



EDUCATIONAL ALLIANCE

**To: United Neighborhood Houses
Re: Settlement House Sustainability Fund**

The Educational Alliance requests \$25,000 from the United Neighborhood Houses' (UNH) Settlement House Sustainability Fund to support reading and math academic intervention services at our P.S. 64 elementary afterschool program.

The start of the 2022-23 school year has brought to light some frightening statistics affecting all ages and grade levels of students: for grades 4 and 8, average test scores declined in both reading and math compared to scores in 2019 (National Center for Educational Statistics). While the traumatic social, emotional, and academic loss students have faced over the past two years is a nationwide challenge, this crisis hit home when our DOE partners at P.S. 64 reported that only 20% of students are performing at grade level in math and reading, which is a sharp decline from normal performance at the start of the school year for these students. With the support of UNH, we will be able to offer intensive afterschool interventions to P.S 64 students, conducted by their classroom teachers, in order to help the students achieve grade-level proficiency in math and reading.

Organizational Overview

Founded in 1889 as a settlement house for immigrants arriving to New York City, Educational Alliance (EA) brings together and partners with diverse communities throughout Lower Manhattan, offering individuals and families high-quality, multi-generational programs and services that enhance their well-being and socioeconomic opportunities. All of our programs are grounded in three core values:

1. Every person is born with a divine spark of dignity and creativity;
2. We are a joyful, open-tent community where everyone is welcome; and
3. Universal education is necessary for equal citizenship.

EA manages the community schools embedded in three NYC public schools, operating afterschool programs at each school site and reaching over 1,100 children and parents/caregivers annually. Our students face significant obstacles to academic success and social-emotional development, including poverty and housing insecurity. At each site, we work with host school leadership to offer a myriad of services to remove barriers to student academic success, such as providing crises intervention, attendance improvement, individual and small group counselling, and case management supports. Additionally, we host family engagement workshops such as navigating the high school application process.

Community Need

According to the Edunomics Lab at Georgetown University, New York City students lost an average of 16 weeks of learning in math and 13 weeks of learning in reading. Further, students of color experienced disproportionately higher learning loss over the course of the pandemic. According to the Associated Press: "[S]tudents who spent most of the time learning remotely during the 2020-2021 school year, many

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of them Black and Latino, lost about half of an academic year of learning. That's twice as much as their peers who studied in person that year."

The vast majority of our program participants at P.S. 64 are students of color: 18% of our students are Black or African-American and 74% are Latinx; 23% are experiencing insecure housing – all groups that have historically been underserved, and continue to be underserved, by our educational system. 29% of our students have been classified with a diagnosed disability, while countless students enter our programs with profound learning and emotional needs which have never been diagnosed or addressed.

Additionally, 91% of P.S.64 students are economically disadvantaged, defined by the New York State Education Department (NYSED) as students and/or families who participate in economic assistance programs, including: free or reduced-price lunch programs, Food Stamps, Foster Care, Refugee Assistance, Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), or Family Assistance: Temporary Assistance for Needy Families (TANF).

Students who are not performing at grade-level at the beginning of the school year run the risk of falling further behind as the school year moves forward. Students who do not meet their grade-level requirements will not be adequately prepared for the next grade and each year they are unprepared, the learning gap increases. Additionally, the social disruption this causes is also devastating for the student as they may not move forward with their peer group.

How Funding Addresses Need

Educational Alliance requests \$25,000 from United Neighborhood Houses to provide enhanced academic support during our afterschool program at P.S. 64. Through our partnerships with Boys and Girls Club of America, the New York City Department of Youth and Community Development (DYCD), and ExpandEd, we are able to provide a variety of engaging afterschool enrichment activities to our students. However, the needs of our P.S.64 students outpace the services we are able to provide—our students have faced precipitous learning loss over the course of the pandemic, which we seek to address through these proposed academic intervention services.

By effectively extending the school day to include supplemental reading and math support in the afterschool program, we will be remediating the learning loss that our students have faced over the last two years. Through partnership with UNH, we would be able to supply students with an additional 379 hours of academic support in reading and math this school year. Additionally, by utilizing the students' P.S. 64 classroom teachers to conduct the tutoring, we are providing the students with the most effective help possible, as their classroom teachers will provide important educational continuity and have firsthand knowledge of the areas in which they need the most assistance.

In providing intervention at this point in their academic careers, we are providing our students with the opportunity to catch up to grade-level performance standards and prevent them from falling further behind. Because of the unprecedented learning interruptions across the past two school years, our P.S. 64 students require this targeted approach to restore them to grade-level academic performance.

Impact on Community

Poor academic performance not only negatively impacts the student, but is a significant cause of stress to their parents or caregivers. By supporting the achievement of grade-level academic performance in math and reading for P.S. 64 students, UNH will be supporting the entire community of the Lower East Side. According to the Annie E. Casey Foundation study “How Third Grade Reading Skills and Poverty Influence High School Graduation,” students who do not read proficiently by third grade, live in poverty, and belong to a minority class are eight times less likely to graduate high school than their peers. Individuals that do not obtain a high school diploma face earning the lowest salary when compared to all other education levels.

However, workers that hold a high school diploma earn 23% more than those without, and college-educated workers have salaries that are 84% higher than those with a high school diploma (“Average Salary by Education Level,” Northeastern University). Additionally, research from the Justice Policy Institute has shown a correlation between educational attainment and crime rates: higher high school graduation rates are associated with positive public safety outcomes and states with higher college enrollment rates experience lower violent crime rates.

Given the critical juncture that our students are at in their education, this grant from UNH would set our students up for success in middle school, high school, and beyond. The Lower East Side will benefit from this academic intervention effort and their communities will benefit from our students’ academic successes, as they progress to become high school and college educated community members. By ensuring our elementary school students remain on track for their continued educational progress, we will help to break the cycle of poverty and improve the educational and socioeconomic outcomes for Lower East Side residents.

Budget

Line Item	Amount	Note
Salary :		
Per Session DOE Teacher Support	\$ 20,437.82	About 379 hours of instruction
Fringe @ 10.09%	\$ 2,062.18	
Total Personnel	\$ 22,500.00	
OTPS:		
Indirect cost @ 10%	\$ 2,500.00	10% indirect
Total cost	\$ 25,000.00	
Total Award	\$ 25,000.00	