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	SUNY Buffalo State	Partnership Name	Community Partner	Institutional Partner	Purpose	Length of Partnership	Number of Faculty	Number of Students	Grant Funding	Institution Impact	Community Impact
3	1	Volunteer and Service-Learning Center Initiatives	26 K-12 schools; 127 not-for-profit organizations; 14 community based groups; 3 governmental agencies	Volunteer and Service-Learning Center (VSLC); Student Affairs; Academic Affairs	The VSLC leads efforts on campus to integrate service with learning while working to improve the success of local agencies and schools in meeting community identified needs. This award winning program connects community agencies with faculty, staff, and students in two highly effective ways: 1) service-learning classes connect students with community organizations to meet community need while learning course curriculum, linking agencies with faculty who teach service-learning classes to provide programming and support related to course content; 2) facilitates student volunteerism through campus managed programs and connections to community groups such as campus community service days, alternative breaks, and web based volunteer postings.	10 years	46 in 2012-13	3367 in 2012-13	\$9,675	The VSLC's 10 year history of connecting faculty, staff, students, and community agencies has been a catalyst for increased community engagement activities across the institution. Institution wide commitments have increased dramatically this year including implementation of a service-learning course designation, the success of the Community Academic Center, increases in service-learning course offerings, significant development and expansion of community partnerships, and the appointment of a Coordinator of Community Engagement.	In 2012-2013 community partner surveys, 95% of partners who responded to the survey indicated that the volunteer and/or service-learning interaction with Buffalo State influenced their organization favorably in one or more ways. Influences included: 80% reported that the interaction assisted in meeting organization's mission and objectives; 55% reported an improvement in meeting community needs; 50% reported new ideas were brought by students; 38% reported an increase in the number of clients served. Service-learning and volunteer activities included school based and afterschool program support, homework help, dance classes, health and wellness supports, and academic offerings as well as organization supports including public relations, marketing, and advertising assistance, creative problem solving, assessment, community gardening, and housing renovation.
4	2	Community Academic Center After-school and Summer Programming for West Side Youth	Buffalo Public Schools (BPS), Every Person Influences Children (EPIC), Buffalo Public School #45, Journey's End Refugee Services	Center for Excellence in Urban and Rural Education (CEURE), Community Academic Center (CAC), Volunteer and Service Learning Center (VSLC)	The Buffalo State Community Academic Center (CAC) is located on the West Side of Buffalo and serves as a site where people from higher education and the local community meet to engage each other about matters of importance to children, families, and the West Side neighborhood. The center's mission is to coordinate and anchor cradle-to-career educational support programming for youth on Buffalo's West Side. As reflective of the diversity of the West Side neighborhood, programs focus on the needs of English Language Learners but are open to all youth and families. Recognizing that the success of children is directly related to a viable social and economic infrastructure, the center also supports micro-enterprise development and partners with neighborhood revitalization efforts. With a special emphasis on the needs of refugee families, the center serves as a "hub" for work being done at various satellite locations in partnership with a variety of community-based organizations.	2 years	8 in 2012-13	78 in 2012-13	\$500,000 over 5 years	These programs address 3 central strategic directions from Buffalo State's 2009-14 Strategic Plan. S.D. 1 is addressed through students' participation in community engagement activities in multiple community settings relying on service learning and other inquiry-based and collaborative forms of learning. These programs allow students to understand how the lessons they receive in class translate into practices outside the academy and directly experience the benefits of service to themselves and the communities in which they live. S.D. 3 is addressed through creating, expanding and strengthening community-academy partnerships where faculty and students are involved in curriculum-related learning opportunities that benefit community organizations and the children they serve. S.D. 4 is addressed through the creation of an Advisory Board for the CAC which helps support distinctive tutoring programs and related curriculum development which distinguish the college.	The community increasingly sees Buffalo State as a local resource and community partner. Examples of that include the number of meetings that take place at the CAC and CAC staff have been invited to join the boards of the West Side Business and Taxpayers Association and Westminster Economic Development Initiative among others. The afterschool arts program was actively involved in the creation of a mural that was funded by the National Endowment for the Arts Our Town grant. The mural has been extremely well received by the community. CAC regularly holds community meetings and round table discussions at the request of various community groups. There has been an increase in the number of faculty, students, and staff that find Grant Street and the West Side as a destination points for meetings, dining and shopping. Dr. Howard Cohen, President of Buffalo State, has taken to holding meetings on the West Side including at the West Side Bazaar, an incubator for new businesses.
