

FRANCIS FAMILY FOUNDATION

Lifelong Learning Program Support

2014 GRANT APPLICATION (ON-LINE SUBMISSION)

Contact Information

Organization			
Organization Name Foundation Of The Metropolitan Community Colleges	Tax ID 510181875	Legal Name, if different Foundation Of The Metropolitan Community Colleges	
Fiscal Sponsor (If your organization is not a public charity but will work with a fiscal sponsor to receive grant funds. Use their tax ID above.)			
Address 3200 Broadway			
City Kansas City	State MO	Postal Code 64111	
Phone 816-604-1195	Fax 816-759-1408	Website MCCKC.EDU/FOUNDATION	
General e-mail MCC.FOUNDATION@MCCKC.EDU			

CEO or Executive Director			
Salutation Mrs.	First Name Rebecca	Middle Name Ruth	Last Name Curtis
Title Director	Phone 816-604-4258	E-mail rebecca.curtis@mcckc.edu	

Contact for Request			
Check here if the contact for the request is the CEO or Executive Director Yes			
Salutation	First Name	Middle Name	Last Name

Mrs.	Rebecca	Ruth	Curtis
Title	Phone	E-mail	
Director	816-604-4258	rebecca.curtis@mcckc.edu	

Application

YOUR REQUEST: Program Name, Amount Requested and Fiscal Year for Which Funds Are Requested (Grant Period)

Program Name

Francis Institute for Child and Youth Development

Amount Requested	Start of fiscal year	End of fiscal year
\$250,000	07/01/2014	06/30/2015

Total projected program expenses for the grant period
\$1,294,054

Total actual program expenses for the most recently completed fiscal year
\$1,198,363

Total actual organization expenses in the most recently completed fiscal year
\$1,198,363

What The Program Does and How It Works

What is the organization's mission statement?

Creating a professional workforce for the care and education of children and youth.

How does this program contribute to the mission of the overall organization and other programs offered?

1. **Technical Assistance:** Professional Development Specialists deliver customized on-site consultation services for early childhood, school-age, and youth development programs in preparation of licensing, pursuing accreditation, or participating in quality improvement initiatives. In addition to our on-site services, we now offer coaching services to our online clients as well to those opening their own businesses, or that may need additional coaching after attending one of our blended learning series or face-to-face trainings.

2. **Training:** We offer early childhood, school-age, and youth development training in English and Spanish, as well as specialty training for starting your own child care business and coaching others. We train our customers' via face-to-face, video streaming, and blended learning series methods throughout the United States, and in Australia.

3. College-credit education in collaboration with the Child Growth and Development Program within Penn Valley Community College: The Francis Institute Director received word about a grant that supports the creation of five courses in youth development that would articulate into an AA degree. Francis Resource Center personnel will assist the Division Chair by working with MU, K-State, UCM, and KU to ensure these courses would articulate into a bachelor's degree. We will begin creating the courses in collaboration with the Division Chair in Humanities in May.

Francis Family Foundation funding encourages lifelong learning for people of all ages and socioeconomic backgrounds through innovative, diverse, creative, and research-proven ways of learning. We envision well-rounded children and youth who are creative, flexible, globally competitive, adaptive to a culture of innovation and diversity, passionate about learning and able to problem solve - in groups and individually - so they can thrive in the 21st Century.

Toward that end, our grantmaking strategy for 2013-2017 will be to invest in innovative organizations and attract, develop and retain the best teachers, leaders, staff and other people who provide and promote a continuum of: (1) quality during a child's earliest learning experiences; (2) access to excellence in K-12th grade, especially in the urban core of Kansas City; and (3) the family's role as first teachers in early literacy.

The following questions are intended to help us consider how the work of your organization aligns with our interest in these measurements: -- Increase percentage of children entering kindergarten school ready -- Increase percentage of children prepared to read on grade level in third grade -- Increase percentage of children and youth actively engaged in achieving high academic standards

Primary Focus of Work

Select the measurement that your program's PRIMARY work has (or can) affect the most.
 Entering kindergarten school ready (Lifelong Learning)

Select the method of service delivery that best describes how your the program does this primary work.

