



UNITED WAY OF METROPOLITAN CHICAGO

EDUCATION INVESTMENT PLAN

SPRING 2011

UNITED WAY OF METROPOLITAN CHICAGO

REGIONAL EXPERT PANELS & GUIDANCE

United Way works to identify critical issues facing people and communities by convening internal and external thought leaders. It is our aim to identify innovative solutions to these challenges and put together the necessary resources—funding, volunteers, advocacy, and the best providers—to deliver positive and measurable community impact. The development of this Education Investment Prospectus would not have been possible without the guidance¹ of the following key volunteers as well as a myriad of external expert contributors:

JULIA BRISTOW BRIGGS

Senior Vice President, Institutional Sales & Client Servicing
Northern Trust

CHRIS BROWN

Director, Education Programs
LISC/elev8

LINDSAY COCHRANE

Program Officer, Education
McCormick Foundation

JILL CORCORAN

Project Leader
The Boston Consulting Group

LAURA EILTS

Community Involvement Leader, Marketing and Business Development,
Midwest Region
Deloitte Services LP

CRAIG ESKO

Senior Vice President, Client and Community Relations Director
National City, now a part of PNC

RIC ESTRADA

First Deputy Commissioner
City of Chicago, Department of Family & Support Services

JERRY FULLER

Executive Director
The Associated Colleges of Illinois

GAYLORD GIESEKE

Vice President
Voices for Illinois Children

PAUL GOREN

Lewis-Sebring Director
The Consortium on Chicago School research at the University of Chicago
Urban Education Institute

CARONINA GRIMBLE

Senior Project Manager, Office of Assistant Secretary Grace Hou
Illinois Department of Human Services

TAWA JOGUNOSIMI

Executive Director for Strategic Planning
Office of Strategy and Institutional Intelligence
City Colleges of Chicago

PRANAV KOTHARI

Managing Director
Mission Measurement

MARIE LYNCH

EVP, Executive Director
Chicago Career Tech World Buisness Chicago

PATTY MOSS

Executive Director, Midwest Area Personal Financial Services
Ernst & Young

PEGGY MUELLER

Senior Program Officer
Chicago Community Trust

KAREN NYSTROM

Vice President, Community Awareness
North Shore United Way Board of Directors

PAIGE PONDER

Acting Officer, Office of Student Support and Engagement and Director,
Graduation Pathways,
Chicago Public Schools

DIANA RAUNER

Executive Director
Ounce of Prevention

MAGGIE ROCK

Geographic Marketing Leader
PricewaterhouseCoopers LLP

DAVID SCHULER

Superintendent
Township High School District 214

SARA SLAUGHTER

Director, Education Program
McCormick Foundation

CHERYL SMITHGALL, Ph.D.

Research Fellow
Chapin Hall at the University of Chicago

STEVE SOLOMON

Director Corporate Relations & President
Exelon Foundation

RON SONENTHAL

Office Managing Partner - Chicago Tax Practice
Deloitte Tax LLP

ERIN VAUGHAN

Vice President - External Affairs
ARAMARK

THANK YOU FOR YOUR VALUABLE CONTRIBUTIONS!

UNITED WAY OF METROPOLITAN CHICAGO

EDUCATION INVESTMENT PROSPECTUS

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UNITED WAY OF METROPOLITAN CHICAGO

EDUCATION INVESTMENT PLAN

“Education is not a preparation for life; education is life itself.”
-John Dewey

PREFACE

It is with great pride and passion for our community that United Way of Metropolitan Chicago (UWMC) releases our Education Investment Plan. This plan is the culmination of over two years of work, which was cultivated by invaluable contributions from experts and community stakeholders who care deeply about the state of education for children and youth across our region.

It should be noted that this document is an expansion of the Education Investment Prospectus that was released in December of 2010. Notable additions to the Education Investment Plan include:

- regional estimate of the dollars available
- geographic areas of interest to which UWMC will direct education funding
- adjusted application process timeline, including early Fall 2011 award notification

Details about these additions and specificity about UWMC’s approach to education is in complete form within this document.

EXECUTIVE SUMMARY

Education is the third pillar of UWMC’s community investment model. Like the other issue areas – Income and Health – we perceive Education as a social right that is paramount to a self-sufficient life. As with all UWMC investment strategies, we have engaged in a year-long planning process to garner input from regional education experts, dedicated volunteers, non-profit organizations, local Member United Way representatives and Boards, UWMC Board of Directors, and countless community stakeholders.

UWMC’s transformation to community impact is guided by a comprehensive theory of change which identifies necessary building blocks that create a foundation for strong families and vibrant communities. This set of specific and measurable steps both maps and connects the critical milestones necessary to achieve self-sufficiency. It is within this theory that we see the interconnections between all three of UWMC’s issue areas: Income, Health, and Education. Supports working across these domains are essential to making certain that individuals, families, and communities are able to thrive.

The research shows that without access to a high quality education, people and communities are less financially stable and substantially more likely to experience poor health outcomes. Education is a cornerstone upon which strong families and vibrant communities are built.

There are glaring issues in education that negatively affect entire communities and demand a full community response. Nationwide, 1 in 3 students do not finish high school on time. Across Illinois the graduation rate is 87%, while in the Chicago Public School system, the current graduation rate is a low 56%, with even worse rates for African American males (42%) and Latino males (52%). Interestingly, in some suburban areas where graduation rates are higher, students fall short of meeting expectations on ISAT scores. Therefore, the need for educational interventions is high across the entire Metropolitan area, even in communities with higher graduation rates.

UWMC is committed to changing this reality by maximizing the impact of donors' contributions — time, skills, and financial — to focus resources on an upstream approach to addressing the education crisis. By targeting key transitions in a child or student's life, we hope to intervene at those places where children and youth tend to fall off track in their educational trajectory, help keep them in school, continue learning, and ultimately graduate from high school ready for college and work.

With finite funding, UWMC will zero in on two important education junctures with the following goals:

- **Children 0-5 years old enter school ready to learn via increased access to high quality preschool and home visiting services**
- **Students transition successfully into 9th grade via community school interventions for middle school² students**

By focusing on early childhood (birth to 5 years), children will have the building blocks, through family support and skill attainment, to begin kindergarten poised for lifelong learning. Similarly, by enveloping 6th-8th grade youth in supportive and enriching educational environments at a formative and sometimes challenging developmental period, students will begin high school with the cognitive and social bedrock necessary to graduate. It is through these very specific approaches that UWMC will direct program dollars to high quality service providers that have the capacity to deliver outcomes in geographies with the highest need.

SECTION 1. OUR NEW APPROACH TO EDUCATION

1.1 Community Impact Planning Process

During 2010, UWMC conducted a planning process to identify the best possible solutions to create community impact in Education around the Chicago Metropolitan Region, utilizing the following key processes and discoveries:

- Identification of those *most at risk* of poor educational outcomes
- Recognition that UWMC must *focus its resources* for impact
- Engagement of local education *experts* for the impact planning process
- Reaching out for community and agency *input*
- Review of research for most *effective strategies*
- Exploration of strategic opportunities to *leverage* the most resources for impact
- Development of framework that will deliver positive and *measurable community change*

The community impact planning process yielded an investment framework for education that includes multi-level strategies—program funding, community-based initiatives, volunteerism, and public policy work—to move the needle in educational attainment for those at most risk. Specifically, UWMC will invest in two critical transition phases, with more detail provided below:

- **Early Childhood: Children enter school ready to learn**
- **Middle School: Students transition successfully into high school**

1.2 Early Childhood: Children Enter School Ready to Learn

What is it?

UWMC will work across multiple levels to ensure that children enter school ready to learn³ by:

- Supporting an early childhood continuum for children and families from before birth to age five; and
- Ensuring that children are developing appropriately across the following critical learning domains:
 - Physical well-being and motor development: growth, nutrition, and screening/support for disabilities
 - Socio-emotional development: self-regulation, interaction with others, self-perception, and feelings
 - Approach to learning: enthusiasm, curiosity, and persistence
 - Language: communication and early literacy
 - Cognition and general knowledge: thinking, problem-solving, abstract thought, imagination, and knowledge about particular objects and the way the world works

Specifically, UWMC will invest in two types of evidence-based early childhood — *high quality preschool* and *home visiting*—to improve early childhood education in target geographies. UWMC’s investments will be directed toward efforts to:

- Serve more children and families: Increase participation/access to high quality programs.
 - Increase the number of “slots” available in areas that need them (there are more eligible children than opportunities available)
 - Expand to new sites that show service gaps
 - Collaborate with childcare providers to offer services remotely
- Serve children and families better: Increase the quality of home visiting and preschool programs that are available in the community.
 - Increase outreach of high quality programs to actively engage at-risk children and families to occupy slots where there is excess capacity
 - Improve service offering to “step up” to best practice/high quality models by improving curriculum, increasing teacher training, enhancing cultural competency, reducing teacher-student ratios, etc.