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	SUNY Buffalo State	Partnership Name	Community Partner	Institutional Partner	Purpose	Length of Partnership	Number of Faculty	Number of Students	Grant Funding	Institution Impact	Community Impact
3	3	Anne Frank Project	Holocaust Resource Center of Buffalo, National Federation for Just Communities of WNY, World Outside My Shoes	Office of Academic Affairs; Buffalo State Community Academic Center; Volunteer and Service Learning Center; Office of Campus Equity and Diversity; Weigel Health Center; SUNY Office of Equity, Diversity, and Inclusion; SUNY Global. Office of First Year/Orientation Programming, School of Education, School of Arts and Humanities, Office of Student Life, Residence Life, Muriel A. Howard Honors Program	The Anne Frank Project uses the words and wisdom of Anne Frank as a starting point to examine the basis of hatred, intolerance, bullying, and genocide. AFP then teaches communities the tools and vocabulary for conflict resolution, community building, and identity formation through drama-based education and devised storytelling workshops and performances. Our purpose is to help people tell their stories because stories change the world.	5 years	1 full-time faculty; 1 full-time staff. Faculty presentation: 22 in 2013 (22 in 2012; 29 in 2011; 18 in 2010; 16 in 2009)	7 Teaching Artists; 4,500-5,000 conference participants and volunteers; 200 Buffalo Public School Youth Conference attendees; 500-1,000 local school children and community organization members in 2013.	\$12,500	The Anne Frank Project engages thousands of students and community members during its annual national conference where artists, activists, educators, and scholars come together to examine social justice issues. It is a doing conference where our participants practice using new tools and vocabulary that can help improve their world. The Office of Academic Affairs and the Anne Frank Project supports academic and community Fellowships that guide faculty, staff, and community partners to create social justice projects that improve critical thinking, collaboration, written and verbal communication, and leadership skills in their classroom work. The Anne Frank Project also collaborates with student organizations and institutional programs to support social justice and diversity initiatives on campus. Internationally, the Anne Frank Project brings students to Rwanda each year for a two-week immersion program where they learn the power of storytelling in conflict resolution, reconciliation, and forgiveness. Buffalo State students visit genocide memorials, schools, orphanages, refugee camps, and meet with artists, drama students, and cultural advocates. Upon returning to Buffalo State, our students create a play and skill-building workshop that tours local schools and organizations. The Anne Frank Project also plays an important role in recruiting local students through our annual Youth Conference. The AFP Youth Conference invites high school students to SUNY Buffalo State to engage in a day full of workshops led by social justice advocates, educators, and artists to learn conflict resolution skills that can improve their communities. We aim to provide an enriching experience that encourages them to apply to Buffalo State.	Our largest local initiative is called AFP in the Schools where we engage students in drama-based education performances that allow them to learn community building, conflict resolution, and identity formation. Through theatre we create a forum where stories can be shared, respected, and presented to build community. Our school performances and workshops have lifted hidden stories out of students that, in the end, help them find their shared humanity. In the Fall 2013 semester we worked with the following schools: McKinley High School, Buffalo Academy for the Visual and Performing Arts, Lafayette High School, Kadimah School, Springville Central Schools, St. Luke's Our Lady of Hope Homeschool and Mission of Mercy, The International School (BPS #45), and participated in the National Federation for Just Communities of Western New York high school youth conference.