Professional Development

Summarize the most compelling evaluation(s) to indicate your program's primary work has (or can) increase the measurement selected above (in 300 words or less).

Increase the Francis Institute for Child and Youth Development's Impact within the Greater Kansas City Community and across the country.

Measurement 1: Continue to Improve the On-site Consultation by:

1. Instruments used to measure the quality of our on-site technical assistance are the following: strengthening families and the health and safety checklist for Educare sites or any other tool the state requires for reporting purposes. For other projects we use the following assessments: Classroom Assessment Scoring System (CLASS), Program Administrative Scale (PAS), and Youth Program Quality Assessment (YPQA). Additionally, if QRS is restated, we will use that data along with DRDP when applicable.

The most compelling evidence: CLASS has been a project for the past three years. Two coaches assist 15-20 individual teachers with their child interactions. We are entering our last year on this project and have seen scores change from 6.17 to 6.42 in emotional support, 5.59 to 6.34 in classroom organization, and 2.0 to 4.11 in instructional approach. PAS has been a project for the past two years. Two coaches are working with 15-20 child care directors on their director's credential, and setting goals around the program. Cohort 3 (2011-2013) were the sites we coached. Twenty programs were at Time 1; 15 at Time 2. Time 1, the Mean overall score was 2.33 and Time 2, the Mean overall score was 3.13. The United Way of Greater Kansas City: Out-Out-School Time Quality Matters Project showed the Mean Difference in Instructional Total Score in Cohorts 1-4 (2009-2013) as a 0.29 post intervention growth. At the year-end survey completed by Weikhart, 98% of the site coordinators reported the coaching services to be worth their time and effort. (The full report from Weikhart will be attached to this year's end of the year report).

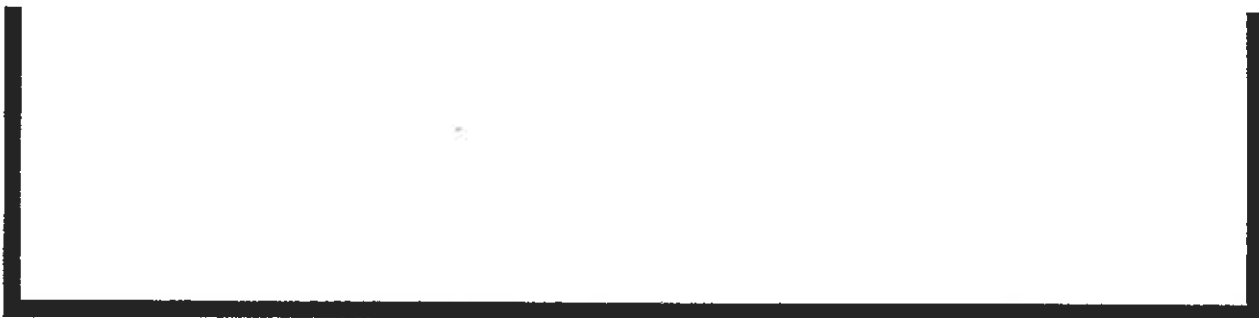
Optional, and only if applicable: Second Measurement

Indicate if there is a second measurement your program's work has (or can) affect.
Entering kindergarten school ready

Summarize the most compelling evaluation(s) to indicate your program's work has (or can) increase the second measurement selected (in 200 words or less).

Measurement 2: Continue to Improve the Quality of Training and Engagement by:

1. Creating categories of need: teacher assistants, lead teachers, directors, family childcare providers, and technical assistance/coaches.
2. Aligning the training, tools, and supporting materials with the above categories.
3. Developing the evaluation and assessment instruments for ongoing measurement of the effectiveness of our training and products.