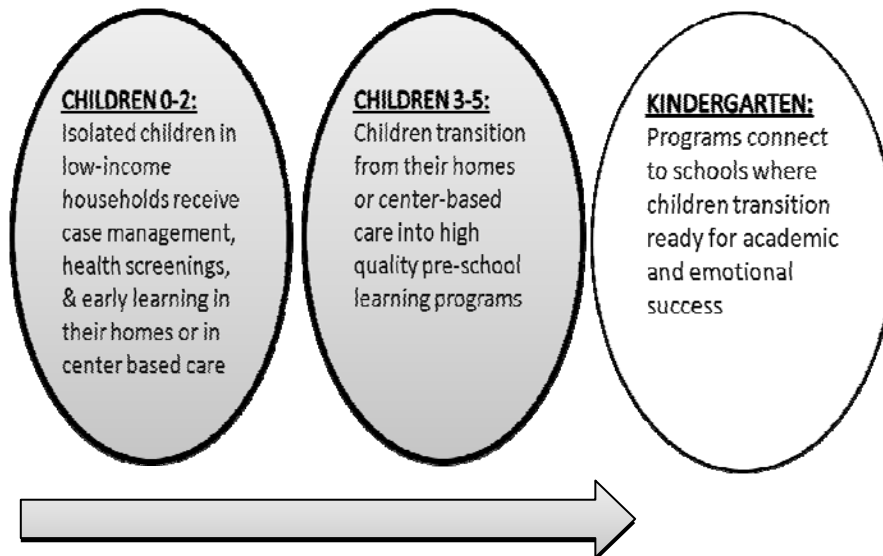
- Improve how services are offered within communities: Increase involvement/leadership in community change work to improve early childhood education.
 - ✚ Collaborate to identify gaps and address them
 - ✚ Improve community connections between home visiting, child care, preschool, and kindergarten
 - ✚ Outreach to disseminate early education tools to the general public

Why is it important?

There is a wide body of research that supports investment in early childhood, but the research can be boiled down into four basic points:

- We can't wait. The most rapid brain development happens early in life and this provides the foundation for all later learning.
 - ✚ A child's brain develops fastest in the first 5 years⁴
 - ✚ 46% of children start school without the skills they need to learn⁵
 - ✚ Early experiences powerfully shape the brain's learning pathways⁶
- Disparity. Skill gaps show up between low-income children and the general population at very young ages, often as early as 18 months, and long before children enter kindergarten⁷.
- Economics/social efficiency. If you wait to address skill gaps, they are harder to close⁸.
- Impact. Research shows that investments in disadvantaged children and families yield the most impact in the longer term⁹.

A picture of our early childhood model



1.3 Middle School: Students Transition Successfully into High School

What is it?

UWMC will work to ensure that middle school students transition successfully into high school by:

- Supporting holistic community school models that work with middle school students as they prepare for 9th grade; and
- Ensuring that youth receive the necessary physical, mental, academic, and social supports that prepare them to meet/exceed academic performance expectations

Please note: Middle school refers to the 6th - 8th grade years in students' academic lives. Some providers may be reaching down into 5th grade as well; however, we expect the preponderance of effort to be directed toward 7th-8th grade students in order to measure 9th grade readiness. This term may be synonymous with "junior high," or "late elementary school" dependent on district terminology.

Specifically, UWMC will invest in evidence-based interventions around the region that apply the core tenants of the **community school model** to improve the educational opportunities for youth in low-income target geographies. The Federation for Community Schools defines a community school as a school that serves as a community hub by coordinating a range of on-site community programs and services that support the success of students and their families. The school hub may vary by community because it is developed through mutually beneficial partnerships with students, families, community agencies, businesses, and residents that are unique to that community. It should be noted that UWMC does not prefer one type of school over another (e.g., public, charter, private, therapeutic day, etc.), but rather is interested in effective collaborations that operate using the community school model.

By way of this strategy, UWMC's investments will be directed toward efforts to:

- **Serve more students and families:** Increase access to/participation in high quality programs.
 - Expand to new sites that show service gaps
 - Collaborate with community school providers to offer needed services where there is a dearth
- **Serve youth and families better:** Increase the quality of educational supports and out of school time programs that are available in a community.
 - Emphasize academic enrichment and parental involvement, including adult access to health and employment resources (career ladders/ESL) where possible
 - Increase the capacity of low-income families and communities to expect and experience quality schools committed to preparing students for college and career
- **Improve how services are offered within communities:** Increase community involvement/leadership to improve middle school support.
 - Collaborate to identify gaps and address them
 - Improve community connections between school administrators/teachers and direct service providers
 - Bring community leadership and planning into the school through local advisory boards
 - Utilize schools as an effective community gathering place ("hub") for students and families

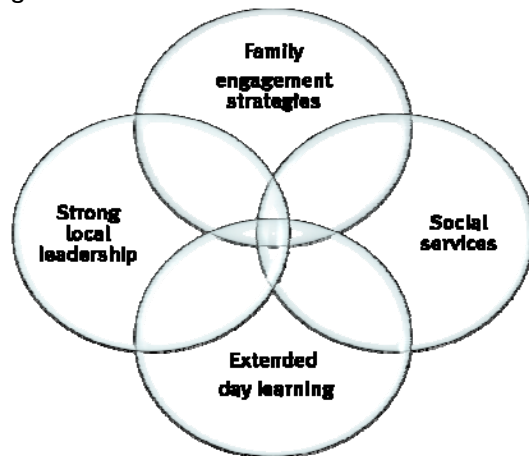
Why is it important?

Research supports a strong correlation between being 'off-track' in ninth grade and the likelihood to drop out before high school graduation.

- **We can't wait.** With high school graduation rates at 56% in some parts of our territory, youth face extremely limited employment potential with few opportunities for advancement.
- **Disparity.** Youth in large metro areas are not achieving the same high levels of education attainment as their predecessors in recent years. Additionally, African American and Latino youth lag behind their Caucasian counterparts in degree attainment.¹⁰
- **Economics.** Ensuring that youth are prepared for graduation and post secondary education or career trajectory is a workforce development issue. An educated workforce is essential to ensure that the region's economy is competitive nationally and globally.
- **Impact.** Engaging parents and students creates higher expectations and shows potential for future social returns.
 - If students are not "on-track" in grades 6-8, students **can** improve during their ninth grade year¹¹
 - When parents expect students to attend and graduate from college, students are much more likely to do so¹²
 - Adult expectations for student learning, and connections between families and schools result in success in school, social competence, and an aspiration for college¹³

A picture of our middle school model

UWMC has identified a Model for Success based on research of leading national, state, and local Community School strategies:¹⁴



- **Social services:**
 - ✦ Integrated physical and mental health services for youth and families
 - ✦ Workforce development for adults/parents
 - ✦ Adult education opportunities (ESL, GED, literacy, numeracy)
- **Strong local leadership**
 - ✦ Coordinating lead non-profit
 - ✦ School principal/key leaders support
 - ✦ Local advisory board recruitment and development
- **Extended day learning:**
 - ✦ Tutoring and mentoring that address academic achievement and link to in-school curriculum
 - ✦ Theater, arts, and sports programming that reinforce academics
- **Family engagement strategies:**
 - ✦ Multiple involvement strategies and leadership opportunities
 - ✦ Family resources and support that facilitate social connectedness

Please note: The community school model recognizes the school as a “hub” where all services coalesce for students and their families. We recognize that in some parts of our territory the model may function at locations other than a school, such as a community resource center. What is important is that the components are present and serve children, students, and their families as the model proposes. There will be opportunity in the application to explain presence of a community school model when it exists in a location other than a school.

SECTION 2. REGIONAL MEASUREMENT FRAMEWORK

2.1 Overall Intended Impact

Children are more likely to enter kindergarten ready to learn and high school prepared to succeed if families, schools, and communities provide the environments and experiences that support healthy development and learning. Therefore, in education, UWMC will focus its resources in these four interrelated areas to develop school ready communities around the region:

- Children: their own readiness for school
- Families: families' ability to provide developmental opportunities for young children and students
- Systems: availability, quality, and affordability of proven programs that influence child development and school readiness
- Schools: critical elements of schools that influence child development and school success



Note: Partners in each community will identify, along with UWMC, their particular needs, resources, and strategies to move toward school ready communities.

2.2 Priority Beneficiaries

The UWMC Education Issue Area will prioritize programs that serve those populations with the greatest risk of poor educational outcomes. Specifically, resources will be directed to activities that address the needs of individuals and families with household incomes below 200% of the federal poverty line¹⁵, according to the following basic guidance by impact area:

- **Ensure children enter school ready to learn and succeed (Children 0-5):**
 - Overall priority: invest in target geographies that reach out and serve those with limited access to early childhood education
 - High risk populations/areas: high rates of poverty, illiteracy, unemployment, limited language proficiency, abuse/neglect, high infant mortality, low birth weight
- **Support youth to transition successfully into high school (Youth in grades 6 through 8):**
 - Overall priority: invest in target geographies with youth who are “high risk”
 - High risk populations/areas/schools: high rates of dropout, truancy, teenage pregnancy, illiteracy, poverty, unemployment, limited English proficiency

2.3 Performance Measurement

Our overall intended impact for the Education Issue Area is as follows: *Children and students in UWMC target geographies are on-track for success in school.* Each program, initiative and policy position in education that is sponsored by UWMC will be selected for its ability to deliver on outcomes in Early Childhood, Middle School, or both. Please see below for specific outcomes and indicators. Please note that within each area of focus (early childhood or middle school), grantees will be responsible for reporting on all listed outcomes and indicators.

2.4 Early Childhood Measurement

Please refer to the table below for specific measures for early childhood programs. Note that selected programs will be responsible for all listed outcomes and indicators below. At the time of application, programs will be

asked to demonstrate past performance on as many of the indicators as available. If a program is completely new (not currently in existence), there will be an opportunity to explain capacity in this area absent of past performance data; however, past results are strongly encouraged when possible.

