



Harlem Children's
Z O N E

Whatever It Takes

A White Paper on the
Harlem Children's Zone®

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The Harlem Children's Zone[®] Project Model

Executive Summary

In the United States today, more than 13 million children—nearly one in five—live in poverty. We know that that these children face a future in which they are far less likely than other children to get a good education or adequate health care and more likely to enter prison. The odds are that they will not, by a long shot, live up to their full potential. But we must understand this: their future is the future of America.

Poverty now costs the U.S. about 4% of its gross domestic product annually in lost production, decreased economic output, and increased social expenditures.ⁱ As today's poor children enter tomorrow's economy, under-educated and ill-prepared, the cost to America's future competitiveness in the world marketplace is incalculable.

That such great numbers of American children live in poverty is, of course, a national disgrace and a cause for shame and indignation. But shame and indignation alone will not improve their lot. We need a strategy to combat poverty effectively and broadly, one that seeks to improve the lives of poor children, but also to reach the great number of children who need that help.

Over the last ten years, the Harlem Children's Zone[®] (HCZ[®]) has developed such a strategy in Central Harlem, a New York City neighborhood with a child poverty rate of more than double the national average. In most poor neighborhoods, the fabric of the community is in tatters. Things that middle-class communities take for granted—working schools, useable playgrounds, decent housing, supportive religious institutions, functioning civic organizations, safe streets—are all but nonexistent. When they do exist, their effectiveness is marginalized by pervasive neighborhood dysfunction.

Under these circumstances, the gravitational pull of negative forces is so strong on already fragile families that only a small fraction of the children in these neighborhoods thrive. These exceptional young people are labeled *resilient* and are justly celebrated for beating the odds. But by definition, most children are not exceptional. Most poor children lack the means to overcome these crushing forces and reach their potential. Instead, they grow up ill-prepared to find good jobs with decent wages as adults, and many fall into substance abuse or end up incarcerated.

Most traditional poverty-fighting approaches are narrowly focused. Hampered by a lack of resources, many are not able to provide high-quality programs, or if they can, it is only to a few hundred children. Others attend only to a single issue or single age group, failing to address all the developmental needs of children. And the great majority of approaches neglect the neighborhood environment that surrounds children and affects them profoundly.

The Children's Zone® Model

The Harlem Children's Zone has created a new paradigm for fighting poverty, intended to overcome the limits of traditional approaches. Our model focuses primarily and intensively on the social, health, and educational development of children. To help support that development, we also provide wrap-around programs that improve the children's family and neighborhood environments.

The theory of change underlying the HCZ model requires the coordinated application of its five core principles. To create change it is necessary to:

- Serve an entire neighborhood comprehensively and at scale. Engaging an entire neighborhood helps to achieve three goals: it reaches children in numbers significant enough to affect the culture of a community; it transforms the physical and social environments that impact the children's development; and it creates programs at a scale large enough to meet the local need.
- Create a pipeline of support. Develop excellent, accessible programs and schools and link them to one another so that they provide uninterrupted support for children's healthy growth, starting with pre-natal programs for parents and finishing when young people graduate from college. Surround the pipeline with additional programs that support families and the larger community.
- Build community among residents, institutions, and stakeholders, who help to create the environment necessary for children's healthy development.
- Evaluate program outcomes and create a feedback loop that cycles data back to management for use in improving and refining program offerings.
- Cultivate a culture of success rooted in passion, accountability, leadership, and teamwork.

Principle 1: Neighborhood-Based, At-Scale Approach

It is vitally important to establish a pervasive presence in the individual community where you work. Some non-profits offer a limited number of disconnected programs in one neighborhood or many programs scattered throughout several neighborhoods. However, the effects of a few good, or even excellent, programs are easily diluted in otherwise underserved neighborhoods. To bring about widespread change it is necessary to work on a scale large enough to create a tipping point in a community's cultural norms, a threshold beyond which a shift occurs away from destructive patterns and toward constructive goals. To achieve this tipping point, we believe the collective programs offered by a non-profit must reach about 65% of the total number of children in the area served.

How does a non-profit organization shape the physical and social environment so that it positively affects child development? While no single non-profit organization can meet the needs of the millions of American children living in poverty, one organization working with partners can make a difference for thousands of children in one community. At HCZ, we focus on a finite area where we can concentrate intensive services on a large number of children and families, including those who are hardest to reach. We surround children with programs and role models whose message is success. As an increasing percentage of the

community responds to these positive influences, we create a tipping point in community norms. This strategy changes the odds for a whole neighborhood rather than just helping a few kids beat the odds.

Principle 2: The HCZ Pipeline



The HCZ Pipeline, or continuum of services, provides children and families with a seamless series of free, coordinated, best-practice programs. We focus on the needs of children at every developmental stage with specific programs addressing pre-natal care, infants, toddlers, elementary school, middle school, adolescents, and college.

Academic excellence is a principal goal of the HCZ Pipeline, but high-quality schools are only one of the means we use to achieve it. Others include nurturing stable families, supporting youth development, improving health through fitness and nutrition, and cultivating engaged and involved adults and community stakeholders.

Children can enter the HCZ Pipeline at any age and they will be supported with high-quality programs. We have aggressive outreach efforts and multiple entrance points because we want families to easily access the HCZ Pipeline whenever they are able to do so. Once they have entered, we do not want them to leave. We promise parents that if their children regularly attend our programs, we will prepare them for college. We have made good on that promise, even when children first enter the HCZ Pipeline in their teens. Today, HCZ has approximately 500 students in college who participated only in our after-school programs, and not in our charter schools or early childhood programs. However, we have found that the earlier a child enters and the longer he or she remains in the HCZ Pipeline, the greater the cumulative impact.

Overall, we seek to: (1) maximize educational achievements for poor children; (2) ensure that each of the programs in the pipeline is strong and incorporates best practices; (3) foster strong links across programs to smooth transitions and guarantee that programs are pedagogically continuous; (4) stay community-based and responsive to local community needs; and (5) provide relevant data to program staff so that they can improve services, and to policymakers and decision-makers so that they can get the best return on their investments.

Each of the HCZ programs has been developed using hard evidence of what works for poor children and their parents. All HCZ programs, when looked at individually, are effective. But the whole is much greater than the sum of its parts. HCZ Pipeline programs consistently produce outcomes that meet or exceed national, state, and city averages.

Principle 3: Building Community

No matter how effective, it takes more than one series of programs working together to support a child's development. It takes an entire community working together. So from the beginning, HCZ has worked collaboratively with local residents, faith-based institutions, cultural organizations, and other leaders on an array of issues affecting children.

Children's development is profoundly affected by their environment. The most important parts of their environment are, of course, the family and the home. But what children face once they step outside their home also matters greatly. Will their role models be drug dealers loitering on the corner or neighbors in work attire walking to the train every morning to go to work? Will children jump rope in safe playgrounds or congregate in vacant lots?

Pride in the neighborhood and strong, thoughtful local leadership must exist alongside stable families and effective programs. It is residents, stakeholders, and local institutions that will, in the end, sustain the community.

For these reasons, community building is an essential part of the HCZ model. Residents have advised us on local needs and guided our growth at every stage. Through leadership training, community organizing, neighborhood beautification, connections to social services, and a host of other activities, we work every day to build a strong community and mend the fabric of Central Harlem.

Principle 4: Evaluation

Evaluation is a key part of everything we do at HCZ. It provides managers with real-time decision-making data and drives program improvements. Too often, evaluation is seen as a function externally imposed on community-based organizations, something forced on them by funders or policy-makers. We have brought evaluation deep inside the workings of our organization, using it as a critical tool in a process of continuous self-examination and improvement. Treating evaluation as an ally to be enlisted in our success helps us build intellectual capital and refine and upgrade our performance.

Principle 5: Culture of Success

HCZ's organizational culture emphasizes accountability, leadership, teamwork, and a deep, shared passion to improve the lives of poor children. We hold ourselves to the highest standards because we know that the way we present ourselves as role models to our young people matters a great deal. This combination of shared values and high standards leads to great morale and staff pride. Staff members consider it a privilege to work for HCZ in the interest of Harlem's children.

