phillips Academy	14		Pick-up, Program, & Summer		After-School	
Princeton	2		Program & Summer			
Putnam	3		Pick-up, Program, & Summer		After-School	
Ramsay	46		Outreach & Teen Program		In-School	
Robinson	32		Outreach, Program & Summer			
Smith	4		Program, Summer, & Eureka!		After-School	
South Hampton	79		Outreach		In-School	
Sun Valley	3		Program & Summer			
Tuggle	123		Outreach		In-School	
Washington	16		Outreach		In-School	
Wenonah						
West End	2		Program & Summer			
Wilkerson						
Woodlawn High	2		Teen Program			
Wylam K-8	37		Outreach, Program, & Summer		In-School	

Total (Automatic) 1008

Appendix H-2a

TOTALS														
Name of your organization:		All Organizations												
TOTAL UNITS OF SERVICE:		22,311												
Brief overview of the services you provide to BCS students, families, or teachers:		N/A												

Service Data by School						
School	Total Units of Service		Services you provide		In-School, After-School, Both?	
Arrington	251					
Avondale	660					
Barrett	458					
Brown	534					
Bush K-8	375					
Bush Hills	505					
Carver	469					
Central Park	606					
WJ Christian	712					
Epic	545					
Martha Gaskins	627					
Glen Iris	909					
Green Acres	6					
Hayes K-8	1468					
Hemphill	591					
Hudson K-8	674					
Huffman Academy	58					
Huffman High	534					
Huffman Middle	93					
Inglenook	343					
Jackson-Olin	508					
Jones Valley	100					
Kennedy Alt.	0					
Lewis	375					
Minor Elementary	506					
Ossie Ware	115					
Oliver	553					
Oxmoor Valley	664					
Parker	436					
Phillips Academy	579					
Princeton	378					
Putnam	18					
Ramsay	365					
Robinson	38					
Smith	551					
South Hampton	701					
Sun Valley	609					
Tuggle	281					
Washington	734					
Wenonah	307					
West End	1388					
Wilkerson	104					
Woodlawn High	177					
Wylam K-8	554					

<i>Total (Automatic)</i>	20459
--------------------------	-------

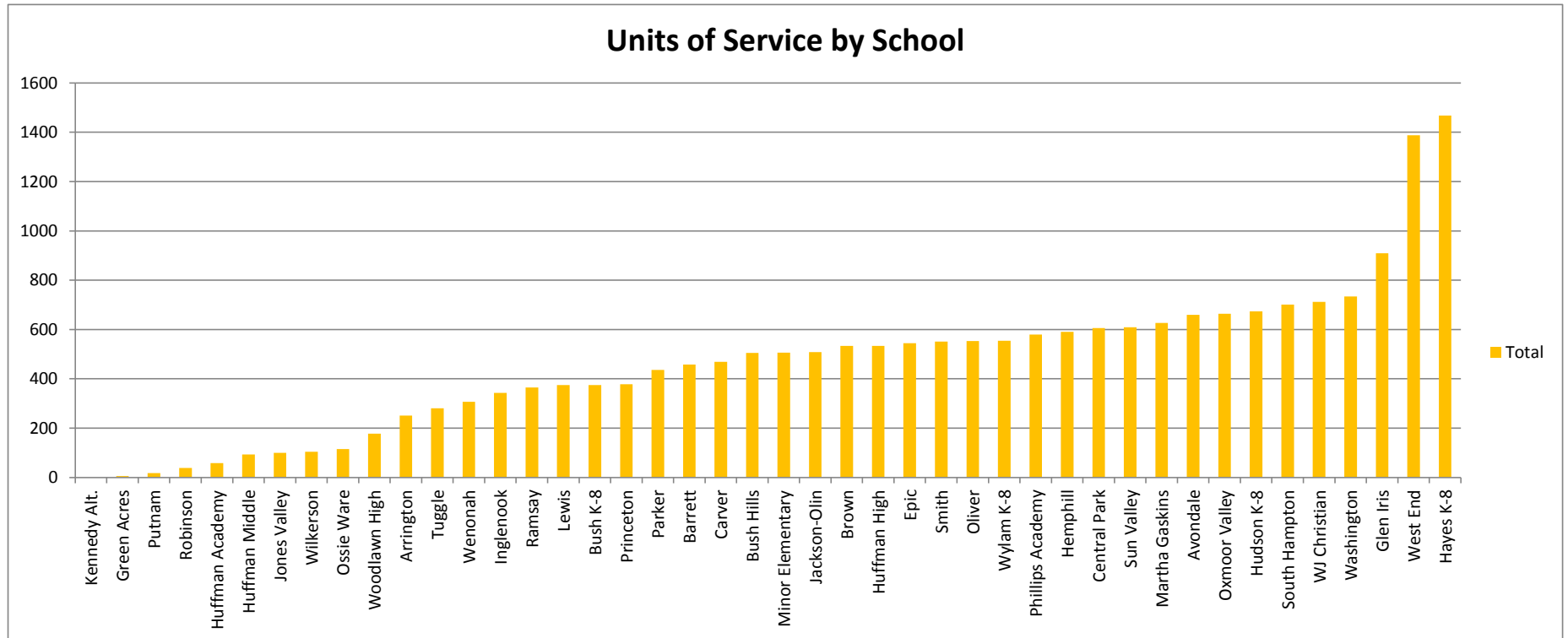
Appendix H-2a

School	AG Gaston Boys & Girls	Better Basics	Bham Ed Fdn	Big Brothers Big Sisters	Boy Scouts	Girls Inc	Literacy Council	STAIR	YMCA	YWCA
Arrington	10			3	230					8
Avondale	44	563		4		9		19		21
Barrett		392		4	53			8		1
Brown	1	498		2	21	1			9	2
Bush K-8	1	311		7		51				5
Bush Hills	14	406		32	53					
Carver			350	3					88	28
Central Park	11	505		1	41	15			28	5
WJ Christian	50	387	80	5		166				24
Epic	5	461		33	19	27				
Martha Gaskins		592				4			27	4
Glen Iris	15	794		19	61	5				15
Green Acres	4			2						
Hayes K-8	201	909		55		186		56		61
Hemphill	29	498		3	33	17		9		2
Hudson K-8		514	80	21	42			8		9
Huffman Academy		819				3			54	1
Huffman High			500	3		31				
Huffman Middle			80	5		3				5
Inglenook		308		9	25	1				
Jackson-Olin	2		380	4		57			57	8
Jones Valley	1			49						25
Kennedy Alt.										
Lewis		314			40			18		3
Minor Elementary	12	416		37	26				9	6
Ossie Ware			80	2		33				
Oliver	6	509			9	6		12		11
Oxmoor Valley	47	575			42					
Parker	4		295	16		30			85	6
Phillips Academy	7	360	80	6	20	14			55	37
Princeton	87	255		1	28	2				
Putnam				4	5	3				6
Ramsay			300			46			15	4
Robinson	1	362		4		32				1
Smith				2	543	4				2
South Hampton	13	566		5	27	79		11		
Sun Valley		584				3			21	1
Tuggle	21	572	90		28	123	ESOL for Parents	12		7
Washington	5	652		1	13	16		10		37
Wenonah	2		290	3						12
West End	24	641			702	2			16	3
Wilkerson	1		80	6						17
Woodlawn High	1		150			2				24
Wylam K-8		398	80	4	27	37		8		

Organization	Overview of Services	Grades Served
A.G. Gaston Boys and Girls Club	After school and summer youth development programming that is age and gender specific for youth ages 6-18 years old. Programming includes academic, physical and organized athletic enrichment. All members of the AGGBGC are mentored individually and in groups by vetted adults and youth volunteers. Members of the AGGBGC are eligible to participate in the Club's standing programs and ancillary activities designed to inspire and direct them to bright futures. The Club's impact is measured through internal and external measurement tools designed to provide a developmental profile for members.	K-12
Better Basics	Better Basics provides enrichment and intervention programs designed to reduce illiteracy and empower children to succeed in school. Our programs provide high-quality resources for the classroom and the home, trained volunteers, engaged community partners and dedicated staff in order to advance literacy. Our various programs cultivate an interest in learning, expand vocabulary, address skill deficits, provide access to resources and build confidence by giving students the tools to be successful in school.	Pre-K-8
Big Brothers Big Sisters	<p>Operating under the belief that inherent in every child is the ability to achieve success in life, the mission of <i>Big Brothers Big Sisters</i> is to provide children facing adversity with strong and enduring, professionally-supported one-to-one relationships that change their lives for the better, forever.</p> <p>Big Brothers Big Sisters provides 3 one-to-one mentoring programs to the Birmingham City Schools:</p> <p>Community-based Mentoring – Adult volunteers “Bigs” pick up their “Littles” for outings.</p> <p>School-based Mentoring – “Bigs” spend time with their “Littles” in the school setting only.</p> <p>Proof Positive/Workplace Mentoring- “Littles” meet with their “Bigs” at the Mentor’s workplace.</p> <ul style="list-style-type: none"> • Match relationships can last up to 12 years and many last a lifetime. • Every child/match relationship is measured for impact in 6 different developmental areas. • A national study of the impact of mentoring shows that children who are provided a long term one-to-one mentor will: <ul style="list-style-type: none"> 27% of the children are less likely to start using alcohol 33% are less likely to engage in violent behavior 46% are less likely to become involved in using drugs 52% are less likely to skip school 	K-12
Birmingham Education Foundation	Career Development Conference - Essential Skill building program that focuses on certain topic areas by grade level. 12th grade-public speaking, 11th grade-interview and resume skills, 10th grade-networking, 8th grade-entrepreneurship, 7th grade-entrepreneurship. Bridging the Gap - Career Exploration program that implements a series of site visits and in school sessions that pertain to certain career strands and align with BCS career academy concentrations. College 101 - College information program that consists of a presentation on basic college information, registration for a microscholarship portal (Raise.me), a campus tour of UAB and a card game that gives students a chance to practice college decision making.	7-12

Boy Scouts Greater Alabama Council	<p>The mission of the BSA is to prepare young people to make ethical choices over their lifetimes by instilling in them the values of the Scout Oath and Scout Law. Scouting also teaches young people to help others and instills personal values of good character, good citizenship, and personal fitness that allow them to achieve their full potential. Our Scouting Program(Cub Scout, Boy Scouts, Learning for Life and The Youth Leadership Development Program is geared towards helping Students and Parents to.....</p> <ul style="list-style-type: none"> • Enhance self-esteem and personal discipline • The capacity to learn new skills and build new strengths • Good moral and ethical decision-making skills • Respect for themselves and other people • A sense of pride in their rich ethnic heritage 	Pre-K-12
Girls Inc.	<p>The mission of Girls Inc. is “to inspire all girls to be strong, smart, and bold.” Whether a girl participates in our in-school, after-school, or summer programs, she will receive academic support, learn about health and wellness and develop her life skills. Through all of our programs, the goal for Girls Inc. is to help girls achieve at their highest level. Nationally researched and tested curricula are the core of Girls Inc. programming. These programs are delivered by trained staff and volunteers who provide mentoring support for the girls in our programs. While our after-school and summer programs only include girls, we do serve some boys in our Outreach programs.</p>	1-12
STAIR (Start The Adventure In Reading)	<p>STAIR is an after-school reading program that serves second graders from eleven Birmingham City Schools that are reading below grade level. STAIR students are identified by their teachers, principals and reading specialists based on their test scores and classroom performance. Students come to STAIR twice a week after school to work one-on-one with a trained volunteer tutor. The program runs from mid-September through the end of April and is provided at no cost to the schools or families involved in the program. Each STAIR student works with the same tutors over the course of the school year. The STAIR curriculum is designed for each child to work at their own pace and spend time mastering the skills they need to improve their individual literacy skills. In addition to over 55 hours of one-on-one tutoring and mentoring, students also receive a healthy snack each session and information regarding summer enrichment programs.</p>	2
The Literacy Council	<p>We provide adult classes and tutoring including basic reading, ESOL, GED, family literacy classes, and computer skills. We teach ESOL (English as a Second Language) at Tuggle. We do not currently engage any BCS school children in our programs though we have many of their parents enrolled in our classes.</p>	Parents
Woodlawn Foundation	<p>Woodlawn Innovation Network (WIN) is a Birmingham City Schools initiative to transform education in the five schools in the Woodlawn High School feeder pattern. The program focuses on teaching students what they need to know, how to think critically and how to apply that thinking to solve real-world problems.</p>	Pre-K-12

