



**PROVIDENCE  
ST. MEL SCHOOL**

Office of Development

Paul J. Adams III, President  
Jeanette DiBella, Principal  
Michael D. O'Halleran, Chairman of the Board of Trustees

July 31, 2012

Mr. Hal Mayer  
President  
*The Oscar G. & Elsa S. Mayer Family Foundation*  
1 South Pinckney Street  
Suite 920  
Madison, WI 53703

Dear Mr. Mayer:

Providence St. Mel greatly appreciates the tremendous support that *The Oscar G. & Elsa S. Mayer Family Foundation* shown over the years. We are fortunate and blessed to have this commitment to our school, our hardworking students, and our special mission. With your most recent grant, you enabled young children from our disadvantaged and troubled community to receive an excellent education — a special opportunity that many would not otherwise have had.

Because of this most recent investment by *The Oscar G. & Elsa S. Mayer Family Foundation* in our early childhood education program, underprivileged students have had the opportunity to receive developmental experiences and quality instruction in an environment that is safe, nurturing, but also productive. Providing early education that is academic-based, rather than play-centered, Providence St. Mel is laying the proper foundation for the success of these children. We are instilling in the young minds of our three-year-olds and four-year-olds the idea that education is powerful, exciting, fun, and invaluable and that the goal of their education is to earn admittance to a four-year college or university and to aim for one of the most prestigious institutions in the nation.

Enclosed is the interim report on the first year of this grant. We thank *The Oscar G. & Elsa S. Mayer Family Foundation* for helping to make our early childhood education program possible.

We are delighted that we will be expanding the program in the 2012-2013 academic year. We will be offering one pre-school class with 15 children, and *two* pre-kindergarten classes with 17 children in each. We will also be expanding our kindergarten to two classes with 25 children in each. That interest in our early childhood program continues to grow demonstrates the appeal of and respect for a Providence St. Mel education and also indicates the success of our program.

We are also delighted that our pre-school teacher is currently pursuing an M.S. in early childhood education at the heralded Erikson Institute, the nation's premier graduate school in child development. Acceptance to its highly selective graduate program is very competitive, indeed. With its rigorous, integrated curriculum that covers all aspects of child development and its faculty of nationally recognized leaders in early childhood education, the Erikson Institute

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offers an opportunity for an enhanced partnership with Providence St. Mel and our teachers. Just as the Erikson Institute can become a resource for our youngest students and their parents, Providence St. Mel can become a resource for the Erikson Institute, offering placement for its best students and graduates.

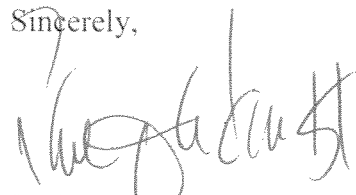
Our school social worker is also in partnership with the Erikson Institute in developing innovative approaches to reach parents.

This relationship will become an invaluable asset to our school and our early childhood education program, enabling ours to advance as a highly effective program, a leader in the education and development of the youngest students.

As you can imagine, we are excited to begin a new school year and to greet so many bright and eager young faces!

All of us at Providence St. Mel deeply appreciate the continuing generous support of *The Oscar G. & Elsa S. Mayer Family Foundation* and look forward to sharing with you the progress of our early childhood education program.

Sincerely,



Paul J. Adams III  
President



Jeanette DiBella  
Principal

Enclosures

# OSCAR G. & ELSA S. MAYER FAMILY FOUNDATION

## INTERIM GRANT ACCOUNTABILITY REPORT

<u>July 30, 2012</u> Report Date	<u>\$75,000</u> Grant Amount	<u>Providence St. Mel School</u> Organization Name
<u>F. Martin Glvnn</u> Report Author's Name	<u>glvnnm@psmnow.com</u> Author's Email Address	
<u>773.265.2219</u> Author's Phone	<u>Providence St. Mel School, 119 South Central Park Boulevard, Chicago, IL 60624</u> Author's Postal Address	
<u>Year 1 of 3 years</u> Term of Gant	<u>Support for Early Childhood Education Program at Providence St. Mel School</u> Purpose of Grant	

### Intended Outcome #1 Restated

Help children develop language abilities

#### Outcome

On Target

Lagging Target

Exceeding Target

Please provide quantitative and qualitative data/explanations to support the above.