Impact Area	Outcome	Indicator
Children are Ready to Succeed in School ↓	Ensure academic and social preparedness for kindergarten success ↓	% of children receiving regular comprehensive developmental screening across domains
		% of children connected to ongoing supports that address learning challenges
		% of children improving screening scores across developmental domains
Families and Caring Adults Have High Expectations for Child Success ↓	Increase knowledge and skills to positively impact child and student success	% of families/ caring adults engaged in a child's learning
	Increase engagement in child success ↓	% of children under age 6 who received a well-child check-up in the past year
		% of children under age 6 who were read to by their parents/caring adults at least 5 times per week
Community Resources are Linked to Support Child Success ↓	Improve access to high-quality child and family support services ↓	% increase in 'new' children and families receiving services
		% increase in program dosage for children

2.5 Middle School Measurement

Please refer to the table below for specific measures for middle school programs. Note that selected programs will be responsible for all listed outcomes and indicators below. At the time of application, programs will be asked to demonstrate past performance on as many of the indicators as available. If a program is completely new (not currently in existence), there will be an opportunity to explain capacity in this area absent of past performance data; however, past results are strongly encouraged when possible.

Impact Area	Outcome	Indicator
Students are Ready to Succeed in School ↓	Ensure academic and social preparedness for 9 th grade success ↓	% of students promoted to next grade on time and with satisfactory attendance and grade performance
		% of students meeting or exceeding ISAT benchmarks
		% of students meeting Illinois Social Emotional Standards
Families and Caring Adults Have High Expectations for Child Success ↓	Increase knowledge and skills to positively impact student success ↓	% of families/ caring adults reporting confidence in supporting students at home
		% of families/ caring involved in student homework review
	Increase engagement in student success ↓	% of students who report having at least one adult they trust
		% of families/ caring adults participating in non-disciplinary teacher conferences
Community Resources are Linked to Support Child Success ↓	Improve access to high-quality student and family support services ↓	% of families/ caring adults engaged on school committees, groups, or activities
		% increase in 'new' students and families receiving services
		% increase in program dosage for students

2.6 Performance Expectations

Early Childhood

Research shows that children enrolled in high quality preschool programs demonstrate ongoing cognitive and health benefits that can help narrow the gap between low-income children and their peers.¹⁶ An evaluation conducted by the National Institute for Early Education Research found that children who attended high quality preschool programs demonstrated readiness for kindergarten in language, literacy, and early math skills by at least 30%. Therefore, we expect the following *baseline* for all funded early childhood programs:

- All participants demonstrate a 30-50% improvement in vocabulary, early math, and print awareness skills.
- At least 45% demonstrate “above average” or “average” in kindergarten-readiness skills.

Middle School

An independent study on the Chicago Community School Initiative¹⁷ informed UWMC performance expectations for community school and like-model programs or initiatives¹⁸. Using advanced statistical analysis techniques, UIC determined that Out-of-School-Time programming carries a predictive value for course grades and test scores. We expect the following *baseline* for all funded high school transition programs:

- At least 40% of participants must improve math and reading grades by ½ letter grade between first and third quarter.

- At least 55% of participants must meet or exceed performance standards for their grade level for ISAT scores, math, and science.

For both early childhood and middle school efforts, we expect similar performance from UWMC grantees, with the understanding that more difficult to serve or at-risk populations may experience more barriers to readiness than others. Therefore, while we expect programs to meet the above standards, we will understand variance in accordance with the population served—but please explain these variances thoroughly in the application.

SECTION 3. TARGET GEOGRAPHY APPROACH & ANALYSIS

In August, 2010, UWMC first announced it would target its Education funding into specific, high need communities across the metropolitan region (agency forums, August 2010). Given the amount of funding available and the estimated grant sizes for each strategy, UWMC laid out a target of 20 geographies total. This target was reiterated in the publication of the Education Investment Prospectus (December 2010) and is now finalized in this Education Investment Plan.

These target geographies are composed in accordance with need and capacity as it ripples across the region; so in some cases the target geography is a cluster of like neighborhoods; whereas in others, it is a corridor or stretch of geography. These areas of interest are published in map form within this document (Appendix A), along with a summary of the analysis that led UWMC to these choices.

Summary of Analysis

There have been two phases of analysis. The first phase focused very specifically on the Education Issue Area, and looked at:

- Need as defined by percentage of children under the federal poverty level and/or families living under 200% of the federal poverty level
- Sustainable capacity for investment via infrastructure and funding streams (Head Start/Early Head Start, Community School Funding streams, 21st Century grants, Home visiting funding streams, etc)
- External capacity assessments from Illinois Facilities Fund (school performance data) and Chapin Hall

A second phase of analysis broadened the definition of need and capacity to be relevant across education, family income levels, and community health. The intention of this broadening was to assess communities that might be poised to receive many types of UWMC investments to effect the most impactful change.

A research team of UWMC staff members worked with Loyola University Chicago GIS analysts from the Center for Urban Environmental Research and Policy to perform spatial analysis to guide community selection. Building upon the work done to screen the region for Education communities, the research focused on several variables.

Need as defined by:

- percentage of population in poverty
- median income
- percentage of population with high school degree as the highest education level (i.e. predictor of low income jobs)
- percentage of populations 16-69 yrs who are unemployed

Capacity as defined by:

- presence of UWMC investments across Income and Health Issue Areas
- presence of best practice models upon which aggregated services could be built

Infrastructure as defined by:

- population density as predictor of some infrastructure and presence of potential client populations
- school presence and success (i.e. school counts, average ISAT scores, and total enrollment)

UWMC shared the criteria, data sources, screening process, and results with MCIC (Metro Chicago Information Center). MCIC was impressed with the strength of the information and results, and called it ‘best in practice index measurement.’ They also provided additional data to make the analysis more robust, including data regarding the under and uninsured.

Each Member United Way office worked with the research results to perform additional analysis at the local level, weigh local capacity, and work with local volunteers and stakeholders to finalize an information-based approach to selecting areas of interest. While the analysis and approach are consistent across the UWMC footprint, a deeper understanding of local needs is incorporated through this phase of the work.

Geographic Grant Guidelines

As a result, UWMC is publishing the areas of interest (please see Appendix A) to invite applications through the Education strategy:

- 16 primary community clusters of contiguous geographies
- 8 secondary community clusters of contiguous geographies

The purpose of the secondary options is to allow for some flexibility based on the quality and strength of applications within the Education cycle.

While UWMC does not seek applicants who are solely limited to these published areas of interest, it will choose to fund proposals in which a preponderance of clients are located in the communities specified. (Please note potential exception if serving the DuPage/West Cook territory, as explained in Appendix A.) Preference will be strongly given to applications in which a vast majority of clients reside in these areas of interest.

SECTION 4. FUNDING AVAILABILITY & APPLICATION PROCESS

4.1 Funding Availability and Local Portfolios

UWMC will invest approximately \$8 million of program funding to non-profit providers to meet its Education Issue Area goals. Roughly \$5.5 million will be distributed through a competitive application process in two areas in education: *Early Childhood* and *Middle School*. The funding split between the early childhood and middle school strategies will depend upon the quality of applications received and local needs and opportunities. It is our hope to have a strategic mix of funding within each Member United Way portfolio.

Based upon the competitiveness of the applications received and the local needs and strengths of each Member United Way territory, UWMC will support and engage a dynamic and interconnected collaborative of providers to share expertise and discover new opportunities to improve the local and regional educational landscape. Therefore, the local networks that comprise each portfolio will be driven by the unique needs and assets of the community and the providers working to effect change. We look forward to an interactive value exchange with the programs that are funded through this investment area.

4.2 Education Funding Timeline

UWMC will provide a minimum of two-year education grants subject to programs’ delivery on outcomes, timely reporting, and the availability of funding. The application process for education program funding begins late March and funding commences in early September. Although the first payment for FY12 funding will begin in September it will be retroactive to July 1, 2011 to account for the later application cycle and to ensure full year funding. Voluntary- but strongly recommended- conference calls and application training sessions will be held to

answer questions about the Education Investment Plan and online application process. Please check the UWMC website for registration and site information (<http://agencies.uw-mc.org/program-funding/education-funding/>).

The selection process for program funding will follow the timeline below*:

- Week of March 21: Applicant conference calls to answer Education Investment Plan questions (see website for call-in information)
- March 28- April 1, 2011: Application workshops (see above website for training schedule and registration information)
- April 4, 2011: Application released
- April 22, 2011 at 5:00 pm: Application due (late applications will not be accepted under any circumstance)
- May- July, 2011: Application review and program funding decision-making
- August, 2011: Award letters sent
- September 1, 2011: Monthly payments begin
*timing subject to change

4.3 Program Funding Evaluation Criteria

- **Alignment:** Can the program deliver on UWMC’s overall goal in education – to create “School Ready Communities” – that ensure children are ready for kindergarten and students are ready for high school?
- **Priority Population:** Does the program directly address the needs of the population identified by UWMC (low-income families, or families 200% below poverty level)?
- **Service Need:** Is there a convincing case that there is a high quality service shortage and that UWMC funds could add much needed education services that are not currently being provided? This could be accomplished by providing additional slots in maxed capacity areas where there is still need or replicating a successful service model in additional communities where none currently exists.
- **Family/Adult Engagement:** Does the program engage parents and extended family members in meaningful ways, making them integral to the early education or middle school program? High quality programs have multiple strategies to encourage family involvement, and a variety of avenues for that participation are typically available (e.g. direct parent/teacher communication, opportunities to serve on a governing board or committee, assist in the classroom, help with field trips, or share expertise).
- **Collaboration/Integration/Linkage of Services:** Does the program involve collaboration, integrated service delivery, and/or the linkage to services? Collaboration with local community agencies and service providers will maximize the resources available to families in a cost-efficient and comprehensive manner. Programs will seek to build strong alliances within the communities in which they operate.
- **Inclusion:** Does the program welcome and reach out to the diversity that exists within its community?
 - ✎ **Accessibility and Outreach:** Program will be fully accessible to all individuals regardless of disability, sex, ethnicity, religion, gender identity, sexual orientation or language proficiency. Program will provide the best possible environment and curriculum for any child or student with a disability.
 - ✎ **Cultural Responsiveness:** Program demonstrates an understanding of, respect for, and responsiveness to the home culture and language of the children and families served. The approach should support and demonstrate respect for families’ unique abilities as well as their ethnic, cultural and linguistic diversity.

