

The Oscar G. & Elsa S. Mayer Family Foundation  
Proposal Information Form

Please make entries directly into this form, or as continuations or attachments to this form.

I. PROPOSAL SUMMARY AND RESPONSIBILITY

Organization name: Jane Addams Hull House Association

Project/Program title: Supporting Teachers So That All Children Are Ready (STAR)

Program/Project Start Date: 1/1/12 Program/Project End Date: 12/31/12

Proposed Funding: First Year: \$ 50,000 Total: \$ 50,000

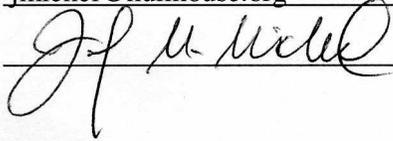
Grant Administrator:

Name & Title: Jennifer Michel, Director of Grants

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Chicago, IL 60607

Telephone: 312-235-5369 Fax: 312-235-5287

Email: jmichel@hullhouse.org

Signature:  Date: 10/7/11

Program Director/Project Manager/Principal Investigator (if different above):

Name/Position: Barbara Becker, Director of Early Literacy

Address: 1030 West Van Buren, Chicago IL 60607

Email: bbecker@hullhouse.org

Telephone: 312-235-5355 Fax: 312-235-5287

The Oscar G. & Elsa S. Mayer Family Foundation  
Proposal Information Form

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**II. PROPOSAL STATEMENT**

Please describe the program/project that you propose for our Foundation to fund. Please mention the overall size of the program/project, how many children, by age range, and how many caregivers, it serves, studies, or supports, and what you know about their socio-economic characteristics and that of the community in which they live.

Hull House is requesting a one-year grant of \$50,000 for its early learning mentor coaching initiative Supporting Teachers So That All Children Are Ready (STAR). STAR is a partnership between Hull House and the Chicago Department of Family and Support Services (DFSS) and impacts 30 city of Chicago Head Start teachers, 15 classrooms, and 250 students. The mentor coaching model provides intensive, classroom embedded, and professional development to improve child outcomes as measured by the Head Start Children's Outcome Framework for children ages 3 to 5. The model emphasizes predictors of school success in the area of language and literacy.

**III. PROPOSAL ATTRIBUTES**

Please provide and discuss the following information for the type of program/project you propose:

A. Direct Service Programs:

1. The location, size and socio-economic characteristics of the community served by your proposed program.

The Hull House STAR program will serve children and families enrolled at Head Start sites located in the following Chicago communities: Woodlawn on Chicago's South Side and Uptown, Lincoln Square, and Edgewater on Chicago's North Side. The Head Start Programs to be supported by the STAR project will impact 30 teachers and 250 students. The demographic and socio-economic characteristics are summarized below:

Woodlawn's geographic boundaries consist of Lake Michigan to the east, Martin Luther King Drive to the west, 59<sup>th</sup> street to the north and 71<sup>st</sup> street to the south. More than 26,000 people reside in Woodlawn; over 93% are African American and over 2,500 are under the age of 5. The median income is \$20,484. The poverty rate for households with children is 48.7%, and 24% for single parent households; 16.4% of households receive public aid. 29.9% of individuals have not received a high school diploma, and 26.3% have a high school diploma/GED, The unemployment rate is 15.3%.

Uptown's geographic boundaries consist of Lake Michigan to the east, Damen to the west, Irving Park to the south, and Foster to the north. More than 63,500 people reside in Uptown: 19.1% are African-American, 20.2% are Hispanic, 12.3% are Asian, and 34.1% are Caucasian. 3,700 are children age 5 and younger. The Uptown community is socio-economically and culturally diverse. The median income is \$34,238; the poverty rate for households with children is 34.6% and 6.7% for single parent households. 7.5% of households receive public aid. 21.5% of adults have not received a high school diploma, and 14.9% have a high school diploma/GED. The unemployment rate is 5.5%. There has been an influx of immigrant populations into this

## The Oscar G. & Elsa S. Mayer Family Foundation Proposal Information Form

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community during the last 30 years; 35.6% of residents are immigrants and 43.3% of households speak a language other than English in the home.