YMCA	YMCA currently serves over 350 students through YMCA branch Afterschool Academy programs. Additionally we now serve 8 BCS schools through school based Afterschool Academy. Our core curriculum includes Reading, Math, STEM, Creative Writing, Health and Wellness, Arts and Humanities, Character Development and Homework Support. Our curriculum based on 30 minute timeframes. We utilized KidzLit, KidzMath and CATCH curriculum to support our impact. We also have adopted HEPA (Healthy Eating Physical Activity) standards at all YMCA locations. Additionally, the YMCA offers College and Career Prep programs at 7 BCS locations including the Youth in Government program at Ramsay High School.	K-12
YWCA	The YWCA Central Alabama provides an array of services to BCS students. Temporary Housing through two shelters, after-school care, counseling services, healthy relationships education, Anytown Summer Camp, Heritage Panel and Peace Birmingham (Advocacy and Leadership education), and summer enrichment program.	Pre-K-12



Appendix H-2b

School Name	Partner Name	Activity
Avondale Elementary	Aspire Mentors	mentoring/tutoring
Avondale Elementary	Avondale Samaritans Club	equipment loaning, food drives, student supplies
Avondale Elementary	Avondale United Methodist Church	backpacks, goody bags, montors, tutors
Avondale Elementary	Avondale united Methodist Church	backpacks, goody bags, montors, tutors
Avondale Elementary	Better Basics	Literacy tutoring
Avondale Elementary	Birmingham Museum of Art	event nights for staff, location for professional learning, school-based PBL suport through museum staffing
Avondale Elementary	Brasfield and Gorrie	money for instructional support, funding for feeding staff
Avondale Elementary	Canterbury United Methodist Church	Goody bags
Avondale Elementary	Children's Healthcare	Free health, hearing and vision screenings for students
Avondale Elementary	Church of the Highlands	tutoring, classroom mentors/volunteers, backpacks, staff luncheons
Avondale Elementary	Community Education	funding for after school enrichment activities
Avondale Elementary	EdWorks	Instructional coaching
Avondale Elementary	EdWorks	instructional coaching
Avondale Elementary	Elizabeth Hughey	disco poetry workshop
Avondale Elementary	First Redeemer	Staff Goody Bags
Avondale Elementary	Girls on the Run	After school activities for students
Avondale Elementary	Jones Valley Teaching Farm	problem-based learning via Farm Lab, hands-on enrichment
Avondale Elementary	Junior League of Birmingham	math workshops
Avondale Elementary	Montevallo	student teaching
Avondale Elementary	Samford	student teaching
Avondale Elementary	Silverton Cafe	community events advertisement, monetary donations
Avondale Elementary	STAIR	Tutoring
Avondale Elementary	Success by 6	Pre-k support
Avondale Elementary	UAB	student teaching/montor partnerships
Avondale Elementary	Woodlawn Foundation	Educational coaches via edworks , site coordinators, community outreach, funding
Barrett Elementary	45th Street Baptist Church	After school tutoring for 2nd graders
Barrett Elementary	Better Basics	Literacy tutoring
Barrett Elementary	Birmingham Airport Authority	Scholarships for space camp
Barrett Elementary	Christ Church United Methodist	In-school tutoring, teacher support, books, decorations/beautification, carpentry for library, general support
Barrett Elementary	Fourty- fifth Street Baptist Church	Second grade after-school tutoring
Barrett Elementary	Household of Faith Church	In-school tutoring/facility use
Barrett Elementary	Neighborhood Association	Monetary donations

Appendix H-2b

School Name	Partner Name	Activity
Barrett Elementary	New Rising Star Baptist Church	Facility use, after-school tutoring
Barrett Elementary	Tabernacle Church of Praise	Weekend meals
Barrett Elementary	The Sign Shop	In-kind donations (banners, signs, ect)
Brown Elementary School	Better Basics	
Brown Elementary School	Birmingham Public Library- 5 Points West Branch	
Brown Elementary School	Blue Cross/ Blue Shield	
Brown Elementary School	Councilor Steven Hoyt- Birmingham City Council	
Brown Elementary School	Junior Achievement	
Brown Elementary School	Miles College	
Brown Elementary School	Parker Community Schools	
Brown Elementary School	Positive Maturity Grandparents	
Brown Elementary School	UAB	
Bush K-8	American Federal Credit Union	
Bush K-8	Birmingham Crossplex	
Bush K-8	Jim Limbaugh Toyota	
Bush K-8	Price Water House Coopers	
Bush K-8	St. Payne AME Church	
Carver High School	ACIPCO	Mentoring
Carver High School	Alabama Power	Engineering Academy Mentoring
Carver High School	Birmingham Rotary Club	Soft Skills/Speaking
Carver High School	Carver Alumni	Mentoring/Community Involvement
Carver High School	Ed Foundation	Mentoring/Community Involvement
Carver High School	Lawson State	Dual Enrollment
Carver High School	UAB CORD HCOP and Hospital	Health Sciences Academy
Central Park Elementary School	Central Park Neighborhood Association	
EPIC	Big Brothers Big Sisters	adopts "at risk" students
EPIC	Birmingham Boys Choir	works with fourth and fifth grade boys
EPIC	Charity League of Birmingham	support for children with special needs (equipment, classroom resources)
EPIC	First Baptist Church Vestavia	gave resources for special needs class, books for Library, helped tend outdoor garden
EPIC	Linked Up	adopts "at risk" students
EPIC	Positive Maturity	Grand parents assist in grades K-2
Glen Iris Elementary School	Architecture Works	Learning Garden
Glen Iris Elementary School	B.R.E.A.D.	21st Century Learning partner
Glen Iris Elementary School	Better Basics	Reading/Tutoring
Glen Iris Elementary School	BRAVIS Building Solutions	Learning Garden
Glen Iris Elementary School	Canterbury United Methodist Church	Snack bags/learning garden
Glen Iris Elementary School	Glen Iris Neighborhood Association	Financial support

Appendix H-2b

School Name	Partner Name	Activity
Glen Iris Elementary School	St. Andrews Episcopal church	Adopt-a-classroom/Teacher Goodie Bag
Glen Iris Elementary School	Jones Valley Teaching Farm	Good School Food
Glen Iris Elementary School	Landscape Workshop	Learning Garden
Glen Iris Elementary School	Southside Baptist Church	Facility use, after-school tutoring
Glen Iris Elementary School	St. Mary's Episcopal Church	Tutoring
Glen Iris Elementary School	UAB	Summer program/Red Mountain writing project
Glen Iris Elementary School	UAB Innovative Learning Collaborative	Classroom co-op for teacher candidates
Green Acres Middle School	Birmingham Cultural Alliance	Tutoring, after school programs, summer bridge progm
Green Acres Middle School	Central Park Neighborhood Association	School/athletic uniforms
Green Acres Middle School	Delta Sigma Theta Sorority	Tutoring
Green Acres Middle School	Gear Up	Summer program, AVID, access to college partners, ect
Green Acres Middle School	Greater Shiloh Baptist Church	General support, church vans
Green Acres Middle School	Green Acres Neighborhood Association	School/athletic uniforms
Green Acres Middle School	Learning Little People Educational Services	Teacher training/staff support
Green Acres Middle School	Therapy South LLC	Food bags
Green Acres Middle School	YMCA	After-school programs
Hayes K-8	Alpha Phi Alpha	Mentoring
Hayes K-8	Better Basics	1-3rd Grade Literacy
Hayes K-8	Church of the Highlands	Mentoring, classroom volunteers, christmas village, Christmas paries, book bags, faculty luncheons
Hayes K-8	Corey Watson Attorneys	Bike Helmets
Hayes K-8	GPS	Five ikes for Bike team
Hayes K-8	Independant Presbyterian	Golf Carts, STAIR Program
Hayes K-8	O'Neal Steel	Book bags for grades 6-8
Hayes K-8	Wal-mart	Grant for Bikes
Hemphill Elementary	Alabama Community Food Bank	Provides food assistance for students who are identified as food insecure
Hemphill Elementary	Assistance League of Birmingham	Provides uniforms, undergarments and hygiene products for 40 students
Hemphill Elementary	Better Basics	Reading tutoring
Hemphill Elementary	Canterbury United Methodist	Provides snack bags twice a year
Hemphill Elementary	Children's Hospital	Referral assistance through Alabama Licensd Psychologists
Hemphill Elementary	Girls Inc	Curriculum support for girls in grades 1-5
Hemphill Elementary	Growing Kings	Provides a structured curriculum that focuses on increasing academic performance, increasing school attendance, and devloping a stronger aptitude and ppreciation for reading.

Appendix H-2b

School Name	Partner Name	Activity
Hemphill Elementary	Jefferson Blound St. Clair Mental Health Authority	provides home based therapy and case management services to students with emotional concerns and their families
Hemphill Elementary	Junior Achievement	Tutor in financial literacy, and entrepreneurship
Hemphill Elementary	Kappa Alpha Psi	Weekly morning mentoring programs for grades 3-5 (boys)
Hemphill Elementary	Sixth Avenue Baptist Church	Offers an array of services, including nutritional classes, tutoring programs and mentorship that provide support and guidance to the students and families of Hemphill
Hemphill Elementary	Trinity United Methodist	Provides weekly backpacks for 160 students
Hudson K-8	American Cast Iron and Pipe Company	General Funding
Hudson K-8	Bethel Baptist Church	tutoring after school
Hudson K-8	Birmingham Cultural Alliance	Tutoring, after school programs, summer bridge program
Hudson K-8	Boys/Girls Scouts	Mentoring/Community Involvement
Hudson K-8	Discovery Clubs of America	mentoring
Hudson K-8	Ed Foundation	General/Curriculum support
Hudson K-8	Gear Up	Summer program, AVID, access to college partners, etc
Hudson K-8	Growing Kings	Mentoring
Hudson K-8	Learning Little People Educational Services	Tutoring second grade students
Huffman Academy K-5 School	Better Basics	Literacy, school-wide enrichment
Huffman Academy K-5 School	Chick-fil-a	Food for teachers, donations, prizes for students
Huffman Academy K-5 School	Community Food Bank	Weekend Backpacks
Huffman Academy K-5 School	Huffman UMC	Teacher support, school supplies, general support, provide take-home bags for kids over holidays
Huffman Academy K-5 School	New Rising Star	School supplies
Huffman Academy K-5 School	The Worship Center	clothes for clothes closet
Huffman Academy K-5 School	YMCA	After-school child care
Huffman High School	America's Thrift Store	
Huffman High School	Birmingham Ed Foundation	
Huffman High School	Brasfield & Gorrie	
Huffman High School	Chick-fil-a	
Huffman High School	Church of the Highlands	
Huffman High School	Huffman Baptist Church	
Huffman High School	Jim Skinner Ford	
Huffman High School	Regions Bank	
Huffman High School	Save-a-lot	