Optional, and only if applicable: Third Measurement

Indicate if there is a third measurement your program's work has (or can) affect.
 Entering kindergarten school ready

Summarize the most compelling evaluation(s) to indicate your program's work has (or can) increase the third measurement selected (in 200 words or less).

Measurement 3: The Francis Institute for Child and Youth Development Resource Center needs to become a self-sustaining business enterprise which means we need to establish an approach to be entrepreneurial with the marketing and sales of our services, products, and contracts. In order to accomplish this goal, the Francis Institute will need to make enough money to cover both administrative and operating expenses by:

1. Writing additional foundational grants.
2. Increasing contracts given to the Francis Institute Resource Center to provide a consistent revenue stream.
3. Increasing sales of products such as: training, books, modules, or any other product that can be sold.
4. Increasing individual donations (i.e. scholarship dollars, alumni funds, donations from MCC's family campaign or United Way campaign designated to the Francis Institute, or MCC's capital campaign etc.).

Describe the program's services that best fit the measurement(s) selected

Describe the program's services that best fit the measurement(s) selected. List the applicable service(s) by name. Describe the method of service delivery for each, and frequency and intensity of service for a typical participant. Include in the description of each applicable service, the typical: number of people served annually, percent with significant barriers to success, and the intended benefit for the people served. For each applicable service, also include how many years it has been done, recent updates to what/how it is provided, and current collaborations and subcontracts with other organizations.

Resource Center Report:

Last year we served a total of:

2,073 adults for on-site Technical Assistance

3,214 participants for all training plus 14 additional students for education for a grand total of: 3,228 (includes early childhood, school-age, and youth training & education).

Training:**• Large Group Training**

• Early Childhood Training: 410.50 hours (35 of which were offered for CEU's), 2,110 participants, 13,409 contact hours

• School-age and Youth Training: 155.5 hours, 1,104 participants, 9,425 contact hours

• Grand total for large group training, 566 hours, 3,214 participants, 22,834 contact hours

All three measurements encompass all of our projects. The Educare project has been in existence since 1994. We have been working with sites that are under the definition of family, friend, and neighbor. We provide technical assistance to exempt or unlicensed sites that receive state subsidies.

Barriers to success for Educare: It is extremely hard to build the trust with these sites as they have to realize we are not state officials first. Once relationships are built, we use Parents as Teachers curriculum to assist them towards licensing and possibly earn their CDA's if applicable. Sometimes, we just try to get them to do activities with the children as many of these sites are grandparents or relatives taking care of the children. The state did not require the QIC (Quality Instrument for Informal Care written by Kathy Thornburg this past year. Measurements used this year were the Health and Safety Checklist and the Strengthening Families checklist. We have collaborated with LINC since the spring of 1994 to help create a continuum of programmed learning with the Resource Center, with the LINC/Educare project being the beginning. The Educare project has also assisted in funding the Developing Your Family Child Care Business (DYFCCB) where either people are interested in opening their own business, or they have opened their own business, but need additional training and coaching on how to make their business run successful. We initiated this project in 1996 with First Step Fund; however, now that First Step Fund is closed, we teach both the business and the education side of this course. Depending on funds available, the Educare project has served approximately 15-25 sites. Minimally, all sites are seen one to two times a month. The participants from DYFCCB are picked up after they are opened, and transferred to the Educare project.

The CLASS project has been an assignment for the past three years. Two coaches assist 15-20 individual teachers with their child interactions. We are entering our last year on this project and have seen scores change from 6.17 to 6.42 in emotional support, 5.59 to 6.34 in classroom organization, and 2.0 to 4.11 in instructional approach. We collaborate with MCEL, the Family Conservancy, and Teachstone Training, LLC on this project. Barriers to this project have been turnover of a few teachers, and teachers moving to a different classroom. Sometimes teachers have moved from infant/toddler to preschool which has been a total change of how they interact, but sometimes it has just been another preschool classroom.