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	SUNY Buffalo State	Partnership Name	Community Partner	Institutional Partner	Purpose	Length of Partnership	Number of Faculty	Number of Students	Grant Funding	Institution Impact	Community Impact
3	4	West Side Promise Neighborhood	Buffalo Public Schools; The Buffalo District Parent Coordinating Council (DPCC); The Belle Center; The Buffalo English Language Learners (BELL) Network; The Burchfield Penney Art Center (BPAC); Every Person Influences Children (EPIC); Canisius College School of Education and Human Services; Community Health Worker Network of Buffalo (CHWNB); People United for Sustainable Housing (PUSH) Buffalo; Read to Succeed Buffalo (RTSB) Network; Say Yes to Education Buffalo; Via Evaluation; The West Side Youth Development Coalition (WSYDC); Western New York Refugee and Asylee Consortium	CEURE, CAC, VSLC, Office of Institutional Advancement	Buffalo's West Side is a place where children struggle every day to overcome incredible challenges. These are young people who have a variety of skills, knowledge and personal characteristics, not the least of which is perseverance, that go untapped every day. However, it is not due to a lack of effort. There are many organizations and individuals in the community who are dedicated to helping those children and have significantly impacted the lives of many children. However, all these efforts have failed when it comes to addressing systemic underlying problems. The West Side is still a place dominated by high unemployment, poverty, crime, health risks, and low performing schools. As the only neighborhood in the city of Buffalo whose population is growing, the success of the West Side can be seen as critical to the success of the city and region as a whole. Further, the promise neighborhood premise aligns with the emphasis the campus has put on formalizing its commitment to being an active partner in the community through the opening of the Community Academic Center and other community engagement initiatives.	1 year	10	None to date; once funding is secured there will be a significant role for students	\$20,000 from the Healthy Living Fund, A Buffalo Area Foundation	We are currently in the planning and early implementation stage of elements of the Promise Neighborhood Initiative. Completion of the planning process will identify specific campus impacts.	The result will be a community that has coordinated cradle – to – career supports built for the success and achievement of the children and families living on Buffalo's West Side. The West Side Promise Neighborhood Project's theory of action is informed by principles that researchers have found effective approaches leading to systemic, sustainable community change/improvement. Specifically, the organization of the West Side Promise Neighborhood Initiative has already led to the commitment of key stakeholders, with a shared vision and goal to create a community of practice providing a continuum of cradle-through-college-to-career solutions that are linked and integrated seamlessly. Our next steps include engaging stakeholders in active collaboration to begin creating that continuum and move the initiative forward. All the work will build upon the foundation of the current programming, services and systems that the partners are currently providing, identifying and sharing best practices, and developing mechanisms and communication structures leading to a more comprehensive wrap-around network that more effectively meets the needs of children and families on the West Side.
7	5	New York State Child Welfare Training Institute	New York State Office of Children and Family Services (OCFS); New York State Office of Temporary and Disability Assistance (OTDA); Erie County Department of Social Services	Center for Development of Human Services	With the goal of promoting safety, permanence, and well-being for New York State's children, the New York State Child Welfare Training Institute (NYSCWTI) taps into the expertise of faculty to support and strengthen the provision of outcome-based training for child welfare workers, mandated reporters of child abuse and maltreatment, and also for prospective foster and adoptive families across the state. The NYSCWTI comprises the following six training projects: 1.) Child Welfare/Child Protective Services Outcome-Based Training Project; 2.) Child Protective Services Training Project; 3.) Teaming Model Training Project; 4.) Family Engagement Training Project; Foster/Adoptive Parent Training Project.	30 years	In 2013: 45 faculty 21 staff, as well as 13 public school teacher partners, and 22 UB faculty	In 2013, 18 Buffalo State students, 7 UB students	2012-13: OCFS \$13,864,589; OTDA \$2,848,574; Erie County \$224,850. TOTAL \$16,938,013	Students and faculty gain experience in strengthening New York State human service organizations through research, consultation, instruction, training, evaluation and program development in areas related to CDHS contracts.	Over the last 10 years, CDHS has trained: 138,459 caseworkers, 54,486 foster parents, 49,970 supervisors, 189,540 others