Appendix H-2b

School Name	Partner Name	Activity
Huffman High School	Serra Toyota	
Huffman High School	St. Vincent's East	
Huffman High School	The Worship Center	
Huffman Middle School	A Wise Woman Builds	Mentors female students
Huffman Middle School	Impact Alabama	Debate
Huffman Middle School	New Generation	Mentors male students
Jackson Olin High School	Alabama Public Television	
Jackson Olin High School	BBVA Compass	
Jackson Olin High School	Birmingham Ed Foundation	College prep
Jackson Olin High School	Birmingham Public Library	
Jackson Olin High School	Birmingham Southern	Student teachers/tutoring
Jackson Olin High School	Golden Corral Restaurant	
Jackson Olin High School	Judge Sheldon Watkins	
Jackson Olin High School	Leisa Roby	
Jackson Olin High School	Reading is Fundamental	Tutoring
Jackson Olin High School	Regions Bank	
Jackson Olin High School	UAB	Student teachers/tutoring
Jackson Olin High School	Virginia College/Culinary	
Lewis	ACIPCO	1 representative (Mr. Slaughter) tutors students in reading once a week
Martha Gaskins	Huffman Methodist Church	
Martha Gaskins	SAM's Club	
Martha Gaskins	Wal-mart (Roebuck)	
Minor Elementary	Alpha Kappa Alpha (Omicron Omega)	book donations
Minor Elementary	Better Basics	Volunteers read to students on a weekly basis, book drive, provides incentives to students for progress in reading
Minor Elementary	Big Brothers Big Sisters	
Minor Elementary	Big Brothers/ Big Sisters	Mentoring (boys)
Minor Elementary	Birmingham Public Library	educational programming, license to read program
Minor Elementary	Birmingham Southern College	reading club and Pathways Basketball game passes
Minor Elementary	CampFire	Leadership program
Minor Elementary	Ensley Highlands Neighborhood Association	
Minor Elementary	Foster Grandparents	
Minor Elementary	Freedom Rain Ministries	Afterschool snacks
Minor Elementary	G.R.E.A.T.	help students make clear and wise decisions to avoid negative outcomes
Minor Elementary	ICAC Technology Store	
Minor Elementary	KPMG	book donations
Minor Elementary	Parker Community School/ YMCA Afterschool Care	after school mentoring and homework help
Minor Elementary	PBS Gotcha Store	
Minor Elementary	Pizza Hut	incentives for reading
Minor Elementary	Positive Maturity/ Foster Grandparents	social service and civic engagement involving older adults

Appendix H-2b

School Name	Partner Name	Activity
Minor Elementary	Protective Life Corporation	
Minor Elementary	Protective Life Foundation	funding
Minor Elementary	Six Flags to Succeed	incentives for reading
Oliver Elementary	Church at Brook Hills	Provides mentor for students and supplies/uniforms for the first day of school
Oliver Elementary	Church of the Highlands	Provides student/staff incentives and support, Room Moms, and backpacks/supplies
Oliver Elementary	Community Food Bank of Central Alabama	provides food for students in need over the weekend
Oliver Elementary	Jones Valley Teaching Farm	Two full-time teaching fellows provide lessons for student and run school garden/market
Oliver Elementary	Noth Park Baptist Church	Provides dinner for PTA meetings, staff incentives and support, and Discovery Club
Oliver Elementary	Smiles for Keeps	Dental screenings and support for students
Oliver Elementary	STAIR	Tutoring for 2nd graders
Oxmoor Valley Elementary	100 Black Women	
Oxmoor Valley Elementary	Better Basics	
Oxmoor Valley Elementary	Birmingham Reads	
Oxmoor Valley Elementary	Campfire Safe and Sure	
Oxmoor Valley Elementary	Faith Church	
Oxmoor Valley Elementary	Gateway	
Oxmoor Valley Elementary	Girls, Inc.	
Oxmoor Valley Elementary	In Shap Ministries	
Oxmoor Valley Elementary	Miles College Law Students	
Oxmoor Valley Elementary	Renaissance Birmingham Ross Bridge	
Oxmoor Valley Elementary	Samford University Biology Department	
Oxmoor Valley Elementary	Sixth Avenue Baptist Church	
Oxmoor Valley Elementary	Step-to-Respect	
Oxmoor Valley Elementary	UAB Links-Up Mentoring	
Parker High School	Alabama Public Television	
Parker High School	BBVA Compass	
Parker High School	Birmingham Ed Foundation	
Parker High School	Birmingham Library	
Parker High School	Birmingham Southern	
Parker High School	Golden Corral Restaurant	
Parker High School	Judge Sheldon Watkins	
Parker High School	Lawson State Community College	
Parker High School	Leisa Roby	
Parker High School	Reading is Fundamental	
Parker High School	Regions Bank	
Parker High School	UAB	
Parker High School	Virginia College/Culinard	
Princeton Elementary	Better Basics	
Princeton Elementary	Boy Scouts	
Princeton Elementary	Girl Scouts	

Appendix H-2b

School Name	Partner Name	Activity
Princeton Elementary	Integrating Computing Across Curriculum	
Princeton Elementary	Rising-West Princeton Neighborhood Association	
Princeton Elementary	University of Alabama School of Fine Arts	
Princeton Elementary	WTTO/SB68	
Putnam	Church of All Nations Rev Parker (Pops on Patrol)	assisted with morning duty in the hallways and in the gymnasium
Putnam	Church of the Highlands, Jacynthia Moore, Darius Fields	boys and girls mentoring, school supplies, rewards, and incentives to our students
Putnam	EdWorks/ WIN	bring rigor and relevance to our students in order to become a 21st century school embracing the use of technology and project based learning
Putnam	Jones Valley Teaching Farm	opportunity to learn about the importance of healthy eating by planting, growing and selling their product
Putnam	Lamanski Ware	Attendance, mental health referrals, working to get community partners
Putnam	SpeakFirst Impact Alabama	debate skills
Robinson Elementary	Chick-Fil-A Restaurant	Sponsorship
Robinson Elementary	New Rising Star Community Support Corporation	Donations
Smith Middle School	Applebee's Restaurant	
South Hampton K-8	African Methodist Episcopal Church	Monetary donations for school supplies, uniforms, backpacks, and funding to help with the building of our new playground
South Hampton K-8	Antioch Baptist Church	Monetary donations for school supplies, uniforms, backpacks, and funding to help with the building of our new playground
South Hampton K-8	Attorney Leslie Ann Williams	donations and supplies for building our playground
South Hampton K-8	Black and White Photography	donations and supplies for building our playground
South Hampton K-8	Chris Rice at American Family Care	donations and supplies for building our playground
South Hampton K-8	CocaCola	donations and supplies for building our playground
South Hampton K-8	Eric Guster Law Firm	donations and supplies for building our playground
South Hampton K-8	First United Community Foundation	donations for Instructional Support and the building fund
South Hampton K-8	Hands-On-Birmingham	donations and supplies for building our playground
South Hampton K-8	Lowe's in Fultondale	donations and supplies for building our playground

Appendix H-2b

School Name	Partner Name	Activity
South Hampton K-8	Metropolitan C.M.E. Church	Monetary donations for school supplies, uniforms, backpacks, and funding to help with the building of our new playground
South Hampton K-8	Mrs. Minnie Booker	donations for Instructional Support and the building fund
South Hampton K-8	Mt. Hebron Baptist Church	Monetary donations for school supplies, uniforms, backpacks, and funding to help with the building of our new playground
South Hampton K-8	Peace Missionary Baptist Church	Monetary donations for school supplies, uniforms, backpacks, and funding to help with the building of our new playground
South Hampton K-8	Small Steps Pediatrics, P.C.	donations and supplies for building our playground
South Hampton K-8	The Sign Geeks	donations and supplies for building our playground
South Hampton K-8	T-Mobile	donations and supplies for building our playground
Tuggle Elementary	A.G. Gaston Boys and Girls Club	After School Enrichment
Tuggle Elementary	Achievers for Life	Mentoring (boys)
Tuggle Elementary	ACIPCO	Reading tutoring (pending)
Tuggle Elementary	Better Basics	Reading and math tutoring
Tuggle Elementary	Birmingham Barons	
Tuggle Elementary	Birmingham Ed Foundation	Network Night
Tuggle Elementary	Birmingham Southern College	Tutoring, ELL parent workshops/translation
Tuggle Elementary	Boy Scouts/Girl Scouts	Character development
Tuggle Elementary	Discovery Club	Character development
Tuggle Elementary	Enon Ridge Neighborhood Association	Miscellaneous School/Student Support
Tuggle Elementary	Growing Kings	Mentoring (boys)
Tuggle Elementary	Jones Valley Teaching Farm	Pending
Tuggle Elementary	Lawson State Community College	Tutoring (Homework)
Tuggle Elementary	Literacy Council	English Tutoring for ELL Parents
Tuggle Elementary	North Star (Soccer)	Tutoring (Homework)
Tuggle Elementary	Social Security Administration	Resources/supplies
Tuggle Elementary	St. John AME Church	Scholarships (\$500 in Spring and Fall)
Tuggle Elementary	STAIR Program	Tutoring for second grade students (reading)
Tuggle Elementary	Thirgood United Methodist Church	Backpack donations
W.J Christian Alternative School	A.G. Gaston Boys and Girls Club	
W.J Christian Alternative School	Jones Valley Teaching Farm	
W.J Christian Alternative School	McWayne Science Center	

Appendix H-2b

School Name	Partner Name	Activity
W.J Christian Alternative School	South Roebuck Neighborhood Association	
Washington K-8	Birmingham PD	GREAT drug/gang prevention program
Washington K-8	Dawson memorial	Better Basics 4 year grant
Washington K-8	Discovery Club	Mentoring
Washington K-8	GearUp	Classroom Support
Washington K-8	Green Liberty	Resources/supplies
Washington K-8	Growing Kings	Mentoring (boys)
Washington K-8	Making Queens	Mentoring (girls)
Washington K-8	Miles College	Classroom Support
Washington K-8	Morgan Keegan	Investment Club
Washington K-8	STAIR Program	Mentors
Washington K-8	UAB	Classroom Support
Wenonah High School	Barber's Milk Company	
Wenonah High School	Chef Clayton Sherrod	
Wenonah High School	Forestwood Fruits	
Wenonah High School	Jefferson State Community College	
Wenonah High School	Kappa Alpha Psi Fraternity, Inc.	
Wenonah High School	Lawson State Community College	
Wenonah High School	Ross Bridge	
Wenonah High School	Sheraton	
Wenonah High School	The Fish Market	
West End Academy	Assistance Leage of Birmingham	School Uniforms
West End Academy	Better Basics	Literacy
West End Academy	Charles Alex Gregor, Sr. Family Foundation	School supplies, Rockets Program Participants
West End Academy	FBI	Adopts Families to assist with Christmas
West End Academy	First Priority	Mentoring
West End Academy	Greater Birmingham Ministries	Christmas Items for Students
West End Academy	Greater Shiloh Missionary Baptist	School supplies/backpacks
West End Academy	Lacrosse Discovery Club	Mentoring
West End Academy	Larry Thorton and McDonalds	Assist with Teacher Appreciation Celebration
West End Academy	Rose of Sharon	School Uniforms and emergency shelter
West End Academy	Salvation Army	Angel Tree
West End Academy	South Park Baptist Church	Emergency Shelters/Teacher Appreciation Luncheon
West End Academy	UAB Student Involvement/Leadership	Mentoring
West End Academy	West End Class of 72 and 84	School supplies, monetary contributions, spelling bee/math derby judges
Wilkerson Middle School	East Thomas Neighborhood Association	

Appendix H-2b

School Name	Partner Name	Activity
Wilkerson Middle School	Lowe's	
Woodlawn High School	Birmingham Ed Foundation	
Woodlawn High School	Church of the Highlands	
Woodlawn High School	CMC Steel	
Woodlawn High School	Woodlawn Foundation	
Wylam K-8	Canterbury United Methodist Church	
Wylam K-8	Faith Chapel Church	
Wylam K-8	Miles College	
Wylam K-8	Regions Bank	
Wylam K-8	Urban Ministries	

PROMISE SCHOLARSHIP

As Birmingham transforms into a new Birmingham, it is critical to craft initiatives to make a college education more affordable for students to acquire the knowledge and skills they need for in-demand careers in a rapidly changing economy. Research from the Georgetown University Center on Education and the Workforce (2016) found that of the 11.6 million jobs created in the post-recession economy, 11.5 million went to workers with at least some college education. While 6 out of 10 jobs require more than a high school education, only 40% of Americans have a college degree. More than half of Alabama's freshmen and sophomores are enrolled in one of Alabama's community colleges, which offer students affordable tuition, open admission policies, and convenient locations. For many students, community colleges offer academic programs and an affordable starting point to a four-year college degree. The achievement gap is a huge barrier for low-income, underprepared students. Too many are trapped in a cycle of poverty, and higher education is the best opportunity for those struggling to overcome poverty. Recognizing that a high school diploma is no longer sufficient for a vibrant economy and improved quality of life, Birmingham has an opportunity to build a program to offer free community college that will help students gain the skills they need for good jobs.