Lincoln Square's geographic boundaries consist of Damen Avenue to the east, Kedzie to the west, Devon Avenue to the north and Montrose to the south. More than 42,500 people reside in Lincoln Square: 2.8% are African-American, 26.2% are Hispanic, 12.6% are Asian, and 41.8% are Caucasian. More than 3,000 are children age 5 and younger. The Lincoln Square community is socio-economically and culturally diverse. The median income is \$43,505; the poverty rate for households with children is 15.4% and 6.1% for single parent households. 2.4% of households receive public aid. 19.6% of adults have not received a high school diploma and 19.3% have a high school diploma/GED. The unemployment rate is 5.8%. As with Uptown, there has been an influx of immigrant populations into this community over the last 30 years: 41.3% of residents are immigrants and 54.3% of households speak a language other than English in the home.

Edgewater's geographic boundaries consist of Lake Michigan to the east, Damen to the west, Devon to the north, and Foster to the south. More than 62,500 people reside in Edgewater: 15.8% are African-American, 19.6% are Hispanic, 11.2% are Asian, and 39.2% are Caucasian. More than 3,700 are children age 5 and younger. The Edgewater community is socio-economically and culturally diverse. The median income is \$37,871; the poverty rate for households with children is 19.9% and 5.3% for single parent households. 4.1% of households receive public aid. 14.7% of adults have not received a high school diploma and 18.2% have a high school diploma/GED. The unemployment rate is 5.5%. There has been an influx of immigrant populations into this community during the last 30 years. 38.8% of residents are immigrants, and 45.3% of households speak a language other than English in the home.

2. The unmet needs of the community that your proposed program addresses, and how you identified those needs.

The Chicago Program Evaluation Project (C-PEP), conducted by Mathematica Policy Research 2006-2007 at the behest of DFSS, Chicago Public Schools, and the Erikson Institute, examined the quality of Chicago's pre-school programming by looking at roughly 30,000 4-year-old children who attended Chicago's early childhood education programs, including half and full day Head Start and Pre-K Collaboration, in the 2006-2007 school year. Findings from this study informed opportunities the department made available to teachers, education coordinators, and program administrators, including opportunities in reflective teaching and management practices offered by a variety of venues, including Teaching Strategies, Columbia College and National Louis University. C-PEP was followed by a system-wide Classroom Assessment Scoring System (CLASS) evaluation which examined 702 Head Start/Collaboration classrooms between October 2009 and March 2010. The results of this assessment are informing the DFSS's current training and technical assistance plans.

The CLASS measures the quality of teacher/child interactions in three domains: Emotional Support, Classroom Organization, and Instructional Support. Chicago's CLASS scores followed typical patterns throughout the country, with the highest scores being in the domain of Emotional

## The Oscar G. & Elsa S. Mayer Family Foundation Proposal Information Form

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Support (5.28 on a 7 point scale), followed by Classroom Organization (4.61), and the lowest in Instructional Support (3.18). CLASS studies reveal that for those teachers with stronger scores in the Emotional and Organizational domains, even a small improvement in their Instructional Support domain scores can have a profound impact on the outcomes for the children in their classrooms.

3. The research findings, best practices and/or curriculum models on which the following program elements are based.
  - 1) the choice of format or setting (*e.g.*, home visits, center-based, office visits).
  - 2) the duration (the overall length of time it serves a given participant).
  - 3) the intensity (how many hours each day and days each week a participant receives services).