8	6	Professional Development Schools	Over 40 schools in Western New York as well as New York City, the Dominican Republic, Chile, and Zambia	SUNY Buffalo State Teacher Education Unit	The Professional Development School (PDS) Partnership, SUNY Buffalo State and participating schools, is a collaborative effort. The partnership is dedicated to university faculty, school administrators, practicing teachers, teacher candidates, and PreK-6th grade learners as we explore effective practices to: (1) cooperatively supervise teacher candidates and provide closer connections to authentic classroom practice; (2) promote professional development for in-service teachers, university faculty and administrators; (3) improve young student learning; and (4) research best practices for the education of all partners.	23 years	Over 50 in 2012-2013	Over 600 in 2012-2013	\$75,000 (This money doesn't come from a grant but several on-campus sources – the Research Foundation, SUNY monies, etc.)	The PDS provides authentic learning environments for SUNY Buffalo State students preparing to become teachers (teacher candidates) as well as rich scholarly opportunities for faculty. Through the PDS Action Research Mini-grants, faculty partner with teacher candidates and practicing teachers to conduct research in the field that leads to presentations and publications. Each year, an annual retreat involving all the constituents provides reflective time to critique past practices and develop new strategies.	The PDS connects SUNY Buffalo State to the community by serving children, practicing teachers, and building leaders through classroom support and professional development opportunities such as the annual retreat (Over 200 teacher candidates, teachers, administrators, and university faculty attended the 2013 retreat.) and the four yearly meetings held on site at our various partner schools. Outreach includes schools as well as community agencies and businesses such as a local grocery store and laundromat
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10	7	Western New York Partnership for Regional Invasive Species Management (PRISM)	Ecology & Environment; US Fish and Wildlife Service; NYS Nursery and Landscape Association; NY Sea Grant, SUNY Buffalo Great Lakes Program; NY State Office of Parks, Recreation and Historic Preservation; NYSDEC Region 9 Allegany Office; NY USDA NRCS; Cattaraugus Land Development Corp.; USACE Buffalo District; The Nature Conservancy; NY Dept. of Transportation; Cornell Cooperative Extension, Erie County; Reinstein Woods; Cattaraugus County Planning Department; Master Gardeners of Erie and Niagara Counties; Buffalo/Niagara Riverkeepers; Erie County Soil & water Conservation District; Chestnut Ridge Nursery; Roger Tory Peterson Institute.	Great Lakes Center (GLC)	PRISM Mission Statement: Proactively identify, evaluate, and address invasive species priorities in western New York using a coordinated partnership of local professionals, organizations, and private citizens to improve, restore, and protect local aquatic and terrestrial resources. SUNY Buffalo State will serve as the clearinghouse for all information pertaining to invasive species in Western New York. The Great Lakes Center mission is to improve the quality of the environment by providing the best possible science to decision-makers concerned with the health and sustainability of resources, with a primary focus within the Great Lakes and their watersheds. This is accomplished through high quality research, informed and current graduate and undergraduate education, and dissemination of information to the public through outreach. Although the main focus of the research in the GLC concentrates on the Great Lakes basin, nation-wide and international projects are also considered of high priority as they expose GLC scientists to the cutting edge of modern science, facilitate collaboration, and greatly increase visibility of the Center's activity in the scientific community.	The PRISM planning process took place for 6 years. The GLC has been in place for 18 years.	PRISM has 7 faculty members	20	\$1.1 million from the NYS Department of Environmental Conservation. The GLC currently has 11 projects totaling \$3,298,513.	Students are provided with opportunities to apply academic knowledge in addressing invasive species issues locally and regionally. Western NY community as a whole will recognize the leadership ability of Great Lakes Center in managing invasive species. Contributing faculty will have opportunities for more participation in graduate education and research. On campus, the GLC serves as both a catalyst and facilitator to link high-quality research with graduate and undergraduate education, increasing the College's role and visibility in the community. The GLC brings together faculty from academic departments with particular emphasis on the specialties of aquatic ecology, fisheries, watershed hydrology, water quality, environmental toxicology and chemistry, urban ecology, and environmental education.	Municipalities, private landowners, state agencies, and natural resource stewards will receive assistance in IS eradication efforts and IS education on preventing new introductions and the spread of current invasive species. Outdoor recreational experiences will be enhanced for the WNY community as natural landscapes are further protected. GLC actively promotes collaborative research with other academic and research institutions in the United States, Canada, Europe, and South America, and is a member of the Great Lakes Research Consortium. The Center also serves the Western New York/Southern Ontario region as a technical and intellectual resource for resolving environmental issues, as well as for continuing education and specialized training. It provides information and guidance to local and state lawmakers, public school students, industry, environmental groups, and others with interests in the Great Lakes to improve decision-making and governance, sustain the natural resources of the basin, and promote the economy of the Great Lakes. Center staff provide tours and short boat excursions to local schools at all levels, and to civic and community organizations.