Birmingham cannot meet its goals for educational attainment or economic growth without looking at college access. The idea of a College Promise program – which began as a single experiment in Kalamazoo, Michigan in 2005 – has grown into a national movement. Many states, communities, and colleges across the United States have created successful promise campaigns that offer free community college. Some use public funds, some use private funds, and many use a mixture of both. Tennessee College Promise (<http://tnpromise.gov>), which draws from state lottery funds to cover tuition and fees at community college for students with a minimum 2.0 GPA, serves as a model for Promise programs. The Tennessee Promise Campaign enacted "last-dollar" scholarships in which grants cover only the tuition that federal and state aid would otherwise fail to cover. This means that all students must complete the FAFSA to be eligible. The plans also limit eligibility to the most recent class of high school graduates. Another example of a successful promise campaign is Kalamazoo Promise (<https://www.kalamazoopromise.com>). A group of anonymous donors created the Kalamazoo Promise scholarship, which provides up to four years of tuition and fees at public colleges in

Appendix I

Michigan for students who have attended Kalamazoo public schools – including as much as 100 percent of tuition for local students who attended starting in kindergarten. The scholarship includes programs at state-supported community colleges, in addition to Michigan’s four-year public schools. An example of a privately funded promise campaign is the SBCC Promise (<http://www.sbccpromise.org>), a project of the SBCC Foundation. The SBCC Promise provides any local student who completes their secondary education within the Santa Barbara Community College District with the opportunity to attend SBCC full-time for two years free of charge. The Promise uses privately raised funds to cover all enrollment and required fees, required books, and required supplies in an effort to remove economic barriers, making community college fully accessible to all local students. A listing of many promise scholarships can be found at <https://citiesofpromise.com/promise-programs-listed-by-state>.

Well-established programs and new ones alike are part of a growing movement of business leaders, philanthropies, and local and state officials who recognize that, to meet the challenge of a growing economy, we need to think on a larger scale to support a seamless K-to-14 system and increase access to high quality education. The Mayor has already provided the opportunity for a dialogue on a promise campaign. Moving forward this committee recommends that the City of Birmingham launches “Birmingham Promise 2019” under the following guidance.

The overall goal of the Birmingham Promise scholarship is to help City of Birmingham students create financial sustainability while removing economic barriers and providing an accessible and affordable pathway to degree completion. Birmingham Promise 2019 will be a “last-dollar” scholarship, in which scholarships cover only the tuition that federal and state aid would otherwise fail to cover. It will be available to the most recent class (2019) of Birmingham City School graduates to attend Jefferson State or Lawson State Community College. All students will be required to complete the FAFSA as well as any required financial aid verification to be eligible. Students must enroll in Jefferson State or Lawson State within 1 year of graduating high school and meet all admission requirements at the desired college. Funding will be awarded to full-time students (12 credit hours or more) only and can be used for up to 150% of the required credit hours for a degree. The student must maintain a cumulative GPA of 2.0 and must otherwise make satisfactory academic progress towards a degree or certificate.

Appendix I

Implementing this scholarship would require both funding for the last dollar scholarships as well as full-time staff available for coordinating student applications and progress until enrolled at the college of their choice.

The Promise Scholarship Sub-Committee will continue to review best practices to determine if other criteria should be established such as mandatory cohort meetings, summer orientation, and other student support services. Birmingham Promise would initially be available to the graduating class of 2019, and the GEAR UP Program will provide similar funding for the graduating classes of 2020 and 2021.

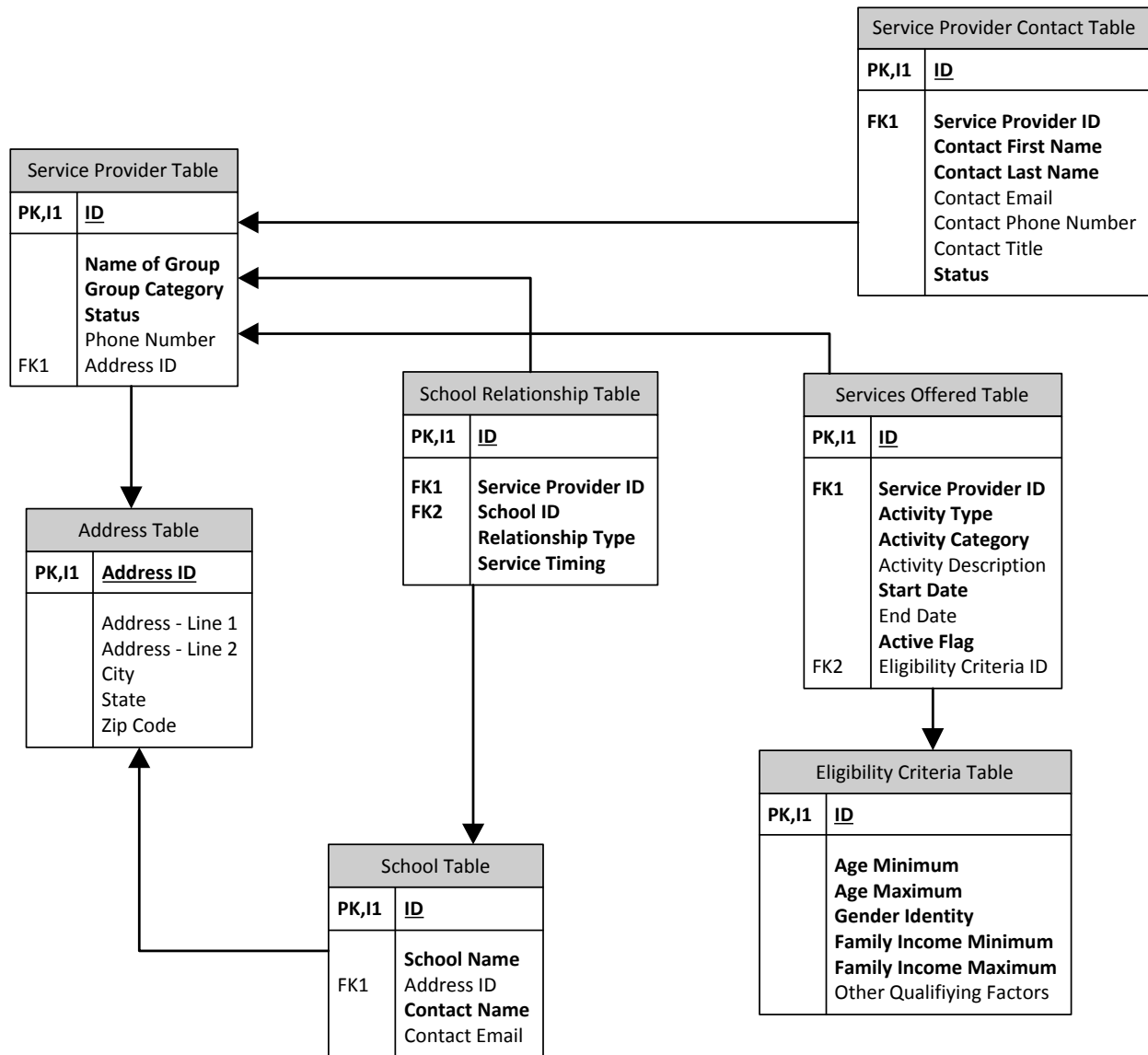
GEAR UP Birmingham (Gaining Early Awareness and Readiness for Undergraduate Programs) is a federally funded college awareness and readiness program that empowers students to attend and succeed in college. GEAR UP Birmingham's focus is to promote success by providing a cohort of Birmingham City Schools' students with opportunities to learn the necessary skills needed to attend and to graduate from college. GEAR UP Birmingham provides resources and activities that promote a college-going culture for students, parents, and educators alike.

Together these efforts will be used as a preliminary measure to evaluate the success and challenges of this initiative. The committee recommends a full evaluation of wrap around services to ensure student success and perhaps contracting with a consultant to better guide our thinking for long-term implementation. The ultimate goal is to develop a program that would benefit the target population in Birmingham based on research, collaboration, and sustainability.



Education and Workforce Development Committee
Inventory

Inventory Database Structure



Inventory Functions

In order to enter data into the inventory in a usable format, the following functions should be employed. Please note the corresponding prerequisites for each function.

Add Service Provider

Purpose: To add the name and phone number of a service provider, that is offering a service

Table(s): Service Provider table

Prerequisite: None

Steps:

1. ID Field must autogenerate a GUID
2. Name of Group field must be filled in
3. Group Category field must be populated from a pre-defined list of options
4. Status field should be set to “Y” if the provider is actively providing services and “N” if they are no longer active
5. Phone number is an optional field
6. Address ID will be filled in as part of the Service Provider Address function

Add Service Provider Address

Purpose: To add an address for a service provider

Table(s): Address table and Service Provider table

Prerequisite: Service provider entry should exist in the Service Provider table

Steps:

1. ID Field must autogenerate a GUID
2. Address Line 1, Address Line 2, City, State, Zip Code are all optional fields that should be completed with as much information as possible
3. The corresponding address ID on the Service Provider table should be populated with the entry's ID value

Appendix J

Add Contact to a Service Provider

Purpose: To add a contact for a service provider

Table(s): Service Provider Contact table

Prerequisite: Service provider entry should exist in the Service Provider table

Steps:

1. ID Field must autogenerate a GUID
2. Service Provide ID field must be populated with the corresponding ID from the Service Provider table
3. Contact First Name and Contact Last Name are required fields that need to be completed
4. Contact Email, Contact Phone Number, and Contact Title are not required fields
5. Status field must be set to “Y” if the contact is still active with this particular service provider and to “N” if the contact is no longer active

Add Service from a Service Provider

Purpose: To add a contact for a service provider

Table(s): Services Offered table

Prerequisite: Service provider entry should exist in the Service Provider table

Steps:

1. ID Field must autogenerate a GUID
2. Service Provide ID field must be populated with the corresponding ID from the Service Provider table
3. Activity Type field must be populated from a pre-defined list of options
4. Activity Category field must be populated from a pre-defined list of options
5. Activity Description field should be filled in with a short description of the service being offered, this field is optional
6. Start Date field must be filled in with the date that the service initially offered
7. End Date field should be filled in when the service is no longer being offered, this field is optional
8. Active Flag must be set to “Y” if the service is still active from this particular service provider
9. Eligibility Criteria will be filled in as part of the Eligibility Criteria function

