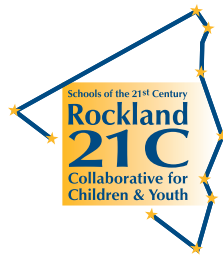


A N N U A L



R E P O R T

KEEPING THE DREAM STRONG



2 0 1 2



THE DREAM ...

All children cared for, nurtured, ready to learn!

That is what brought many of us together in 1995 and that is still what motivates us eighteen years later. Rockland 21C is a true collaborative effort of family, school, community, government with children as its priority. Its mission continues to be the optimal development of every child through a comprehensive support system, the recognition that every adult is responsible for every child, and the dedication of community resources to our common aspirations.



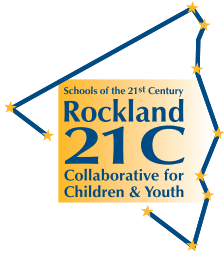
Initially working with Dr. Edward Zigler of Yale University, one of the founders of Head Start, we were grounded in the basics of early learning and family support. We then adapted his School of the 21st Century program to our suburban county. Rockland 21C is now known nationally to be a *suburban model* of community schools by linking schools to services.

LETTER FROM HARRIET

Thanks to research and proven programs we *know* that the community school model ensures healthy development. We *know* the importance of quality early childhood programs, of vocabulary development, of after-school programs, of education in the arts and music. These are not frills—they are facts. Seventy-five percent of brain growth and 85% of intellect, personality and social skills develop before a child reaches the age of 5. If—during this critical stage of life—children are not well nourished, if their parents are not guided in ways to be supportive, if they do not have access to quality early childhood care, what kind of future will they have?

I testified last year before the Governor's Education Reform Commission about the success of 21C's forty-five Family Resource Centers in schools and our literacy-based home visiting program for toddlers and was enormously gratified when the Commission recommended the creation of community schools. In the words of Dr. Zigler: "Rockland's efforts are not just rhetoric, but true social change. It has created a national model."

Harriet Cornell
Chair, Rockland 21C



ROCKLAND 21C'S

Commitment to the County

Rockland County government has had a proud tradition of countywide collaborative planning to support its residents. The County has also supported a related effort that seeks to build a comprehensive support system uniting the county's families, public schools and community partners to **ensure the optimal development of every child**, since thriving children learn best.

The Yale School of the 21st Century program is the foundation of Rockland's model. Rockland was the first county in the United States to embrace the Yale model and one of the earliest countywide efforts in the community schools arena. Stable funding provided by the county has allowed the nonprofit Rockland 21st Century Collaborative for Children and Youth, or Rockland 21C, to serve as the initiative's home base and to tailor the model to fit Rockland's suburban setting.

In the schools, more than 170 different organizations and agencies help drive FRC activities.

21C's fundamental partnership is with seven school districts and Rockland BOCES, who host and provide substantial funding for the school-based Family Resource Center (FRC) programs. 21C has also relied on county agency partnerships (including multi-year partnerships with the Youth Bureau and Department of Health). The Chair of the Legislature, the County Executive, and several commissioners now have, or have had, a seat on 21C's Board. So too do leaders of numerous child-, youth- and family-serving nonprofits. Each brings input to and from their sectors to help shape the initiative's direction as it continues to carry out the guiding strategic plan. Many board member organizations also partner with 21C, and 21C partners with them on selected efforts that relate to our work both in schools and across the community. Although a trickle of state funding has found its way to Rockland, funds for suburbs are almost non-existent and Rockland County's support has been vital.



Since its founding in 1997, **the collaborative has grown to support 20 Family Resource Center coordinators who provide programming in 45 schools. Student and family attendance at FRC programs has almost tripled since 2003 and the number of information and referral requests answered has doubled.**

As a countywide initiative, 21C is able to address trends and bring in focused professional development. In recent years, 21C has worked to provide up-to-date information on sources of basic needs assistance for parents who need it. More work has been done to support academic goals, especially in the areas of literacy, health, and supporting new immigrants, such as by providing translations and bilingual programs. (Rockland now has the highest rate of limited English proficient students outside of New York City, and many are extremely poor.)