At the time of enrollment of children in the Providence St. Mel Early Education Program, we used a developmental checklist to determine the baseline for these incoming students. We found that roughly 5 percent of the inaugural class for our pre-school knew and could recognize and state all colors, numbers, and letters of the alphabet. After a year in our pre-school, 90 percent our three-year-olds were able not only to recognize these elements (colors, numbers, and letters) but, more importantly, to identify them by name. Parents were also exposed to all areas of curriculum in Saturday Enrichment classes. To measure this progress, we used quarterly benchmark assessments (that is, developmental checklists) that are aligned with our curriculum. This progress we shared with the parents (or caregivers), who were required to attend quarterly parent-teacher conferences. Attention in these conferences was given to how the child was performing in the development of language abilities.

### Intended Outcome # 2 Restated

Promote and encourage literacy development

#### Outcome

On Target

Lagging Target

Exceeding Target

Please provide quantitative and qualitative data/explanations to support the above.

In the case of literacy development, we feel that our students, especially our pre-kindergarten students, were not quite on target for the year, based on our informal/formal assessments done one-on-one or in small groups and based also on our developmental checklists. For the 2012-2013 academic year, as we expand to two pre-school and two pre-kindergarten classes, we will include more kindergarten skills to the pre-kindergarten curriculum. With this, we will continue to use a comprehensive, concrete, and sequential reading and math program, which has proved successful for many years in the learning environment in our lower school. We are also adding Orff/Suzuki Music, which will enhance literacy development to students who need multisensory approaches to learning. We will measure final outcomes in the TerraNova Standardized Assessment given during kindergarten. We are hopeful that students from our pre-school and pre-kindergarten will score significantly higher than new entering kindergarten students.

### Intended Outcome # 3 Restated

Develop critical thinking and reasoning abilities

Outcome

On Target

Lagging Target

Exceeding Target

Please provide quantitative and qualitative data/explanations to support the above.

In both our pre-school and pre-kindergarten, our teachers used informal and formal observation instruments that provided data on the ratios of teacher/student interactions, on student on-task percentages, on student participation, and on the number of higher level questions (suggested by Bloom's Taxonomy) that were asked during lesson execution in order to check the ability of the student to interpret information. The on-task percentage exit score for our pre-school was 88 percent; our three-year-olds began the year at 65 percent. The on-task percentage exit score for our pre-kindergarten was 85 percent; our four-year-olds began at 60 percent.

We should note that our teachers possess different abilities, but they are working to align their skills so that our students will not only meet but exceed desired outcomes. For the second year of this program, these pre-school and pre-kindergarten teachers will be returning to teach at Providence St. Mel. The additional teacher needed for class was hired last year as an aide to grow in the Providence St. Mel instructional framework. They will continue to receive informal and informal observations, timely, constructive feedback, and professional development on strategies to help increase and shape the critical thinking and reasoning skills of our youngest students.

Major Changes in Organization's Executive or Board Leadership (please state changes in personnel and rationale)

There have been no major changes in the executive or board leadership at Providence St. Mel.

Major Changes in Program Leadership (please state changes in personnel and rationale)

There have been no major changes in program leadership.

Major Changes in Program or Program Outcomes (please state changes and rationale)

The major change in our program will be its expansion. For the 2012-2013 academic year, we will be offering one pre-school classes and *two* pre-kindergarten classes. (Incidentally, we will also be expanding our kindergarten to two classes.) We are delighted that the children in our early childhood education program will be returning to Providence St. Mel in 2012-2013 to continue their learning. Our pre-schoolers are advancing to pre-kindergarten, and our pre-kindergarteners are advancing to our kindergarten.

Major Obstacles or Delays Encountered Affecting Program Goals

There have been no major obstacles or delays affecting program goals.