Careful hiring practices help bring individuals with the right values and ethics to work for HCZ. Ongoing staff training and leadership development help to build and upgrade human capital within the organization.

We are ambitious in our goals and determined to meet them. We believe and work wholeheartedly to ensure that all our children will succeed. The only way to do this is with a motivated, dedicated, highly-trained staff working together with a common purpose.

Conclusion and Policy Recommendations

Local, state, national, and international leaders have long demonstrated an interest in the HCZ model. In response to that interest, we have crafted a detailed policy framework with suggestions for how to implement and fund programs based on our model. Key points in that framework are summarized here.

1. Apply the principles of the HCZ model to other communities. A great number of high-quality, promising programs already exist in neighborhoods, cities, and states throughout the United States. Communities interested in following the HCZ model do not need to replicate the specific programs we developed for Central Harlem. But they do need to incorporate all the principles outlined above into the programs that work best in their own neighborhoods.
2. Expect that it will take at least 10 years to fully implement a pipeline and see major outcomes. In 3-4 years you should begin to see interim outcomes, and they will continue to grow during the 10 years it takes to build the full model.
3. Make sure that a community-based organization, not a government agency, is the lead entity, with full accountability for the program. Government can have a major role as a partner, but politics typically do not allow elected officials to wait 10 years for outcomes.
4. Obtain secure, sufficient, sustainable funding, at a level of at least \$3,500 per participant (adult and child) in order to build capacity, plan strategically, and execute high-quality programs.
5. Begin strategic planning at the outset, and plan for the long term. Proper planning will help transform a vision into a blueprint for success.

The goals of the Harlem Children's Zone are both broadly ambitious and sharply focused. We seek to touch virtually every developmentally important aspect of our children's lives as they grow to adulthood. But we do not take sole responsibility for every economic and social problem faced by every child and family. Instead, we attempt to create a community of self-reliant families working together to build a common future through their own best efforts.

I. Poverty in America: Turning a Crisis into an Opportunity

With a gross domestic product of more than \$13 trillion, the United States today has the largest national economy in the world.ⁱⁱ “Today” is the key word. In this time of financial turmoil and ever-increasing global competition, America today also faces an unparalleled challenge to its economic strength and stability.

To meet this challenge, the U.S. needs to build a workforce in which all of its members can contribute the full measure of their talents and skills. Yet this is something the country cannot do, because 13.3 million American children, one-fifth of tomorrow’s workforce, live in poverty today,ⁱⁱⁱ many of them in areas of concentrated poverty.^{iv}

Children in poverty do not have the opportunity to develop to their full potential. Inequality disadvantages them in every aspect of their lives: they are less healthy, less educated, and more likely to enter prison than more affluent children. Inequality of this magnitude has created a moral crisis in America. It is also creating an economic crisis for the future. With fewer children finishing high school, let alone college, America will not have the workforce it needs to compete successfully in the 21st century.

Parental education. Poverty creates a gap in positive childhood outcomes even before a child is born. Poor parents often have a limited education and insufficient access to high-quality medical care, which can affect children in utero. Parents with higher education typically expose their infants and toddlers to more experiences that help to develop the young brain. The average middle-class child enters 1st grade with 1,000-1,700 hours of one-on-one picture-book reading; a child from a low-income family averages 25 hours.^v

Health care. Compared to high-income children, low-income children are more than 1.5 times as likely to miss 10 or more school days per year due to illness or injury; are more than twice as likely not to have seen a doctor for two years or to have delayed medical care due to cost; and are almost three times as likely to be uninsured and to have no regular site for health care.^{vi} They also have higher rates of asthma,^{vii} hospital admissions, and early death.^{viii}

Concentrated poverty. In poor neighborhoods, residents lack access not only to good schools and health care, but also to quality child care, banks, jobs, and healthy foods.^{ix} They frequently pay more for basic goods and services.^x They are more often besieged by violence, set upon by predatory lenders,^{xi} and plagued with poor air quality and exposure to toxic waste.^{xii} The cumulative impact of “living in a severely disadvantaged neighborhood reduces the later verbal ability of black children on average by approximately four points, a magnitude that rivals missing a year or more of schooling.”^{xiii}

Failing schools. At kindergarten, the average cognitive score of children in the highest socioeconomic status (SES) group is 60% above that of children in the lowest SES group.^{xiv} Typically, poor children attend low-resource schools^{xv} with under-prepared and inexperienced teachers.^{xvi} By 4th grade, only 17% of poor children score at or above proficient in reading on the National Assessment of Educational Progress and only 22% score at or above proficient in math.^{xvii} Following years of frustration and failure, students drop out of school at alarming rates: more than 500,000 dropped out of grades 9-12 in 2005.^{xviii}

A changing economy. As economists James Heckman and Paul LaFontaine explain, “It is surprising and disturbing that, at a time when the premium for skills has increased and the return on high school graduation has risen, the high school dropout rate in America is increasing. America is becoming a polarized society. Proportionately more American youth are going to college and graduating than ever before. At the same time, proportionately more are failing to complete high school.”^{xix}

The outlook for dropouts is bleak. In 2004, 72% of black male high school dropouts in their 20s were jobless, as were 50% of black men in their 20s who lacked a college education—rates more than double those for whites and Hispanics. By their mid-30s, six in 10 black male high school dropouts had spent time in prison.^{xx}

Systemic inequities in disadvantaged neighborhoods have led to what the Children’s Defense Fund terms The Cradle to Prison Pipeline,[®] in which “about 580,000 black males are serving sentences in state or federal prison, while fewer than 40,000 black males earn a bachelor’s degree each year. One in three black men, 20-29 years old, is under correctional supervision or control.”^{xxi} The U.S. accounts for only 5% of the world’s population, but houses a quarter of the world’s inmates. One in every 100 adults in America is locked up.^{xxii}

The U.S. invests too little in poor children and pays dearly for the results. With a smaller proportion of young adults who complete higher education^{xxiii} than many other nations, and a greater percentage of incarcerated residents, the American workforce is not reaching its potential. Lost productivity, diminished economic input, exorbitant expenses for crime and healthcare—these are all the price of poverty. Together, they cost the U.S. 4% of its gross national product every year.^{xxiv}

It’s time to invest in America’s future by improving the lives of poor and disadvantaged children.

II. A New Paradigm: The Harlem Children’s Zone[®] Model

Like most non-profit organizations, the Harlem Children’s Zone[®] (HCZ[®]) has evolved over time. In the 1990s, HCZ (then known as Rheedlen Centers for Children and Families) operated a hodgepodge of good, but disparate and disconnected programs. Typical of the non-profit sector, we reached only a small fraction of the children in the communities we served, and we worked with them for only a year or two of their lives. We lacked a strong system for tracking outcomes or for using data to improve our services. Our impact was limited to the particular families who participated in our programs. Because our efforts were directed at many different issues across many neighborhoods, we were unable to have a significant effect on one entire community.

In other words, the effectiveness of the HCZ of the 1990s was limited by the same factors that continue to hamper the efforts of many non-profits today:

- They operate in disadvantaged neighborhoods where few schools or organizations provide high-quality programs for more than a few hundred children.
- They address issues of child development in isolation and, typically, for just a year or two of a child’s life.

- They do not have the back-office infrastructure that would support the growth and improvement of services to more children (i.e., staff and tools for fundraising, evaluation, communication, training, and program management).

Most organizations do not want to remain in this position, but they lack the funding and resources that would enable them to use data effectively, enhance their programs, and grow to scale. However, we believe that armed with a comprehensive model, a strategic plan, and adequate resources^{xxv}—including strong management and infrastructure^{xxvi}—many organizations can transform the way they work with poor children and become dramatically more effective in the process.

We believe this because it is exactly what we did, and it worked. Through foundation support and as part of a strategic plan in the mid-1990s, we bolstered our back-office functioning and then began the hard work of scaling up our programs to reach thousands of children. At the same time, we insisted on preserving quality and incorporating data and evaluation into our everyday work. Beginning in 1997, HCZ, Inc. created a new paradigm intended to overcome the limitations of traditional approaches by systematically coordinating two related areas: programs focused on the critical needs of children and families, and efforts to rebuild the basic community infrastructure. Our theory is realized today in the 97-block HCZ Project¹ where about 11,300 children live.