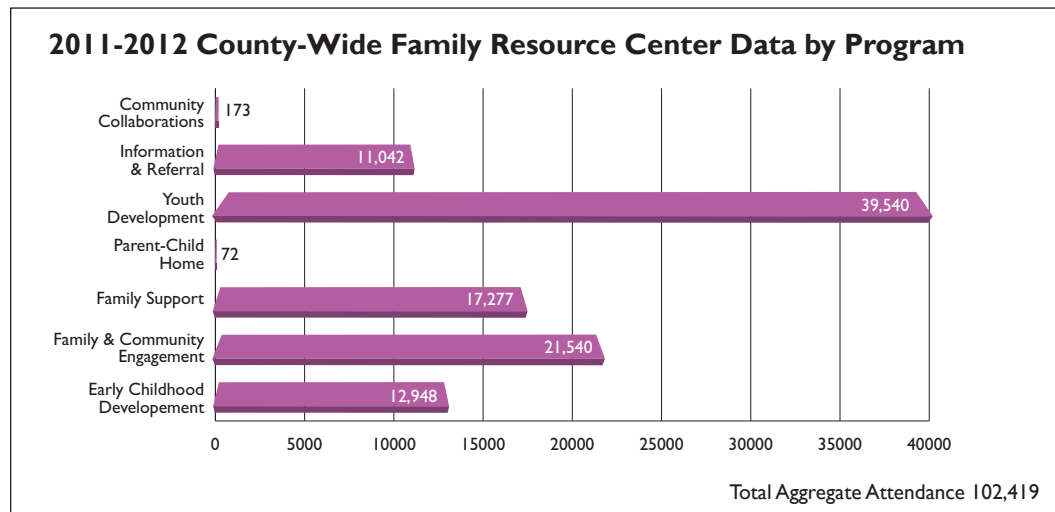
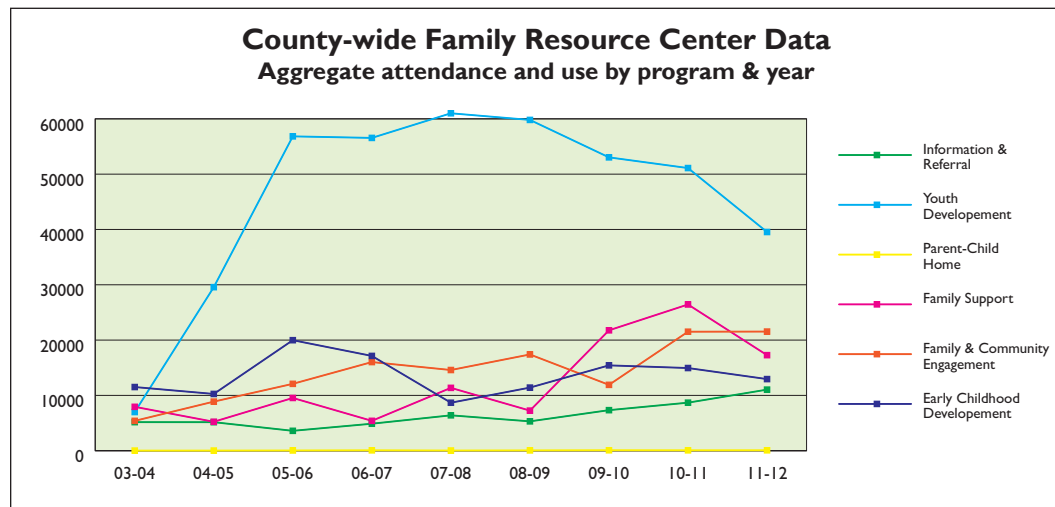
ABOUT FRCs

Family Resource Centers

School Family Resource Centers are places for families to participate in programs, get to know other parents and children, find support and information, and access — or be linked to — school, community, and government resources.

Programs fall into several broad areas: student development, early childhood, family and community engagement (with the school), and family support (assistance that has nothing to do with learning directly).

The top chart on this page shows aggregate attendance totals for the county over the past nine years. The bottom chart shows the most recent aggregate attendance. Aggregate attendance counts each person each time he or she attends an event/activity. The number of information and referrals requests handled is also tracked.



SCHOOLS

How Districts Help Achieve 21C's Mission for Rockland

Rockland school board members, superintendents and school administrators support the 'front doors' of the Rockland 21C initiative by operating Family Resource Centers. Most FRCs are, as one would imagine, rooms holding a coffeepot, information, and activities — but each one is more than a physical entity and more than its events. Work undertaken by FRC coordinators is developed in response to goals based on the individual communities in which the schools are located, and as such, **FRCs are programs, and reflect a commitment to thinking about how a supportive, inclusive school community can be created that also gives families what they need so their children can achieve optimal development.** FRC activities take place inside and outside their centers.

FRC coordinators typically develop close working relationships with their building principal. Ideally, thereby, family and school goals are brought into broad alignment. In some schools, coordinators are integrated into school academic planning teams, or into teams of student support staff or project-oriented teams (e.g. substance abuse prevention). Through this action of bringing parents' voices to the table and paying attention to 'the whole child,' 21C's mission is well fulfilled.

Hundreds of community-based organizations work with their local FRCs. These local groups add another type of expertise and often partner to provide programs. Many coordinators attend town collaborative meetings, at which different groups report on local activities and concerns, and connections are made for partnerships as mentioned above.