Major Changes in Financial Stability of Program/Organization (please state changes and rationale)

There have been no major changes in the financial stability of the program or organization. We do intend to increase our efforts to seek support from individuals, foundations, and organizations to ensure that this program thrives and grows. Because our early childhood education program serves an important role in helping our school fulfill its mission, we are thoroughly committed to the continuation and success of the program.

Attachments -- Please attach the following documents:

1. Current organization operating budget from date of grant to present (actual vs. budget).
2. Current project data from date of grant to present (actual vs. budget).
3. One additional attachment of your choice that celebrates your accomplishments from date of grant to present.

# Providence St. Mel School

— *A Model for Urban Education* —

## Accomplishments

2011-2012

### A Providence St. Mel Education Produces Results

Once again this year, and since our beginnings in 1978, *100 percent of our graduates have been accepted to four-year colleges and universities*. Further, since 2001, over 50 percent of our graduates have been accepted to colleges and universities rated by *U.S. News & World Report* to be among the “tier one” institutions in the nation, including Bates, Boston University, Brown, Carnegie Mellon, Carleton, Colgate, Columbia University, University of Chicago, Cornell, Davidson, Emory, Georgetown, Grinnell, Harvard, Illinois, MIT, Northwestern, Michigan, Notre Dame, Oberlin, Princeton, Rensselaer Polytechnic, Rice, Stanford, Tufts, the United States Naval Academy, Vanderbilt, Washington University in St. Louis, and Wisconsin.

The Class of 2012 not only carried on this annual tradition of a perfect rate of college acceptance, but they also garnered nearly \$3 million in scholarship and financial support from the colleges and universities they will be attending this fall! Were this not impressive enough, over the past four years, our graduates have received over \$20 million in college scholarships!

To achieve so much is a tremendous accomplishment for these students, many of whom started their studies at Providence St. Mel with considerable academic deficits and personal obstacles, entering our school with scores as low as the 25<sup>th</sup> percentile (which is two to three years *below* grade level) in math, reading, and language. This performance by these students — by all of our students — affirms what we have learned over three decades of teaching. If we can reach at-risk children and instill in them the proper academic discipline and personal values, these students will succeed, advance from one grade level to the next, graduate, and matriculate to university. If they are to escape from intellectual and financial poverty, if they are to avoid social failure, our students must succeed in the classroom. Unlike other schools serving disadvantaged communities, we have a track record of over 30 years of achieving academic excellence and of preparing students for higher education.

### Recent Accomplishments

For well over three decades, our students have continued to prove that, despite the dangers and limitations that mark our underprivileged inner-city community, they can compete in the classroom and can achieve academically and personally. As our partner, *The Oscar G. & Elsa S. Mayer Family Foundation* shares in our ongoing accomplishments — such recent accomplishments as these during the 2011-2012 academic year:

- Jonathan Pullum (Class of 2012) will be attending the United States Naval Academy in the fall. This is the first time in Providence St. Mel history that one of our students has been accepted to one of the service academies.