HCZ recognizes that in most poor neighborhoods, the fabric of the community is in tatters. Things that middle-class communities take for granted—working schools, useable playgrounds, decent housing, support from religious institutions, functioning civic organizations, safe streets—are all but nonexistent. And when they do exist, their effectiveness is marginalized by pervasive neighborhood dysfunction.

Under these circumstances, the gravitational pull of negative forces is so strong on already fragile families that only a small fraction of the children in these neighborhoods thrive. These exceptional young people are labeled *resilient* and are justly celebrated for beating the odds. But by definition, most children are not exceptional. Most poor children lack the means to overcome these crushing forces and reach their potential. Instead, they grow up poorly prepared to find good jobs with decent wages as adults, and many fall into substance abuse or end up incarcerated.

So we began with a simple but far-reaching idea: it is difficult, often impossible, to raise healthy children in a disintegrated community. Without local institutions that draw families and young people together around common interests and activities—social, religious, cultural, and recreational organizations, effective schools, safe and well-used public spaces—even the most heroic child-rearing is likely to fail.

Conversely, by bringing together and organizing members of the community around common interests—particularly the healthy development of children—even the most devastating conditions can be reversed.

In Central Harlem, 39% of children live in poverty, less than half of 4th graders in traditional public schools are on grade level in reading and a third are below grade level in math, and the foster care placement rate is among the highest in New York State. HCZ's mission is to

¹ The terms HCZ Project, Children's Zone model, and HCZ model are used interchangeably. HCZ, Inc. refers to the umbrella organization that houses the HCZ Project, Beacon Centers, and Preventive Foster Care Programs.

provide an array of activities concentrated on the healthy development of the community's children.

Behind this mission lie two main tenets. First, children from troubled communities are far more likely to grow to healthy, self-reliant adulthood (and then to help build a better community themselves) if a *critical mass* of the adults around them are well versed in the techniques of effective parenting and are engaged in local educational, social, and religious activities with their children. Second, the earlier a child is served by sound health care, appropriate intellectual and social stimulation, and consistent guidance from loving, attentive adults, the more likely that child will be to grow into a productive citizen. Intervention at later stages is still important and often required both for the benefit of older children themselves and for the younger children who see them as role models. But intervention at later stages is more costly, and families will need fewer of these later efforts if the earliest intervention is effective.

These twin principles—a *critical mass* of engaged, effective families and *early and progressive intervention* in children's development—form the foundation of the HCZ Project. By concentrating services on children and residents in a specific geographic area, providing best-practice services, engaging adults in the project, and evaluating the results, we have changed the opportunities, expectations, and outcomes for families living in the HCZ Project area.

Theory of Change

The HCZ model aims to break the cycle of poverty by focusing primarily and intensively on the social and educational development of children. To help support development, we also provide wrap-around programs that improve the children's family and neighborhood environments.

The theory of change underlying the HCZ model requires the coordinated application of all five of its core principles:

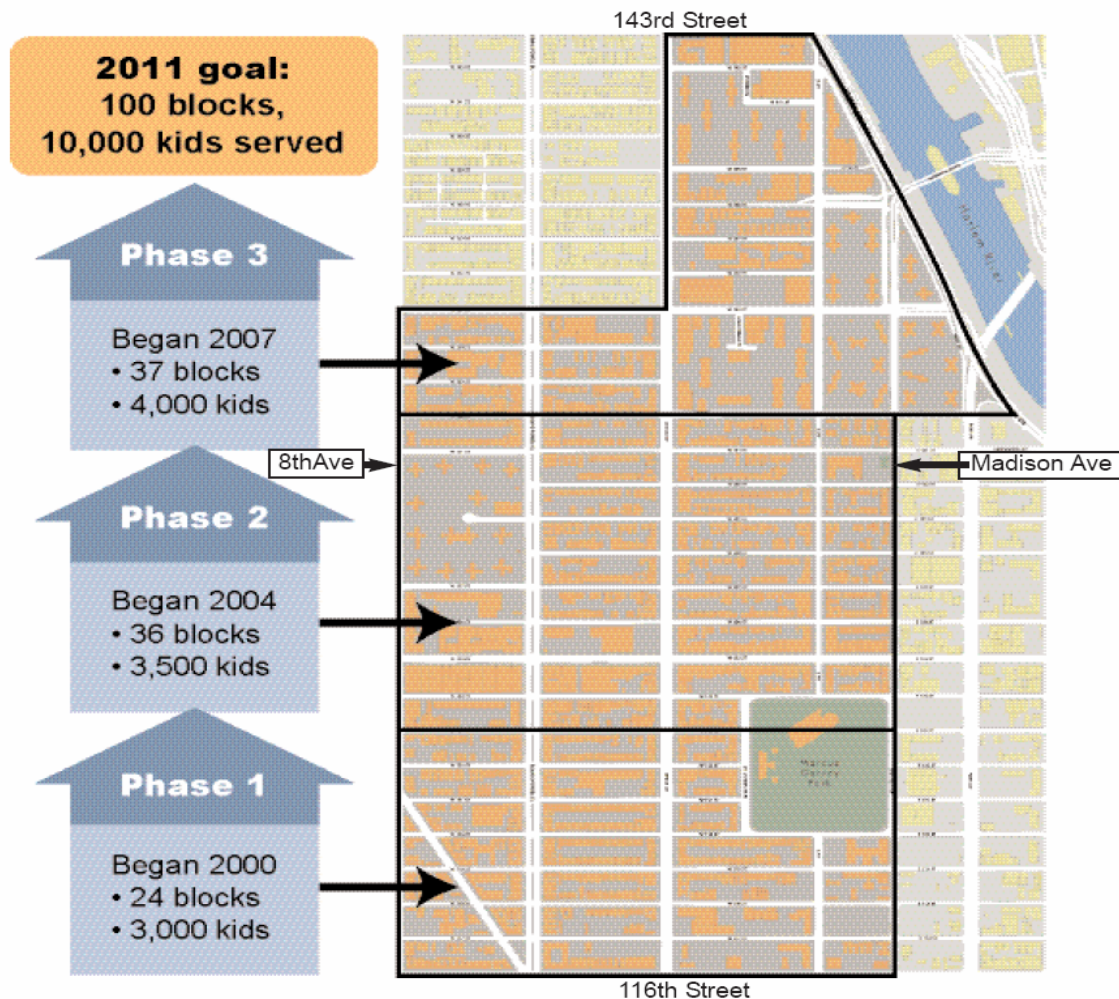
1. Select a specific neighborhood and work comprehensively and at scale within it. Engaging an entire neighborhood helps to achieve three goals: it reaches children in numbers significant enough to affect the culture of a community; it transforms the physical and social environments that impact the children's development; and it creates programs at a scale large enough to impact the local need.
2. Create a pipeline of support. Develop excellent, accessible programs and schools and link them to one another so that they provide uninterrupted support for children's healthy growth, starting with pre-natal programs for parents and finishing when young people graduate from college. Surround the pipeline with additional programs that support families and the larger community.
3. Build community among residents, institutions, and stakeholders, who help to create the environment necessary for children's healthy development.
4. Evaluate program outcomes and create a feedback loop that cycles data back to management for use in improving and refining program offerings.
5. Cultivate a culture of success rooted in passion, accountability, leadership, and teamwork.

Increasingly, other disadvantaged communities wish to employ this theory of change. The key is to take all these principles and use them in creating a new project in a new community, not to replicate HCZ's specific programs. As Jeffrey Bradach notes in "Going to Scale" the "objective is to reproduce a successful program's *results*, not to slavishly recreate every one of its features."^{xxvii}

Bringing the HCZ Project to Scale in Harlem

For the past decade, HCZ has refined the practice of these principles in Central Harlem, one of the most distressed communities in New York City. The HCZ Project, mapped below, began in an area of 24 blocks, serving 3,600 children and adults. Through a 3-phase, 11-year growth plan (FY00-FY11), we will expand to 97 blocks. In FY09², we served 7,427 children, ages 0-17. Additionally in FY09, we served 1,022 young people, ages 18-23, and 7,758³ adults in the HCZ Project. We plan to increase these rates by FY11.