School District Partners:

Clarkstown Central

East Ramapo Central

Nanuet Union Free

North Rockland Central

Nyack Union Free

Pearl River Union Free

Ramapo Central

Rockland BOCES

South Orangetown Central

What follows are descriptions of Rockland's program components, and short reports on select projects for which FRC coordinators were able to achieve a useful change in belief or behavior during the 2011-12 school year.

Prompted by 21C, each FRC undertook a carefully designed project to support a school literacy goal, and measured their progress. Consultant Phyllis Morena provided crucial technical assistance so coordinators could develop outcome measurement indicators.

F R C C O M P O N E N T

Family & Community Engagement: 21,540 Attendees

Families play critical roles in their children's development and school success. In a review of thirty years of family engagement research, Dr. Karen Mapp, Professor at the Harvard School of Education, and Anne T. Henderson, Senior Consultant with the Annenberg Institute for School Reform, found that family engagement is critical to successful education and to closing achievement gaps where they exist. Specifically, when families are engaged in their children's education, students' test scores and grades are strong, and their attendance, attitudes, and behavior are what they need to be. Also, students are more likely to take higher-level classes, graduate from high school, and continue to post-secondary education.¹

Engaging families is cost-effective. In 2008, economists Andrew Houtenville and Karen Smith Conway published a study showing that schools would have to increase spending by over \$1,000 per pupil to attain the same results that family engagement would yield.³

Family engagement means attending school events so your child can see your interest but it also refers to home environments because that is where a parent's set of beliefs and attitudes about school influence the child's beliefs and actions. Schools that welcome parents are more likely to win a family's buy-in.

The recent study *Organizing Schools for Improvement: Lessons Learned from Chicago* found that there were five ingredients that were essential to the struggling Chicago public schools that were able to successfully transform themselves over the past 15 years: strong leadership, professional capacity, instructional support, and a positive, child-centered school

climate. The fifth ingredient was **strong family and community ties**. Students in schools with this ingredient, regardless of anything else, were four times more likely to improve in reading, and ten times more likely to improve in math.²

FRC coordinators seek to build a positive school climate. Coordinators meet with representatives of community groups so they hear what is important to a community and gather up resources, and participate in community projects. Events like *Family Math Night* or series of literacy nights done with teachers can shed light on the curriculum and strategies used in classrooms. Increasing the knowledge shared by teachers and parents raises parents' ability to encourage and help their children.

¹ Anne T. Henderson and Karen L. Mapp. *A New Wave of Evidence: the Impact of Family, School, and Community Connections on Student Achievement*. (Austin, TX: Southwest Educational Development Laboratory, 2002).

² Anthony S. Bryk, Penny Bender Sebring, Elaine Allensworth, Stuart Luppescu, and John Q. Easton, *Organizing Schools for Improvement: Lessons from Chicago* (Chicago, IL: University of Chicago Press, 2010).

³ Andrew Houtenville, and Karen Smith Conway, *Parental Effort, School Resources, and Student Achievement*. *Journal of Human Resources*. XLIII, (2008), 437-53.

Outcomes

Every parent that participated in the **Valley Cottage Elementary School's** FRC evening literacy program *Kindergarten Dinner and Stories* reported gains in the amount of time they spend reading with their children. 71% doubled the number of days they spend reading during the week, going from two to four days per week; 29% of the families went from four to five days per week.



Teachers reported that 69% of the students who participated in **Liberty Elementary School's** FRC program *ESL Literacy Group* increased their reading level, completed all homework assignments, and participated more often in class afterwards.

92% of the parents who attended **Nyack Middle School's** FRC workshop, *The Literacy Key: Unlock Your Child's Success... Helping Your Child Become a Better Reader for School, Fun, and Life*, identified a new reading strategy that they learned at the workshop and said they would use it to increase reading at home. 83% of the parents reported that they now understand how to access and use *TeenBiz 3000*, an online literacy program designed for grades 6-8, and 83% said they learned a new strategy to help decrease test stress in their children.

90% of the parents and children who participated in **Sloatsburg**

Elementary School's FRC program *Parent-Child Book Club*

reported that they enjoyed reading more now after having had the opportunity to share their thoughts and opinions about the books with others.

73% of the second- and third-grade students who attended **Cherry Lane Elementary School's** FRC program *Parent-Child Book Club* said they read more often, either with their parents or independently, after participating in the club. For their part, 73% of the parents reported that they discussed books or undertook reading-related activities with their children more often after the program.



