

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: Ounce of Prevention Fund

Project/Program title: Chicago Early Childhood Quality Improvement Project

Program/Project Start Date: 07/01/2011 Program/Project End Date: 06/30/2012

Proposed Funding: First Year: \$100,000 (\$75,000 – direct service; \$25,000 – advocacy)
Total: \$100,000

Grant Administrator:

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Signature: Barbara N Hoffman Date: October 7, 2011

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II. PROPOSAL STATEMENT

Introduction

The Ounce of Prevention Fund respectfully requests a new \$100,000 grant from the Oscar G. & Elsa S. Mayer Family Foundation in support of our Chicago Early Childhood Quality Improvement Project that encompasses both direct service and advocacy activities to further our goal of ensuring that more at-risk children have access to high-quality early learning programs in the critical first five years of life. With the longstanding support of the Mayer Family Foundation, the Ounce's Educare of Chicago has become a national model for how high-quality programming can help to narrow the achievement gap and ensure the future success of low-income children. Most recently, the Foundation's investment in our new Center-Based Training Institute is building upon this success by allowing the Ounce to share best practices from Educare with other Chicago-area early childhood programs to improve child outcomes.

While we are already seeing the positive impact of this work, the election of Chicago Mayor Rahm Emanuel has brought significant new opportunities to further expand the scope and reach

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of the Ounce's Educare model. Specifically, Ounce President Diana Rauner served on Mayor Emanuel's Education Transition Committee this spring, which allowed the Ounce to play a key role in ensuring that early childhood was a priority in the Mayor's *Chicago 2011 Transition Plan*. The Ounce is deeply involved in the development of policy recommendations to help develop and implement a comprehensive initiative to improve the coordination and quality of the city's early childhood programs and services. (Please see our accompanying proposal for further detail on our planned advocacy work.)

A new grant from the Mayer Family Foundation would allow us to advance the goal of our Chicago Early Childhood Quality Improvement Project: to leverage Educare through the Center-Based Training Institute and the Ounce's advocacy work to influence both program and policy change in Chicago. This multi-faceted Project would maximize the Foundation's investment in the Ounce and our reach and impact, thereby allowing us to significantly and systemically improve outcomes for young children and families in poverty. Our Project would reach thousands of low-income children, from birth to age five, and their families and caregivers across Chicago. Provided below is further information on the direct service portion of this request, which encompasses both Educare and the Center-Based Training Institute. (A separate proposal information form was submitted for the policy and advocacy component of our request.)

A Need to Focus on Quality

The achievement gap for low-income students appears long before they fail to meet standards at third grade. A self-regulation, literacy and math learning gap is apparent during the preschool years, leading to an overall gap in school readiness skills by kindergarten entrance. In fact, research indicates that the root of the achievement gap begins with differences in social-emotional and language skills even earlier – during the first three years of life.

Research has proven that high-quality early childhood programs help to narrow the achievement gap. Teachers in these programs intentionally support disadvantaged young children in developing critical social-emotional and executive functioning skills that allow them to regulate attention and persist independently on challenging instructional tasks in the primary grades. As a result, at-risk young children who attend high-quality early learning programs perform better on intellectual and social-emotional measures, with the positive effects of participation extending across the lifespan.

Ensuring quality requires that programs have highly-effective teachers who: (1) are intentional in their practices;¹ and (2) use curriculum and standards to provide emotionally supportive, organized, and instructional, intentional interactions with children.² High-quality programs must also have the structural supports (i.e. classroom environment, organizational systems, and effective leadership) that allow teachers and families to strategically collaborate around children's school readiness.

Unfortunately, the majority of center-based programs serving low-income children lack the hallmarks of a high-quality early learning environment that are so critical for promoting

¹ Neuman, S. B. (2009). *Changing the Odds: Overcoming Disadvantage for Our Most At-Risk Children* New York: Teachers College Press.

² Goodwin, A. L. (2010). Globalization and the preparation of quality teachers: rethinking knowledge domains for teaching. *Teaching Education, 21* (1), 19-3; Pianta, R.C. (2008). What We Know about the Quality of Early Education Settings: Implications for Research on Teacher Preparation and Professional Development. *National Association of State Boards of Education*: Alexandria, VA: State Education Standard.

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children's development and well-being. Often, these programs do not have: an understanding about the importance of using evidence-based teaching practices; the staff capacity necessary to successfully implement these strategies in their programs; and the leadership structure to support a long-term commitment to program quality.

The Ounce's work is dedicated to ensuring that at-risk children experience high-quality early childhood education will allow them to develop the skills and abilities necessary for their future success in school and in life. The Ounce's Center-Based Training Institute is designed to help programs in the Chicago metropolitan area implement best practices from Educare to address these barriers by focusing on improving a program's structural supports and teacher-child interactions.

Project Information

The cornerstone of the Ounce's work is our Educare School on Chicago's South Side. Opened in 2000, Educare is a state-of-the-art birth-to-five school, providing full-day, year-round services for the 149 low-income children under five, including 64 infants and toddlers, and their families who participate in our program annually. 100% of Educare children come from low-income families, with an annual median household income of \$12,200, well below federal poverty levels. 99% of Educare children are African-American; 90% come from single parent-headed households; 23% were born to teen mothers, many of whom struggled in school; and more than 10% have special needs.