- **Performance Measurement:** Can the program collect and report on all required outcomes for its participants?
- **Plans for Program Improvement or Expansion:** Does the program present strategies to improve or expand in response to new (i.e. not presently serving) populations of parents and families? For example: bilingual staff or adding a language capability not currently offered; program replication at a new site (especially early childhood); strategy to involve new families (increase through program year) in students education (especially community school)
- **Sustainability:** Is there a reasonable likelihood that the program will continue once UWMC funding has ended?
- **Leverage:** Does the program demonstrate an ability to secure additional funds and other resources sufficient to ensure strong service delivery?
- **Geographic Focus/Potential for Impact:** Does the program:
 - ✎ Identify a geographic area of focus AND
 - ✎ Make a strong case that they have the capacity to make *community-level impact* in that target geography?
- **Convergence:** Have other agencies and collaborations submitted programs that address home visiting, preschool, and/or collaborative models to improve high school transitions within this same community? Whenever possible and needed, UWMC will seek areas of “critical mass” and partner with multiple community partners in its work to create School Ready Communities.
- **Quality for Early Childhood:** Is the program a “high quality” program?
 - ✎ Addresses all domains of learning and development including physical, social, emotional, approaches to learning, and cognitive development.
 - ✎ Uses research-based methods and is aligned to K-12 learning standards whenever appropriate.
 - ✎ Includes comprehensive developmental screenings at regular intervals (at least quarterly) to ensure that children and families are receiving appropriate service.
 - ✎ Focuses on the whole child and family: children cannot learn when their basic needs are unmet or when special needs go undiagnosed. High-quality programs should screen children's vision, hearing, and general health in order to identify problems and make appropriate referrals early. When needed, families should be given access and/or connected to supportive services.
 - ✎ Hires well-trained and knowledgeable staff members with formal training and experience in child development and early childhood education.
 - ✎ Ensures adequate supervision and ongoing training opportunities for staff members.
 - ✎ Sustains reasonable staff to child/family ratios
 - preschool- no more than 20 children per class on average
 - home visiting- reasonable caseloads that allow for relationship building and planning.
 - ✎ Provides transition planning: Programs are responsible for facilitating a smooth transition from hospital to home, from a prevention program into a more intensive intervention program, from a program for birth to three year olds into a program designed for three to five year olds, or from preschool into kindergarten. A smooth transition is important to ensure each child continues to receive enriching early child development services and each family continues to receive the support services necessary for healthy family development.
- **Quality for Middle School:**
 - ✎ Addresses all domains of learning and development including physical, social, and emotional approaches to learning, as well as cognitive development.
 - ✎ Links strongly with a school serving 7th and 8th graders. “Strongly linked” means lead partner and school have⁹:

- Shared vision: school and agency have similar goals, mainly to increase academic achievement by means of out-of-school time programming.
- Commitment of resources: school and agency are both ready to go to work for this shared vision. Full commitment on both parts is essential.
- ✎ Partners or provides a strong mix of UWMC identified “best practice” services, such as workforce development for adults, ESL and GED for families, dental and vision services for students, and mental health services for students and families.²⁰
- ✎ Partners or provides programming to improve academic outcomes²¹. Agency able to demonstrate past performance success with target population.
- ✎ Local district/school supports and is committed to program’s education work. Agency provides evidence that shows influential parties are appropriately involved in the effort to execute on the strategy proposed.

4.4 Demonstrated Capacity for Impact

UWMC plans to invest in organizations and collaborations that demonstrate all or most of the following key capacity indicators:

- **Community of Interest/Potential for Impact:** The applicant must identify its geographic area of focus, which may include a single community or several contiguous communities up to and including the size of a school district, county, or township. However, the applicant must make the case that they have the capacity to make *community-level impact* in that larger defined community area. Since community change work happens very often at the local level, program applications that cover “the region” or that extend across established county or school district boundaries will be required to document their local relationships and collaborations “on the ground” in each of the communities served.
- **Experience/Standing:** The applicant must have significant experience in the area for which they have submitted an application (early childhood or middle school). Do they have sufficient standing in the community to develop relationships for community change? Is the local school district/school/administration in full support of the agency’s efforts?
- **Fiscal/Reporting:** The applicant must have capacity to successfully apply for funding, periodically report on outcomes, and work with UWMC on community-level change work to improve educational and community outcomes.
- **Outreach/Engagement:** The applicant must have the ability to effectively engage the community (families, business, other agencies, etc.) for community change work.
- **Collaborative Learning/Planning Efforts:** The applicant partners with other providers with similar goals on specific issues. Examples include data/benchmarking partners, process improvement strategy partnerships, or program implementation collaborations. These types of partnerships may or may not share common clients; they will always share common program or agency goals.
- **Resource Development/Sustainability:** The applicant generates resources—human and financial—to support community work and service provision. Agency provider must be in good financial standing.

4.5 Funding Limits

Due to the current funding climate, all UWMC program funding decisions around the region will be subject to the following limits and restrictions:

- **UWMC basic requirements:** All applicants must meet basic requirements for funding, as detailed in the UWMC Agency Manual found here: <http://www.uw-mc.org/agency-resources/program-funding>

- **Funding ranges by strategy:** Early Childhood range: \$25,000- 150,000: Middle School range: \$100,000- 250,000
- **Grant applications by agency:** No applicant may submit more than 3 applications per UWMC Member United Way office.

4.6 Reporting Expectations

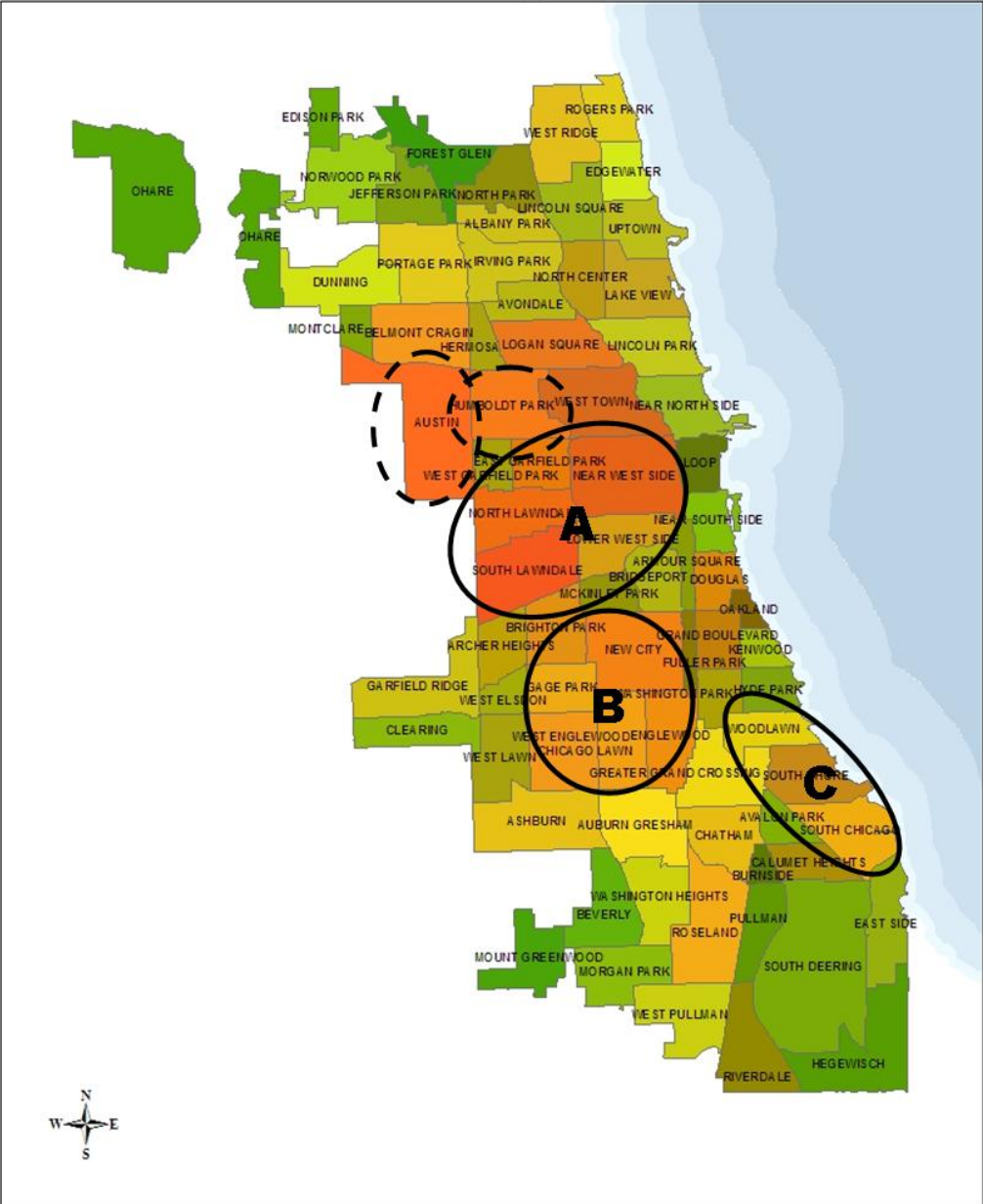
All programs selected for education funding will be required to measure the performance²² of those programs and report the results using the UWMC online application and reporting system. Reporting will involve a projection of expected results, data entry, year-end reporting on outcomes, financial information, participant demographics, communities served, and efforts to ensure culturally competent service delivery. Note: Sustained funding for selected programs will be contingent upon timely and complete reporting. Programs that do not meet expectation may experience a disruption or termination of funding.