F R C C O M P O N E N T

Early Childhood Development Programs: 12,948 Attendees

Early experiences matter. The years from birth to age five are the most crucial period of learning in a child's life. Nearly 90% of a child's brain development happens by age five in response to the stimulation that the child receives. Early childhood research shows that children's early learning affects their school success well beyond kindergarten, and recent data published by the Annie E. Casey Foundation demonstrate that as kindergarten school readiness results improve, third-grade reading and math scores rise correspondingly.¹

21C recognizes this one-of-a-kind window of opportunity. 21C has helped schools and their Family Resource Centers address early childhood development through its very foundation in Yale's Schools of the 21st Century model. In the Yale model, strong early educational programs are to take place at the school, or be available through referrals, or, finally, be addressed through partnerships at places like local libraries.

Some of the programs offered during the 2011-2012 school year included: transition events, bilingual playgroups, Library Story Hour, playgroups specifically for Parent-Child Home participants, Babies and Me, KinderPrep, Meet and Greet at local parks, hosting UPK Orientations with CCRR, "Getting Ready for School" playgroup series, and Parent-Child-School (PCHP in a school setting).



Outcomes

Of the children who participated in **RP Connor Elementary School's** FRC program *English Language Learner (ELL) Pre-K Playgroup* and one year in universal preschool (to which they applied with the FRC's help), 88% did so well on their kindergarten screening assessments that they did not need to be recommended for summer school placement. Tests showed they were academically ready. This was a tremendous gain since all of the district's ELL children who were set to enter kindergarten in recent years had been referred to summer school to prepare them for kindergarten.

West Haverstraw Elementary School's FRC tripled the number of families it served through Parent-Child Home (described below).

Every parent who completed a survey for **Neary Elementary School's** playgroup for graduates of Parent-Child Home said that he or she felt welcomed by the school staff. The largest gain they reported for their children - comparing behavior from the start of the playgroups to the end - was that the children were able to focus and pay attention during circle time, which is an important kindergarten-readiness skill.

¹The Annie E. Casey Foundation. (2010). Early Warning. Why Reading by Third Grade Matters. (2010 Kids Count Special Report). Baltimore, MD: Author.

F R C C O M P O N E N T

Student Development Programs: 39,540 Attendees

Family Resource Centers generally wrap around the school day, as the Yale 21C model does. And Rockland has thousands of fine educators and students who do very well. But the FRC programs do interact in varying ways with students. The way coordinators interact with students depends upon principals' guidance and the coordinators' backgrounds.

Students are people first and students second, and as such benefit from a panoply of activities that build their strengths, spark opportunities, or provide support.

Coordinators also often partner with school social workers to help a child or family, typically providing something tangible. Some coordinators sit on Child Study Teams, in which school staff address a child's stalled learning, and some sit on MHA of Rockland's Network Program teams, in which family members, educators and family supporters work with a student to develop a plan to get him or her back on track.

FRC coordinators run a wide range of programs for students. Lunchtimes can feature girls discussion groups done in conjunction with school social workers, a gardening session, or an informal book club meeting. Sometimes what a student wants is simply to be noticed by someone who stands a bit outside the system – they want to know that someone notices them as a person. Therefore informal lunchtime drop-in conversations are very popular at several middle schools.

Outcomes

99% of the **Fleetwood** students who participated in the FRC-created before-school tutoring program increased their scores in one or more subjects, as demonstrated by school-administered Developmental Reading Assessments. The district provided early buses for the program's tutors who were from Chestnut Ridge Middle School's Honor Society. As reported by one of Fleetwood's first-grade teachers, "If we didn't have this program, kids would still be struggling and wouldn't make grade level by the end of the year." *See video at*

21C's website on this program!

After participating in the **Clarkstown FRC's** after-school book clubs, all the students reported that they would join a book club again. 93% found the books very interesting, developed new ideas about the books by sharing their thoughts in discussions with the other students, and would now be more interested in listening to another person's opinion about a book.