In response to the above findings, Hull House partnered with DFSS to provide a mentor coaching program for 15 Head Start classrooms, impacting 30 teachers and 250 students. The STAR Program provides these teachers whose classroom practices would be most impacted by concentrated mentoring related to instructional support. Hull House has a long history in the field of early childhood services and in providing mentor coaching through a project funded by two U.S. Department of Education (DOE) Early Reading First grants. As a result of mentor coaching at Hull House sites, independent evaluators contracted by the DOE found that: 100% of participating teachers received the highest possible score in the Book Area section of the Early Language & Literacy Classroom Observation (ELLCO) assessment tool; 100% received scores of 7 or 8 in the Book Selection section; 100% received the highest possible score of 3 in the Writing Materials section; 100% received the highest possible scores of 11-13 in the Writing Around the Room section; 88% received the highest possible scores of 8-9 in the Book Use section; and 75% received scores of at least 23 in the General Classroom Environment section. 75% of the participants received mean scores of at least 4.0 on the Classroom Observation Scale and 88% received scores of at least 12 on the ELLCO Literacy Activities Scale. CLASS scores in the Emotional Support, Classroom Organization and Instructional Support domains showed average gains of 1.67 through the three years of the Early Reading First project.

The Hull House STAR mentor coaching model includes teacher observation, teacher-coach conferences, lesson and skill modeling, videotaping and weekly support, and contact between coach and teacher. Mentor coaches provide ongoing, consistent site- and teacher-specific professional development that covers best practices and foundational research, and supports the process of self-reflection. Three coaching levels are provided with each level, increasing in intensity, sophistication, instruction, and self-reflection. Coaching is supportive, instructive and strength-based. Teachers are supported in: curriculum development and implementation; using child outcome data; individualizing for children based on observation and ongoing assessment; and providing positive staff-child interactions in the domains of the Head Start Child Outcome Framework. This model is designed to fully support Head Start teachers as they improve their instructional methods and prepare their students for success in school.

Goals of the STAR mentor coaching project:

## The Oscar G. & Elsa S. Mayer Family Foundation Proposal Information Form

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- Support teaching staff in improving the development and early learning of Head Start children and to ensuring continuous program improvement.
- Support teaching staff in assisting children in the 11 domains of the Head Start Children's Outcome Framework with particular emphasis on literacy and language domains.
- Support teaching staff's growth and development as measured by the CLASS [pre-post intervention] and align child outcomes with teacher gains in the CLASS.
- Support teaching staff in strengthening the Head Start classroom environment [pre-post intervention].

Onsite professional development includes systematic observation-feedback by mentor coaches for classroom teachers and frequent classroom coaching to scaffold teacher learning and development. Coaching involves instruction, modeling and lesson planning. As part of the observation process, mentor coaches maintain a coaching log after each session, allowing coaches to determine each teacher's functional level so as to customize and apply a more sophisticated approach as teachers learn and grow throughout the coaching. The lead coach also uses these logs to supervise the mentor coaching team and to enhance their coaching practices.

The CLASS and ELLCO assessment tools are implemented formally and informally to guide teacher progress and to adapt coaching strategies and individual goal setting within the targeted CLASS dimensions. Mentor coaches also provide ongoing summaries of the environment through the use of the Hull House-designed, ELLCO-based "quick environmental checklist" to monitor and support further environmental adjustments. Teachers are able to gain an understanding of how they can interpret data, whether from CLASS, ELLCO or other child assessment tools, and use that data to shape their classroom practice, improve individualized lesson plans, and integrate those plans into the classroom.

As stated above, the three levels of mentor coaching correspond to the three dimensions of the CLASS, proceeding from relational to classroom management to cognitively challenging for both teacher and student.