More specifically, all programs receiving funding must:

- **Deliver on outcomes:** Programs will be *required* to report on all outcomes within an impact area for the strategy with which it aligns.
- **Report on entire program:** UWMC does not fund on a fee-for-service basis, but rather funds programs that deliver on identified community outcomes. Therefore, agencies must agree to report on outcomes and indicators for *all participants* of the program submitted for funding, within the UWMC geography, rather than some portion of total program. UWMC utilizes outcome data to compare results across programs. This information is used to facilitate peer learning and capacity-building in the sector—these efforts will only succeed with the capture of all program participants in an outcome. Note: UWMC funding is unrestricted and can be used to support any part of the program operation, including administrative or overhead costs.
- **Data systems:** All community school programs will be required to manage (with local advisory board and key partners) a data system that will:
 - ✎ identify local needs and resources for children/students and their families
 - ✎ continually track participant progress
 - ✎ re-evaluate programming and services based on collected data

APPENDIX A. Target Geography Maps by UWMC Member United Way

Chicago



Data sources: ESRI maps, American Community Survey 2005-09 Estimates, United Way of Metro Chicago
 Data collected by Katie Pacyna, David Treering

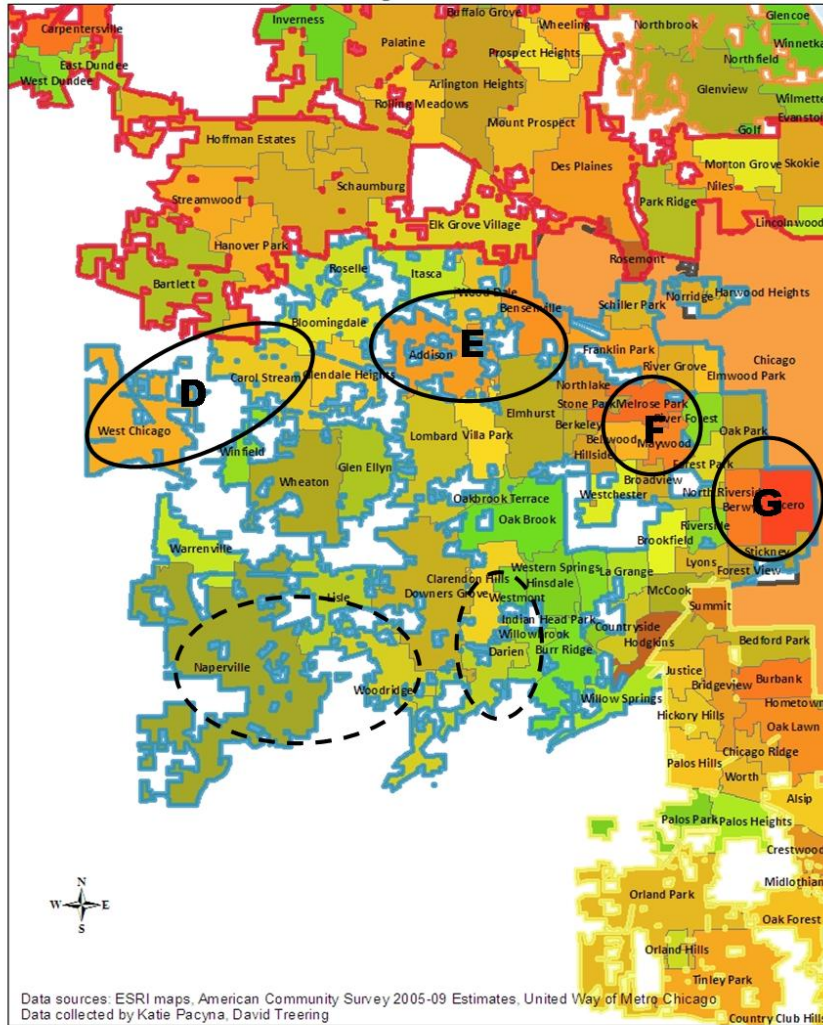
Primary areas of interest include:

- **AREA A:** Lawndale/ Garfield Park/ Near West Side
- **AREA B:** New City/ Englewood/ Chicago Lawn/ Gage Park/Greater Grand Crossing
- **AREA C:** Woodlawn/South Shore/South Chicago

Secondary areas (indicated by dashes) include:

- Austin
- Humboldt Park

DuPage/West Cook



Primary areas of interest include:

- **AREA D:** West Chicago and Carol Stream area
- **AREA E:** Addison and Bensenville area
- **AREA F:** Melrose Park, Maywood, and Bellwood area
- **AREA G:** Cicero, Berwyn, Oak Park, and Forest Park

Secondary areas (indicated by dashes) include:

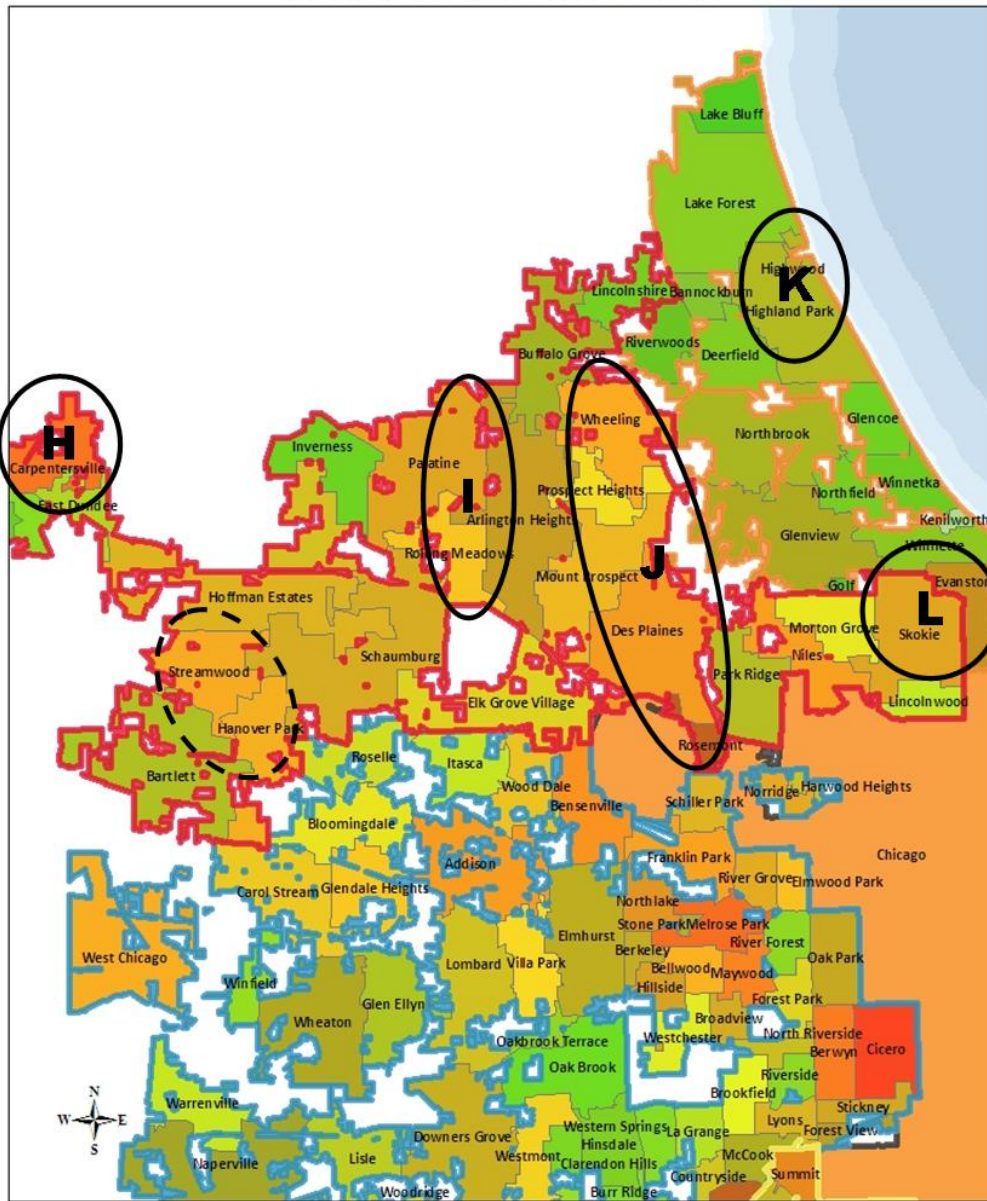
- Naperville, Woodridge area
- Willowbrook, Westmont area

Note from the DuPage/West Cook United Way office:

In order to respond to rapidly changing demographics and needs in the DuPage/West Cook region, the DuPage/West Cook office will accept applications from programs operating in any of its 65 communities. However, there are four "clusters" of primary interest. Therefore applications from outside those regions must convincingly demonstrate both equivalent need and superior capacity to programs within the primary clusters. Need will be based on the demographics of the projected clients served, and capacity will be based on projected outcomes in the measurement framework, evidence of a current and effective coalition already in place capable of achieving these projected outcomes, and past accomplishments and leadership relevant to the program.