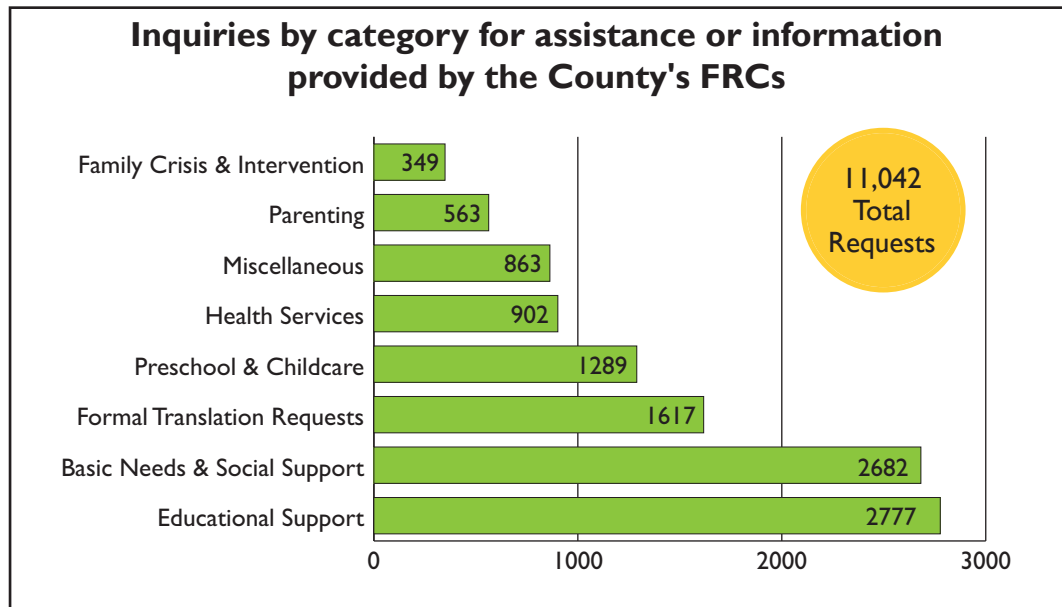
FRC COMPONENT

Family Support Programs: 17,277 Attendees

In 1992, Dr. Edward Zigler, creator of the Yale 21C model, observing the interrelated systems that make up the matrix of child development (family, school, health, community and childcare), wrote that “A failure in any of these systems clearly affects a child’s capacity to benefit fully from a learning environment.”¹ If a child is not healthy, the other systems affecting development are almost moot. If a child does not have stable and consistent care from his or her family, the healthy effects of attachment bonds are compromised. Variance in children’s behavior and developmental outcomes is dramatically affected by family factors.²

So, FRC coordinators undertake activities, often with the help of a community partner, to help families thrive, irrespective of academic concerns. FRC family support programs and activities seek to build on family strengths, to empower families, and to help positively impact the child-development systems’ matrix in order to maximize family functioning. Coordinators also offer information and referral services, tapping their knowledge of community services gleaned from guests at 21C’s regular coordinator meetings and other local sources.

How FRCs were called to tap services and provide translations in 2011-12



¹ Zigler, E., & E.P. Gilman (1992). *What's a school to do? Meeting educational and family needs*. Resources of early childhood. New York: Garland.

² Zigler, E., & E.P. Gilman. An Agenda for the 1990s: Supporting Families. In D. Blankenhorn, S. Bayme, and J.B. Elstain (eds.), *Rebuilding the Nest*. Milwaukee: Family Service America, 1990

How a FRC Coordinator Makes a Difference



Dawshawn's mom literally can't say enough about how the **Rockland BOCES FRC** has helped her son and her family.

Dawshawn entered BOCES Hilltop School as a second-grader and he and his mom haven't missed a beat when it comes to benefitting from the programs offered through the center. He's now in 8th grade, and will attend Spring Valley High School in September.

"The FRC has helped me a lot," with great emphasis on 'a lot,' says his mom. "I learned how to calm down a very hyper young man." She recounts the variety of methods that the FRC's staff has suggested to help her balance the concerns that come with raising a young man with a lot of energy.

Joan Raynor, the FRC coordinator, was able to make several invaluable suggestions. "Joan hooked us up with a dance studio," his mom says. "Remember, Dashawn has a lot of energy, and this was a good way for him to use some of that energy." Not only was the FRC coordinator able to find a great dance and drumming program (Chiku Awali) for Dawshawn, she was also able to help secure a "scholarship," so that the family did not have to take on any additional expense.

This is just one example of how this family has benefited from the FRC. "The tutoring he gets there, especially in math, has been great. Because we feel connected to the FRC, it's easier for Dawshawn to accept the after-school academic help that is offered," says mom. She adds that she has attended workshops on dealing with family problems, financial planning workshops, and parent support groups.

Almost as an afterthought Dawshawn's mom mentions how much she values the "pure interaction" she has with adults at BOCES FRC, saying she really feels a connection to the community.

— *Stephanie Gouss, Rockland BOCES*

AND VISIT
ROCKLAND 21C
ONLINE

at www.rockland21c.org
to see a video about a tutoring
program devised by an East
Ramapo coordinator

COMMUNITY INITIATIVE

The Parent-Child Home Program

Rockland 21C's original strategic plan identified a need for home visiting, and the districts selected an early-literacy, parenting and school readiness program for toddlers called Parent-Child Home (PCHP). The North Rockland, East Ramapo, and Nyack school districts, along with the nonprofit Nanuet Family Resource Center, continue to run the program today. 21C helps provide staffing and training, as a result of an innovative partnership with the Rockland County Youth Bureau's AmeriCorps Program. Many home visitors are AmeriCorps members (some funded by United Way and others by donations garnered by 21C), and other families are visited by staff funded by the school districts.