- In the fall of 2011, our team came in first place in the Chicago Stock Market Game. Over 13,800 Illinois students in grades 4-12 participated in this educational program. In the Chicago high school competition alone, 94 student teams participated.
- In March, our lower school scored at the 78<sup>th</sup> percentile, and our middle school scored at the 82<sup>nd</sup> percentile on the Multiple Assessment TerraNova Standardized Test. The average score of the 80<sup>th</sup> percentile placed our school 30 points above the national norm.
- The Providence St. Mel team placed first in the WYSE (Worldwide Youth in Science and Engineering) competition. Marcellus Burt earned first place and Jeanette Greene and Gerrielle Stafford tied for second place in chemistry. In math, Nia McGill took first place, and Adam Harris and Eshe Hawash each tied for second. In physics, Sam Sentongo earned first, and Eshe Hawash earned second place.
- In the National Spanish Exam, five Providence St. Mel students, Allison Collins, Eshe Hawash, Malik Howard, Nia McGill, and Mariah Williams, placed as gold medalists, and fourteen others placed as silver medalists.
- At the regional competition for the American Association of Teachers of Spanish and Portuguese, Marcellus Burt won first place honors for his poetry recitation, while Ashaunti Roby, Mary Malina, Ravin Taylor, and Dimitrius Harrington each won second place. In the poster competition, Jordyn Harrison earned a second place ribbon.
- Junior Sam Sentongo won a gold medal for engineering in the DuPage County ACT-SO (Academic, Cultural, Technical and Scientific Olympics) competition. He will be representing Providence St. Mel in the national competition.
- Out of thousands of student entries from schools throughout the nation, the art pieces by high school students Eshe Hawash and Dayvion Barnett were accepted by *Celebrating Art* to be published in a book that features today's best student artists. Literary artists from our school also received praise. Marion McDonald wrote and published a book, titled *The Missing Mom*, and Deyontavis Hightower had a poem published after submitting it in the *World Poetry Contest*.
- In January, Maya Tatum-Lattimore represented Providence St. Mel as a vocalist in the *All-State Choir*.
- This spring, our students competed in the *Illinois High School Association's State Solo and Ensemble Contest*. Providence St. Mel garnered 12 Division I (Superior) ratings and 14 Division II (Excellent) ratings. Our music department also competed in the *Illinois Elementary School Association's Solo and Ensemble Contest*, receiving 18 Division I (Superior) ratings and 4 Division II (Excellent) ratings.
- This spring, our high school students competed at the *Illinois State Bar Association Mock Trial Competition*. Felicia Shaw was recognized for *Outstanding Achievement as a High*

*School Mock Trial Lawyer*, and Njeri Williams and Latrionna Moore were each recognized for *Outstanding Achievement as High School Mock Trial Witness*.

- Our National Honor Society helped to raise \$1,925 to support the Chicago Crop Walk, and through our Sister Loretta Schafer Toy Drive, our students raised over \$450 for the Comer Children's Hospital at the University of Chicago.
- As a part of our *Summer Opportunity of A Lifetime (SOAL)* program, we send students around the country and around the world to take part in academic and enrichment programs. Dr. James Basker, founder and president of the Oxbridge Academic Program, highlighted the outstanding accomplishments of all of our students who participated in the international programs at Oxford, Cambridge, Barcelona, Paris, and Montpellier.
- Another participant in *SOAL*, Bernard Lilly attended Brown University in a special leadership program. He impressed his instructors so much that he was invited back in November 2011 for *Advanced Leadership Training*.

**We Thank our Partner, *The Oscar G. & Elsa S. Mayer Family Foundation***

Providence St. Mel has enjoyed yet another busy and productive academic year in 2011-2012, and our expanded early childhood education program, made possible by support from *The Oscar G. & Elsa S. Mayer Family Foundation*, helped us to reach young lives even sooner, giving these children a safe and productive learning environment that nurtures and supports them. *The Oscar G. & Elsa S. Mayer Family Foundation* has been a key partner in the remarkable progress of these youngest students — of all of our students. *The Oscar G. & Elsa S. Mayer Family Foundation* shares greatly in our continuing record of achievements and of academic excellence. Providence St. Mel deeply appreciates this commitment to our hopeful, hardworking students. We thank *The Oscar G. & Elsa S. Mayer Family Foundation* for this belief in our mission and in the quality college-preparatory education that our school provides to all of our students, from the high school senior to our preschooler. Thank you.