HCZ Project's Three Growth Phases in Central Harlem, a historic but distressed neighborhood in NYC.



² HCZ, Inc. also serves families through Beacons and Preventives located outside of the HCZ Project. See Appendix B.

³ The number of adults served by the HCZ Project includes 1,691 who were only served by the tax program.

HCZ Principle 1: Neighborhood Scale

The HCZ Project works with an entire neighborhood because the physical and social environment of a neighborhood directly and profoundly affects child development. Our strategy is:

1. To ensure that environmental impacts have a positive effect on child development, we surround children with role models, programs, and messages focused on success. As an increasing percentage of the community becomes imbued with these positive influences, it reaches a tipping point, shifting away from some negative norms and turning toward positive norms.
2. To permeate a neighborhood, we focus on a finite area where we can concentrate intensive services on a large number of children and families, including those who are hardest to reach. This strategy changes the odds for a whole neighborhood rather than just helping a few kids beat the odds. With millions of children living in poverty nationwide, programs must scale up to neighborhood size to transform the lives of a critical mass of children.

The Effect of a Neighborhood on Child Development

As noted in *From Neurons to Neighborhoods*^{xxviii}, “Bronfenbrenner's (1979) ecological model of child development portrays nested layers of influence on children emanating from the family out to the more amorphous realms of neighborhoods, policies, and social values.”

In some communities, the nested layers of influence are predominately positive: children have the security of a comfortable home and parents with steady jobs; they live in a safe neighborhood with good outdoor playgrounds and positive role models; they see their pediatrician and dentist regularly and go to the ER only for emergencies, not for unmet primary care needs; they attend a successful school with effective teachers using rich curricula. These children grow up believing that they will go to college and become productive citizens. Everything in their environment teaches them that.

By contrast, in disadvantaged communities many children face a daily barrage of negative influences. The reality for most children in devastated communities is this: they live in substandard housing; they move frequently because their parents do not have secure jobs that pay a living wage; their schools are failing; their playgrounds are filled with broken glass, drug needles, and used condoms; roaches, rats, and mice infest their homes and schools; their healthcare consists of trips to the ER when they have asthma attacks; their walk to school is a dangerous obstacle course where they dodge drug dealers and gangs; at night they pray that stray bullets do not shatter their bedroom windows; their parents work hard, but in minimum-wage jobs without benefits; without a neighborhood supermarket, they buy either overpriced produce or unhealthy but inexpensive meals at McDonald's.

These children do not receive any messages about going to college. Because of high levels of unemployment in their community, they may not see the value of investing in the education or training necessary to succeed in the job market.^{xxix} The most prominent neighborhood role models with a modicum of material success may be drug dealers and criminals.

Chaotic and depressing environments like these overwhelm most families. In the Moving to Opportunity demonstration project, in which poor families were helped to move to more affluent, stable neighborhoods, their mental health improved dramatically after the move.

Researchers equated the magnitude of change to “some of the most effective clinical and pharmacological mental health interventions.”^{xxx}

Unless sufficient means and resources are invested to substantially improve the lives of the poor, the cycle of poverty will continue with each generation. Small-scale, uncoordinated efforts will not work. Community-wide crises demand a community-wide, holistic approach that addresses all issues affecting the crisis simultaneously.

The Harlem Children’s Zone takes this approach. By changing the social and physical environments of the neighborhood, we eliminate a tangle of obstacles for children and weave a network of support that promotes their healthy development. Our holistic approach works. Without it, we would still be struggling to change the lives of a few hundred children rather than transforming an entire neighborhood of children and families.

Creating a Tipping Point at Neighborhood-Level Scale

What is a tipping point? As Malcolm Gladwell defines it in his book of the same name, a tipping point is “the moment of critical mass, the threshold, the boiling point.”^{xxxi} By serving thousands of children in a 97-block neighborhood, the HCZ Project is able to reach that critical mass and help take the entire community across the threshold that separates dysfunctional from supportive environments. If we served the same number of children across all of New York City, instead of in one neighborhood, our impact would be diluted. The community would never reach the tipping point at which cultural norms shift from negative to positive.

How do you achieve a tipping point? To reach a critical mass, we believe programs altogether need to serve about 65% of the total number of children in the neighborhood. Creating programs on a large scale begins with a plan to increase the number of children served each year. The same phased approach applies when expanding from a few blocks to an entire neighborhood.

HCZ Principle 2: Best-Practice Pipeline



The HCZ Pipeline, or continuum, of services provides children and families with a seamless series of free, coordinated, best-practice programs.⁴ We focus on the needs of children at every developmental stage with specific programs addressing pregnancy, infancy, early childhood, elementary school, middle school, adolescence, and college.

⁴ For information on specific services and programs, see Appendix A.

Academic excellence is a principal goal of the HCZ Pipeline, but high-quality schools are only one of the means we use to achieve it. Others include nurturing stable families, supporting youth development, improving health through fitness and nutrition, and cultivating engaged and involved adults and community stakeholders.

Children can enter the HCZ Pipeline at any age and they will be supported with high-quality programs. We have aggressive outreach efforts and multiple entrance points because we want families to easily access the HCZ Pipeline whenever they are able to do so. Once they have entered, we do not want them to leave.

We have found that the earlier a child enters and remains in the HCZ Pipeline, the greater the cumulative impact and the lesser the need for remedial work before a child can excel at age level. However, teenagers who have not necessarily had the benefit of early childhood programs or our charter schools must also have programs and services available to them. First, they, too, can and should be prepared for college. Second, they can model positive behavior for young children in the neighborhood who otherwise might not see college as an option.

We promise parents of children of all ages that if their children regularly attend our programs, we will prepare them for college. We have made good on that promise, even when children first entered the HCZ Pipeline in their teens. Today, HCZ has approximately 500 students in college and over 500 high school juniors and seniors in our college pipeline who participated only in our after-school programs, and not in our charter schools or early childhood programs.

Overall, we seek to: (1) maximize educational achievements for poor children; (2) ensure that each of the programs in the pipeline is strong and incorporates best practices; (3) foster strong links across programs to smooth transitions and guarantee that programs are pedagogically continuous; (4) stay community-based and responsive to local community needs; and (5) provide relevant data to program staff so that they can improve services, and to policy-makers and decision-makers so that they can assess their investment in HCZ and/or share our lessons learned.

Each of the HCZ programs has been developed using hard evidence of what works for poor children and their parents. All HCZ programs, when looked at individually, are effective. But the whole is much greater than the sum of its parts. The cumulative effect of multiple programs working together helps children reach their full potential. HCZ Pipeline programs consistently produce outcomes that meet or exceed national, state, and city averages.

All of the programs in the HCZ Pipeline are grounded in the developmental needs of each age group, use current science where available, and produce clear outcomes. HCZ's specific programs should not be viewed as requirements of the model. Again, it is the five principles behind the programs, rather than the programs themselves, that are essential.

HCZ Principle 3: Community Building

A primary factor in healthy child development is a strong family. In order to thrive, even the strongest families need the support of a healthy, flourishing community. At HCZ, we work hard to provide support and services for the healthy development of all our community's children, but we know that our work will only be truly effective if it is done in the context of building up the entire community. We cannot do this work alone. So HCZ is, in every sense, a collaborative community-building endeavor.



HCZ collaborates with residents, stakeholders, and institutions around fundamental issues affecting children—and we have done so from the very beginning.