Programs applying from areas outside the priority clusters have the possibility of receiving funding but the likelihood of receiving funding will depend on the relative quality of other applications. As always, there is no guarantee of funding, and serving a population of lower need with less evidence of likelihood of achieving significant goals relative to other applicants greatly decreases a program's chance of receiving funding.

Northwest and North Shore



Data sources: ESRI maps, American Community Survey 2005-09 Estimates, United Way of Metro Chicago
Data collected by Katie Pacyna, David Treering

Northwest primary areas of interest include:

- **AREA H:** Carpentersville
- **AREA I:** Northeastern Palatine and Rolling Meadows
- **AREA J:** Wheeling, Prospect Heights, Mount Prospect, Des Plaines, Rosemont
- **AREA L:** Evanston and Skokie

Northwest secondary areas (indicated by dashes) include:

- Streamwood and Hanover Park

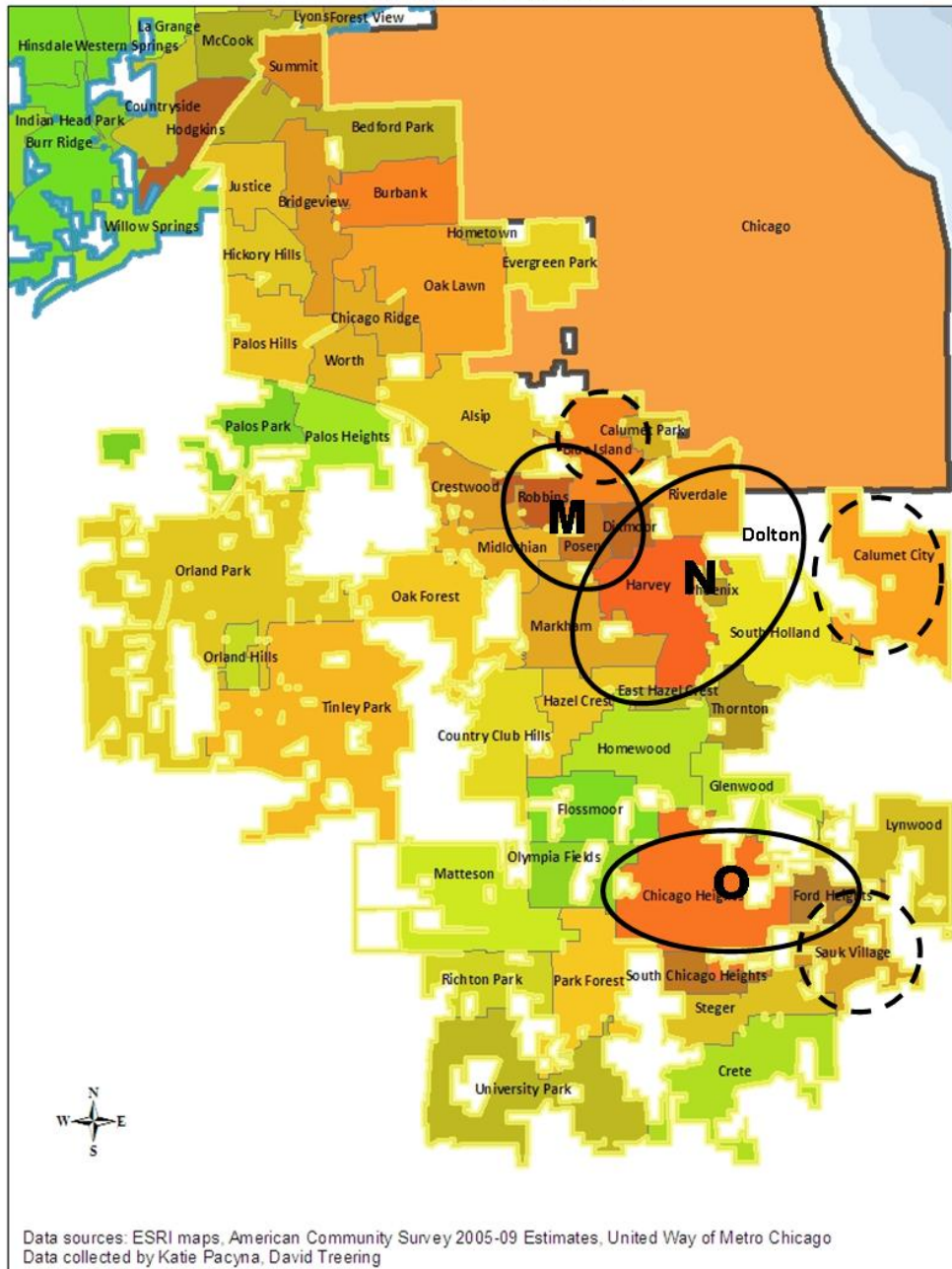
North Shore primary areas of interest include:

- **AREA K:** Highwood, Highland Park
- **AREA L:** Evanston and Skokie

(There are no secondary areas of interest for North Shore.)

Please note: these are separate UWMC Member United Way offices that overlap in **Area L**, which is why these offices are represented together on this map. However, funding decisions are made independently by each office.

South/Southwest



Primary areas of interest include:

- **AREA M:** Robbins, Posen, Dixmoor
- **AREA N:** Harvey, Dolton, Riverdale
- **AREA O:** Chicago Heights, Ford Heights

Secondary areas (indicated by dashes) include:

- Blue Island
- Calumet City
- Sauk Village

APPENDIX B. ISSUE AREA ANALYSIS

Early Childhood Research

Early Childhood Education Services

The general purpose of early childhood programming is to enhance the social interactions and the quality of learning for children 0-5. Programs may work to improve early cognitive, literacy, or numeracy skills, and/or work to promote positive socio-emotional growth, such as by reducing antisocial or problem behavior. There are many different kinds of programs offering these types of services, but they can all be broken down into two basic categories—parent-based and child-based approaches—with some programs combining approaches for different purposes or stages.

Parent-based Programs: These programs tend to focus on high-risk families with infants and toddlers (ages 0-2) and work with parents to help them better nurture and care for their children, with the hope that this work will translate to better long-term outcomes for families and children. Parenting education programs seek to boost parents' general knowledge about parenting and child development, often by providing information in conjunction with instrumental and emotional support.

These programs may be offered in short instructional workshops provided by educators or community centers, parent discussion groups, and home visitation programs. The most well-known home-visitation programs are: Nurse's Family Partnership, Healthy Families America, Home Instruction for Parents of Preschoolers, Parents as Teachers, Parent-Child Home Program, and the home-based component of the Early Head Start Program.

Child-based Programs: These intensive preschool education programs typically serve children ages 3-5, while some are available for children aged zero to five. They provide enriching experiences *directly to children*, though many also have parent education, home visitation, and/or parent engagement components. There are a variety of programs offered in the community, with some offering a rich menu of educational activities and others simply "babysitting" children while their parents are at work. In its best manifestation, this approach seeks to maximize the time children spend in a developmentally appropriate and stimulating classroom or group setting. These programs can be broken into two general categories:

- **Preschool programs:** typically part-day or part-year interventions that serve 3-5 year-olds in center or school settings. In addition, there are now early head start programs that serve low-income children aged 0-3. Some offer an educational program only, while others provide comprehensive educational, health, nutritional, social, and supporting services. Most of the preschool programs are designed to promote child development and improve school readiness.
- **Childcare or Daycare Programs:** typically offer full-day services to children from birth to school-age. This care can be provided either in a center setting or a caregiver's home. Most child care programs aim to promote child development, while enabling working parents to meet their child care needs.

Preschool programs are offered extensively by private and publicly-funded organizations, with the Perry Preschool and The Carolina Abecedarian models being the highest quality, best-researched examples of publicly-funded programs. In addition, there are the higher volume, federally-funded Head Start (4-5) and Early Head Start programs (0-3); as well as the state-funded Pre-Kindergarten (Pre-K) programs that provide classroom-based educational services in public schools, local childcare agencies, and other community-based settings.

Comparing the Impact of Early Childhood Programs^{23,24}

Given the wide variety of programming that exists for young children, what does the research say about the relative impacts of those programs on child outcomes? Two models consistently pop up in the literature—high quality preschool education for lower income children (usually public) and parent education through home visiting—both of which focus on low-income populations, and are funded primarily through government sources.

- **Preschool:** model preschool/early childhood programs appear to have the most solid evidence base to date, demonstrating clear positive impacts on cognitive and social skills that translate into later success.
- **Home Visiting:** there is also a growing body of evidence that demonstrates gains in a wide range of child and parent outcomes in home visiting programs, particularly for the intensive Nurse-Family partnership program. From our reading of the current research, these programs are very effective at addressing health outcomes, abuse/neglect, and the parent child relationship, but the impact of less intensive programs on cognitive skills is less clear.