11	8	Small Business Development Center	Erie County IDA, Buffalo Niagara Partnership, Amherst Chamber of Commerce, Greater South Buffalo Chamber, Wyoming County Chamber, WEDI, City of Buffalo Department of Economic Development, Erie County Minority and Women Utilization Board, Canisius College Women's Business Center, Entrepreneurial Assistance Program with Medaille College, United States Small Business Administration, Veterans Outreach Center, Everywoman Opportunity Center, University of Buffalo School of Engineering, University of Buffalo STORa	Office of the Provost, Five Academic Deans, Office of Institutional Advancement, Office of Sponsored Programs, Office of Professional Development, Office of International Studies, and School of the Professions, Engineering Technology Department, Department of Hospitality and Tourism, Office of Applied Mathematics, Economics Department, Fashion Technology Department and Business Department.	Provide one to one counseling to entrepreneurs who are starting a business or expanding a business; at the same time, gathering data about the current challenges to entrepreneurial development. Further the Center provides training to groups, such as artists, contractors, restaurateurs, children, veterans and individuals starting a business. We also provide specialized training in energy efficiency, e-commerce, and veteran business development. We also have a special division focused on social enterprise.	30 years	5	3-5 per semester	\$520,000	Community economic development, training for faculty and staff, excellent public relations, sponsored program income, training and employment for SUNY Buffalo State students. Center is also a "go to" center for both faculty and staff in need of project strategic planning.	The Center provides one to one counseling to over 1000 entrepreneurs per year. The center conducts over 25 training programs where approximately 2000 individuals are trained per year. Center helps business owners to secure financing for their businesses. The Center also has an impact of job creation.

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3	9	Burchfield Penny Art Center (BPAC)	The BPAC works with organizations through-out the community, state, nation and globe. In these relationships it introduces the college to them and builds possible relationships for future activities. The BPAC has built relationships with the Albright-Knox Art Gallery, helped in establishing a governance opportunity with the Buffalo History Museum, the Smithsonian, the Whitney, The Museum of Modern Art, the New York State Museum, the Hirschhorn Museum, the Hammer Museum and a variety of others. In the immediate community the variety of organizations is greater. A few of these organizations include the Western New Alzheimer's Association, the Partnership for the Public Good, St. Mary's	The Art Education Department, Communications Department, Design Department, Earth Science and Science Education Department, Economics and Finance Department, Elementary Education and Reading Department, English Department, History and Social Studies Department, Instructional Resources, Music Department, School of Natural and Social Sciences, Small Business Development Center, Theater Department, Writing Program	Our partnerships are many, so are the purposes of each project; however the mission of the Burchfield Penney Art Center states, "Through our affiliation with Buffalo State College, we encourage learning and celebrate our richly creative and diverse community." In every activity we encourage community – college engagement. In 1966, BPAC was opened on the campus of Buffalo State College, as part of the Buffalo State College Foundation. It was established as a museum to honor the life and career of the Artist Charles E. Buchfield, one of America's most famous artists. In 2001, the Burchfield Penney became a separate organization from SUNY Buffalo State with an independent 501c3. This was followed by a new standalone building in 2008. But its mission of creating connections between the college and the community has continued through all these stages.	48 years	Four shared faculty/stall lines; 25-50 faculty participate in exhibitions, programs, research tours etc.	Over 7,000 students participate in various programs; 52 students in museum studies program, 30 interns. Every Buffalo State student is a member of the BPAC; many utilize the museum for course work	Annual funding averages \$3.5 million (10% from Buffalo State salary support; 28% from BSC in-kind rent; 39% from contributed income [funds raised]; and 18% from earned revenue).	In addition to the range of classes taught by shared professors, SUNY Buffalo State provides continued sustaining support. Through a collaborative effort, the College helped the Burchfield Penney Art Center raise thirty-three million dollars to support building its new home. This effort brought together supporters of both organizations to realize a vision for the community. Ongoing support in the form of building maintenance and some position support makes possible the ongoing operations of the museum. Currently four positions including the Executive Director are supported by the College.	Annual attendance is approximately 90,000. This includes museum attendance, community meetings, presentation, virtuals and offsite. Students and faculty have free membership (13,000 avg); approximately 50,000 represent free attendance for organizations we work with: Albright-Knox Art Gallery, Buffalo History Museum, Buffalo Museum of Science, the Smithsonian, Whitney, Brandtwine, Museum of Modern Art, New York State Museum, the Hirschhorn Museum, Hammer Museum, CEPA Gallery, WNY Alzheimer's Assoc., Partnership for the Public Good, St. Mary's School for the Deaf, all school districts of the region (Erie, Biagara, Chataouqua, Catteragus, Orleans, Genesee, Wyoming, Allegheny) Girl Scouts, Olmsted Institute/Blind Association and Insight Gallery serving developmentally challenged adults.