Our principal community-building⁵ program, Community Pride, employs four main strategies to repair the fabric of neighborhood life:

- **Community Organizing:** Community Pride helps to organize and provide essential support to tenant and block associations. Participation in these associations fosters a sense of community among residents and empowers them to address local quality-of-life issues.
- **Leadership Development:** We offer leadership training for community members, particularly the leaders of the tenant and block associations, and we host retreats to bring leaders together around issues of concern in the community. In addition, we continually recruit residents to serve on the HCZ Community Advisory Board. We want to make certain that the voice of Central Harlem is always heard clearly at HCZ.
- **Neighborhood Revitalization:** Community Pride staff and local residents identify areas for neighborhood improvement and execute beautification projects to upgrade the community's physical environment. When residents see a chaotic, unsightly area transformed into an orderly, beautiful space, the physical change fosters a positive psychological change. We bring young people from HCZ programs together with adult residents and corporate volunteers to work on an array of revitalization projects, including painting, cleaning up streets, and creating and maintaining community gardens. In working together to reclaim a lost neighborhood, neighbors find a new and powerful sense of community.
- **Referrals to Social Services:** Social workers are essential members of the Community Pride staff. They work alongside the community organizers to refer families to services like counseling, housing assistance, and emergency food and clothing.

HCZ Principle 4: Evaluation

Evaluation is a crucial component of the HCZ model for two key reasons:

⁵ The term "Community Building" can be confused with Community Economic Development, Urban Planning, or Community Planning. To differentiate, HCZ's Community Building strategy focuses on children and the fabric of the community and does not target the economy, local business, jobs, transportation, or politics.

1. It helps our program staff learn from experience so that they can continually refine their performance, creating increasingly effective services.
2. It provides evidence of what works so that other organizations, including policymakers and funders, can profit from and share lessons learned.

To add value to a program, evaluation must be viewed as a learning tool by every staff member, from leader to line worker. Also, it must be used as an aid, rather than a threat, in the process of continually improving services and staff performance.

In our experience, the way to get the best value from an assessment is through an internal evaluation team with access to an internal database, nationally normed assessment tools, and external consultants. Here's why:

- An internal team of evaluators keeps intellectual capital within the organization, feels safer than external evaluators to program staff, has a much better understanding of what the programs seek to accomplish and how they are designed to do it, and ensures that evaluation strengthens the organization's capacity.
- Managers and staff will view an internal database as proprietary and accessible, making it more likely that they will incorporate its contents into their operations.
- The use of nationally normed tools enables an organization to use a comparison group without having to engage in random assignment, a procedure that violates the mission and ethics of many neighborhood-based, direct service organizations.

Furthermore, when staff members themselves conduct research and evaluation, they can guarantee that the values and ethics of their organization are upheld in the process.

HCZ Principle 5: Team HCZ – A Culture of Passion, Accountability, Leadership, and Teamwork

HCZ's agency culture is built from the top down. When we embarked on a program of planned growth at HCZ, we were careful to construct a management structure sturdy enough to sustain the undertaking. We could not do the work we do, at the scale we do it, without an organizational culture that emphasizes accountability, leadership, teamwork, and a deep, shared passion to improve the lives of the poor. So from the beginning, we have sought to develop and maintain that culture. It serves as both the high standard to which we all aim and the scaffolding that supports all of our work.

Today, HCZ has more than 1,400 staff members, two-thirds of whom work part time. Through thoughtful hiring and training practices, reinforced by an open and effective communications framework, we aim to ensure that each person shares the same core values and ethics. We are deeply proud of our HCZ culture and the shared values, strong leadership, and teamwork it embodies.

We have defined two critical components of HCZ's culture—our core values and leadership characteristics—as follows:

Core Values: HCZ staff share a passion for helping children and families and placing children at the core of their work; maintaining high standards for themselves, their colleagues, and their clients; holding themselves and others accountable for outcomes; connecting with the community; and upholding the highest ethics in their lives and work.

Leadership: Leaders at HCZ share some general characteristics, including a strong and intense work ethic, the ability to self-manage and to acknowledge mistakes, a can-do/make-it-happen attitude, personal effectiveness, and a professional manner.

III. Financing the Harlem Children's Zone

Current Expenses

Providing free, high-quality services and programs to 10,462 children and 10,817 adults⁶ in FY09 required significant funding. The total budget for HCZ, Inc., in FY09 was \$67 million. As a reminder, HCZ, Inc. includes the HCZ Project (HCZ Pipeline including the Promise Academy Charter Schools), Beacon Centers, and Preventive Foster Care Services.

- Of the \$67 million, 80%, or \$53.6 million, went to direct program costs; only 14% went to management/general costs, including fundraising (6%).
- The average cost per participant (adults and children) at HCZ, Inc. was \$3,500 in FY09 including overhead. The cost was similar for the HCZ Project.

Public/Private Partnerships

One important way of funding the HCZ Project is through public/private partnerships. The HCZ Board of Trustees has in place a strategy to raise a substantial amount of public and private dollars in collaboration with its core supporters. The agency's \$67 million FY09 budget came from a mix of 33.3% public funding and 66.7% private funding from foundations, corporations, and individuals.

Private dollars from foundations, corporations, and individuals, especially members of our Board of Trustees, have been critical to HCZ's successful operation. This money enables HCZ to create new programs where no public funding stream exists, such as The Baby College, which is 100% privately funded, and to augment efforts that are in part publicly funded, such as extending the hours of the universal pre-kindergarten program from 2.5 hours to 10 hours per day. Other communities may not be able to garner as much private funding as HCZ, but they should make every effort to ensure that their budgets never exceed two-thirds public dollars. The primary reason is that public dollars are the first lost in an economic downturn.

The bulk of HCZ's private funding is unrestricted, and HCZ is fortunate that foundations and individuals provide us with large, flexible, multiyear grants. Flexible dollars linked to mutually agreed upon outcomes enable HCZ to respond to newly arising needs with innovative strategies; to redirect unsuccessful approaches towards new strategies; to enhance the quality of programs like our HCZ Promise Academy Charter Schools by supplementing public funding with private dollars; to create new programs, like our College Success Office, where need, but no public funding, exists; to evaluate our programs; and to apply the "glue" that links our programs in a seamless continuum. The restricted nature of some public funding creates walls between different programs. Flexible funding helps us tear down those walls and take advantage of natural synergies, such as those that exist

⁶ The number of adults served by HCZ, Inc. includes 3,383 who were only served by the tax program.

between parent and early childhood programs. In short, flexibility enables HCZ to function more like a private corporation and less like a bureaucracy.

Comparative Spending

To find answers to the question of how best to improve the lives of poor children, we must first ask how public money is now spent. Are American tax dollars being wisely invested? Are investments in the education and training of today's children creating a workforce that will allow society to compete effectively in tomorrow's global economy? Are current investments helping families move out of poverty and into the middle class?

Taxpayers pay a high price when they skimp on the cost of preventive programs for children or, worse, fail to provide for those programs at all. For example, the government spends more than \$42 million⁷ incarcerating a number of residents who live within the HCZ Project.^{xxxii} The cost of locking up one young person in the New York juvenile justice system for a year is more than \$200,000.^{xxxiii} With that same \$200,000, HCZ could provide 50-60 young people with programs that will help prevent them from going to jail.

The federal government spends billions helping individuals move up in economic class, but only a quarter of that support reaches poor families. The Urban Institute, in its report *How Much Does the Federal Government Spend to Promote Economic Mobility and for Whom?*, calculated that the federal government targets two-thirds of this type of support to the upper and middle classes.

Financial Management

The fiscal team of HCZ, Inc. is led by a chief financial officer who supervises 10 staff members. Over the years, we have consistently spent about 80% of the total budget directly on programs. For the eighth consecutive year, HCZ has earned a 4-star "exceptional" rating from Charity Navigator, one of the most highly respected charity evaluators, for efficient management and growth in finances. Only 1% of the charities evaluated have earned the highest rating for such an extended period.

IV. Informing the Field: Policy Recommendations and the Practitioners Institute

The HCZ Project model works. The theory of change on which it is based has long been proven in practice, consistently producing positive outcomes and a strong return on investment. Over the past several years, groups around the country and the world have been requesting in-depth information from us about this model. In the 2010 budget, President Barack Obama set aside \$10 million in one-year planning grants for the creation of Promise Neighborhoods across the country based on the HCZ model.^{xxxiv} Other community-based organizations and political leaders have similarly begun to advocate and introduce legislation calling for Zone-like models in their communities. In response to this interest from communities and policymakers, HCZ created the Practitioners Institute to explain the nuts and bolts of our operations; we drew up recommendations to guide policymakers; and we trademarked the names of our organization and many of our programs to prevent confusion.