Now in its eleventh year, Educare of Chicago is nationally recognized for its effectiveness in helping to narrow the achievement gap. Further, Educare serves as a "laboratory" where we develop and test best practices for working with young children in poverty. In the coming year, we will further strengthen our innovative model to better serve our children and families. For example, with generous support from Mayer Family Foundation, we have implemented a *Data-Driven Intervention Model* to more intentionally provide services as soon as possible to children identified as most at risk of school failure. As a result, we are using an interdisciplinary review of child data to identify children in need of additional support services (e.g. individualized classroom strategies, therapeutic playgroups, and developmental screenings and referrals). We are pleased that we are seeing improved social-emotional skills and abilities in our most at-risk children from this more intensive approach.

However, we know that for the impoverished, young learners at Educare, their social-emotional development is very closely aligned with their cognitive development. In the coming year, we will build upon the success of the Data-Driven Intervention Model by providing Educare teachers with *in-depth, high-quality professional development opportunities* to increase their theoretical understanding of children's development and learn new techniques for enhancing children's development across cognitive, social-emotional, and physical domains. We will also provide additional opportunities to increase parents' ability to support children's overall development.

At the same time, given Educare's successful impact on promoting child outcomes, we believe our program model holds great promise for helping to improve the lives of thousands of children in poverty. The Ounce is well positioned to share our approach at Educare with other early

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childhood center-based programs. Over the last decade we have harnessed Educare's success to inform broader program and policy change by supporting the development of a network of Educare schools founded on the best practices implemented in Chicago. Thirteen Educare schools are operating in 10 states that reach nearly 2,000 children; twelve additional partnerships are in development. The Ounce also provides training and technical assistance to a statewide network of Head Start, Early Head Start and home visiting programs. We recently assumed a leadership role in efforts to transfer what we have learned at Educare to elevate the quality of nearly 70 publicly-funded birth-to-three, center-based programs that serve more than 2,500 vulnerable children and their families.

Drawing upon our extensive experience, we developed a new *Center-Based Training Institute* designed to provide early childhood programs across Chicago with intensive technical assistance to elevate their quality. The Training Institute will help programs implement many key features of the Educare model. In January 2011, we launched a yearlong pilot of the Training Institute with four geographically- and ethnically-diverse programs, all of which serve low-income children in the Chicago area: Trinity UCC Child Care Centers, Inc. (Washington Heights); Children's Center for Creative Learning (Ashburn); El Hogar del Nino (Pilsen); and Marletta Darnall Schaumburg Child + Family Center (Schaumburg). (Over 95% of the families that attend these early childhood programs qualify for Free or Reduced Priced Lunch, which requires a median family income under \$33,789 for a family of three.)

Our pilot is directly impacting participating classrooms at the four pilot centers, totaling 141 children, birth to three, and 56 teachers, family support workers and administrators. Moreover, as administrators and supervisors participate in the trainings and peer learning opportunities, we believe that the knowledge and skills they gain will positively impact non-participating classrooms at these centers (comprising an additional 84 infants and toddlers and six staff).

The goal of this pilot is to help these programs enhance their quality through a relationship-based approach focused on key features of the Educare model: (1) responsive care giving; (2) family engagement; and (3) systems of staff and program development. Each program has a team of staff that includes classroom teachers, family support workers, and program administrators. In order to most effectively develop and integrate new skills and systems, we are providing the following monthly experiences: onsite group trainings; coaching sessions; and professional learning communities.

We are conducting pre- and post-evaluations that include classroom quality assessments and staff interviews using the following three tools:

- Infant/Toddler Environment Rating Scale (classroom/program quality);
- Stage of Change Scale for Early Care and Education (change in teaching behaviors); and
- In-person interviews with teachers, staff and program administrators (change in staff knowledge, attitudes, and behaviors).

While we are pleased with our success to date, much work lies ahead until our Training Institute is fully launched. Many birth-to-five programs require foundational quality improvements – such as decreasing class size and child-to-teacher ratios – to allow them to implement a more structured focus on quality enhancements. As these changes take time to implement, the full realization of our vision for the Training Institute will require a multi-faceted approach over

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several years. Once fully implemented, we envision that our Training Institute will promote the future educational success of over 2,500 young children each year.

New support from the Oscar G. & Elsa S. Mayer Family Foundation will be critical as we seek to advance the goal of the Chicago Early Childhood Quality Improvement Project: to leverage Educare through the Center-Based Training Institute and the Ounce's advocacy work to influence both program and policy change in Chicago. Specifically, we will work to advance the following four objectives:

Objective 1: More effectively support Educare children's school readiness and developmental outcomes. We will continue to more strategically use data to prioritize and individualize classroom teaching practices to better meet the needs of the most vulnerable children and families at Educare. This will include targeted, individual interventions in cognitive and social-emotional domains at the earliest opportunity to children and families who demonstrate the need for additional supports. We will also provide Educare teachers with more intensive training and ongoing mentoring and coaching to ensure that individualized learning strategies are informed by both child development theory and assessment data. We will regularly assess progress, and use these results to fuel our ongoing program quality improvement efforts, including providing teachers and parents with additional strategies that promote children's healthy development.