- Mentor Coaching Level 1: This initial level focuses on: establishing a comfortable relationship between mentor coach and teacher; understanding baseline data via CLASS and pre-observation; and customizing the professional development plan based on joint goal setting and the CLASS results. Targeted outcomes are developed for improving classroom instruction and coaching assistance is provided based on the strengths and needs of each teacher. Mentor coaches determine the learning styles of each teacher and adapt their instructional practices accordingly. This first level, on average, takes place over a three month period.
- Mentor Coaching Levels [2] and [3] depend on the teacher's acceptance of increasingly complex and intensive coaching strategies. Level 2 emphasizes more formal and intensive coaching support during the weekly sessions. Specifically, coordination increases between teacher and mentor coach in areas such as lesson co-planning, more intensive observation of teacher-child-family interactions, increased self-reflection by teachers; and review of CLASS dimensions to further goal-setting and coaching instruction. Level 3 provides a more intensive and sustained level which is based on increased teacher knowledge and comfort with the coaching process. The teacher and mentor coach are able to co-plan and co-teach for

## The Oscar G. & Elsa S. Mayer Family Foundation Proposal Information Form

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the classroom. Modeling is emphasized during this level as mentor coaches demonstrate lessons and provide feedback and opportunities for teacher self-reflection. This level reflects greater teacher buy-in and deeper understanding of their own growth and development.

The resulting model and outcomes produce best practices in providing literacy-based early childhood education that can be replicated at other Head Start sites in Chicago. Dissemination of results includes: the development of a best practices manual for implementation of the coaching model; a professional development plan with a summary of workshop topics and practices; and the development of bilingual materials to support the delivery of this model. This partnership provides an excellent opportunity to combine the resources and expertise of a city agency with a non-profit organization to streamline services, decrease costs, and create long-term benefits for Chicago children and their families.

4. The program director's experience with this and similar services; the preparation or credential requirements of the program staff; and the role of volunteers (if any).

The project manager is Barbara Becker. Ms. Becker holds a master's degree in Early Childhood Special Education and has over 16 years experience with Hull House. She has successfully managed the Head Start Innovations project, a highly successful Even Start Family Literacy project, and two Early Reading First projects. Ms. Becker has extensive experience in developing and implementing literacy programs. She has: 1) integrated four distinct early literacy programs utilizing research-based approaches; 2) extended best practices through assistance from the Head Start Bureau to develop a tool entitled "Parenting Towards Literacy," designed to train parents in research-based practices supporting home extension of curriculum; and 3) developed research-based home extension materials.

5. Your community partners in this program, and the reasons for those partnerships.

The STAR program is a partnership between Hull House and DFSS, the primary government agency that manages all Head Start delegate sites within the city of Chicago. Hull House has been a delegate agency of DFSS and its government predecessors for over 30 years. As a delegate agency, Hull House actively collaborates with DFSS for the implementation of quality Head Start services operated from 5 Hull House sites. One area of expertise that Hull House has developed during its tenure as a Head Start provider has been the implementation of early literacy services informed by scientifically-based reading research. Hull House has successfully produced strong outcomes for children in its Head Start classrooms, preparing them for success in school. As a result of these positive outcomes, Hull House has partnered with DFSS to provide literacy mentor coaching for DFSS delegate agency Head Start classrooms. These two partner organizations will work together to implement the STAR Project, including identification of the participating classrooms and teachers, completion of the necessary assessment data for children, teachers and classrooms, and identification of resources to support the program.

6. Laws, regulations and/or policies (*e.g.*, accreditation standards, staffing levels, facilities availability, *etc.*) applicable to the proposed program, and measures you take to comply with them.

## The Oscar G. & Elsa S. Mayer Family Foundation Proposal Information Form

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The STAR project targets low-income children eligible under federal Head Start guidelines and who are at extreme risk of developing reading problems that could negatively impact performance in school. According to research, poor and minority children score low on vocabulary. The average four-year-old Head Start child's receptive vocabulary is equivalent to that of a middle-income child who is two years and ten months old.<sup>3</sup> Long-term studies found persistent associations between income level and vocabulary exposure. Children who heard 45 million words from birth to three years of age scored highest in reading, compared to children who only heard 13 million words<sup>4</sup>. Vocabulary size, particularly in lower grades, predicts reading comprehension in 11th and 12th grades<sup>5</sup>. The cumulative developmental toll experienced by high-risk children can be prevented or reduced significantly by providing systematic, high-quality early childhood education. By providing quality early literacy mentor coaching, the STAR project supports the development of Head Start classrooms that address key predictors of reading success through effective program delivery, successful curriculum implementation, professional development, and rigorous progress monitoring and outcomes measurement.