Appendix J

Add Eligibility Criteria

Purpose: To add eligibility criteria for a service being offered by a service provider

Table(s): Eligibility Criteria table and Services Offered table

Prerequisite: Service provider entry should exist in the Service Provider table and a Service should exist in the Services Offered table

Steps:

1. ID Field must autogenerate a GUID
2. Service Provide ID field must be populated with the corresponding ID from the Service Provider table
3. Minimum Age field must be filled in with the minimum age to be eligible for service offering, value of 0 is for none
4. Maximum Age field must be filled in with the maximum age to be eligible for service offering, value of 0 is for none
5. Gender Identity field must be populated with the required gender identity to be eligible for service offering, possible values are: Male (M), Female (F), Non-Binary (N), Trans (T), Zero (0) for none
6. Minimum Family Income Field must be filled in with the minimum family income to be eligible for service offering, value of 0 is for none
7. Maximum Family Income Field must be filled in with the maximum family income to be eligible for service offering, value of 0 is for none
8. Other Qualifying Factors field is a free form text field for specifying eligibility requirements, this field is optional
9. The corresponding Eligibility Criteria ID field on the Services Offered table must be populated with the entry's ID value

Add School

Purpose: To add an address for a school

Table(s): School table

Prerequisite: None

Steps:

1. ID Field must autogenerate a GUID
2. School Name field must be filled in
3. Address ID will be filled in as part of the School Address function
4. Contact Name must be filled in
5. Contact Email is an optional field

Appendix J

Add School Address

Purpose: To add an address for a school

Table(s): Address table and School table

Prerequisite: School entry should exist in the school table

Steps:

1. ID Field must autogenerate a GUID
2. Address Line 1, Address Line 2, City, State, Zip Code are all optional fields that should be completed with as much information as possible
3. The corresponding address ID on the School table must be populated with the entry's ID value

Create Relationship Between School and Service Provider

Purpose: To add an address for a school

Table(s): Service Provide table and School table

Prerequisite: School entry should exist in the school table and a Service Provider entry must exist in the Service Provider table

Steps:

1. ID Field must autogenerate a GUID
2. The corresponding ID from the Service Provider table must be populated in the Service Provider ID field
3. The corresponding ID from the School table must be populated in the School ID field
4. The Relationship Type field must be populated with the type of relationship between service provider and school, examples include "On Going" or "One Time", via a predefined list
5. The Service Timing field must be populated with when the service is offered at the school, an example would be "After School", via a predefined list

Appendix J

Data Dictionary

The following pages contain a data dictionary of the table and fields contained in those tables.

Service Provider Table

Service Provider Table	
PK,I1	ID
FK1	Name of Group Group Category Status Phone Number Address ID

Field Name	Req	PK	FK	Index	Data Type	Description
ID	Y	Y		Y	GUID	Table Index ID
Name of Group	Y				VARCHAR(100)	Name of group providing the services
Group Category	Y				VARCHAR(30)	Predefined category of the group
Status	Y				VARCHAR(1)	Status flag to denote if organization is active or not (Y / N)
Phone Number					VARCHAR(500)	Phone number for the main organization
Address ID			Y		GUID	Index ID from corresponding entry in the Address Table

Appendix J

Services Offered Table

Services Offered Table	
PK,I1	<u>ID</u>
FK1	Service Provider ID Activity Type Activity Category Activity Description Start Date End Date Active Flag
FK2	Eligibility Criteria ID

Field Name	Req	PK	FK	Index	Data Type	Description
ID	Y	Y		Y	GUID	Table Index ID
Service Provider ID	Y		Y		GUID	Index ID from Service Provider table
Activity Type	Y				VARCHAR(30)	Activity type for the service from a predefined list, example reading to students
Activity Category	Y				VARCHAR(30)	Activity category for the service from a predefined list, example literacy
Activity Description					VARCHAR(500)	Short description of the activity
State Date	Y				DATETIME	Start date of services being offered
End Date					DATETIME	End date that services stopped being offered
Active Flag	Y				VARCHAR(1)	Active flag to denote if services are active or not (Y / N)
Eligibility Criteria ID			Y		GUID	Index ID from Eligibility Criteria table

Appendix J

Eligibility Criteria Table

Eligibility Criteria Table	
PK,I1	ID
	Age Minimum Age Maximum Gender Identity Family Income Minimum Family Income Maximum Other Qualifying Factors

Field Name	Req	PK	FK	Index	Data Type	Description
ID	Y	Y		Y	GUID	Table Index ID
Age Minimum	Y				INTEGER	Minimum age to be eligible for service offering, value of 0 is for none
Age Maximum	Y				INTEGER	Maximum age to be eligible for service offering, value of 0 is for none
Gender Identity	Y				VARCHAR(1)	Required gender identity to be eligible for service offering, possible values are: Male (M), Female (F), Non-Binary (N), Trans (T), Zero (0) for none
Family Income Minimum	Y				INTEGER	Minimum family income to be eligible for service offering, value of 0 is for none
Family Income Maximum	Y				INTEGER	Maximum family income to be eligible for service offering, value of 0 is for none
Other Qualifying Factors					VARCHAR(100)	Free form field for specific eligibility requirements, not searchable

Appendix J

Service Provider Contact Table

Service Provider Contact Table	
PK,I1	ID
FK1	Service Provider ID Contact First Name Contact Last Name Contact Email Contact Phone Number Contact Title Status

Field Name	Req	PK	FK	Index	Data Type	Description
ID	Y	Y		Y	GUID	Table Index ID
Service Provider ID	Y		Y		GUID	Index ID from Service Provider table
Contact First Name	Y				VARCHAR(50)	First name of the contact
Contact Last Name	Y				VARCHAR(50)	Last name of the contact
Contact Email					VARCHAR(100)	Email of the contact
Contact Phone Number					VARCHAR(12)	Phone number of the contact
Contact Title					VARCHAR(50)	Title of the contact
Status	Y				VARCHAR(1)	Status (Y / N) to provide the active state of the contact in relation to the service provider

Address Table

Address Table	
PK,I1	Address ID
	Address - Line 1 Address - Line 2 City State Zip Code

Field Name	Req	PK	FK	Index	Data Type	Description
ID	Y	Y		Y	GUID	Table Index ID
Address – Line 1					VARCHAR(100)	Address Line 1
Address – Line 2					VARCHAR(100)	Address Line 2
City					VARCHAR(100)	City
State					VARCHAR(100)	State
Zip Code					VARCHAR(10)	Zip Code

Appendix J

School Table

School Table	
PK,I1	ID
FK1	School Name Address ID Contact Name Contact Email

Field Name	Req	PK	FK	Index	Data Type	Description
ID	Y	Y		Y	GUID	Table Index ID
School Name	Y				VARCHAR(100)	School name
Address ID			Y		GUID	Index ID from Address table
Contact Name	Y				VARCHAR(100)	School's primary contact name
Contact Email					VARCHAR(100)	School's primary contact email

School Relationship Table

School Relationship Table	
PK,I1	ID
FK1 FK2	Service Provider ID School ID Relationship Type Service Timing

Field Name	Req	PK	FK	Index	Data Type	Description
ID	Y	Y		Y	GUID	Table Index ID
Service Provider ID	Y		Y		GUID	Index ID from Service Provider table
School ID	Y		Y		GUID	Index ID from School table
Relationship Type	Y				VARCHAR(20)	Type of relationship between service provider and school, example on-going
Service Timing	Y				VARCHAR(20)	When the service is offered at the school, example after school

Appendix J

Asset Mapping

Authors

Ben Podbielski, Protective Life Corporation

Adrienne Mitchell, Birmingham City Schools

J.W. Carpenter, Birmingham Education Foundation

Randle Jennings, Ron Jackson Foundation

Key Question	Response(s)
Who are the potential customers?	<ul style="list-style-type: none">a) Birmingham City Schoolsb) Non-Profitsc) Philanthropy
What is the purpose of the inventory?	<ul style="list-style-type: none">a) One potential purpose is when the district (or other entities, perhaps the Bold Goals Coalition) sets a goal, they can use this information to find the key partners to be at the table that focus on that area;b) This would allow the district when a partner approaches them to distribute resources effectively
Who should own this?	<ul style="list-style-type: none">a) The most likely owner is the district, but what specific person/department would own it
Who should maintain this?	<ul style="list-style-type: none">a) The most likely owner is the district, but what specific person/department would own it
Where would this information live? Is it public?	<ul style="list-style-type: none">a) It would most likely live at the district, but where, how and with whom is not yet clear
What lists already exist?	<ul style="list-style-type: none">a) United Way Bold Goals Coalition (Focused on literacy)b) Birmingham City Schools' list and asset mapc) K-5 literacy map being created by BCS Network/Ed Foundation
What do we need to know?	<ul style="list-style-type: none">a) The name of the entityb) The contact person and contact information at the entityc) What they do/their area(s) of expertise<ul style="list-style-type: none">i) Create a finite list of areas of expertise

Appendix J

	d) Grade levels/Schools served e) District goals and priorities f) School needs g) School name, contact information
--	--

The goal is to develop a process through which we can inventory all partners and resources that benefit P-12 students in the Birmingham City Schools with the hope that the process can form a basis for broader asset mapping work.

Who owns it? The Birmingham City Schools is the best entity to maintain and update the list with support from the Birmingham Education Foundation.

Year 1:

December 2018: Create the map. Interviews with principals, survey of non-profits and partner agencies. Create assessment with suggestions for actions.

Spring 2019: Birmingham City Schools and the Birmingham Education Foundation organizes the strategy around aligning the resources for the 2019-2020 school year.

Summer 2019: Update the map, preparation for implementation

Year 2:

Implementation of educational work, expansion to non-educational work

Workforce Development

SCOPE OF REVIEW

Description & Definitions

Workforce Development has been acknowledged as a leader in the forefront of economic development for centuries. In fact, a review of the historical data of the United States shows a direct correlation between educational attainment and economic growth; respectively, the interest to invest in human capital. The truth is workforce development is about increasing the supply of educated workers to fill the career market needs. As our nation has aged into a new century that births rapid technological advances we have shifted toward an increased demand for highly-skilled and educated workers; this due to skill-biased technologies and globalization.

At a perspective view Birmingham has begun to take hold of its position in the nation's economy by actively seeking opportunities to create access to career, by expanding innovation, by building new infrastructure and revitalizing communities and by establishing an inclusive culture for our residents. It's this competitiveness that positions Birmingham's workforce to have economic implications both within and outside the city limits. The Birmingham-Metro Area is home to nearly one-fourth of the state's civilian labor force and accounts for 30% of Alabama's Total GDP.

As the *Together We Can...* report indicates, fragmented metropolitan areas experience slower job growth than those that are less fragmented. Similarly, movement of businesses from one municipality to another in the Birmingham Metro Area and surrounding counties does little to create impactful growth of the region's economy or job market.

The quality of the City of Birmingham's workforce is an issue that impacts the city, the region, and our state. Already, industry leaders are expressing dissatisfaction with the quality and quantity of workers they are recruiting. And while there is no lack of workforce programming among regional agency and community partners,

Appendix K

this committee sees a lack of cohesion among their various efforts and targeted goals. With that said, Birmingham would thrive from a city-led workforce development program to be facilitated from the Office of the Mayor, and one that offers cross-system collaborations with city and state government, non-profit organizations, education entities and the business community.