Objective 2: Complete and evaluate a pilot phase with four participating programs in the Center-Based Training Institute. Initial feedback and anecdotal evidence of our pilot's impact to date has been quite positive. At the conclusion of the pilot in December 2011, we will analyze data from the aforementioned assessments to identify strategies to strengthen our model. We will integrate new learnings from Educare into the Training Institute, to further refine the model and inform a second pilot phase that will launch in summer 2012. We plan to provide another six to twelve months of less-intensive coaching and support to our first cohort of pilot sites to help them sustain the implementation of best practices for effectively promoting learning in low-income children.

Objective 3: Further develop a cadre of qualified experts to deliver ongoing training and technical assistance to programs. Five consultants are currently working with the Training Institute's pilot programs. While highly experienced, these consultants have also received intensive training in the Ounce's relationship-based approach to technical assistance. We expect the pilot to reveal additional supports that consultants need to more effectively facilitate program quality improvements, and will provide additional training to help our consultants enhance their skills and capacity.

Objective 4: Develop a long-term plan to sustain the Training Institute and increase its reach. New public early childhood investments are paving the way for a much-needed expansion of early childhood services, creating a ready market for our Training Institute. We will identify and begin to implement a range of strategies to bring our Training Institute to scale as well as leverage the Institute to affect broader program quality. We will also explore the establishment of a demonstration site, where participating programs, policymakers and other stakeholders can see first-hand what high-quality early education looks like in a center-based setting. The majority of the centers on which our work through the Training Institute will focus are not

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purposefully built as early childhood centers – some centers are operating out of converted storefront or retail spaces, or have several classrooms in one large room separated by room dividers. Our intention for the demonstration site is to provide centers with a realistic model of how a high-quality program can be implemented in an existing facility.

Financial Information

As a public-private partnership, our partners in the private sector are invaluable to our success, providing the necessary funding to build on prior accomplishments and further advance our goal of giving all young children the best start in life. More than 30% of the Ounce's annual operating budget comes from the private sector, providing the capital necessary to build on prior accomplishments and further advance our goals. In FY2012 (July 1, 2011 through June 30, 2012), the Ounce's agency budget totals \$46,689,067.

Expenses for the Chicago Early Childhood Quality Improvement Project in FY2012 total \$625,098. (This includes funding to support the direct service and advocacy portions of the Project.) Of the total budget, costs for the direct service portion of the Project – encompassing the work outlined above for Educare and the Center-Based Training Institute – total \$509,218; we have commitments for this portion of the Project totaling \$325,000. (Costs associated with the advocacy portion of the Project, which total \$115,880, are detailed in the accompanying advocacy proposal and budget.)

III. PROPOSAL ATTRIBUTES

Provided below are answers to the following questions regarding the direct service (Educare/Center-Based Training Institute) portion of the Chicago Early Childhood Quality Improvement Project.

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

Educare is located at 5044 South Wabash Avenue in Chicago, IL. It serves 149 children and their families from the highly-impooverished communities of Grand Boulevard, Englewood, and Washington Park on Chicago's South Side. Census data indicates that the populations of these communities are 28,006, 40,222, and 14,146, respectively. 50% of residents live below the poverty threshold (\$18,530 for a family of three). 99% of Educare children are African-American.

Below is information for the Center-Based Training Institute pilot sites and communities; all four of the programs in the Training Institute pilot serve the low-income population of their respective communities:

- Children's Center for Creative Learning is located at 7956 South Western Avenue in Chicago's Ashburn neighborhood; up to 34% of Ashburn residents live in poverty. Children's Center for Creative Learning serves a population that is almost 100% African American.
- El Hogar del Niño is located at 1710-18 South Loomis Street in Chicago's Pilsen neighborhood; up to 50% of Pilsen residents live below poverty threshold. El Hogar del Niño serves nearly 100% Latino or multi-racial children, many of whom are dual language learners.

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- Trinity UCC Child Care Centers, Inc. is located at 532 West 95th Street in Chicago's Washington Heights neighborhood; up to 19% of Washington Heights residents live in poverty. Trinity UCC Child Care Centers serves a population that is almost 100% African American.
- Marletta Darnall Schaumburg Child + Family Center is located at 725 East Schaumburg Road in Schaumburg, IL. Approximately 5% of the population in this area lives below the poverty threshold. 60% of children at the Center are Latino; 17% are African American; 14% are Caucasian; 7% are multi-ethnic; and 2% are Asian.

We anticipate that programs selected for the 2012 pilot phase will have similar demographics, depending on their respective locations.

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

As indicated above, Educare serves extremely high-needs children and families in the impoverished communities of Grand Boulevard, Englewood, and Washington Park on Chicago's South Side. As a result, children at Educare face multiple risk factors that can thwart their healthy development, such as being born to a teenage mother, living in a single parent household, and/or living in a home where English is not the primary language. Like poverty, it is the sustained, cumulative nature of these stressors that can greatly impede children's growth and learning. Educare is designed to provide a nurturing and safe environment that addresses children's comprehensive needs, and helps parents develop skills to encourage and advocate for their children's development and education.