⁷ The time period for the spending includes the duration of each inmate's incarceration.

Practitioners Institute

In 2003, HCZ created the Practitioners Institute (PI) to formalize the sharing of our work. The PI's initial offerings include a three-hour discussion sometimes accompanied by a site tour, and a three-day series of workshops coupled with tours of multiple sites. In these workshops, visiting community representatives, policymakers, and funders learn directly from staff about specific programs or administrative functions of interest to them. They also get a global overview of the HCZ Project, Beacon Centers, and Preventive Foster Care Services. For a few select communities that have attended the PI in the past, demonstrated a commitment to our core principles, and shown progress, HCZ will provide on-site technical assistance.

Policy Recommendations

For policymakers, practitioners, and funders interested in our work, we have summarized the key principles that inform all our operations as well as the prerequisite conditions necessary for their successful implementation. We emphasize that our recommendations are presented as principles, not programs. Different communities have different needs, resources, and existing services. It would be inappropriate for us to recommend the same set of programs for such varied communities with diverse needs and opportunities.

Model Core Principles, Not Prescribed Programs

We do not prescribe the use of any specific programs in all communities. Instead, we encourage interested communities to adapt these principles of the HCZ model to create the programs that work best in their own neighborhoods:

1. Work at scale within a **specific geographic area** where you can meet the needs of a significant number of children and families without diluting the intensity or effectiveness of your programs. Increase the number of children served in order to reach a tipping point within the neighborhood.
2. Create a **pipeline of linked, best-practice programs** for children in every age group. Begin working with children as early as possible—ideally from the time their parents are pregnant—and stay with them until they graduate from college.
 - A continuum should serve 65% of the children in a designated area.
 - Programs should be based on best-practice research or proven outcomes.
 - Schools must be involved in the work. The nature of that involvement can vary, from supportive partnerships to charter schools.
3. **Build community** among residents, institutions, and stakeholders.
4. **Evaluate** program outcomes and create a feedback loop that cycles back to management for use in refining and improving program offerings.
5. **Cultivate a culture** of passion, accountability, leadership, and teamwork.

Prerequisites to Success

An initiative of this size and scope is a great undertaking, requiring thorough groundwork before it is even begun. At a minimum, we believe success requires that the following underlying conditions are in place at the outset. We do not recommend that a community undertake this type of initiative until it can ensure these prerequisite conditions.

- Long-term vision and staying power**

The HCZ Project has taken a decade to build. Other communities should presume a 10-15 year time horizon. That is how long it will take before outcomes at all age groups can be expected. However, a basic pipeline should be in place in 10 years, and interim goals connecting to the long-term goals should be met annually after 3-4 years. Without adequate time to evolve, program quality may suffer, linkages between programs may weaken, and an organization may ultimately be overtaken by its own growth.
- Lead agency**

While groups may collaborate to expand the breadth of services, one local organization must lead the effort, be accountable for results, and hold others accountable for meeting common goals. Collaborative partners and stakeholders have an important role to play in building an initiative. However, partners should be added gradually, not all at once, so that the lead agency does not become overwhelmed.
- Local drive and initiative**

A neighborhood-based model requires the commitment of community stakeholders, leaders, and residents, as well as agency staff. Neighborhood initiatives often need outside partners and outside funding; but above all, they need a deep and widespread trust from the community.
- Non-profit 501(c)3 leadership**

Privately-run, community-based organizations have an intimate knowledge of the community. This unique understanding enables community-based organizations to recognize the community's evolving needs and to quickly adapt to meet them. Community members generally trust community-based non-profit organizations more than they trust government agencies or bureaucracies. This trust earns the community members' commitment and engagement—critical elements of success.

Another reason why non-profits must lead is that the 10-year time frame necessary to fully establish an initiative is too long for the political realm. As mayors and governors finish their terms, their successors usually want to introduce a new agenda rather than build upon their predecessors' projects.

- Secure and sufficient funding**

To function successfully, organizations must obtain average funding of \$3,500 per participant (adults and children) per year. Costs vary significantly by program. For example, high-quality early childhood programs may cost up to \$20,000 per child, whereas after-school programs may fall well below the \$3,500 average. Without adequate funding, community-based organizations simply cannot provide quality services or evaluate and coordinate programs. Financial support must include significant private funding; the proportion of public funding should never exceed two-thirds of the total budget. Public funding evaporates quickly in times of city and state budget crises.

Initiatives must find sustainable sources of funding, such as multi-year grants. Longer-term funding sustains programs over time and increases the efficiency of the fundraising process for both the community-based organization and the funder. Of course, community-based organizations should provide annual or semi-annual reports to keep funders up-to-date and confident that outcomes remain on track. Funding must also include support for evaluation.

- **Strategic planning**

Organizations should begin a strategic planning process at the outset. Strategic planning aids program management, fundraising efforts, and evaluation, and helps transform a vision into a blueprint for success. Legislation to support new initiatives should provide planning grants for six months to one year depending on an organization's readiness.

Government Partnerships

Though they should never be the lead, federal, state, and local governments still must play a major collaborative role in initiatives like these. Government at all levels can provide flexible and adequate funding for high-quality programs and evaluation; eliminate policy barriers; provide waivers; share data and information; furnish space for operations; and offer expertise to help guide the initiative.

For example, many government entities support strong partnerships between CBOs and schools. Forty states, as well as Washington, D.C. and Puerto Rico, now have laws that allow charter schools.^{xxxv} Many of them permit an established CBO to either open a charter school or be a formal partner of a charter school. Other kinds of public/private partnerships include Beacon Centers or community schools, school-based health clinics, after-school programs, and pre-kindergarten or early childhood programs.

Trademarks

HCZ does not license or endorse the work of other communities, since we do not have oversight or accountability for their work. No projects in other communities represent franchises or replications of the HCZ model. Our name and the names of many of our programs are trademarked.⁸

HCZ strongly supports any efforts that communities make to build supports and services for children. However, we are not in the franchising business. The reputation associated with our name rests, and should rest, on our work in Harlem.

Conclusion

HCZ's aims are both broadly ambitious and sharply focused. We seek to touch virtually every developmentally important aspect of our children's lives as they grow to adulthood. But we do not take sole responsibility for every economic and social problem faced by every child and family. Instead, we attempt to create a community of self-reliant families working together to build a common future through their own best efforts.

We hope that this paper helps to explain the model and provides helpful information on our programs. For further information, please visit our website at www.hcz.org or contact Kate Shoemaker, Policy Director at HCZ at (212) 360-3255 or kshoemaker@hcz.org.

⁸ Harlem Children's Zone®, Children's Zone®, HCZ®, Baby College®, Harlem Gems®, and Promise Academy® are all trademarked by HCZ, Inc.