The PAS project has been an assignment for the past two years. Two coaches are working with 15-20 child care directors on their director's credential, and setting goals around the program. Cohort 3 (2011-2013) were the sites we coached. Twenty programs were at Time 1; 15 at Time 2. Time 1, the Mean overall score was 2.33 and Time 2, the Mean overall score was 3.13. Barriers to success: 16 out of 20 sites participated from Time 1 and Time 2 which didn't allow us to have as much data. In addition, one site closed their facility during this project due to funding issues. Directors were overwhelmed about the amount of components associated with this project. For example, some of the directors did not have policies and procedures in place and the coaches had to assist them by providing examples.

The United Way YPQA Project has existed since January 2009. Since expanding last year, we now service over 60-80 sites; however, all sites receive a different amount of services. We created a leveling process so sites that have received intense services for a while; they are being weaned from the program. Three full-time staff and one part-time staff are assigned to this project. Two full-time Professional Development Specialists retired in 2013, so the caseloads had to be adjusted. The United Way of Greater Kansas City: Out-Out-School Time Quality Matters Project showed the Mean Difference in Instructional Total Score in Cohorts 1-4 (2009-2013) as a 0.29 post Intervention growth. At the year-end survey completed by Weikhart, 98% of the site coordinators reported the coaching services to be worth their time and effort. (The full report from Weikhart will be attached to this year's end of the year report). Barriers to success: the level of engagement with each site. Some site coordinators were extremely engaged while others were not. Analyzing our leveling process this year, we adjusted our on-site services according to their level of engagement as well as their background and experience.

"The Committee for Economic Development (CED) believes that our country's future requires that investments in our youngest children remain a national and state-level priority. A January poll of CED Trustees shows 65 percent support legislation that would create a federal-state partnership to provide high-quality preschool to children from low-income families. This makes sense considering only 16 percent of those same respondents believe that incoming employees are "well prepared" with the skills necessary to be effective workers, signaling a call to action to begin serious conversations on how to bridge the workforce gap, which research shows is established well before the elementary and secondary school years" (Committee for Economic Development, 2014).

"Research shows that every dollar invested in high-quality early childhood education produces a 7 to 10 percent annual return on investment...Investing in the first eight years is critical for children to succeed, both in school and in life." To ensure that children continue on the right path, early education and elementary schools should be staffed with administrators, teachers, and support staff who develop strong parent engagement practices and pay attention to all facets of development--social, emotional, and cognitive (The Annie Casey Foundation, 2013).

Measures of Success

How you know when success has been achieved.

Related to the applicable services, what data HAS BEEN collected or used to indicate results for the people served? Include some examples. Explain how this information relates directly or indirectly to the measurement(s) you selected.

1. How you know when success has been achieved?

Increase the quality of care provided at 75% of sites served by:

- Scores from CLASS, PAS, YPQA, Strengthening Families, Health and Safety Checklist assist us in gathering information about the quality of on-site technical assistance and training.
- Through informal observations by the Professional Development Specialists and the on-site reports and documentations they provide.
- The number of goals set and completed on-site.
- For our larger training programs such as Developing Your Family Child Care Business™ and Strengths-Based Coaching®, evaluations are gathered after each module and/or each training session. In addition, the Director completed interviews and focus groups for Strengths-Based Coaching® and is currently writing up that data. We have completed focus groups for Developing Your Family Child Care Business™; however, we will be conducting additional focus groups to ensure we are meeting our clients' needs.
- 360 evaluations are conducted on every Professional Development Specialist and staff member of the Institute. The Director is also evaluated yearly and will include a 360 in 2014-2015.