The Ounce developed the Center-Based Training Institute to help staff in early childhood programs serving low-income children – who face similar risk factors as Educare children – put into place the structures and supports necessary to improve child outcomes. Center-based early childhood programs working with at-risk children often have inconsistent and low levels of program quality, and lack the knowledge and capacity to improve their quality. The Training Institute is designed to address this need by working to improve program quality at all levels. For example, by working with teachers, we are helping increase the quality of teacher-child interactions and responsive caregiving. Similarly, our efforts with family support staff are designed to better engage parents and families as partners in their children's learning. Finally, by working with administrators, we are helping to put into place the systems to help sustain these changes and improve program quality over the long term.

3. The research findings, best practices and/or curriculum models on which the following program elements are based:

3a. The choice of format or setting (e.g., home visits, center-based, office visits).

Educare of Chicago and the four Center-Based Training Institute sites are all center-based early childhood programs. The Ounce developed the Center-Based Training Institute to address significant variations in center-based early childhood program quality in order to best support the school readiness skills of low-income children.

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3b. The duration (the overall length of time it serves a given participant).

Educare of Chicago is a full-day, full-year program. The Ounce designed Educare as an intensive model because we recognize that this level of support is required to improve outcomes for children and families in poverty. As with most center-based early childhood programs, the Center-Based Training Institute pilot sites also provide full-day, year-round care. Through the Training Institute, we are committed to helping programs put into place the structures necessary to maximize the time they spend with children and families to best support positive outcomes.

3c. The intensity (how many hours each day and days each week a participant receives services).

Educare staff receive approximately 80 hours of training per school year, as well as ongoing reflective supervision, coaching and mentoring from Educare's Master Teachers. Recognizing the success of our staff development approach at Educare, the Center-Based Training Institute is providing a similar combination of professional development experiences for pilot participants:

- Monthly on-site group training with teams of teachers, family support specialists, and administrators (total of 21 hours);
- Coaching/mentoring in the classroom at least once a month (total of 14 hours);
- Monthly on-site meetings with administrators/supervisors; and
- Monthly professional learning community meetings for administrators and family support staff.

This combination of training builds upon the latest research in adult development and behavior and the Ounce's significant experience and expertise in developing and implementing early childhood training and technical assistance.

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).

Claire Dunham, LCSW, Senior Vice President of Programs will serve as the Project Director for the direct service portion of the Chicago Early Childhood Quality Improvement Project, in close collaboration with President Diana Mendley Rauner, Ph.D. Claire has twenty-five years of experience in the areas of child abuse intervention and prevention, home visiting program design, adolescent parenting and program consultation structures. Claire has developed numerous training programs for paraprofessional and professional staff, and is an experienced writer, trainer and facilitator. She designed and led the implementation of a statewide training certification program for Parents Too Soon and Healthy Families Illinois. She worked at the Ounce from 1990 to 1992, returning in 1996 as Director of Parents Too Soon. Claire assumed the title of Vice President of Programs in 2004, and became Senior Vice President of Programs in 2008. She will work closely with the following staff members to accomplish the stated goals of this proposal:

- Rebecca Klein, MS, Program Developer, has 15 years of experience in the field of early care and education. In addition to teaching at-risk infants and toddlers, she has designed and supervised home- and center-based birth-to-three programs for low-income families in the Chicago area. Rebecca joined the Ounce in 2007 as a Master Teacher at Educare. In 2009, she led a team of consultants to provide training and technical assistance to center-based

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birth-to-three programs in Chicago and around the state and is now leading the development of the Center-Based Training Institute. Rebecca graduated from the Erikson Institute with a Master's degree in Child Development and a certificate in Infant Studies.

- Brenda Eiland-Williford, Director, Program and Curricula, brings a Master's Degree in Early Childhood and her many years of experience in the field to her role overseeing the educational and professional development strategies of our birth-to-five programs, including our Educare Center of Chicago. She works in collaboration with our Master Teachers and other key project staff to implement our birth-to-five educational curriculum and health programs. Brenda is a graduate of the Erikson Institute, where she completed a field placement on early childhood and family literacy development. She has worked at the Ounce since 1991.
- Debra Pacchiano, Ph.D., Director, Continuous Quality Improvement, leads the Ounce's efforts to elevate the quality of our Educare program by partnering with the Curriculum Specialists and Master Teachers to help our teaching staff use results from child assessment data to modify and individualize their classroom practices. Debra will also support the integration of new learnings from Educare into the Center-Based Training Institute's technical assistance and training model. Debra holds a Ph.D. in Educational Psychology and Early Childhood Special Education from Indiana University. She joined the Ounce in 2003.

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

The Ounce has a strong track record of working with community organizations and entities to provide and increase access to early childhood services for low-income children. Our work at Educare plays an important role in informing the training and technical assistance that we provide as a lead grantee for Head Start and Early Head Start programs in Chicago; through our network of early childhood providers across Illinois, including 70 birth-to-three, center-based programs that are funded by the Illinois State Board of Education (ISBE) and Chicago Public Schools (CPS); and to other public-private partnerships supporting the development and operation of Educare schools in communities nationwide. Center-Based Training Institute sites all work with disadvantaged children in high-needs communities in the Chicago area. We chose these sites based on an extensive selection process that assessed organizational capacity and structure to determine programs that are best positioned to successfully participate in the pilot. We expect that we will also identify the second cohort of pilot programs based on their ability to add value to our efforts to elevate their program quality.