V. Appendix

Appendix A. HCZ Project Program and Initiative Descriptions

PROGRAM OR INITIATIVE	AGE GROUP	DESCRIPTION
Baby College	Parents of children 0-3	Baby College is a 9-week Saturday program of workshops and weekly home visits for parents and other caregivers of children aged 0-3. Topics include ages and stages of development, brain development, discipline, safety, health, Administration for Children's Services (ACS), and nutrition. Each workshop theme is mirrored, age appropriately, for children in childcare and is reinforced with parents during weekly home visits.
Three Year Old Journey	3-year-old children and their parents	Children who were accepted into Promise Academy via lottery attend the Three Year Old Journey with their parents. Together, they learn about pre-K social and academic expectations and participate in educational activities and trips. Parents discuss attachment theory, discipline, separation anxiety, and teachable moments. Program staff model brain-stimulating adult-child engagement.
Get Ready for Pre-K	3-4-year-old children	This 6-week summer program is for students who are entering Harlem Gems UPK and Uptown Harlem Gems programs. A master's level certified teacher, an assistant teacher, and three Peacemakers (college-aged Americorps interns) or teacher's aides in each classroom educate the seven groups of 20 students. The program begins at 8 am and continues until 4:45 pm.
Harlem Gems Head Start	2.9-4-year-old children	Harlem Gems Head Start program features an extended year and extended day program. All 57 students attend from 8 am to 5:45 pm. The rich curriculum is based on High Scope, Creative Curriculum, and Life Skills Learning Approach. Students learn their numbers, days of the week, and other basic vocabulary words in English, Spanish, and French. Each classroom of 20 students contains one lead teacher, one assistant teacher, and three Peacemakers (college-aged Americorps interns).
Harlem Gems Universal Pre-Kindergarten and Uptown Harlem Gems	3-4-year-old children	At two separate locations, one in a public school and the other in a storefront, Harlem Gems prepares four-year-old children for entry into kindergarten. Harlem Gems features an extended day and extended year program. All 140 children attend from 8 am to 5:45 pm. The rich curriculum is based on High Scope, Creative Curriculum, and Life Skills Learning Approach. Students learn their numbers, days of the week, and other basic vocabulary words in English, Spanish, and French. Each classroom of 20 students contains one master's level certified teacher, one bachelor's level teacher, and three Peacemakers (college-aged Americorps interns) or teacher's aides.

PROGRAM OR INITIATIVE	AGE GROUP	DESCRIPTION
Peacemakers	Elementary aged children	Through this program, college-aged interns offer in-classroom support, supervise transitional periods during the school day, provide after-school programming, and coordinate outreach to parents at seven elementary schools in Harlem.
Promise Academy I & II	Long term: two K-12 school systems	<p>HCZ Promise Academy Charter Schools offer a high quality, extended day, extended year education to elementary, middle, and high school students. HCZ Promise Academy combines structural reforms with wraparound supports.</p> <ul style="list-style-type: none"> ❑ <i>Strong Academics:</i> A comprehensive college preparatory educational program within an extended school day and school year allows PA to have a strong focus on literacy and math within a safe, structured, and personalized environment. Each school has reading and math coaches and all classrooms are staffed with one lead teacher and a Peacemaker or paraprofessional. ❑ <i>More Time on Task:</i> The school day runs from 8 am to 4 pm, an increase of 20% over a typical school day; the school year consists of 210 days, an increase over the 180 days required by law; and the school year includes a summer program. The summer program is designed to prevent the summer learning loss^{xxxvi} that affects low-income students^{xxxvii} as well as to continue to advance students' skills and knowledge. ❑ <i>Management tools:</i> By providing our school leaders with merit pay and bonuses, our principals have more tools to reward staff for top-quality work. At the same time, to ensure that all PA students have access to top-quality staff, principals can terminate underperforming staff when necessary. ❑ <i>Data:</i> Several times each year we administer age-appropriate tests to all students to gauge their progress. Teachers, after-school staff, and students review the results within 1-2 weeks of the test in order to assess progress and to focus on group and individual challenges. This also enables management and the board to track progress and ensure accountability. ❑ <i>Coordinated Wraparound Supports:</i> The additional supports HCZ provides to the charter schools mirror those we provide to traditional public schools, but have the benefit of a higher level of coordination between school and other program staff. These supports include additional staff for classrooms, out-of-school time programs, and health initiatives. ❑ <i>Enhanced Health Programs:</i> Our Executive Chef and his team prepare healthy meals and snacks, and we have partnered with the Children's Health Fund (CHF) to develop a school-based health clinic that offers medical, dental, and mental health services as well as health promotion, education, screenings, outreach, referrals, and case management. Finally, the HCZ Asthma Initiative supports families of children with asthma.

PROGRAM OR INITIATIVE	AGE GROUP	DESCRIPTION
Food Services	All ages	Recognizing the often unhealthy food environment that exists in America and particularly in poor communities, HCZ's Executive Chef has created a food service program that ensures that children in our early childhood programs and charter schools eat healthy, locally grown, varied cuisine that is freshly prepared in HCZ's kitchens. As young people learn to explore the salad bar and experiment with new foods, they are exposed to healthier options than the junk food so prevalent in their neighborhood. In addition, the food services program sponsors gourmet cooking classes for children and families to demonstrate the relationship between healthy eating and a healthy life, teaches children organic protocols in our small rooftop garden, and educates students and families on nutrition, generally.
Harlem Children's Health Project	0-23	The Harlem Children's Health Project (HCHP) serves all children in the HCZ Project through either direct services or education and health promotion. A collaboration of The Children's Health Fund, HCZ, Columbia University's Mailman School of Public Health, and New York-Presbyterian Hospital, HCHP provides medical, dental, and mental health care through a School Based Health Center. Here, students have year-round access to high quality comprehensive health care, at no cost, regardless of insurance coverage. Health education and promotion programs and activities expand children's and parents' knowledge of personal, community, and public health. Interactive technology, internships, and school programs are available in the Lehman Brothers Health Promotion Learning Lab.
HCZ Community Center	Middle school-adult	Modeled after HCZ's Beacon Centers, the HCZ Community Center provides out-of-school time services to children, youth, and families. The Center offers after-school and weekend programs for young people from middle school through high school. The programs incorporate academic, recreational, and social activities, and all students are prepared to apply to college. Free activities for adults include: aerobics classes, use of the fitness room, martial arts classes, African dance, personal training sessions, Cards and Café Night, gourmet cooking classes, and free tax preparation. Additionally, we provide space for Alcoholics Anonymous meetings.
Harlem Children's Zone Asthma Initiative (HCZAI)	0-12-year-olds	HCZAI is a collaborative effort that includes HCZ, Harlem Hospital's Department of Pediatrics, Columbia University's Mailman School of Public Health, the NYC Department of Health and Mental Hygiene, and Volunteers of Legal Services. Parents of 0-12-year-olds who live in or go to school in the HCZ Project complete an asthma survey. Families with a child who has been diagnosed with asthma are offered free medical, educational, legal, social, and environmental assistance through home visits approximately every three months.

PROGRAM OR INITIATIVE	AGE GROUP	DESCRIPTION
5th Grade Institute	5 th grade students	The 5 th Grade Institute prepares 5 th graders for the difficult transition to middle school through academic support, leadership development, and guidance in understanding and accessing middle school options. Staff encourage students to submit applications to charter schools as well to broaden their options for a solid middle school education beyond what would have been their otherwise routinely designated, and likely poorly performing, public school.
A Cut Above	6 th grade - college	Extending the supports that the Peacemaker program provided through the 5 th grade, A Cut Above begins working with 6 th graders and stays with them through college. This creates a parallel pipeline of support for children not in the HCZ Promise Academy schools, offering them academic assistance, leadership development, and job-readiness workshops, as well as high school and college preparation.
Boys to Men	Middle school-high school	Boys to Men is a program exclusively for young males, offered by an all-male team of staff, mentors, and role models, in partnership with fathers and male guardians. The overarching goal is to sustain the interest of this core group through high school and into college. This program complements the after-school programs in which these adolescents are already enrolled. While the program focuses on adolescents, it also involves adult male family members as a crucial link.
Healthy Living Initiative	0-adult	HCZ has targeted obesity through a number of programs described in this chart, which HCZ's Healthy Living Initiative Director and staff coordinate across sites. These programs include HCZ's Food Services program; the TRUCE Fitness & Nutrition Center; the partnership with the Harlem Children's Health Project; and the HCZ Community Center's Fit 2 Da Bone program. In addition, staff members receive fitness training, such as the NYC Department of Health and Mental Hygiene's SPARK program.
TRUCE Fitness and Nutrition Center	Middle school	TFNC offers a free exercise facility to youth and the broader Harlem community. The program promotes academic growth and helps youth develop marketable skills in nutrition, fitness, presentation, and advocacy. Middle school students enrolled in the program become Junior Youth Managers (JYMs). JYMs attend at least three days per week and exercise at least two hours per week. JYMs must check in with Student Advocates, receive academic support, and can earn stipends for their work and attendance.