Workforce Partners				
Regional	Education	Non-Profit	State	Business Community
Central 6 Regional Workforce Council	Jefferson State Community College	United Way of Central Alabama	Alabama Career Centers	High-Demand Industries: Small Businesses & Corporations
Workforce Opportunity & Investment Act – WIOA Board	Lawson State Community College	The Community Foundation of Greater Birmingham	Alabama Workforce Training Center	
Jefferson County	University of Alabama at Birmingham	Birmingham Business Alliance		
	Birmingham City Schools	Birmingham Education Foundation		
		Goodwill of Alabama		
		Other: Community Support Service Organizations (Targeted Populations for Outreach)		

METRICS

Workforce Metrics		
<i>Labor</i>	<i>K-12</i>	<i>Post-Secondary</i>
<ul style="list-style-type: none"> • Unemployment Rate • Workforce Participation Rate • Poverty Rate/Average Income 	<ul style="list-style-type: none"> • Graduation Rate • College & Career Readiness Rate 	<ul style="list-style-type: none"> • Certificates of Value Granted • Degrees

RECOMMENDATIONS

Alignment: The Education & Workforce Committee recommends the Office of the Birmingham Mayor provide leadership toward regional workforce alignment.

As the state's most populous city and the economic driver of the region, Birmingham must provide leadership to align key constituent groups to grow the quality of its workforce, thereby meeting the needs of industry, improving economic outcomes for residents, and creating a skilled workforce to grow and attract industry:

- *Partner Alignment* – Birmingham and the Central 6 workforce region are supported by several organizations and partners directing non-profit, local, state, and national resources toward workforce development. Over the past several years, organizations managed at the state level have seen their areas of geographic focus redefined to create a single overlapping workforce region, which has been nominally adopted by other area workforce partners. Despite this consolidated focus, movement toward a coordinated mission among these entities has been slow and lacked focused. This inchoate approach has lead to siloed efforts, often leading to duplication and lacking input from counties outside of the Birmingham Metro Area. By creating a position within the Office of the Mayor to engage and coordinate among

these various organizations, the City of Birmingham can provide leadership in developing a single regional coordinating organization and incentivizing workforce partners to formalize their role within that organization's mission.

- Industry Leadership – Alabama workforce regions with the most success are those led by organization comprised of top industry executives – those with the ability to identify their company's future workforce needs, the discretion to direct capital and resources towards those needs, and the political resources to make those needs a priority at the regional and state levels. Both the Regional Workforce Council and the Workforce Innovation and Opportunity (WIOA) Board representing the six-county region that includes Birmingham lack this level of industry leadership. By encouraging specific industry leaders to engage in the regional council and board, the Office of the Mayor will empower industry with resources – at the state and federal levels – to address existing workforce needs. However, a more actionable approach to garner industry leadership is to involve the business community in the career preparedness process.

As we learn more from the *Burning Glass Report* Birmingham will identify its High-Demand High-Wage careers. From the Office of the Mayor, the Birmingham Workforce Development program should be established to lead targeted populations into the city's High-Demand High-Wage careers (HDHW). Targeted populations may include but is not limited to, unemployed/underemployed, veterans, recovery, re-entry, and high school drop-outs. To intrigue the business community and to gain their commitment, the Birmingham Workforce Development program should function as an apprenticeship model for HDHW careers. This model should be collaborative in that resources are shared across systems and among industry to ensure quality facilitation of education and hands-on skills training from both education entities and industry professionals.

To present a meaningful example, the City of Birmingham's Workforce Development program should be facilitated as such. Consider the growth of Information Technology (IT). Assume that IT is a High-Demand High-Wage career for Birmingham; this would therefore establish the need for an IT apprenticeship to be administered by the Birmingham Workforce Development program. To avoid "recreating the wheel" and to essentially utilize existing programming and resources, career training in IT can be co-led by UAB and Tech Birmingham. In doing so, UAB will serve as the education provider and Tech Birmingham will serve as the direct link to the IT business community to provide hands-on skills training to students of the Birmingham IT workforce program. This level of connectivity with the organization's board members will increase its members interest in the region's workforce efforts, and it will increase their involvement in curriculum content and guidance for hands-on instruction. This same approach should be taken with other High-Demand industry settings.

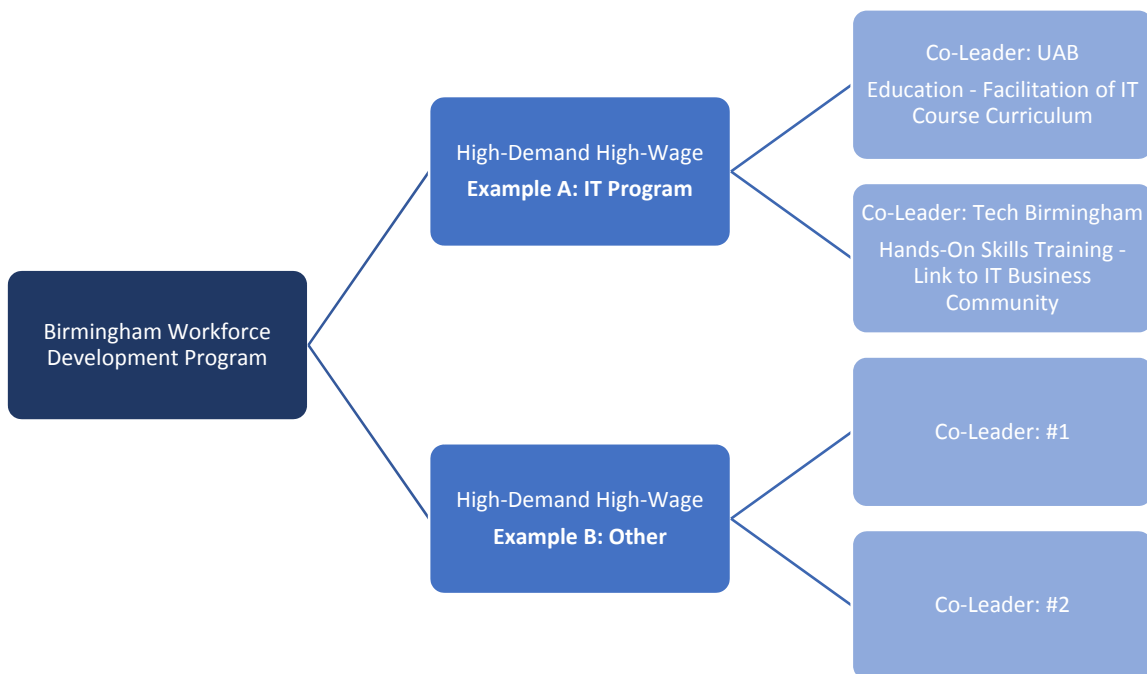


Figure 1: Birmingham Workforce Development Program – organization of education and skills training

- Workforce Pipeline – Workforce needs are not bound by municipal or county lines. With the upcoming release of the Bold Goals partnership *Burning Glass* report, the Central 6 workforce region will soon have unique insight into the needs and opportunities for its current and future workforce. The findings of the report provide a unique opportunity for the Office of the Mayor to lead an ongoing conversation among municipal and county leaders in the six-county workforce region around aligning resources with workforce needs and creating formalized workforce pipelines for high-demand careers from primary to post-secondary systems.
- Job-Training/“Co-Op” Expansion through Enhanced Job Portal – Existing co-op programs within the Department of Youth Services (DYS) also need alignment with partners, industry leaders and workforce pipeline goals. In addition, these programs should be expanded (See attached Expansion Outline.) and used as a model for enhancing the workforce pipeline not only for youth, but also for underemployed adults. The Office of the Mayor has

an opportunity to provide leadership in creating/supporting a centralized, robust, and up-to-date job portal where youth and underemployed adults can connect directly to jobs. Partnerships with the private sector can provide funds to maintain the portal. (See Nashville's Opportunity NOW portal.)

Structure: The Education & Workforce Committee recommends the Office of the Birmingham Mayor adopt best practices from Atlanta, Louisville, and Nashville to create a structure that supports and coordinates current efforts in workforce development in the Metro area. All of these model workforce development programs leverage a centralized (or unified) resource both to job seekers and employers.

For example, the city government in Nashville runs the Nashville Career Advancement Center (NCAC) “to drive equitable economic prosperity in Middle Tennessee by providing individuals aged 14 and older with increased access to sustainable career pathways, connecting job seekers to employers, training and counseling at any career stage, and strengthening local businesses by preparing a workforce that reflects the skill demands of area employers.” Similarly, Louisville Forward offers “an integrated approach to economic and community development” by combining “business attraction, expansion and retention activities, and talent and workforce attraction, with all of the city's real estate development, regulatory agencies, land use and planning and design functions to present a unified solution for job growth and quality of place.” Louisville Forward serves as a “one-stop shop.” While Atlanta's CareerRise program is not housed in the Mayor's office, the program's offerings serve as another good example of how public private partnership can elevate the workforce development efforts through centralized coordination.

CRADLE TO CAREER: BIRMINGHAM (PAGE 1 OF 2)

Mayor's Office: Sets goals, identifies conveners, reports data to the community, convenes leadership across focus areas, and invests resources strategically.

Focus Areas	Early Learning and Kindergarten Readiness	K-12 Success	Pathways to the Workforce
Goals	Every child enters Kindergarten ready for school.	Every student graduates prepared for college, career, and life.	Every graduate has a pathway to training, certificates, degrees, or direct employment.
Metrics for Action	<p>Kindergarten Entry Assessment (KEA) results</p> <p># of children enrolled in quality early care programs (ages 0-3)</p> <p>% and # of 4-year-olds enrolled in First Class Pre-K</p> <p># of quality-rated early care centers/ programs for children (ages 0-3)</p>	<p>% of children proficient in reading by end of 3rd grade</p> <p>% of children proficient in math by end of 8th grade</p> <p>% of students chronically absent</p> <p>% of students enrolled in summer learning programs</p> <p>% of schools with adequate mental health and case management resources</p> <p>% of students enrolled in after-school or in-school support extra-curricular programs</p> <p>% of students achieving at least one College and Career Readiness indicator</p> <p>% of students completing FAFSA</p> <p>% of students placed in internships</p>	<p>% of BCS students participating in dual enrollment and/or CTE</p> <p>% of BCS graduates enrolling in 2-year or 4-year colleges</p> <p>% of BCS graduates completing 2-year or 4-year degrees</p> <p>% of BCS graduates completing recognized workforce credentials by age 20</p> <p>% of BCS graduates employed in living wage careers upon high school graduation</p> <p>% of BCS graduates on track for entry into high-growth/high-wage sectors</p>

SEE PAGE 2 FOR METRICS MAPPED TO LEAD PARTNERS

CRADLE TO CAREER: BIRMINGHAM (PAGE 2 OF 2)**METRICS MAPPED TO LEAD PARTNERS**

Metric	Lead Partner(s)
Kindergarten Entry Assessment (KEA) results	BCS administers assessment in Kindergarten
# of children enrolled in quality early care programs (ages 0-3)	United Way's Success By 6, DHR, Childcare Resources, JCCEO, AL Public Television
% and # of 4-year-olds enrolled in First Class Pre-K	BCS Pre-K Coordinator
# of quality-rated early care centers/programs for children	United Way's Success By 6, DHR, Childcare Resources, JCCEO, AL