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.

Even with growing understanding about the importance of high-quality early childhood programming standards of care (e.g., staff-to-child ratios, classroom size, curriculum implementation, etc.), quality varies greatly across early childhood programs. Center-based programs serving low-income children must also meet a number of disparate requirements to receive public funding. Except for the most sophisticated programs, such as Educare, many providers are unable to coordinate these requirements into a cohesive set of policies. The Ounce's Center-Based Training Institute is committed to helping sites overcome barriers and

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align regulations and policies in order to provide impoverished, young children with the skills they need for future success in school and in life.

Moreover, the Training Institute is helping to advance the early childhood field. Through the Ounce's leadership on the Illinois Early Learning Council, in 2009 the Council approved recommendations to increase the quality of birth-to-three programs by requiring all teachers working with children ages birth to three in state-funded, center-based programs to hold a bachelor's degree in early childhood and Infant/Toddler Credential by 2015. The Ounce is working with Gateways to Opportunity, the state entity that administers the Infant/Toddler Credential, about the possibility of awarding Center-Based Training Institute participants with credit towards the Credential. We are pleased that initial conversations have been quite positive, and will continue these efforts in the coming year.

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

The Ounce defines "low-income" as families whose annual income is at or below the federal poverty guidelines, or families who are receiving public assistance, specifically Social Security Supplemental Income (SSI) or Temporary Assistance for Needy Families (TANF) Funded Services. Families must meet low-income criteria by providing documentation of their income or services received, which may include paycheck stubs, tax documents, or a current letter of approval for services. As mentioned above, 100% of the children who attend Educare come from low-income families, with a median household income of \$12,200 per year. Further, over 95% of the families that attend the early childhood programs participating in the pilot of our Center-Based Training Institute qualify for Free or Reduced Priced Lunch, which requires a median family income under \$33,789 for a family of three.

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

In light of our continued strong commitment to ongoing research and evaluation, the Ounce has undertaken significant efforts to prove the effectiveness of Educare in helping to narrow the achievement gap and support children's development of strong school readiness skills. As part of these efforts, in 2005 we launched the *Educare Follow-Up Study*. Over the past six years, the Study has become the Ounce's most important strategy for gauging the progress Educare children make once they transition from our high-quality program into elementary school, as well as informing important innovations to the Educare model. Longitudinal qualitative and quantitative data from the Study continue to confirm that Educare children graduate with the skills necessary to succeed in the public school system. Impressively, third grade assessments show that children show are maintaining – and even improving upon – the developmental and cognitive gains they made while at Educare.

We believe these outcomes are directly related to the quality and intensity of staff training and development offered to Educare staff in implementing research-based strategies for promoting children's developmental progress and school readiness. As such, we are confident that the Center-Based Training Institute has the potential to improve the program quality for children in thousands of early childhood program in Chicago and beyond.

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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.

Desired Outcome(s)	Action Steps to Achieve Outcome	Indicators of Progress/Results (interim benchmarks)	Timeline for Activities / Estimated Completion	Evaluation and Measurement Methods *
1. Expanded use of data-driven interventions for children at Educare.	<ul style="list-style-type: none"> • We will expand the targeted use of developmentally-appropriate assessments to guide child and families interventions. • We will provide additional supports for family members. 	<ul style="list-style-type: none"> • Intensive support services will be more systematically prioritized for the most at-risk children. • Parents will have increased their abilities to nurture and advocate for children's learning. 	July 1, 2011 – June 30, 2012	<ul style="list-style-type: none"> • We will use data Educare assessments to track children's progress and drive program enhancements: <ul style="list-style-type: none"> – Devereux Early Childhood Assessment (social-emotional); – Bayley Scales of Infant Development (cognitive); – Early Communications Indicator (oral language/pre-literacy); – Peabody Picture Vocabulary Test (vocabulary);
2. Educare teachers will better use child data and the latest research in their interactions with children.	<ul style="list-style-type: none"> • We will provide all Educare teachers with intensive professional development (e.g. hands-on coaching, mentoring and training). 	<ul style="list-style-type: none"> • Teachers will have deep understanding for how to use observations and data to individualize learning experiences. 	July 1, 2011 – June 30, 2012	<ul style="list-style-type: none"> – Bracken Assessment (applied thinking); and – Phonological Awareness Literacy Screener – Preschool (literacy).