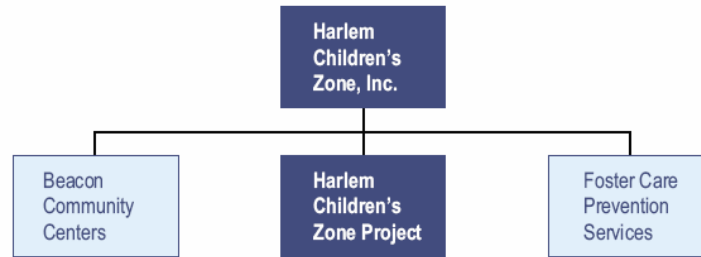
PROGRAM OR INITIATIVE	AGE GROUP	DESCRIPTION
TRUCE	High school	TRUCE is a comprehensive leadership program for adolescents. The program promotes academic growth and career readiness using the arts, media literacy, health, and multimedia technology. In addition to creating original media, students must check in with their Student Advocate, who stays on top of their grades, upcoming tests, applications, and other important academic matters. Students can work with tutors on homework, school tests, NYS Regents Exams, and SATs, and can earn stipends for their work and attendance. TRUCE received the Coming Up Taller Award from the President's Committee on Arts and Humanities.
Employment & Technology Center (ETC)	High school	At ETC, two programs integrate technology and academics: an after-school program for high school youth at risk of dropping out of school and computer classes for adults. Through the lens of technology projects, adolescents advance their academic and job preparation skills with the goal of graduating from high school and applying to college. Students check in with their Student Advocates, who utilize a case management approach, and receive weekly academic support when needed. Students can earn stipends for their work and attendance.
Learn to Earn	High school	This after-school program helps high school juniors and seniors improve their academic skills, as well as prepare for college and the job market. Students receive homework help, tutoring, SAT and Regents preparation, summer jobs, and job-readiness workshops. Students can earn stipends for their work and attendance.
College Preparation Program	Middle school and high school	To prepare for college, students visit college campuses, draft essays, practice interviewing, and prepare for the SATs. They also meet one-on-one, weekly, with college counselors at each site and can attend a Weekly Senior Seminar where topics such as college preference, career options, financial aid, money management, interview skills, and résumé writing are covered. Throughout this process, college counselors communicate regularly with parents, teachers, and guidance counselors. Rising high school seniors join Project EOS (Education, Opportunity and Success), a collaboration between HCZ and Teachers College, Columbia University. This weeklong intensive program orients students to the demands and requirements of the college application process.
Journey to College	Middle and high school parents	Parents follow a parallel but unique path as they help their children transition into adolescence and prepare for college. They have their own set of questions and concerns about fostering the academic success of their children and adjusting to the changes that adolescent development brings. Our new Journey to College program helps middle and high school parents nurture and prepare their children for the challenges and opportunities that college and increased independence will bring.

PROGRAM OR INITIATIVE	AGE GROUP	DESCRIPTION
College Success Office (CSO)	High school & college students	CSO provides year-round academic, personal, and financial counseling as well as civic engagement opportunities to college students. The ultimate goal is for all students to matriculate and graduate from college. College students receive assistance with academic plans, study strategies, workshops, counseling, financial assistance, internships, career readiness activities, and post-graduate opportunities.
Family Support Center (FSC)	Families	A walk-in, storefront social services facility that provides families in crisis with immediate access to professional social services including foster care prevention, domestic violence workshops, parenting classes, and group and individual counseling. Our approach is a strengths-based, family-centered systems model. FSC has two components: one provides services to families in disrepair, giving them support designed to keep children living with their parents/guardians. The other provides direct support to families in crisis (rent vouchers, emergency food, etc.).
Community Pride	Families	This resident-driven, neighborhood revitalization program, which began on W. 119th Street, has led to the creation of community coalitions and the transfer of city-owned buildings to resident management and ownership. Community Pride's block-by-block, building-by-building organizing strategy has been replicated throughout HCZ.
Tax Preparation	Families	HCZ offers free tax-preparation services to provide a local alternative to the predatory companies that offer Refund Anticipation Loans. Our tax preparation work helps ensure that families will receive all of the tax refunds and credits they have earned. It also helps to support the local economy by increasing the financial resources of residents.
Single Stop	Families	HCZ, Inc. operates three Single Stop sites, including one in the HCZ Project ⁹ . At these sites, residents can access free legal services, financial and credit counseling, and a Self-Sufficiency Calculator ¹⁰ that helps families determine their eligibility for public benefits and then apply for them. Our Single Stop sites are part of the Single Stop USA network.
Young Harlem Investors	Families	The Young Harlem Investors pilot began in HCZ's early childhood programs. Over four years, families saved for college, and HCZ's Board of Trustees and the Corporation for Enterprise Development provided up to \$1,500 in matching funds to encourage parents to reach their personal goal of \$1,500. After four years, parents transitioned savings to either a NYS 529 College Savings Account or another savings vehicle. Families will continue to save and HCZ will continue to offer financial matches.

⁹ HCZ Beacons offer Single Stop at sites outside the HCZ Project. See Appendix B for more on Beacons.

¹⁰ This calculator was created by Women's Center for Education and Career Advancement.

Appendix B. HCZ, Inc.'s Beacon Centers and Preventive Foster Care Programs



HCZ, Inc. operates two Beacon Centers and four foster care prevention sites outside of the HCZ Project. Together, these sites served 2,576 children and adults in FY09. The programs are outlined below and additional information is available at www.hcz.org.

Beacon Centers

In 1991 HCZ began operating its first Beacon, Countee Cullen Community Center at PS 194, where young people between the ages of five and 21 and their families find a safe, structured educational and recreational center as well as youth development programming. HCZ's Beacons provide services that enable young people to find an alternative to the streets and allow families to remain intact, solve their problems, and become positive community assets.

Building on the positive outcomes of Countee Cullen Community Center, in the fall of 1998, HCZ opened the Booker T. Washington Beacon (BTW) at Junior High School 54. Both Beacons provide young people and their families with the supports and services that enable them to have a vision of a productive future. The HCZ Community Center that operates within the HCZ Project is based in large part on the lessons learned from operating our Beacon Centers.

Preventive Foster Care Programs

Our neighborhood-based preventive foster care programs are family-centered, strengths-based, comprehensive, and intensive. Through a contract with the NYC Administration for Children's Services (ACS), we provide support and services to families to help them transform their homes into safe and healthy places where children can learn and grow. However, we recognize that some children do need foster care, and if preventive services do not match the needs of a family, we collaborate with ACS to facilitate the transition to foster care services. We also receive referrals from other agencies when families are stable enough to step down from family preservation programs or foster care and into prevention.

While preventive foster care sites serve different neighborhoods, they share a core philosophy around conducting outreach, case planning, creating a seamless continuum of care, developing provider networks, and accessing infrastructure. The Family Support Center is the one preventive program located within the HCZ Project area. Three others—Truancy Prevention, Project CLASS (Clean Living and Staying Sober), and Family Development Project—serve families living both in and out of the HCZ Project, but are located in the parts of Central Harlem that fall outside the Zone. Finally, Midtown Family Place supports families living in the Hell's Kitchen part of Manhattan.

Appendix C. Harlem Children's Zone, Inc. Board of Trustees 2009

<p>President/CEO Geoffrey Canada <i>Harlem Children's Zone, Inc.</i> 35 E. 125th Street New York, NY 10035</p>	<p>Mark Kingdon <i>President</i> <i>Kingdon Capital Management</i></p>
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<p>Gary D. Cohn <i>President & Co-COO</i> <i>Goldman Sachs</i></p>	<p>Laura Samberg <i>Co-Director</i> <i>Samberg Family Foundation</i></p>
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<p>Joseph DiMenna <i>Managing Director</i> <i>Zweig-DiMenna Associates, Inc.</i></p>	<p>Jeffrey B. Swartz <i>President and CEO</i> <i>Timberland</i></p>
<p>Joe Gregory <i>Gregory Enterprises</i></p>	<p>Caroline Turner <i>Trustee</i> <i>Oak Foundation</i></p>

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