7. Evidence you use to determine the at-risk status of participants in the proposed program.

DFSS provides Head Start instruction to 16,518 children and families through a network of 46 delegate and partner agencies. The city of Chicago serves a diverse body of children and families. Participating teachers and classrooms will be chosen from a pool of approximately 355 community-based organizations that hold sub-grant agreements with the city. Participating teachers and classrooms will have Classroom Assessment Scoring System (CLASS) scores between 2 to 4, and participating teachers have a diverse range of scores in the three CLASS areas of Emotional, Organizational and Instructional Support. Mentor-coaching works to build teacher skills in all Domains, with special emphasis on the Dimensions of the Instructional Support Domain. Studies show that even a small improvement in Instructional Support scores can lead to improvements in Child Outcomes.

8. Evidence you use to determine the school readiness at kindergarten of children in the program.

The Hull House STAR mentor coaching project will support Head Start delegate agencies toward creating a classroom and instructional environment that promotes the school-readiness of the children who are served at these sites. Specifically, the pre-school-age children will attain the necessary early language, cognitive, and pre-reading skills to enter kindergarten prepared for continued learning, including the age-appropriate development of oral language, alphabet knowledge, and phonological awareness. The criteria Hull House uses to determine school readiness for pre-school children is as follows:

- The percentage of 4-year olds with significant early learning gains on the Peabody Picture Vocabulary Test-IV. The target for enrolled children is the baseline +1%.
- The average number of letters that pre-school children identify as measured by the PALS-PreK Upper Case Alphabet Knowledge. The target number is 16 letters.

## The Oscar G. & Elsa S. Mayer Family Foundation Proposal Information Form

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- The percentage of participating pre-school-age children who demonstrate age-appropriate oral language skills as measured by the Peabody Picture Vocabulary Test-IV. The target number is 59.
- The percentage of 4 year old children participating in Early Reading First programs who achieve significant learning gains on the PALS-PreK Beginning Sound Awareness. The target number is 59.
- The percentage of 4 year old children who achieve significant learning gains on the PALS-PreK Print & Word Awareness and PALS-PreK Rhyme Awareness. The target number is 59.

All classrooms, teachers and children will receive pre-and post-baseline assessments. Teachers and classrooms will receive the CLASS, ELLCO, and ELLCO Pre-K, and children will receive Peabody Picture Vocabulary Test-IV, PALS-Pre-K Upper Case Alphabet Knowledge, PALS-Pre-K Beginning Sound Awareness, PALS-Pre-K Print and Word Awareness and PALS-Pre-K Rhyme Awareness. Not only will these assessments gauge teacher progress, they will also build teacher ability to analyze data and assessments and allow them to use the information to reflect on their practice and to individualize student lesson plans. Through STAR mentor coaching, the partnership expects to see: post-intervention gains in classroom ELLCO scores; a 1 to 2 point improvement in the 7 point scale of the CLASS in targeted areas; and improvements in the Head Start Children's Outcome Framework in alignment with gains by teachers in the CLASS.

The Oscar G. & Elsa S. Mayer Family Foundation  
Proposal Information Form

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**III. PROPOSAL ATTRIBUTES - Continued**

Please provide and discuss the following information for the type of program/project you propose:

**B. Research Projects: Not Applicable**

1. The existing early childhood research literature upon which the proposed project builds, the unanswered questions it intends to address, and what it will add to the body of early childhood knowledge.
2. The Principal Investigator's current position and related research experience; the credentials or experience of other participants.
3. The collaborators (*e.g.*, interdisciplinary, inter-institutional, inter-agency; individual or institutional) in the proposed project, their role(s), and the reason(s) for their involvement.
4. Laws, regulations and/or policies that may govern the proposed research project (*e.g.*, human subject research reviews and approvals, copyrights, intellectual property issues, *etc.*).
5. The means by which the research results will be disseminated to early childhood researchers, practitioners and advocates (*e.g.*, conference presentations, trade publications, peer-reviewed academic journals, *etc.*).
6. The relationship of the knowledge derived from the research to school readiness at kindergarten for at risk children in early childhood.