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Desired Outcome(s)	Action Steps to Achieve Outcome	Indicators of Progress/Results (interim benchmarks)	Timeline for Activities / Estimated Completion	Evaluation and Measurement Methods *
3. The Training Institute's pilot phase will be completed and evaluated.	<ul style="list-style-type: none"> Four early childhood programs will receive regular, intensive training and technical assistance to improve their quality from July – December 2011. 	<ul style="list-style-type: none"> 48 teachers, 4 Family Support Staff, and 4 administrators will receive 10 hours of training and 7 hours of individualized coaching. 	<p>July 1, 2011 – December 31, 2011 (pilot implementation)</p> <p>January 1, 2012 – June 30, 2012 (pilot evaluation and refinement)</p>	<ul style="list-style-type: none"> We will use three pre- and post- evaluation measures: <ul style="list-style-type: none"> – Infant/Toddler Environment Rating Scale; – Stage of Change Scale for Early Care and Education; and – In-person interviews with teachers, staff and program administrators. We will also use data from the assessments listed in Outcomes 1 and 2 to inform refinements to the Training Institute, as appropriate.
4. We will further increase the capacity of qualified experts to deliver training and technical assistance.	<ul style="list-style-type: none"> We will provide in-depth training to three to five consultants to further build their ability to support early childhood programs in implementing best practices. 	<ul style="list-style-type: none"> The Training Institute's consultants will participate in 20 hours of training. 	<p>July 1, 2011 – June 30, 2012</p>	<ul style="list-style-type: none"> We will also use data from the assessments listed in Outcomes 1 and 2 to inform refinements to the Training Institute, as appropriate.
5. A long-term plan will be created to sustain the Training Institute.	<ul style="list-style-type: none"> We hold meetings with the public sector to deepen their support of the Training Institute. We will visit programs to determine their feasibility to serve as a demonstration site. 	<ul style="list-style-type: none"> Public funding will be committed to support some portion of the second-round pilot of the Training Institute in 2012. One or two programs will be identified as options for the demonstration site. 	<p>July 1, 2011 – June 30, 2012</p>	

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

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V. ADDITIONAL PROPOSAL INFORMATION

As the Chicago Early Childhood Quality Improvement Project encompasses direct service, training, and policy and advocacy, the responses to the questions in the Additional Proposal Information section below are the same for the direct service and advocacy proposal information forms submitted to the Foundation.

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.

High-quality early learning programs – like Educare – are proven to narrow the achievement gap that places children at significant risk of school failure. Longitudinal analyses confirm that children who attend such programs perform better on measures of intellectual and social skills, with continued positive effects throughout their lives. Research reveals that every \$1 spent on high-quality early education saves society up to \$16 in future costs for special education, delinquency, criminal justice, welfare benefits, lost taxes and other areas. We anticipate that the Chicago Early Childhood Quality Improvement Project will put into place the structures and policies necessary to help other programs implement quality features that ultimately lead to these social benefits and cost reductions.

B. Please indicate whether your organization is proposing a multi-year funding commitment.

The Ounce is requesting one year of funding for the Chicago Early Childhood Quality Improvement Project.

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

The Ounce uses private dollars to fuel the development and evaluation of innovative programs, advance our public education and dissemination efforts, and encourage public and private sector investment in the first five years of life. We have a long history of successfully using private investments to leverage public funding to bring innovative, proven programs and policies to scale.

We expect that our Chicago Early Childhood Quality Improvement Project will follow a similar trajectory. Seed funding from the private sector for the Project will allow the Ounce to further develop Educare, the Center-Based Training Institute, and Chicago's early childhood system. As we refine these components of the Project, we will simultaneously work to build relationships with key public sector leaders to sustain our Project over the long term, thereby ensuring that disadvantaged young children in Chicago experience the high-quality early learning programs necessary to ensure their school readiness and future success.

Private funding, including the support of the Oscar G. & Elsa S. Family Foundation, will be critical to the Project. While we are committed to securing funding to execute our Project as detailed across our two proposal information forms, a grant award of a lesser amount than requested could delay the launch of second pilot phase of the Center-Based Training Institute and our ability to

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

move forward the work of City of Chicago's Early Learning Executive Council charged with implementing early childhood systems-building policy recommendations.

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.

The Ounce's fiscal year runs from July 1 to June 30. Our Chicago Early Childhood Quality Improvement Project has been designed and budgeted on the same fiscal year in order to ensure alignment of funding sources and the seamless continuation of programmatic activities. An award divided between calendar or fiscal years would still allow us to complete our work as outlined above. However, the delay of the grant award beyond our fiscal year could affect the timing of grant activities in a similar manner described above in Section V; Question C.

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.

The Ounce remains deeply grateful to the Oscar G. & Elsa S. Mayer Family Foundation for its loyal support of our work, and for your long-time shared commitment to our vision of ensuring that all children – regardless of the socioeconomic circumstances into which they were born – have access to the high-quality early education services they need to succeed in school and life. Thanks to the Foundation's support over many years, we have established Educare as a model birth-to-five program for effectively promote the healthy development and school readiness of young children in poverty. Most recently, the Foundation's investment in our Center-Based Training Institute is helping to further increase the scope and impact of Educare and the Ounce. The Chicago Early Childhood Quality Improvement Project represents the next phase of this work as we seek to leverage Educare to significantly improve early childhood program quality through the Center-Based Training Institute and early childhood systems change in the City of Chicago. We believe that the coordination of direct service, and training and technical assistance, as well as policy and advocacy will most effectively support the future success of thousands of young children in the Chicago area and their families. Thank you for your consideration of our request, and we look forward to the opportunity to continue our important partnership in the coming years.

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).