Metric	Lead Partner(s)
% of children proficient in reading by end of 3rd grade	BCS Chief Academic Officer, Bold Goals BCS Network
% of children proficient in math by end of 8th grade	BCS Chief Academic Officer
% of students chronically absent	BCS Attendance Office, Bold Goals Attendance Network, Helping Families Initiative
% of students enrolled in summer learning programs	S.A.I.L., DYS, City Rec Centers, Birmingham Public Library System
% of schools with adequate mental health and case management resources	Mental Health Priority Group of JeffCo Health Action Partnership, BCS Guidance and Counseling
% of students enrolled in after-school or in-school programs	Bold Goals BCS Network, Birmingham Education Foundation, DYS, City Rec Centers
% of students achieving at least one College and Career Readiness indicator	BCS, Career Academies, CAMP
% of students completing FAFSA	Bold Goals FAFSA Network, Alabama Possible
% of students placed in internships	DYS, Birmingham Education Foundation
% of students graduating	BCS

Metric	Lead Partner(s)
% of BCS students participating in dual enrollment and/or CTE	2 and 4-year colleges, BCS Career Academies, BCS CTE
% of BCS graduates enrolling in 2-year or 4-year colleges	2 and 4-year colleges, BCS Guidance and Counseling, Promise
% of BCS graduates completing 2-year or 4-year degrees	2 and 4-year colleges, Promise Scholarship Program
% of BCS graduates completing recognized workforce credentials by age 20	Central 6 Alabama-Works, 2-year colleges, Coding/IT boot camps, Alabama Workforce Training Centers
% of BCS graduates employed in living wage careers upon high school graduation	Bold Goals Workforce Action Network
% of BCS graduates on track for entry into high-growth/high-wage sectors	Bold Goals Workforce Action Network

Workforce Development

Expansion Outline

The City of Birmingham Mayor's Office Division of Youth Services seeks to prepare youth for a competitive and evolving workforce in the City of Birmingham. Currently, the City of Birmingham Mayor's Office employs youth between the ages of 14-21 through our Summer Kids and Jobs Program. The program has four components: ***The Exposure Program, the Explorer Program, the Executive Internship Program and the Kids and Jobs Draft.*** Additionally, the Birmingham Fire Department offers their Explorers Program that prepares youth between the ages of 14-21 for the profession of fire services. In an effort to better prepare and compete with a competitive workforce, we have provided some suggestions on expanding our current model. They are as follows:

Division of Youth Services Kids & Jobs Program

- **The Exposure Program** gives deserving Birmingham youth who might otherwise not be given the chance an opportunity to experience the workplace for the first time. Participating students will receive first-time exposure to the workplace. Because companies are usually unwilling to hire youth between 14 and 15 years of age, the Division of Youth Services partners with the public and nonprofit sectors of the business community to provide youth with exposure to the job experience.
- **The Summer Explorer Internship Program** provides students from 16 to 21 years of age with an introduction to the workforce and a chance to explore one of the various professions offered. The benefits of the SEI Program are unlimited. Students who qualify for the program are provided with valuable work experience and companies gain much needed summer help.
- **The Summer Executive Internship** program provides students from 16 to 21 years of age with a unique opportunity to establish a foundation for their career path.
- **Kids & Jobs Draft** is modeled after a professional sports draft. Six high school students nominated by their principals are drafted by local businesses that submit the six highest bids. 'The Draft' is televised live on FOX6. The Draft showcase the employability of our city's best and brightest high school students, while also highlighting area businesses that nurture the career potential of these young people.

Birmingham Fire Department Explorers Program

- The Birmingham Fire and Rescue Service Department's Explorer Program is designed for young adults aged 14 to 21 year old who are interested in learning about a career in the fire service. By participating in the Birmingham Fire and Rescue Service Department Explorer Program, individuals gain confidence, learn to use various tools, develop mechanical skills and readiness, and acquire a greater awareness of personal and fire safety.

Future Expansion

Currently, the City of Birmingham has roughly 15,500 youth between the ages of 12-24 years that could benefit from workforce development. Our current program only provides services for residents between the ages of 14-21. We recommend to expand our existing services to support, train and prepare this subgroup with the necessary skills to enter into the workforce. Although most employment opportunities begin at the age of 14 years old, workforce development can begin as young as 12 years old or 8th grade. Mayor Woodfin has a goal of employing 10,000 youth. To reach this goal we suggest the expansion model includes five key elements:

- ✓ Funding/Support
- ✓ Training and Certifications
- ✓ Opportunity Centers
- ✓ Community & Business Partners
- ✓ Strong Tracking

Funding/Support

Currently, the City of Birmingham solely funds the Kids and Jobs program with an annual allocation of \$200,000. The students are paid minimum wage. We recommend expanding the current model, by securing additional and matching funds from outside entities. The additional funding would allow us to provide more opportunities for youth throughout the year.

Recommendations:

- Identify Federal Grants
- Partner with the employers to secure more jobs
- Job Portal (Administrator to be determined)

Trainings

Youth in the City of Birmingham need to be equipped at a younger age in order to be more competitive in the current evolving workforce. This means earlier and more sustained job training and the access to job certifications.

Training Recommendations:

- Provide soft job skills to students in Birmingham Schools (8th graders and up)
 - o Interviewing skills
 - Implement the 5 A's of success (Academics, Application, Articulation, Attitude, & Appearance)
 - o Career Coaches (Afterschool)
- Provide Vocational Training
 - o Youth 14 years and up
- Access to Technical and Skilled Certifications
 - o Students 14-18 years old
- Partnership with the military to provide:
 - o Specific skills trainings
 - o Prep for the ACT, SAT, ASVAB exams
- Increase the number of students that attend the Alabama Workforce Training Centers/AIDT
- Partner with entities to provide job training and access to job certifications to youth in group homes
- Increase the number of 18-24 year old young adults in skilled labor jobs through Go Build Alabama
- Provide Financial Literacy sessions for all employees

Opportunity Centers

Mayor Woodfin's goal is to create Opportunity Centers to assist in preparing citizens for the workforce arena. These centers will house the various components of the Training section. These centers can provide tech support, job training and financial literacy for students after school and for citizens 18 and up.

Opportunity Center Recommendations:

- Birmingham Parks and Recreation Centers
- Community Centers (Partnership with the Housing Authority of the Birmingham District)
- Houses of Faith
- Identifying vacant building for potential locations

Community and Corporate Partners

To expand the current model of the City of Birmingham's Kids and Jobs program we recommend additional partners to reach Mayor Woodfin's goal of hiring 10,000 young people. A main component of expansion is creating a Job Portal to house available jobs year round.

Community Partners Recommendations:

- Jefferson County Workforce Investment Act (JCWIA)
- The Dannon Project
- Birmingham Jefferson County Transit Authority
- Corporate Community
- Birmingham City Schools
- Alabama Workforce Training Center
- Local Colleges and Universities
 - STEAM

DAY ONE INITIATIVE

Mission Statement

The mission of the Day One Initiative is to ensure Birmingham's children are prepared for kindergarten by providing families with the tools and resources needed for their academic and developmental success beginning the first day of their lives.

Goal(s):

1. To provide educational resources through the Birmingham Housing Authority (BHA), local hospitals/clinics and interest groups.
2. To increase reading and literacy levels in infants for long-term development.

Objectives:

1. Provide classes for expectant moms at the housing authority centers.
 - Offer once per week.
 - View instructional videos from the Baby Box University website. (Lead by Center Director)
2. Connect expectant moms with appropriate academic and developmental resources.
3. Connect moms with a Reach Out and Read site for ongoing developmental and academic support.
4. Provide the book "I Love You Like Sunshine" to the moms on completion of classes.

Resources for Day One Initiative

I Love You Like Sunshine www.iloveyoulikesunshine.com Special Non-Profit Price \$3.00/book plus shipping

A book for babies and parents

Find out ‘things to know,’ ‘things to do’ and ‘things to notice’ while reading aloud with your bab

Pediatrician and literacy advocate Dr. Mariana Glusman has created a unique fusion of baby book and parenting guide that every caregiver will find indispensable. It combines gorgeous black-and-white portraits of parents and newborns with a read-aloud poem, accompanied by hints on how to increase communication with infants and educational material on early brain development.

The book is informed by deep knowledge about infants, great empathy for parents, and an understanding that the interaction between babies and those who love them is the key ingredient for optimal brain development in children.

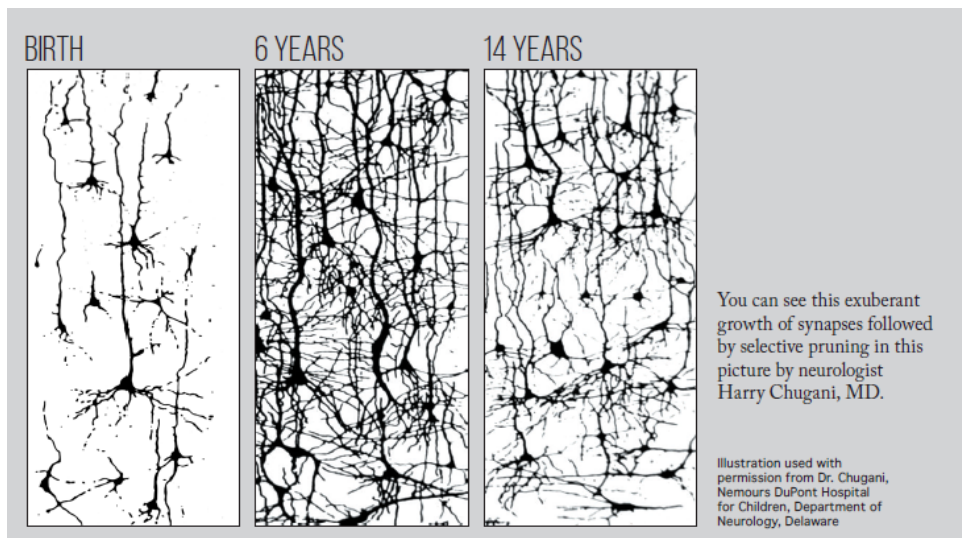
Dr. Glusman recruited her mother, Dr. Marta Killiner, a photographer and retired pediatrician, to take the portraits, which perfectly illustrate the beauty and intensity of relationships between caregivers and babies.

What is the brain science behind this book?

Babies are born with about 100 billion nerve cells, called neurons. Unlike in other parts of the body, these cells don’t grow by multiplying. Instead, our brain grows by making connections, or synapses, between the neurons. These connections form pathways and networks which transmit information to different parts of the brain and the body.

In the first few years of life, our brain goes into overdrive, making about 700 new connections per second, but after that the synapses begin to disappear. So, when you were a toddler you had about twice the number of synapses than you do now!

This illustration by Dr. Harry Chugani shows how fast brain connections grow early on, and how, by 14 years, only those connections that are regularly used remain.



Use It or Lose It

What determines which synapses stay and which are pruned? As in many other things in life, the connections that are reinforced are the ones that last. In other words, if you don’t use them you lose them.

That is why babies that hear more words as infants have an easier time learning language.

But it’s not just the exposure that matters. Babies don’t just absorb information like sponges! They

actively draw attention from their caregivers, and thrive when their caregivers respond. This back and forth, also called “serve and return” interaction, has been shown to be the key way to help build and reinforce the brain pathways for language and learning in infants.

That is why even educational shows and electronic games on their own are not good tools to encourage language or cognitive development. They can’t respond to babies’ cues the way people can. Bottom Line: You don’t need expensive gadgets or apps or programs to help a baby’s brain grow. All you have to do is talk, sing, read, cuddle and play.



The Baby Box Co., inspired by a Finnish tradition, is an innovative, integrated program equipping parents with education and resources to give their babies a safe start in life. Baby Boxes can be used as a safe sleep space for a baby's first five to six months of life.