**III. PROPOSAL ATTRIBUTES - Continued**

Please provide and discuss the following information for the type of program/project you propose:

**C. Advocacy/Policy Advancement Projects: Not Applicable**

1. The laws, regulations or policies that the project intends to influence, the level(s) of government to which the advocacy message will be addressed, and the extent of public engagement in the issue on which you propose to advocate for at risk children in early childhood.
2. Your project manager's experience with similar advocacy work; the credentials of the project staff; and the role of volunteers (if any) in the proposed project.
3. Your partners or collaborators in the proposed advocacy project, and the reasons for those relationships.
4. Laws, regulations and/or policies within which the proposed project and its staff must operate (*e.g.*, lobbyist registration, political activity limitations, *etc.*).
5. Any specific research findings, theories, best practices, models and/or experiences that inform your policy goals and/or your advocacy strategies, tactics, or messages.
6. How the proposed project would support the outcome of school readiness for at-risk children in early childhood.

The Oscar G. & Elsa S. Mayer Family Foundation  
Proposal Information Form

**IV. OUTCOMES AND EVALUATION**

Please complete the following table detailing desired outcomes and measures of progress for the program/project that is proposed for funding. Add rows as necessary. Include information for the entire period you are seeking funding. See examples for further information.

<b>Desired Outcome(s)</b>	<b>Action Steps to Achieve Outcome</b>	<b>Indicators of Progress/Results (interim benchmarks)</b>	<b>Timeline for Activities / Estimated Completion</b>	<b>Evaluation and Measurement Methods *</b>
75% of 30 teachers will achieve goals set in their professional development plan.	Classroom selection. Program orientation. Complete ELLCO for classrooms. Review CLASS pre-intervention data. Develop action plan for classrooms and individual coaching plans for teachers. Plan and provide weekly visits to 15 classes. Complete weekly coaching logs for each teacher. Implement professional development training modules. Provide additional workshops and materials as needed. Complete post assessment of teachers.	Identify 15 classrooms/30 teachers and complete orientation. Develop 15 action plans (1 per classroom) based on pre-intervention CLASS and ELLCO data. Develop a professional development plan for each of the 30 teachers. Implement 4 training modules. Review weekly coaching logs for 30 teachers. Complete post assessment with 30 teachers.	Complete - 2nd month  Complete - 3rd month  Complete - 3rd month  Over 12 month period Ongoing  Complete 12th month	Review professional development plan for individual teachers (as needed). Review action plans for classrooms (as needed). Complete weekly coaching logs. Review/complete CLASS pre-post intervention data. Complete ELLCO pre-post intervention data.
12 of 15 classrooms will show improvements in the ELLCO & ELLCO Pre-K pre-post intervention.	Complete ELLCO for classrooms. Review CLASS pre-intervention data. Develop action plan for classrooms. Plan and provide weekly visits to 15 classes. Complete weekly coaching logs for each teacher. Implement professional development training modules. Provide additional workshops and materials as needed. Complete ELLCO post-intervention.	Complete ELLCO pre-intervention for 15 classrooms. Develop 15 action plans (1 per classroom) based on pre-intervention CLASS and ELLCO data. Implement 4 training modules. Review weekly coaching logs for 30 teachers. Complete ELLCO post-intervention for 15 classrooms.	Complete – 2 <sup>nd</sup> month  Complete – 3 <sup>rd</sup> month  Over 12-month period Ongoing  Complete 12 <sup>th</sup> month	Complete weekly coaching logs. Review action plans for classrooms (as needed). Complete ELLCO pre-post intervention data.
20 of 30 teachers will reach Level 3 mentor coaching per the Literacy Coach Form.	Develop individual coaching plans for teachers. Plan and provide weekly visits to 15 classes. Complete weekly coaching logs for each teacher. Implement professional development training modules.	Develop professional development plans for 30 teachers. Review weekly coaching logs for 30 teachers. Complete 4 training modules.	Complete – 3 <sup>rd</sup> month  Ongoing  Over 12-month period.	Complete weekly Coaching Log and Literacy Coach Form. Review professional development plan (as