For example: The CLASS project has been an assignment for the past three years. Two coaches assist 15-20 individual teachers with their child interactions. We are entering our last year on this project and have seen scores change from 6.17 to 6.42 in emotional support, 5.59 to 6.34 in classroom organization, and 2.0 to 4.11 in instructional approach. The PAS project has been an assignment for the past two years. Two coaches are working with 15-20 child care directors on their director's credential, and setting goals around the program. Cohort 3 (2011-2013) were the sites we coached. Twenty programs were at Time 1; 15 at Time 2. Time 1, the Mean overall score was 2.33 and Time 2, the Mean overall score was 3.13. The United Way of Greater Kansas City: Out-Out-School Time Quality Matters Project showed the Mean Difference in Instructional Total Score in Cohorts 1-4 (2009-2013) as a 0.29 post intervention growth. At the year-end survey completed by Weikhart, 98% of the site coordinators reported the coaching services to be worth their time and effort. (The full report from Weikhart will be attached to this year's end of the year report).

List when and what data is scheduled to be collected or used to indicate incremental results of the applicable services during the grant period. Include some examples. Describe how this information will be used to determine if mid-year changes are needed.

Most of the data is collected in the spring semester. CLASS and PAS were collected mid-year. Since obtaining those scores, we met as an internal group and also with MARC-MCEL to determine if any adjustments needed to be made to the projects. YPQA, Strengthening Families, Health and Safety Checklists are from April - June. The 360/year-end surveys are conducted from February - April on all internal employees. We use that information to complete both our individual goals for our own growth, and our Institute's growth. The number of goals set and met are analyzed quarterly and observations on-site are on-going throughout the year and written on their on-site reports.

Demographics

TOTAL PEOPLE SERVED BY THIS PROGRAM LAST YEAR

Instructions: Using data collected, or discussions with program staff, provide estimates from your last fiscal year. Totals in each section should equal 100%. Only enter whole numbers. Please do not use general census data. Feel free to provide comments. (Measurements may be different for an intermediary organization than for a direct service organization.)

Estimate the total number of people this program directly served last year.

2,073

Timeframe

7/1-6/30/13

Estimate what percent of the people directly served were from the following counties or areas:

Jackson Co. (MO) % 59	Johnson Co. (KS) % 4	Wyandotte Co. % 4	Clay Co. % 2	Platte Co. % 2
Other Greater Kansas City Area % 3	Other Counties % 3	Other States % 15	Unknown % 8	
Other Countries %				

Estimate what percent of the people directly served were from the following age groups:

5 & Under %	6-18 %	19-64 % 99	65 and Older % 1	Age Unknown %
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Estimate what percent of the people served were from the following racial or ethnic groups:

Caucasian, non-Latino % 40	Black, non-Latino % 50	Latino % 7	Asian % 2	Race Unknown %
Other % 1				

Estimate the range of household incomes or general socio-economic circumstances of those directly served.

We know that all of the sites we work with on-site serve 40-100% of low-income and free and reduced lunch. We know the children they serve are low income as we ask that on the application they fill out every year when we chose to work with their site. We do not

directly ask how much money the individuals make on our on-site forms.

How did you arrive at these estimates?

On our online application for Developing Your Child Care Business™, we will be gathering individual incomes as people enroll. In addition, we have added ranges of income to our application process for our projects. The free and reduced lunches are reported on the application forms from the Child Care and Adult Food subsidy (CACFP).

Organization Capacity & Summary

Organization Capacity

Please share your organization's progress and strategies toward diversifying the board and staff. On the board, this may include race, ethnicity, cultural background, county of residence/work, or other demographics, as well as professional/academic experience or community role (finances, business and legal, human resources, non-profit management and regulations, experience in issue areas, fundraising, marketing, advocacy, name recognition, etc.).

Dr. Karen Boyd who is currently a contracted business manager for the Francis Institute and the Director, Rebecca Curtis, serve on the MCC Works Comprehensive Fundraising campaign. It will generate revenue to support MCC's three year plan to transform the way the College serves our students and our communities. The MCC Works campaign is being led by five committed, community-minded local civic leaders: Terry Dunn, President and CEO, JE Dunn Construction Group; Terry Bassham, President and CEO, Kansas City Power and Light; Mary Bloch, community advocate; E. Frank Ellis, founder and retired chairman & CEO, Swope Community Enterprises; and Cliff Illig, co-founder and vice chairman, Cerner Corporation. Included in the fundraising effort is a creation of a Francis Institute for Child and Youth Development Endowment to establish a permanent source of support for the ongoing efforts of the Francis Institute.