From the research, UWMC has identified these two evidence-based approaches as its best opportunities to make complementary investments in high-quality early childhood education. Home visiting will target the highest risk families at the earliest ages to build the basic foundation for learning and connect these families to preschool. Preschool programs will then be able to pick up where the other program leaves off, in order to amplify gains made in the earliest years. UWMC is particularly interested high need areas where there are high quality service gaps but that also have providers that have the capacity to fuse the strategies into one program or in collaborations where expert providers work together to provide these high quality interventions.

Achievement Gaps

A large and growing body of evidence that differences in early learning opportunities and environments contribute to large gaps in children’s early education skills.^{25,26,27,28} Economist James Heckman, a well-respected leader in this field, even goes so far as to assert that “about 50% of the variance in inequality in lifetime earnings is determined by age eighteen”.²⁹

Determinants of Success³⁰

Cognitive and non-cognitive/social skills are both important determinants of socioeconomic success³¹. Cognitive skills are any mental skills that are used in the process of acquiring knowledge, such as attention, short- and long-term memory, visual and auditory processing, logic and reasoning. These skills are commonly measured by IQ and other standardized test scores. Non-cognitive skills, as defined by economist James Heckman, are other traits that play an important role in achievement, such as stability, dependability, perseverance, consistency, future orientation, self control, self discipline, and management of negative/antisocial behaviors.

Learning Begets Learning

Early differences in behavior and cognition tend to persist in the long-term, through school and into adult life. Researchers propose that mastery of basic cognitive skills and behaviors in early life improves ability to learn and succeed in later life^{32,33}. Furthermore, gains from early childhood education, are “best sustained when followed by high quality learning experiences”^{34,35}.

Risk Factors³⁶

Disparities in child outcomes (cognitive skills and behavioral ratings) are seen very early in life, with differences noted in relationship to family income, racial/ethnic minority status, home language, and mother’s educational attainment. Research shows that investments in the most disadvantaged children that lack sufficient parental investment in their early years demonstrate the greatest impacts of early childhood education³⁷. Furthermore, children who are not ready for kindergarten (poor academic assessment scores or behavioral problems) are more likely to become teen parents, engage in crime, and be unemployed as adults.^{38,39}

Participation in Early Childhood Programs⁴⁰

- In 2005, 57% of children aged 3-5 attended center-based early childhood care and education programs, such as day care centers, Head Start programs, preschool, nursery school, prekindergarten, and other early childhood programs (down from 60% in 1999).
- Rates of participation are lower for poor (47%) compared to non-poor (60%).
- More African America (66%) and Caucasian (59%) children participate than Hispanic/Latino children (43%).

- Children in families with lower educational attainment are less likely to participate: 35% for mother’s with less than HS education, 49% for HS diploma or GED, 56% for some college, and 73% for bachelor’s degree or higher.

Middle School Research

Middle School Education Services: Community School Model

UWMC determined that a Community School model serves as the best strategy to support middle school outcomes. Based on the below research. The term “community school” is defined as any strategy where the following takes place: coordinated out-of-school-time services, family engagement practices, and collaboration with community partners. We believe that in-school services produce the best results, but are not opposed to models that focus services and activities in another identified community “hub.” Community school models must be coordinated *by a non-profit organization* in strong partnership with a middle school (serving at least 7th & 8th grades).

Impact of the Community School Model

The Coalition for Community Schools compiled a series of over 20 independent evaluations⁴¹ on community school initiatives, consisting of over 3,000 schools during a 15 year span.

Figure 1 below⁴² demonstrates student outcomes across evaluations presented in the study. The darker the circle, the more programs achieved that goal. This chart demonstrates that collaboration, family engagement, and service coordination as three indispensable strategies toward the goal of grade improvement.

	Grades	Attendance	Behavior	Access to health	Contact with supportive adults
Collaborate community partners	●	◐	◑	◑	◑
Family engagement	●	◐	◑	◑	◑
Coordinated OST services	●	◐	◑	◑	◑

Figure 1: Preponderance of schools using Collaboration, Family Engagement, and Service Coordination strategies report marked grade improvement among student participants. Other student outcomes vary from school to school. (N > 3,000 schools)

Community School Model is Evidence-Based⁴³

Service coordination happens when community stakeholders work together to guide a set of services achieving common goals. Services in isolation of central coordination are demonstrated to not have as significant an effect as coordinated services in the school building. Below is a correlation chart of community school components. The research demonstrates that non-coordinated service provision does *not* enhance student achievement. Out of school time coordination of services for students based on school and student needs (i.e. whole model with planning) improves student achievement.

Exhibit 5: Correlations between Implementation Domains and Outcomes	
Implementation Domain	Correlation with Overall Average Effect Size
Whole Model (all domains)	0.16**
Needs Assessment/Site Coordination	0.15*
Planning	0.20**
Service Provision	-0.06
Monitoring and Adjustment	0.05

* Statistically significant at the p<.05 level

** Statistically significant at the p<.01 level

Further, having a school-based coordinator on-site more than 50 percent of the time correlates to much stronger positive school outcomes than when a coordinator is present less than 50 percent of the time.

The same study⁴³ measured outcomes utilizing coordinated in-school services. ICF International found that these strategies, key to the community school strategy model, demonstrated change in both graduation and dropout rates.

Net Change between Community school and Their Comparison Schools Over a Four-Year Period		
Outcome Type	Outcome	Net Change: C.S. Over Comparison
Dropout/Graduation:	Dropout Rate (Promoting Power)	+2.0%
	Graduation Rate	+1.7%
Attendance Rates:	Attendance: Elementary	+0.1%
	Attendance: Middle	+0.3%
	Attendance: High	+0.3%

Achievement Gaps

Research shows that there are notable disparities in student achievement that can severely blight the futures of young people as they move into adulthood. In a recent report, less than half of Illinois 8th graders were considered “proficient” in math, reading, and writing on the National Assessment of Educational Progress. According to the ACT test, only 20% of Illinois students are considered college ready.⁴⁴

Low-income youth experience some of the most devastating effects of academic inequality contrary to their higher income counterparts. Across the state graduation rates also demonstrate racial and ethnic disparities with Caucasian and Asian graduation rates at about 93% and African American and Latino graduation rates at approximately 75% (some areas show graduation rates much lower).⁴⁵

Predictive Factors of Success

Factors of Success for High School graduation⁴⁶

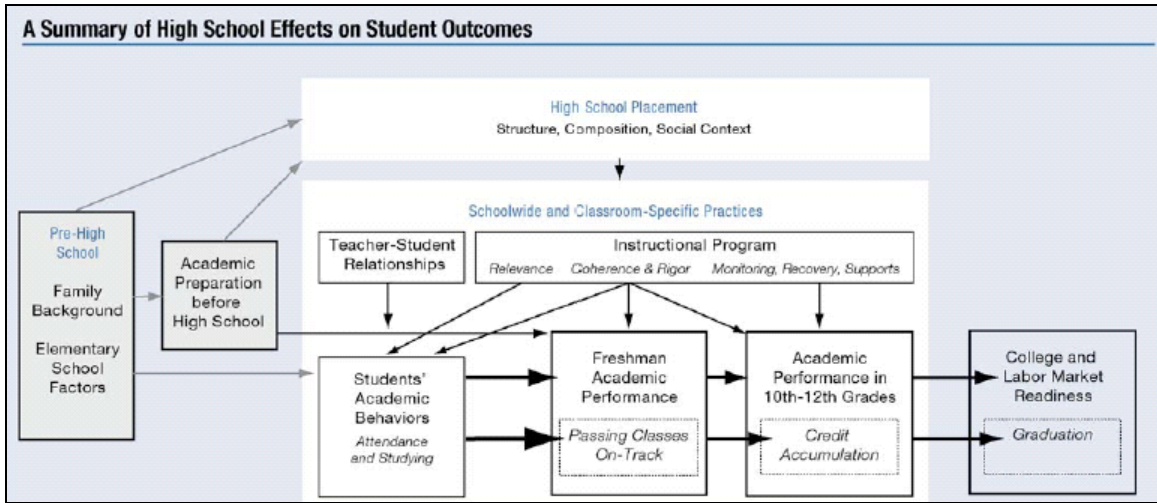
The Consortium for Chicago School Research found that students must have ten semester credits (five full-year course credits) and no more than one semester F in a core course by the end of their first year in high school. Course performance, attendance, and failures in 8th and 9th grades predict who will graduate in four and five years of high school⁴⁷.

Test scores were found to not be as predictive of graduation as students’ performance in coursework⁴⁸. Even one full year course grade of “F” in the freshman year puts students at high risk of not graduating. These students, struggling but not the lowest-achieving, are the students most amenable to intervention.

Non-academic factors include attendance, teacher-student relationships, and relevance of school for the future. Attendance is the main predictor of finishing the school year on-track. Teacher-student relationships and an understanding of school relevance is critical to addressing issues of failure and dropout⁴⁶.

Factors for Success for College and Career

The above factors strongly predict graduating, but do not determine readiness for college and work. For success in college and career, course grades need to be not just passing, but in the A-B range. Students with GPA lower than 3.0 are unlikely to obtain a four-year degree after high school⁴⁹. See chart below⁴⁶, demonstrating the interaction of many of these factors.



UWMC is focusing primarily on the goal of high school graduation, using the 9th grade predictive factors as outlined in this document.