The Oscar G. & Elsa S. Mayer Family Foundation  
Proposal Information Form

	Provide additional workshops and materials as needed.	Review and update Literacy Coach Form for 30 teachers.	Ongoing	needed).
12 of 15 classrooms will show a 1 to 2 point improvement in the 7 point scale of the CLASS.	Review CLASS pre-intervention data. Develop action plan for classrooms. Plan and provide weekly visits to classes. Complete weekly coaching logs for each teacher. Implement professional development training modules. Provide additional workshops and materials as needed. Complete CLASS post-intervention.	Review CLASS data for 15 classrooms. Develop professional development plans for 30 teachers. Review weekly coaching logs for 30 teachers. Complete 4 training modules. Complete CLASS post-intervention at 15 classrooms.	Complete – 2 <sup>nd</sup> month Complete – 3 <sup>rd</sup> month Ongoing Over 12-month period Complete 12 <sup>th</sup> month	Complete weekly Coaching Log. Review professional development plan (as needed). Review/complete CLASS pre-post intervention.
75% of 255 children will show improvements in the Head Start Children’s Outcome Framework in alignment with gains by teachers in the CLASS.	Review CLASS pre-intervention data. Assess children to understand outcome baseline. Plan and provide weekly visits to classes. Complete weekly coaching logs for each teacher. Complete CLASS post-intervention. Complete child screenings and progress monitoring instruments post intervention.	Assess 250 children for base-line data. Review weekly coaching logs for 30 teachers. Assess 250 children post-assessment to determine improvements in children.	Complete – 3 <sup>rd</sup> month Ongoing Complete – 12 <sup>th</sup> month	Complete weekly Coaching Log. Review/complete CLASS pre-post intervention. Review and complete child screenings and monitoring instruments -Peabody Picture Vocabulary Test-IV; PALS-Pre-K: Upper Case Alphabet Knowledge, Beginning Sound Awareness, Print & Word Awareness, and Rhyme Awareness.**

\* Describe internal or external procedures used to evaluate the outcomes and the effectiveness of any of the activities listed above.

\*\* The Peabody Picture Vocabulary Test (PPVT-IV) screens receptive language and the Phonological Awareness Literacy Screening (PALS) Pre-K assessment screens phonological awareness, print awareness, and alphabet knowledge. The PPVT-IV is an individually administered, norm-referenced assessment of oral receptive language. PALS Pre-K is a scientifically-based phonological awareness and literacy screening that measures preschoolers' developing knowledge of important literacy fundamentals and offers guidance to teachers for tailoring instruction to children's specific needs. The assessment reflects predictive skills and measures name-writing ability, upper and lower-case alphabet recognition, letter sound and beginning sound production, print and word awareness, rhyme awareness and nursery rhyme awareness.

The Oscar G. & Elsa S. Mayer Family Foundation  
Proposal Information Form

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**V. ADDITIONAL PROPOSAL INFORMATION**

Please comment on each of the following points for our consideration in reviewing this proposal and in making our grant award decisions:

- A. Please cite and explain any outcomes that are expected to yield social returns on an investment in this proposal, that is, outcomes leading to specific social benefits or social cost reductions.