Oscar G. Elsa S. Mayer Family Foundation

PROGRAM BUDGET

Organization Name:	Providence St. Mel School
Program Title:	Early Childhood Education Program
Program Start Date:	July 1, 2011
Program End Date:	June 30, 2014 (Academic years 2011-12; 2012-13, 2013-14)

PROGRAM REVENUE	Notes <sup>(1)</sup>	1st Year Actual	1st Year Budget	2nd Year Budget	3rd Year Budget	Total Proposal Budget
<u>Tuition (45 students)</u>						
Total Tuition		\$ 56,160	\$ 243,000	\$ 247,860	\$ 252,817	\$ 743,677
Foundation Grants <sup>(2)</sup> Oscar G & Elsa S. Mayer Family Foundation Albert and Judith Simon Family Charitable Foundation		75,000 15,000	75,000	50,000	50,000	175,000 15,000
Total Foundation Grants		\$ 90,000	\$ 75,000	\$ 50,000	\$ 50,000	\$ 190,000
<u>Government Contracts/Grants</u>						
Total Government Contracts/Grants		\$ -	\$ -	\$ -	\$ -	\$ -
Corporate/Business Gifts Individual Donations Individual Donations Fundraising Events In-Kind Gifts <sup>(3)</sup>						
<b>TOTAL SOURCES OF SUPPORT</b>		<b>\$ 146,160</b>	<b>\$ 318,000</b>	<b>\$ 297,860</b>	<b>\$ 302,817</b>	<b>\$ 933,677</b>
PROGRAM EXPENSES	Notes	1st Year Actual	1st Year Budget	2nd Year Budget	3rd Year Budget	Total Proposal Budget
<b>DIRECT Program Expenses:</b>						
<u>Compensation Expense (by position)</u> (1) Pre-School & (2) Pre-K teachers & (2) Teaching Aides (Salary & Benefits) Parent Enrichment - Social Worker (stipend)		223,282 2,000	197,641 2,000	211,476 2,000	226,279 2,000	635,396 6,000
Total Compensation Expense		\$ 225,282	\$ 199,641	\$ 213,476	\$ 228,279	\$ 641,396
<u>Scholarships/Financial Aid</u>						
Total Scholarships/Financial Aid Expense		\$ 7,650	\$ 125,000	\$ 128,000	\$ 130,000	\$ 383,000
<u>Professional Services (by position)</u>						
Total Professional Services Expense		\$ -	\$ -	\$ -	\$ -	\$ -
<u>Other Direct Program Expenses</u> Professional Development Consumable Supplies for Students (e.g., clay, arts & crafts, paper, crayons, learning boards) Consumable Supplies for Teachers Nonconsumable Supplies for Students (e.g., textbooks, dry erase boards, manipulatives kit) Nonconsumable Supplies for Teachers (e.g., teachers resource books) Computer Equipment/A-V Equipment/Software & Licenses Classroom Furniture and Fixtures		- 1,914 - 13,029 228 8,089 122,009	1,500 1,628 309 7,926 260 6,100 8,500	1,500 1,742 350 1,125 278 750 375	1,500 1,964 375 1,210 298 815 425	4,500 5,234 1,034 10,261 836 7,685 9,300
Total Other Direct Program Expenses		\$ 145,269	\$ 26,223	\$ 6,120	\$ 6,487	\$ 38,330
<b>INDIRECT Program Expenses <sup>(4)</sup></b> Allocation of General, Administration and Overhead to Project: 15% of direct program expenses and includes utilities, maintenance, administrative support, etc.		50,743	33,680	32,939	35,215	102,034
Total Indirect Program Expenses		\$ 50,743	\$ 33,680	\$ 32,939	\$ 35,215	\$ 102,034
In-Kind Expenses <sup>(5)</sup>						
<b>TOTAL EXPENSES</b>		<b>\$ 428,944</b>	<b>\$ 384,744</b>	<b>\$ 380,535</b>	<b>\$ 399,981</b>	<b>\$ 1,165,260</b>

- (1) For funding sources, please note the status of each, e.g. Secured, Pending, or Planned
- (2) For foundation sources, please itemize major secured, pending, or planned sources
- (3) For in-kind gifts, please footnote the values used, e.g. the dollar amounts per hour and the hours planned
- (4) For indirect expenses, please either itemize or show the allocated percent of direct program expenses according to your organization's overhead allocation or indirect cost recovery policy
- (5) For in-kind expenses, please footnote the cost factors used, e.g. the dollar amounts per hour and the hours planned