“The very first way that children learn is through contact with adults in supportive, strong relationships where children are being attended to when they think about something, and when they look out the window somebody points out what they're looking at. That's the foundation of literacy, but it's also the foundation of curiosity, self-confidence, self-control and the ability to persist in hard tasks in school.”

— Diana Mendley Rauner
President of the Ounce of Prevention Fund

PCHP research done nationally shows that children who graduate from the two-year program enter school on an equal footing with their more affluent peers and maintain, even exceed, that level as they progress through school.

What skills does PCHP build? Parents' verbal interaction with their children increases; children explore and interact with their environment; children increase their expressive abilities by using more vocabulary; and they begin to communicate more frequently. In 2012, 21C led a push to computerize programs' use of proprietary PCHP assessment tools, and showed that this is true in Rockland. Also, on average, participating county children are expressing their emotions appropriately, are exercising impulse control, and are demonstrating social skills, including turn-taking and interpersonal skills.

In 2012, 21C received a major donation from Paul Tudor Jones, philanthropist and Chairman and CEO of Tudor Investment Corporation, to help sustain and build the program, as did Rockland residents and corporations in response to 21C's *Reading Today, Graduating Tomorrow* appeal. This funding support



coupled with years of much appreciated support from United Way of Rockland, helped the initiative serve 72 families in 2011-2012.

Results Families obtained an average score equal to or greater than 3.00 across the program's assessment items in their first year of the program, according to PCHP's Child Behavior Traits (CBT) and Parent and Child Traits (PACT) instruments. These scores can take two years to achieve.



A Focus on Health

Rockland 21C has an eight-year track record of working with the Rockland County Department of Health, schools, and community organizations on a host of projects in many venues that have helped improve nutrition and increase physical activity for Rockland's children and youth, school staff, and community residents.

As a member of the Rockland School Health & Wellness Coalition, 21C participates on the Steering Committee, Professional Development, and Health Insurance workgroups.

The Steering Committee helps to set direction for the Coalition and ensures that health programming is responsive to the needs of the schools and communities.

The Professional Development workgroup produces professional development events for educators and parents to promote the connection between health and learning. 21C helps coordinators keep up to date on Child Health Plus. Carrie Steindorff, the School Health Coordinator at the department of health, spearheads the activities conducted by the Rockland School Health & Wellness Coalition.

FOR MORE
INFORMATION

about the Coalition, visit
www.rocklandsteps.org

Some Accomplishments of the Coalition in 2011-2012

- Conducted 4 quarterly meetings that attracted 38 community and school members, and that covered 16 topics. Some of the topics included agriculture in the classroom, school gardening projects, the family meal, Child Health Plus, vaccines for children, school-based nutrition education programs, African dance, arts & culture, the NYS Physical Education & Physical Activity Regional Initiative, sexually transmitted diseases among teens, Rockland's sugar-sweetened beverage campaign, farm-to-school initiatives, and more.
- The Professional Development workgroup, in collaboration with the Town of Clarkstown, Rockland County Solid Waste Management Authority, Cornell Cooperative Extension of Rockland and Keep Rockland Beautiful, produced the event Farm to Family Fest which attracted 250 residents to participate in school health workshops, a farmers market and displays of local resources, and activities pertaining to the promotion of healthy living.
- 5 school districts attended School Coalition quarterly meetings (Rockland BOCES, Nanuet, Nyack, Clarkstown, and South Orangetown).
- Created the Health Insurance for Children and Youth workgroup that had at its first meeting 21 service providers who contributed to defining new outreach strategies and materials. The strategies included new venues for reaching parents through community organizations and health fairs and improvements to the text used on promotional flyers. The coordinator of the Child Health Plus facilitated enrollment program continues to integrate the suggestions provided by the workgroup and benefits from the close partnership established with Rockland 21C and the Family Resource Coordinators.

DIRECTORY

Family Resource Centers

BOCES

Hilltop 942-7558
River View HS 348-3504
CBI Tech
Jesse Kaplan

CLARKSTOWN 639-5619

Clarkstown FRC Partnership, Inc.
@ New City ES
Bardonia
Congers
Lakewood
Link
Little Tor
Strawtown
West Nyack
Woodglen

EAST RAMAPO

Chestnut Ridge MS 577-6300
Early Childhood Center 577-6585
Eldorado IS 577-6150
Elmwood IS 577-6160
Fleetwood 577-6170
Grandview 577-6260
Hempstead IS 577-6270
Kakiat IS 577-6100
Lime Kiln IS 577-6280
Margetts 577-6190
Pomona MS 577-6200
Ramapo HS 577-6400
Spring Valley HS 577-6500
Summit Park 577-6290