Given the above independent evidence-based strategies, UWMC will prioritize school-based coordinated services that demonstrate academic achievement results. We believe the community school strategic model is the “best practice” method for accomplishing this goal.

APPENDIX C. WORKING DEFINITIONS

Cognitive Skills: Includes a wide variety of mental processes used to analyze sounds and images, recall information from memory, make associations between different pieces of information, and maintain concentration on particular tasks. They can be individually identified and measured. Cognitive skill strength and efficiency correlates directly with students' ease of learning. <http://www.learningrx.com/cognitive-definition-faq.htm>

Community: A group of individuals sharing one or more characteristics such as geographic location, culture, age, or a particular risk factor.

Community-Based Intervention: Activities conducted within and by members of a particular community (e.g., grassroots efforts, efforts by a local civic group) that also can be done in conjunction with an outside group (e.g., nonprofit organization, research group).

Community School: A school that serves as a community hub by coordinating a range of on-site community programs and services that support the success of students and their families. The school hub is developed through mutually beneficial partnerships with students, families, community agencies, businesses, and residents that are unique to that community. <http://www.ilcommunityschools.org/whatarecommunityschools.asp>

Developmental Screening: A brief, standardized procedure designed to quickly survey a large number of children to determine which ones should be referred for more in-depth assessment. The screening process is used to determine if sensory, behavioral, and/or developmental skills are progressing as expected, or if there are causes for concern or a perceived need for further evaluation. Developmental screening instruments are designed to survey children's abilities in areas of development identified in the *Birth to Three Learning and Developmental Standards*: physical health; approaches to learning; social and emotional development; language and communication; cognitive development and general knowledge; and motor development. Examples of commonly available developmental screening tools are Ages and Stages Questionnaires and the Developmental Activities Screening Inventory.

Extended Day Learning: Effective extended learning programs combine three components—academic enrichment, cultural activities, and recreational opportunities that guide learning and engage children and youth. http://www.nea.org/assets/docs/mf_PBo4_ExtendedLearning.pdf

Home Visiting: Evidence-based programs in which parent coaches provide child-development and parenting information to help teen parents create safe, stimulating home environments; model positive and language-rich relationships; and ensure families are connected to medical, dental, mental-health, and other supports. <http://www.ounceofprevention.org/programs/homevisiting.php>

Integrated Service Delivery: Aimed to improve coordination and the delivery of services to maximize resources, improve service delivery, and increase participant satisfaction, while ensuring the cost-effectiveness of programming.

Middle School: Refers to the 6th-8th grade years in students' academic lives. Some providers may be reaching down into 5th grade as well; however, we expect the preponderance of effort to be directed toward 7th-8th graders in order to measure 9th grade readiness. This term may be synonymous with "junior high," or "late elementary school" dependent on district terminology.

Non-Cognitive Skills: Traits that play an important role in achievement, such as stability, dependability, perseverance, consistency, future orientation, self control, self discipline, and management of negative/antisocial behaviors.

Socio-Emotional Growth: Includes the child’s experience, expression, and management of emotions and the ability to establish positive and rewarding relationships with others (Cohen and others 2005). It encompasses both intra- and interpersonal processes. <http://www.cde.ca.gov/sp/cd/re/itfogsocemodev.asp>

Upstream Approach: Interventions that prevent undesirable social outcomes and improve positive trajectories for families and communities.

UWMC Member United Way: United Way of Metropolitan Chicago is a regional organization comprised of 5 local offices (Chicago, DuPage/West Cook, Northwest, North Shore, South-Southwest). The local offices share the regional community vision and application process but make independent, volunteer-driven program funding decisions based upon the specific needs and opportunities within their territories.

APPENDIX D. INFORMATION SOURCES

¹ While UWMC recognizes these volunteers for their generous contributions of time and ideas, any errors or omissions are solely the responsibility of the writers and should not be construed to reflect the express opinion or wishes of any one volunteer, but rather a composite representation of a community impact planning process.

² See Working Definition (page 20) for middle school definition.

³ For good *ready to learn* definition see: “School Readiness: Helping Communities Get Children Ready for School & Schools Ready for Children” (2002). Washington, DC: Child Trends; “Reconsidering Children’s Early Development & Learning: Toward Common Views & Vocabulary” (1994). Washington, DC: National Educ. Goals Panel; “Findings from the National School Readiness Indicators Initiative, A 17-State Partnership.” (2005). Providence, Rhode Island: Rhode Island KIDS COUNT.

⁴ Thompson, R. (Spring/Summer 2001). “Development in the First Years in The Future of Children: Caring for Infants and Toddlers,” Vol. 11, No.1.

⁵ Zill, Nicholas and West, Jerry, for the U.S. Department of Education, National Center for Education Statistics. (2001).

⁶ Shonkoff, J. and Phillips, D., eds. (2002). *From Neurons to Neighborhoods: The Science of Early Childhood Development*. Washington, DC: National Academies Press.

⁷ Lee, V. and Burkham, D. (2002). “Inequality at the Starting Gate: Social Background Differences in Achievement as Children Begin School.” Washington, DC: Economic Policy Institute.

⁸ Rouse, C., Brooks-Gunn, J and McLanahan, S. eds. (Spring, 2005). “The Future of Children. School Readiness: Closing Racial and Ethnic Gaps,” Vol. 15, No. 1

⁹ Cunha, F. and J. J. Heckman (2007b, May). “The technology of skill formation.” *American Economic Review* 97(2), 31–47.

¹⁰ “On the Front Lines of Demographic Transformation.” (2010) The Brookings Institution Metropolitan Policy Program, State of Metropolitan America.

¹¹ Allensworth, Elaine M., and John Q. Easton (2007). *What Matters for Staying On-Track and Graduating in Chicago Public High Schools*. Chicago: Consortium on Chicago School Research.

¹² National Parent Teacher Association (2009)

¹³ Harvard Family Research Project (2007)

¹⁴ Developed by United Way Metropolitan Chicago (2010). Based on research from the following community schools and coalitions: National Coalition of Community Schools, Polk Brothers Foundation, Illinois 21st Century grantees, Illinois Federation of Community Schools, Chicago Public Schools Community school Initiative, Local Initiative Support Communities, United Way Greater Lehigh Valley (COMPASS and Allentown Promise Zone), Communities In Schools Chicago, Communities In Schools National.

¹⁵ In 2009, 200% of the Federal poverty level: 1- #21,660, 2-\$29,140, 3-\$36,620, 4-\$44,100.

¹⁶ “Illinois Early Childhood Development Facts.” (2005) Children’s Defense Fund.

¹⁷ “Three Years into Chicago Community school Initiative (CSI): Progress, Challenges, and Emerging Lessons.” (2007) University of Illinois at Chicago.

¹⁸ Standards based on most recent available CPS CSI evaluation. Subject to change as program evaluation updates become available, i.e. UWMC performance expectations will continue to match the local industry standard.

¹⁹ Following Children’s Aid Society, New York model, and as endorsed by IL Federation of Community school (2007).

²⁰ Best practice service mix based on longitudinal independent evaluations on Community school (2009), conversations with local and national practitioners in the field (2010).

²¹ Federal granting requirement for successful Promise Zones (2010).

²² United Way Worldwide Outcome Measurement Resource Network provides some general information about performance measurement and reporting on their website: <http://www.liveunited.org/outcomes>.

²³ Duncan, G.J., Ludwig, J., & Magnuson, K.A. (2008). “Early Childhood Interventions: Child Development.” In Levine, P., & Zimmerman, D. editors. *Targeting Investments in Children: Fighting Poverty When Resources are Limited*. Proceedings of conference; 2008 Sept 26; National Bureau of Economics Research. Cambridge, MA. Unpublished manuscript forthcoming from University of Chicago Press.

²⁴ Isaacs, J. (2008). “Brookings Institution Brief: The Impacts of Early Childhood Programs” taken from website on 7/21/10: http://www.brookings.edu/papers/2008/09_early_programs_isaacs.aspx

²⁵ Shonkoff, J. P., and D. A., Phillips, eds. 2000. *From neurons to neighborhoods: The science of early childhood development*. Washington, DC: National Academies Press.

²⁶ Nelson, C. (2000). “Neural plasticity and human development: The role of early experience in sculpting memory systems.” *Developmental Science* 3 (2): 115– 36.

²⁷ Knudsen, E., J. Heckman, J. Cameron, and J. Shonkoff (2006). “Economic, neurobiological and behavioral perspectives on building America’s future workforce.” *Proceedings of the National Academy of Sciences of the United States of America* 103 (27): 10155– 62.

²⁸ National Scientific Council on the Developing Child. (2007). “The timing and quality of early experiences combine to shape brain architecture.” Harvard University, Center for the Developing Children, Working Paper no. 5. http://www.developingchild.net/pubs/wp/Timing_Quality_Early_Experiences.pdf

²⁹ Heckman, J.J. “The Case for Investing in Disadvantaged Young Children.” Taken from Heckman Equation website on 4/29/10 at 11:35am at <http://www.heckmanequation.org/tools>

³⁰ Heckman, J. J., L. Malofeeva, R. R. Pinto and P. Savelyev (2008). *The effect of the Perry Preschool Program on cognitive and noncognitive skills: Beyond treatment effects*. Unpublished manuscript, University of Chicago, Department of Economics.

³² Carneiro, P., and J. Heckman. (2003). “Human capital policy.” In *Inequality in America: What role for human capital policies?*, ed. J. Heckman and A. Krueger, 77– 240. Cambridge, MA: MIT Press.

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