12	10	West Side Youth Development Coalition (WSYDC)	WS Community Services, WS Business and Taxpayers, Father Belle Center, Hipanics United of Buffalo, Buffalo Police Department, Buffalo Public Schools, Erie County Sheriff's Office, WS & Riverside Neighborhood Housing Services	Center for Health and Social Research (CHSR), Departments of Communications, Criminal Justice, Health and Wellness	Continue collaborative action utilizing research-informed and evidence-based environmental prevention strategies implemented by a diverse Coalition through motivated involvement of community members, organizations, and institutions to reduce youth alcohol/drug abuse.	4 years (initially the West Side Youth Violence Prevention Coalition)	3	50 undergraduate students per year	5 year/\$625,000 grant from the Office of National Drug Control Policy (ONDCP) : Drug Free Communities Support Program (9/30/12 – 9/29/17)	WSYDC aligns directly with SUNY Buffalo State's mission of promoting intellectual, personal and professional growth among its students as well as enhancing the quality of life in Buffalo. Active student involvement in planning and carrying our community programs has far-reaching benefits for the current and future lives of those students involved.	The coalition comprises a cross-section of the West Side's population that closely and continuously monitors its mission to reflect the city's diversity. This provides the appropriate level of community recognition and status to act as a convener. The coalition strives to be inclusive of all community stakeholders from government to block clubs, from schools to youth organizations, from faith and business based organizations to civic and fraternal groups to develop strategies to reduce drug use and violence.
13	11	Buffalo History Museum Collaboration	Buffalo History Museum	History and Social Studies Education Department	In 2006, Buffalo State was approached by the Buffalo and Erie County Historical Society to identify a faculty member who could lead the Historical Society to accreditation. Dr. Conides subsequently assumed that role with additional responsibilities for strategic planning, fundraising, grant writing, and administration for a two-year period. She was renewed until December 2010 when she returned to faculty after having led the organization through a successful accreditation from the American Association of Museums (AAM). (It is one of just 800 of the country's nearly 18,000 museums to hold this accreditation.) When she returned to faculty, she and numerous colleagues from the History and Social Studies Department continued to nurture their partnership with the museum...and, in addition, have collaborated with the Art Conservation program to address unmet needs expressed by the Museum.	8 years	Cynthia Conides and "numerous faculty"	52 – current enrollment of students in the undergraduate minor, graduate program in Museum Studies, and graduate Certificate program	Currently, \$151,000 from the Oshei Foundation and \$16,000 for a pioneer exhibit in the North American Gallery at the Buffalo History Museum	Dr. Conides was instrumental in starting an undergraduate minor and a graduate certificate program in museum studies. The Buffalo History Museum has offered our students a variety of internship and service-learning opportunities for collections management, curatorial practice, museum operations, and visitor experience and education. A course on exhibit design is actually conducted at the Museum, not on campus. Currently, there is an exhibit at the Museum that was developed by SUNY Buffalo State's Museum Studies Graduate Program. It investigates the controversial topic of preservation in and around Buffalo. Guests will discover some of the area's most endangered architectural treasures and the efforts undertaken to save them. This exhibit is the first of many to come from Buffalo State graduate students. The graduate program creates semiannual exhibits each semester.	The programs are meeting a demand from the Buffalo History Museum, other area institutions, e.g., Albright-Knox Art Gallery, Burchfield-Penney Art Center, the Science Museum, as well as major institutions including the Smithsonian in Washington, D. C. The Buffalo History Museum is a top employer of the programs' graduates, with five current staffers from SUNY-Buffalo State.

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15	12	Liberty Partnerships	Lafayette High School, East High School, McKinley High School, Tapestry High School	Student Affairs	For over twenty-five years, Buffalo State has been home to the Liberty Partnership. Each year, this program helps nearly 300 middle- and high-school age youth who are from disadvantaged backgrounds in completing their high school diploma and becoming "college ready" individuals qualified for admission and motivated to pursue higher education.	25 years	4	280	\$30,000 - United States Department of Justice (USDOJ); Project Safe Neighborhoods grant	The Liberty Partnerships is one of the college's Pre-Collegiate Programs that helps Buffalo State provide tangible benefit to the community in which the campus is located, through support given to promising high school students that enables those students to complete high school and enter college. Grant funding also helps support the operational costs of the Research Foundation through indirect funds allocated for this purpose.	Pre-Collegiate Programs directly impact the community by achieving higher-than-expected high school graduation and college going rates among students served. The program also helps to increase the educational results achieved by its partner schools, thereby raising the profile of schools in which pre-college students are enrolled. Program staff offer leadership in the WNY community for promoting effective educational practices that meet the needs of first generation and low-income students.