NANUET 627-4889

Nanuet FRC, Inc. @ George Miller ES
A. MacArthur Barr MS
Highview

NORTH ROCKLAND

Stony Point 942-3160
Thiells 942-3140
West Haverstraw 942-3135

NYACK

Liberty 353-7247
Nyack MS 353-7214
Upper Nyack 353-7268
Valley Cottage 353-7291

RAMAPO CENTRAL

RP Connor 357-2858 x 23129
Sloatsburg 753-2720 x 24211
Cherry Lane
Montebello

SOUTH ORANGETOWN . . 680-1303

@ William O. Schaefer ES
Cottage Lane
Tappan Zee

STRATEGIES

That Work for FRCs

“Getting in there early” with parents. Playgroups are often used by parents with questions about their child’s development to decide if their child’s development is or is not in fact an issue, so referrals are made to CPSE; some children get no other early education; coordinators get to know ecology and situations of parents & families. PCHP home-visiting is sometimes offered as intensive support.

Building trusting relationships and honoring parents. Relationships allow coordinators or other staff to address some personal obstacles that get in the way of a child’s success. The ability to listen and use that information to guide program operation and development also results. Coordinators are seen by families as being simultaneously independent from the school while also being available to them ‘from the inside.’

Using a strength-based approach. Building a sense of community amongst all families allows families to tap each other’s experience and wisdom. This nips some problems in the bud.

Investing in expanding expertise in working with English language learner families, a significant population in the county.

Rockland’s flexible model with monthly check-in and professional development meetings allows centers to learn from each other’s innovations, as our situation as a suburban county makes us unlike most community schools models that are typically located in cities with pervasive academic crises.

Coordinators act as “can-do” agents to accomplish much of their goals, from program development to providing I & R, and ongoing support.



A belief that all families can benefit from support at one stage of their lives, or at many stages. Need is not just economic, but also relates to troubles such as substance abuse or divorce, and the ramifications of childhood trauma (witnessing these troubles at a tender age).

2012

Rockland 21C Activity Highlights

Organizing professional development

- Monthly coordinator meetings
- Active member of the Rockland School Health & Wellness Coalition
- Training incoming members of AmeriCorps's Literacy Corps
- New coordinator training and orientation
- Arranging for coordinators to take nearby trainings and recommending webinars
- Arranging for public presentation by immigrant expert

Technical assistance

- Answering questions about resources
- Board member and staff collaboration to find solutions to challenges
- Developing awareness and knowledge base pertaining to key issues facing Rockland families

Promoting a vision of school-family-community resource partnerships

- Sharing the vision locally
- Linking to national programs, including sitting on the Coalition for Community Schools' Leadership Network

Ongoing funding (applications and/or administration):

- Contract agency funding from Rockland County
- Town of Ramapo funding to support FRCs in ERCSD and RCSD
- United Way of Rockland funding for home-visiting
- Administering "Reading Today, Graduating Tomorrow" funding for early literacy

Search for additional funds

- Application to OCFS for Public/Private Partnerships
- Monitoring and evaluating additional opportunities

Intermediary functions

- Participating in cross-county collaboratives and sharing resources from them (School Health, Immigration Coalition)

Support of other organizations' funding applications

- Major support for ER application for 21C CLC (afterschool) funding from NYS Department of Education
- Office for New Americans (HACSO)
- Youth Bureau's application to OCFS for AmeriCorps Program
- CRR's application for child care scholarship funding to United Way
- Rockland Center for the Arts' application to First Niagara Foundation for family art workshops to be held in FRCs
- Discussions with Literacy Volunteers of Westchester and Rockland
- Broad support to FRC nonprofits looking for funds for their programs

Supporting cross-district early literacy home-visiting initiative, The Parent-Child Home Program

- Assumed primary responsibility for ERCSD's program
- Expanded capacity through securing grants
- Increasing participating districts' skill-set for data reporting and use

Ensuring program accountability

- Outcome-setting, support and monitoring for FRCs' projects developed at their building
- Data collection and collation for home-visiting and FRCs

Outreach and Advocacy

- Community outreach at Rockland County YouthFest
- Participation in Rockland Children's Advocacy Network
- Promotion of FRC work

S U P P O R T E R S

Corporations, Grantors & Individuals

Rockland 21C thanks the following for their generous support of our work.