OUNCE OF PREVENTION FUND

Direct Service Proposal to the Oscar G. & Elsa S. Mayer Family Foundation

List of Attachments

1. Resume of Claire Dunham, L.C.S.W., Senior Vice President of Programs
2. Direct Service Proposal Data Collection Form
3. Direct Service Proposal Budget Form

CLAIRE DUNHAM, L.C.S.W.
33 W. Monroe St. Suite 2400; Chicago, IL 60603
312-922-3863

Professional Education

University of Illinois at Chicago / Jane Addams College of Social Work

M.S.W. June 1985 LCSW
Course Concentration: Clinical Treatment of Children and Families
Specialized Training: Treatment of Dissociative Disorders (Post-Graduate)

Earlham College

B.A. June 1980 Psychology/Human Development & Social Relations

Merrill-Palmer Institute

Internship in Child Development, 1979

Program Development/Consultation Experience

- Developed program enhancements to add infant mental health and doula services to multiple program sites – 2000-02
- Certified as Healthy Families America National Peer Reviewer – 2000
- Designed integration of Healthy Families America and Parents Too Soon program models – 1997-2001
- Developed training materials/community guide for Prevent Child Abuse America / Healthy Families America – 1996
- Developed classroom-based child abuse prevention groups in Chicago Public Schools – 1994
- Developed one of the first Healthy Families America programs in Illinois – 1994
- Designed a second stage / independent living program for adolescent parents in foster care – 1990
- Led the startup of the first foster care program in Illinois for adolescent parents and their young children – 1985

Training Experience

- Designed and conducted training on prevention program design and leadership, home visiting interventions, child sexual abuse, teen parenting, and reflective supervision – 1996 to present
- Conducted training on foster care program design, sexual abuse, and child welfare systems – 1989-1992
- Developed and implemented training on prevention philosophies, child abuse and volunteer recruitment – 1992-1996
- Designed and implemented the Healthy Families Illinois Training Institute – 1997
- Certified as a Healthy Families America National Trainer – 1997
- Integrated Healthy Families America training with curricula from other disciplines, to create a comprehensive Ounce of Prevention Fund Training Institute for 61 programs across Illinois – 1997-present

Professional Experience

Ounce of Prevention Fund

Chicago, IL

Senior Vice President of Programs and Training – January 2004 to present

Duties: Oversee the administration of all Ounce of Prevention Fund programs, including statewide home visiting & doula sites, Head Start, and Early Head Start; Supervise three Directors; Develop new program initiatives; Provide guidance and leadership for the training and technical assistance systems that support all directly-operated and subcontracting programs; Responsible for the integration of knowledge across the organization; Ensure the use of service and outcomes data for program development.

Director of Parents Too Soon – August 1996 to January 2004

Duties: Direct training, technical assistance, program development, and quality assurance for 25 statewide Ounce of Prevention Fund/Parents Too Soon and Doula programs; Supervise 5 senior managers.

Prevent Child Abuse America

Chicago, IL

Program Development Consultant/Curricula Writer – May 1996 to January 1997

Duties: Primary author for training manuals and program development materials for Healthy Families America; Provided consultation to agency staff on the development of resource materials and Training of Trainers curricula.

Child Abuse Prevention Services

Chicago, IL

Program Director/Acting Executive Director – May 1992 to May 1996

Duties: Developed and coordinated all agency program services; Worked with the Board of Directors to evaluate and enhance agency programs; Managed agency relations with 25 service sites; Designed and managed the development of new program models; Acting Executive Director from January 1996 to April 1996.

Ounce of Prevention Fund

Chicago, IL

Parents Too Soon Program & Training Manager – July 1990 to May 1992

Duties: Managed training, technical assistance, and program development for 23 regional Parents Too Soon programs; Supervised 3 technical assistance specialists; Designed trainings on child abuse, child development, pregnancy prevention, and teen parenting.

Kaleidoscope, Inc.

Chicago, IL

Program Supervisor – July 1985 to July 1990

Duties: Developed and managed the first specialized foster care program in Illinois for adolescent parents and their young children.

DIRECT SERVICE PROPOSAL DATA

Organization Name: Ounce of Prevention Fund

ProgramTitle: Chicago Early Childhood Quality Improvement Project

= enter a number - IMPORTANT: Do not enter text
 x = enter an "x" to mark each entry
 \$ = enter a number - entries will appear in dollar format

	Program Data - Educare	Program Data - CBTI	Notes
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Proposal by funding duration:

Years of proposed funding from our Foundation

#	#
1	1

Activity by request type(s) - note all that apply:

Fund general operating needs
 Continue a specific existing activity
 Expand a specific existing activity
 Start a new activity

x	x
	x
x	

Activity by domain(s) - note all that apply:

Phys, social & emotional health & well-being
 Early childhood education
 Parent & family support

x	x
x	x
x	x
x	x

Activity by format(s) - note all that apply:

Home visitations
 Center-based services
 Other (in place of this text, cite another service format)

x	x
x	x

Program by length of service for a participant

How long (in years) a participant may remain enrolled

#	#
5	1

CBTI participants currently enrolled in a pilot for 1 year; we are exploring providing them with an additional 6-12 months of support. Educare children and families have the option to remain in the program up to five years.