16	13	Smart Grid	University at Buffalo (UB), Syracuse University, Clarkson University, University of Rochester, Onondaga Community College (higher education consortium), National Grid, New York Power Authority (NYPA), Schweitzer Engineering Laboratories (SEL), E-Sensors Inc. (Amherst, NY), EATON Corporation (formerly Westinghouse), Honeywell	SUNY Buffalo State School of the Professions: Engineering Technology Department	Work with relevant community entities to develop appropriate coursework, laboratory facilities, and faculty resources to train current and future utility workers and engineers in smart grid technology; address the expected nationwide shortage of smart grid practitioners and developers; provide training programs for industry to address the entire electricity delivery system, including transmission, distribution, and electrical equipment manufacturing; provide education and outreach to customers, community, policymakers, educators.	3 years	2 current (2 additional researchers proposed)	80	\$360,000 Dept. of Energy grant; \$36,000 SEL donations; \$120,000 from Operations Technologies.	Buffalo State is poised to become a leader in the implementation, research, design, and education of smart grid technology; transformative research opportunities; curricular development; emerging campus collaborations with education and social science departments and SUNY 4E Network of Excellence (Energy, Environment, Education, Economy).	Support economic development in NYS; develop intelligent grids, lower costs, increase revenues; facilitate intelligent use of resources.
17	14	North Tonawanda School District/ Buffalo State Social Work Department Field Education Program	North Tonawanda School District (elementary, middle and high schools)	Department of Social Work	Work with the school district to improve attendance, readiness to learn, and other behaviours/factors that negatively impact children's learning	30 years	5	7	0	The Social Work Department was able to afford a limited number of highly qualified students who were interested in subsequently completing graduate school in preparation for a career in school social work the opportunity to do their field education in a school, under the supervision of a licensed social worker	Our students participated in various out-of-classroom initiatives that were designed to address factors that negatively impacted children in the classroom. Assessment conducted by the district revealed that those initiatives resulted in improved behaviors in attendance and retention, preparation for learning, decreased disciplinary issues, etc. Without our students' participation, limited resources would not have permitted the district to offer those initiatives. In fact, the district's Board of Education awarded the Social Work Department a Certificate of Appreciation for "dedication and commitment to the PASS mentoring program as well as the improvement of academic achievement and character in countless North Tonawanda students."

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3	15	I am College Bound (IACB)	BPS - International School #45 and Martin Luther King Multicultural Institute #39, Department of Science K - 12, Superintendent's Office	CEURE, Buffalo State Admissions, Elementary Education and Reading Department, Science Education Department, Athletics Department, School of Education, School of Natural and Social Sciences	CEURE hosts over 500 elementary school children from BPS on campus. Today, when most large urban areas across the country struggle to keep students in school and dropout rates are rising, it becomes even more important to create a college-going culture within our schools. In order for students to be truly prepared for college, students need to be exposed to these ideas in the primary grades and addressed throughout a child's education. Before a campus visit, students hear from their classroom teachers about the importance of college. Buffalo State faculty visit the schools and Buffalo State students who are training to be teachers work with the elementary students on science lessons. On campus, students receive a short tour of the campus, conduct experiments in the college's science building under the guidance of Buffalo State teacher candidates and faculty, receive a Buffalo State photo I.D. card that proclaims "I am College Bound," have lunch with Buffalo State athletes and leave the campus with books and other educational materials related to the science concepts covered during the program.	3 years	10	85	\$125,000 from Buffalo Public Schools; \$50,000 from the Margaret L. Wendt Foundation of Buffalo	This program addresses 3 central strategic directions from Buffalo State's 2009-14 Strategic Plan. S.D. 1 is addressed through education majors participation in community engagement activities working with public school children. S.D. 3 is addressed through creating, expanding and strengthening community-academy partnerships where faculty and student are involved in curriculum-related learning opportunities that benefit community organizations and the children they serve. S.D. 4 is addressed through the creation of a program that develops a college-going culture in elementary age students. There is a dearth of programming that targets elementary-aged children, yet research and our own anecdotal findings points to a need for such programming. This programming distinguishes the college in this type of community engagement.	As this program is in its third year, it is hard to find data that links the program to changes in student behavior (i.e. staying in school; increased attendance; however, the surveys of school personnel, students, and parents show clear evidence that all participants feel that the program is well run and having a significant positive effect.

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