Our Baby Boxes, made from durable cardboard, are proactively certified to meet all applicable tenets of the safety standards for bassinets set by the Consumer Product Safety Commission (CPSC), ASTM International (a global standards organization), as well as Health Canada and European Union (EN)

Standard regulations. The Baby Box Co. further champions infant safety by emphasizing natural, predominantly organic products which includes none of the following: PBDE flame retardants, ozone depleters (CFCs), formaldehyde, prohibited phthalates, mercury, lead or heavy metals. The mattresses are firm foam pads which have been independently certified as non-toxic and safe by CertiPUR-US laboratories.

The Importance of Education

While parents love our Baby Boxes filled with premium products, the boxes aren't "magic" on their own. We believe it is the education and close communication with local healthcare providers through Baby Box University which is at the center our program.

We partner with hospitals, government agencies and nonprofit organizations across the globe to distribute free Baby Boxes and customize our online education by working with regional doctors and educators to craft community-centric syllabuses.

One of our main goals is educating parents on safe sleep practices in an effort to help reduce SIDS. We believe the education component of our initiative is equally, if not more, important as providing physical resources to improve overall child health care outcomes.

Baby Box University offers video content, guides and tutorials such as brain development activities, breastfeeding resources, early father engagement tips and much more, to empower parents with broader knowledge on how to best care for their infants.

How To Get a Box

Find out where we currently have active free baby box programs. In order to get a free box, you'll have to complete your community's online syllabus at Baby Box University first. And if our Baby Boxes aren't available for free near you yet, you can always purchase one. Even if there isn't an active free box program in your area and you buy a box, you can still access the educational content on Baby Box University for free.

Born from Tradition

How is the USA Baby Box program different from Finland's?

The Finnish program is run by the Finnish government and is tailored to their specific cultural, governmental, health care, and social environments. Their system enables them to tie their program much more closely with their health

delivery system in a top-down manner. Finland has approximately 55K births per year and the USA has almost 4MM births annually. We partner with governments and healthcare organizations to integrate our program as closely as possible with the health care system, but the fragmented nature of health care in the United States means we cannot yet integrate the program as closely as Finland does.

Are you trying to replicate the Finnish model in the USA?

Our program takes inspiration from Finland's model. Similar to the Finnish model, it's much more than the box - it includes a critical education component to the program. However, it is not the exact same as the Finnish model - their model was designed by their government and tailored for what works in their country, and our program was designed to deliver the value of education and the box to as many other countries as possible. Our goal is to provide the most support we can for new parents in helping them raise healthy, safe, happy babies, and we will take inspiration from wherever we can to achieve that goal. The Finnish model is an amazing program that has done wonders for Finland. We are taking that program as inspiration and adapting it to fit the circumstances - social, political, economic, and structural - of the United States. And we are adapting the program as we need to to make it work in all the other countries in which we operate. As we expand and evolve the program, we will take inspiration and ideas from other successful models and adapt/incorporate them as makes sense in order to do the best job we can to help parents and families.

Distribution Sites for Baby Box in Jefferson County

<http://distributor.babyboxco.com/distribution-centers/alabama>

How to Get Your Baby Box

<https://www.babyboxco.com/blogs/news/how-to-get-your-alabama-baby-box-in-3-easy-steps>

Housing Authority Birmingham District

<http://www.habd.org/public-housing-locations/>

17 locations-goal is to have Day One Inservices in each location with goal to be Baby Box & Book for each pregnant female prior to birth with plan to transition pediatric primary care to clinic with Reach Out and Read-Al.

JCDH Maternity Clinics

- Complete prenatal care is provided at **all centers** by the UAB Department of Obstetrics and Gynecology.
- Serves as a backup to obtain Baby Box

Location Name	County	Visits 6mos.	Books 6mos.
UAB Primary Care Clinic	Jefferson	880	618
Jefferson County Dept. of Health	Jefferson	1739	1739
Newborn Follow Up Program	Jefferson	400	600
Western Health Center	Jefferson	831	750
Simon-Williamson Clinic Pediatrics	Jefferson	1200	1151
Birmingham Health Care	Jefferson	1530	1530
BHC Metro	Jefferson	0	0
BHC Marks Village	Jefferson	0	0
Ensley Health Center	Jefferson	0	0
BHC Norwood Health Center	Jefferson	0	0
Eastern Health Center, Jefferson County Department of Health	Jefferson	1219	100
Hope Health Center, Inc.	Jefferson	46	46
Cahaba Medical Care - West End	Jefferson	13	0
Small Steps Pediatrics	Jefferson	750	750
		10825	9412

MILESTONES OF EARLY LITERACY DEVELOPMENT



NEWBORN TO 6 MONTHS

TALK, SING, READ, PLAY Right from birth, babies are listening, looking, and learning. So find, and enjoy, those everyday moments when you can talk, sing, read, and play together with your baby.

MOTOR DEVELOPMENT

*What your
child is doing*

COMMUNICATION AND COGNITION

*What your
child is saying
and learning*

ANTICIPATORY GUIDANCE

*What parents
can do*

**Ask questions and wait
for your child to answer**

**Read and speak in
your first language**

WHAT TO READ

6 TO 12 MONTHS

holds head steady
sits in lap without support
grasps book, puts in mouth
drops, throws book

smiles, babbles, coos
likes and wants your voice
likes pictures of baby faces
begins to say “ma”, “ba”, “da”
responds to own name
pats picture to show interest

talk back and forth with your
baby; make eye contact
cuddle, talk, sing, read, play
point at and name things:
nose, ball, baby, dog...
follow baby’s cues for “more”
or “stop”
play games such as “peek-a-
boo” or “pat-a-cake”

board and cloth books;
books with baby faces;
nursery rhymes

12 TO 24 MONTHS

holds and walks with book
no longer puts book in
mouth right away
turns board book pages

says single words, then
2- to 4-word phrases
gives book to adult to read
points at pictures
turns book right-side up
names pictures, follows
simple stories

smile and answer when your
child speaks or points
let your child help turn the
pages; keep naming things
use books in family routines:
naptime, playtime, bedtime;
on the potty; in the car, bus
use books to calm or distract
your child while waiting

board books; rhyming books;
picture books; books that
name things

2 TO 3 YEARS

learns to turn paper pages,
2 to 3 pages at a time
starts to scribble

adds 2-4 new words per day
names familiar objects
likes the same book again
and again
completes sentences and
rhymes in familiar stories

ask “Where’s the dog?” or
“What is that?”
be willing to read the same
book again and again
as you read, talk about the
pictures
keep using books in daily
routines

rhyming books; picture
books that tell stories;
search and find books

3 TO 4 YEARS

turns pages one at a time,
and from left to right
sits still for longer stories
scribbles and draws

recites whole phrases
from books
moves toward letter
recognition
begins to detect rhyme
pretends to read to dolls
and stuffed animals

ask “What happens next?”
in familiar stories
point out letters, numbers
point out words and
pictures that begin with
the same sound
together, make up stories
about the pictures

picture books that tell
longer stories; counting
and alphabet books

4 TO 5 YEARS

starts to copy letters
and numbers
sits still for even longer
stories

can listen longer
recognizes numbers, letters
can retell familiar stories
can make rhymes
learning letter names
and sounds

relate the story to your
child’s own experiences
let your child see *you* read
ask your child to tell
the story
encourage writing, drawing
point out the letters in your
child’s name

fairy tales and legends;
books with longer stories,
fewer pictures

LET YOUR CHILD CHOOSE WHICH BOOK TO READ. FIND STORIES ABOUT THINGS YOUR CHILD LIKES.



where great stories begin™

REACH OUT AND READ: EVIDENCE HIGHLIGHTS

Research shows that when pediatricians promote literacy readiness according to the Reach Out and Read model, there is a significant effect on parental behavior and attitudes toward reading aloud, as well as improvements in the language scores of young children who participate. These effects have been found in ethnically and economically diverse families nationwide. The body of published research supporting the efficacy of the Reach Out and Read model is more extensive than for any other psychosocial intervention in general pediatrics. To read the 15 complete articles, visit reachoutandread.org/why-we-work/research-findings/.

The following highlighted studies by independent academic researchers have been published in peer-reviewed medical journals:

REACH OUT AND READ: CHANGING CHILD OUTCOMES

Mendelsohn et al., *Pediatrics* High-risk urban families participating in Reach Out and Read read more frequently to their children. Children exposed to Reach Out and Read had higher receptive language scores (words the child understands) and expressive language scores (words the child says). Increased exposure to Reach Out and Read led to larger increases in both receptive and expressive language scores.

Mendelsohn A.L., Mogiler L.N., Dreyer B.P., Forman J.A., Weinstein S.C., Broderick M., Cheng K.J., Magloire T., Moore T., Napier C. "The impact of a clinic-based literacy intervention on language development in inner-city preschool children." *Pediatrics* 2001; 107(1), p. 130-134.

High et al., *Pediatrics* Families participating in the Reach Out and Read model read to their children more often (4.3 vs. 3.8 days/week), and their toddlers' receptive and expressive vocabulary scores were higher. This effect held in parents of different levels of education and English proficiency.

High P.C., LaGasse L., Becker S., Ahlgren I., Gardner A. "Literacy promotion in primary care pediatrics: can we make a difference?" *Pediatrics* 2000; 104, p. 927-934.

**BOOKS BUILD
BETTER BRAINS**

**WHEN
PEDIATRICIANS
PROMOTE
READING
READINESS,
LANGUAGE
SCORES
IMPROVE.**

REACH OUT AND READ: CHANGING PARENTAL ATTITUDES AND PRACTICES

High et al., *Archives of Pediatrics and Adolescent Medicine* Parents whose children (< 3 years) had received books and educational materials during well-child visits were more likely than parents in a control group to report that they shared books with their children, and to cite sharing books as a favorite activity or a child's favorite activity.

High P., Hopmann M., LaGasse L., Linn H. "Evaluation of a clinic-based program to promote book sharing and bedtime routines among low-income urban families with young children." *Archives of Pediatrics and Adolescent Medicine* 1998; 15, p. 459-465.

Needlman, et al., *American Journal of Diseases of Children* Parents who had received a book as part of Reach Out and Read were more likely to report reading books with their children, or to say that reading was a favorite activity. The benefits of Reach Out and Read were larger for families receiving Aid to Families with Dependent Children.

Needlman R., Fried L.E., Morley D.S., Taylor S., Zuckerman B. "Clinic-based intervention to promote literacy. A pilot study." *American Journal of Diseases of Children* 1991; 145, p. 881-884.

REACH OUT AND READ: TOWARD BETTER PRIMARY CARE

Jones et al., *Clinical Pediatrics* Parents participating in Reach Out and Read were more likely to rate their child's pediatrician as helpful than those not participating. Pediatricians in the Reach Out and Read group were more likely to rate parents as receptive than those in the non-Reach Out and Read group. Mothers in the Reach Out and Read group were two times more likely to report enjoyment in reading together with their child than those in the non-Reach Out and Read group.

Jones V.F., Franco S.M., Metcalf S.C., Popp R., Staggs S., Thomas A.E. "The value of book distribution in a clinic-based literacy intervention program." *Clinical Pediatrics* 2000; 39, p. 535-541.

King et al., *Academic Pediatrics* Successful implementation of the Reach Out and Read program was related to the culture of the clinic. Staff at clinics that struggled to implement Reach Out and Read found their jobs burdensome and reported lacks in communication. Staff at successful Reach Out and Read program sites worked as a team and expressed strong commitments to their communities.

King T.M., Muzaffar S., George M. "The role of clinic culture in implementation of primary care interventions: The case of Reach Out and Read." *Academic Pediatrics* 2009; 9 (1), p. 40-46.

For more information, visit www.reachoutandread.org

t 617-455-0600 e info@reachoutandread.org f [reachoutandread](https://www.facebook.com/reachoutandread)