Children served, by age range:

Birth<1
 Ages 1<3
 Ages 3<4
 Ages 4<5
 Ages 5-18
 Total children served/studied/supported
 Total children Birth<5
 At-risk children Birth<5

	#	#
	13	30
	49	111
	44	0
	43	0
	0	0
CT	149	141
CA	149	141
CR	149	141

Accountable adults served, by child's age range: *

Pre-conception
 Pre-natal
 Birth<1
 Ages 1<3
 Ages 3<4
 Ages 4<5
 Ages 5-18
 Total adults served/studied/supported
 Total adults w/children Birth<5
 At-risk adults w/children Birth<5

	#	#
	0	0
	0	0
	12	40
	44	150
	39	0
	28	0
	0	0
AT	123	190
AA	123	190
AR	123	190

Program Director CV data: **

Highest earned degree**
 Years since highest earned degree
 Grants awarded to Program Director

	#	#
HD	4	4
YD	16	16
GA	0	0

Claire Dunham serves as the Project Director for both Educare and CBTI.

Grant funding received by Program Director

\$	\$
\$0	\$0

Staffing:

Paid staff – FTE
 Total volunteers
 Total volunteer hours/year

	#	#
ST	66.15	1.7
VL	0	0
VH	0	0

In addition to paid staff, CBTI uses four highly-trained consultant to deliver training and technical assistance to pilot sites.

* For adults associated with multiple children in a program, please count the adult only once, in the age range for the youngest child being served

** High School: 1; 2-Year Certificate: 2; Bachelor's: 3; Master's: 4; Doctorate: 5

Oscar G. Elsa S. Mayer Family Foundation

PROGRAM BUDGET

Organization Name:	Ounce of Prevention Fund
Program Title:	Chicago Early Childhood Quality Improvement Project
Program Start Date:	1-Jul-11
Program End Date:	30-Jun-12

	Notes ⁽¹⁾	1st Year Budget	2nd Year Budget	3rd Year Budget	Total Proposal Budget
<u>Foundation Grants:</u> ⁽²⁾					
Oscar G & Elsa S. Mayer Family Foundation	Present Request	\$ 75,000			\$ 75,000
CME Group Foundation	Secured	100,000			100,000
Anonymous	Secured	75,000			75,000
JPMorgan Chase Foundation	Secured	65,000			65,000
Alvin H. Baum Family Fund	Planned	50,000			50,000
Polk Bros. Foundation	Secured	50,000			50,000
Finnegan Family Foundation	Secured	25,000			25,000
Prince Charitable Trusts	Secured	10,000			10,000
Additional Private Funding	Planned	9,218			9,218
Total Foundation Grants		\$ 459,218	\$ -	\$ -	\$ 459,218
<u>Government Contracts/Grants:</u>					
Illinois State Board of Education	Secured	50,000			50,000
Total Government Contracts/Grants		\$ 50,000	\$ -	\$ -	\$ 50,000
Corporate/Business Gifts		-			-
Individual Donations		-			-
Fundraising Events		-			-
In-Kind Gifts ⁽³⁾		-			-
TOTAL SOURCES OF SUPPORT		\$ 509,218	\$ -	\$ -	\$ 509,218

PROGRAM EXPENSES	Notes	1st Year Budget	2nd Year Budget	3rd Year Budget	Total Proposal Budget
DIRECT Program Expenses:					
<u>Compensation Expense (by position)</u>					
Senior Vice President of Programs (20%)		\$ 32,782			\$ 32,782
Director of Programs & Curricula (10%)		11,261			11,261
Director of Continuous Program Quality (10%)		9,981			9,981
CBTI Project Developer (100%)		75,643			75,643
Curriculum Specialist (30%)		17,702			17,702
Senior Research Associate (25%)		18,750			18,750
Project Manager (50%)		32,500			32,500
Fringe Benefits @ 23%		45,682			45,682
Total Compensation Expense		\$ 244,301	\$ -	\$ -	\$ 244,301
<u>Professional Services (by position)</u>					
Trainers for Center-Based Training Institute		103,650			103,650
Total Professional Services Expense		\$ 103,650	\$ -	\$ -	\$ 103,650
<u>Other Direct Program Expenses</u>					
Educare Staff Trainings		50,000			50,000
Educare Parent and Family Resources		5,000			5,000
Center-Based Training Institute Pilot Site Costs		34,817			34,817
Center-Based Training Institute Demonstration Site Occupancy (Rent & Utilities)		10,000			10,000
		15,158			15,158
Total Other Direct Program Expenses		\$ 114,975	\$ -	\$ -	\$ 114,975
INDIRECT Program Expenses ⁽⁴⁾					
The Ounce's indirect rate is 10%, which includes the expenses associated with the administrative management of public and private funds as well as the Ounce's financial, personnel, communications and management costs.		46,292			-
Total Indirect Program Expenses		\$ 46,292	\$ -	\$ -	\$ 46,292
In - Kind Expenses ⁽⁵⁾		\$ -			\$ -
TOTAL EXPENSES		\$ 509,218	\$ -	\$ -	\$ 509,218

- (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