School success is one of the primary indicators of an individual's sustained self-sufficiency and ability to contribute to society, and there is ample research to suggest that the provision of high quality early childhood education that develops a child's emergent literacy skills will lead to greater school success. All outcomes stated in this proposal result both in the development of quality early childhood teachers and classrooms and in the improvement of outcomes for children, and are expected to yield positive social benefits.

Research indicates in particular a gap in school achievement between white children and children from low-income and minority communities, as a disproportionate number of children from these communities struggle with reading. All classrooms and students impacted by the STAR project will come from primarily low-income minority communities. 100% of families are low-income as defined by Head Start guidelines. 20% of children/families are African-American, 70% are Hispanic, and 10% represent other ethnicities. 75% of children/families come from households where English is not the primary language. In the previous Early Reading First project where Hull House developed its mentor coaching model, Hull House produced quality outcomes for children in its Head Start classrooms: 192 of 250 (77%) children ages 3 to 5 showed significant growth from pre-test to post-test in early literacy assessments, and were identified as proficient in early language, cognitive, and, pre-reading skills. This total is an increase of 25% from Year One of the project, and 100% of 4 year-olds across all Hull House Head Start sites showed significant growth from pre-test to post-test in two of five early literacy targets. Hull House has the expertise and understanding in providing effective program delivery, mentor coaching, successful early literacy curriculum implementation, and rigorous monitoring and outcome measurement to ensure the continued success of helping at-risk children prepare for school success.

- B. Please indicate whether your organization is proposing a multi-year funding commitment. If you are making such a proposal, please address the following two conditions:

This initial grant is requesting a one-year commitment, so the questions under this section are not applicable to Hull House's proposal.

- C. Please comment on the expected effect of an award for a lesser amount than the full amount of the proposed funding. Please mention any factors of which the Foundation ought to be aware (*e.g.*, any possible segmentation or rescheduling of the work) if it

## The Oscar G. & Elsa S. Mayer Family Foundation Proposal Information Form

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were to reduce the amount of its award compared to the proposed funding.

The reduction of the award would decrease the number of teachers and classrooms that would be supported under the STAR project. The current budget supports the addition of two literacy coaches and a project manager who offers direct support. Decreasing the budget would eliminate one literacy coach and would decrease the number of classrooms from 15 to 10; the number of teachers impacted from 30 to 20; and the number of students impacted from 250 to 160.

- D. Please comment on the timing of an award. Please tell us if the timing of its receipt would be significant to your organization or to the proposed program or proposal. In your comment, please address the effect of a delayed award, or of an award that may be divided, for example, between calendar years or fiscal years.

Hull House's request is in support of a larger project budget, so the timing of the award could impact Hull House's ability to sustain the project during the 2012 calendar year.

- E. Please mention anything else that you would especially like The Oscar G. & Elsa S. Mayer Family Foundation to know about your organization, its work, and/or your proposal.

In the more than 120 years since its founding in 1889, Hull House has provided high quality essential social services to more than 60,000 at-risk children, adults and families each year. The agency offers a variety of programs and services that help the Chicago area's most vulnerable residents to build their own self-sufficiency and to improve their quality of life. Founder Jane Addams received the Nobel Peace Prize in 1935 in recognition of her pioneering efforts on behalf of poor, marginalized communities and her efforts to systematically correct social injustice. Hull House remains America's premier institution of service, advocacy and philanthropy. Continuing the legacy of Ms. Addams, Hull House's mission is to improve social conditions for underserved people and communities by providing innovative, creative programs and advocacy for related public policy reforms. Hull House is accredited by the Council on Accreditation and the National Association for the Education of Young Children.

### **VI. PROPOSAL ATTACHMENTS**

When you submit your Proposal, please attach

- A. A resume, curriculum vita, or biography of the Program Director, Principal Investigator, or Project Manager for the work of this proposal.
- B. A completed RFP-Proposal Operating Data Form. (Please submit this form in the format of an MS Excel spreadsheet file.)
- C. A completed RFP-Proposal Budget spreadsheet (also in Excel).