- \$200,000+ The County of Rockland
- \$85,000+ Sonia & Paul Tudor Jones*
- \$30,000+ United Way of Rockland County
- \$18,000+ Rockland BOCES & School Districts
- \$6,000+ The Town of Ramapo
- \$1,000+ Michael & Nelly Bly Arougheti*
Simona & Jerome Chazen*
Instrumentation Laboratory*
Anne Nissen & David Platt*
- \$500+ Pfizer*
Erik L. Simon*
Joanne Howard & Jonathan Demme*
Nice-Pak Products
Professional Disposables
- \$200+ NY Schools Insurance Reciprocal*
Harriet Cornell
Karen Oates
- \$100+ Jeff Castaldo*
Adrienne DiBlasi*
Linda Glasgal*
Jennifer A. Hatch & Susanne A. Smith*
Robin & Robert Laufer*
Sue Ryan*
John & Robin Scheuer*
Kelly Schunk & Elliot Berkowitz*
Peter E. Sherry & Maria Magistro-Sherry*
- \$25+ Richard Nassisi*



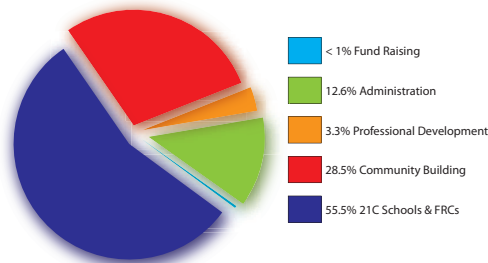
** Donors to the "Reading Today, Graduating Tomorrow" campaign for Parent-Child Home.
Some may have donated during 2011.*

FINANCIALS

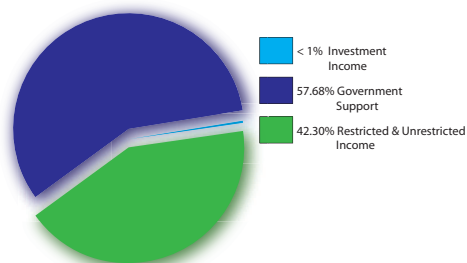
Statement of Activities For Year Ending December 31

	2012	2011
Operating Expenses	Audited	Audited
21C Schools & Family Resource Centers	\$155,058	\$227,205
Community Building	79,665	78,767
Professional Development	9,345	11,476
Management & General Administration	35,186	36,749
Fund Raising	110	123
Total Expenses	\$279,364	\$354,320
Operating Income	Audited	Audited
Restricted & Unrestricted Income	\$158,668	\$50,671
Government Support	216,045	300,800
Investment Income	387	727
Total Income	\$375,100	\$352,198
Change in Net Assets	95,736	(2,122)
Net Assets, beginning of the year	175,993	178,115
Net Assets, end of the year	271,729	175,993

2012 Expenses



2012 Income



Rockland 21C Board of Directors

Harriet Cornell, *Chair*

Mary Jean Marsico, *Vice Chair*

Dennis Fleming, *Treasurer*

Debra Thomas, *Secretary*

Jane Brown, *Board Development Chair*

Bryan Burrell, *Long-Range Planning Chair*

Karen Oates, *Finance Chair*

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Miggy Lopez

Mark McNeill

Arlene Sandner

Susan Sherwood

Erik Simon

Ouida Foster Toutedon

Margaret A. Umbrino

C. Scott Vanderhoef

Cliff Wood

Rockland 21C Staff

Anne Nissen, *Administrator*

Rebecca Christner, *Operations & Communications Manager*

Martha Lerner-Iglody, *PCHP Specialist*

ROCKLAND 21C...

Supports Schools and FRC Programs by

- Providing professional development through peer meetings, annual conferences, guest speakers, and field trips.
- Identifying and suggesting new strategies and models such as the Parent-Child Home Program, and strategies for helping immigrant families.
- Connecting to national models, notably Yale's Schools of the 21st Century program and the Coalition for Community Schools.
- Promoting annual planning accountability and monitoring of program outcomes.
- Fostering inter-district sharing of best practices and nurturing this unique suburban model.

Brokers & Leverages Community Investment by

- Promoting a county-wide commitment by rallying a varying continuum support from the county, towns, the state, and nonprofits.
- Looking for opportunities to build capacity such as by partnering with Rockland AmeriCorps, or the Steps program of the health department.
- Partnering or aiding in development of joint grant applications such as the US Department of Education's Full-Service Community Schools (FSCS) and New York State Department of Education's Literacy Zone programs.

Facilitates a Countywide Commitment to Children and Families by

- Serving as a recognized intermediary for community partners who wish to share information with schools and families, or whom we represent on initiatives such as Youth Fest, Census 2010, the Steps program of the health department, and the Supplemental Education Summit.
- Promoting a vision of the importance of parental engagement and family support to children's school success.
- Promoting community cohesion and understanding that schools are neighborhood assets.
- Gauging Rockland family needs and strengths, and acting accordingly.

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For the collaborative's work to succeed,
it takes at least two things:
a village (providing wisdom and resources),
and a trusted person (linking families, schools
and community resources).
Inside, you can see what these ingredients achieve.



Rockland 21C thanks everyone who contributes,
especially the County of Rockland, our donors,
and our partners inside and outside of schools.



A special 'shout-out' to 21C's long-serving board
members, who specialize in wisdom!

—Anne Nissen, Administrator



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