Describe the staffing structure of your organization, and experience or qualifications of key staff.

There are a total of 12 full-time employees: 1 Director, 1 Professional Development Coordinator, 9 Professional Development Specialists, and 1 Administrative & Marketing Assistant. Additionally, there are 2 part-time Specialists, 1 part-time Administrative Assistant, and 1 contracted Fund Raising & Business Operations Manager. It is important to note that 2 full-time Professional Development Specialists retired during 2013: 1 on June 30th and 1 on December 31st and only one was replaced. The Director will earn her Doctorate degree in Education by the end of April/First of May 2014. Eight of the nine Professional Development Specialists hold Master degrees with the remaining Professional Development Specialist as well as the Administrative & Marketing Assistant are currently enrolled in Master degree programs. The Professional Development Coordinator holds two Master degrees and the contracted Fund Raising & Business Operations Manager holds both a Ph.D. and MBA degree.

Board List

List the current members of the board by name and include employer or area of expertise. Include a board summary of gender and race/ethnicity. (Please do not list street addresses or phone/e-mail information.)

Because we are associated with MCC, we have two different board lists. Below is the Francis Institute's advisory board and in the attachment is MCC's Foundation Board.

1. Margaret Stegman -- Caucasian/Female
2. Jenny Brandt - Caucasian/Female
3. Jim Caccamo -- Caucasian/Male
4. Kyle Matchell - Caucasian/Male
5. Liz Smith - Caucasian/Female
6. Dr. Joyce Chang --Asian/Female
7. Candace Cheatem --African American/Female
8. Susan Knittle - Caucasian/Female
9. Dr. M. Susan Claflin - Caucasian/Female
10. LaTonya Fisher - African American/Female
11. Dr. Asiya Foster-Nelson- African American/Female
12. Dr. Kathryn L. Fuger - Caucasian/Female
13. Kris Hearn - Caucasian/Female
14. Onita Omorodion - African American/Female
15. Tristan Londre - Caucasian/Male
16. Fran Padow - Caucasian/Female
17. Helen Speed - African American/Female
18. Chris Jehle- Caucasian/Male
19. Yvetta Witherspoon - African American/Female
20. Dr. Amy Wolf - Caucasian/Female
21. Nancy Keel - Caucasian/Female
22. Cris Medina -- Hispanic/Male
23. Gilbert Guerrero-Hispanic/Male
24. Irlando Ramos --Hispanic/Female
25. Mickey McCloud-African American/Male
26. Dr. Cheryl Carpenter-Davis - Caucasian/Female
27. Vicki Raine Caucasian/Female
28. Jerry Kitzi - Caucasian/Male

Has the annual budget of the organization and program fluctuated in the past four years, up or down? If yes, how have you responded?

The operating budget for the Francis Institute has remained over \$1 million during the past four years and is expected to expand with greater market penetration of current training programs, tools, and services to both existing and new customers. In addition, our response has been to seek increased funding support from both MCC and external contract and grant funding sources to cover costs associated with developing and implementing our market expansion plans.

Summary

Please provide a short, jargon-free description of your request. (100 words or less)
 We are requesting grant matching funds to offset general operating expenses including staffing, supplies, mileage etc. This grant request assists the Francis Institute in becoming a financially sustainable organization. The Institute is supported in its fundraising efforts by the Metropolitan Community College Foundation's grant research staff and resources as well as through collaborations and partnerships with area universities and regional economic planning & development organizations. Additionally, the Institute is supported by Metropolitan Community College by providing annual building, maintenance, and utility expense as well as internal accounting, technology, and public relations / communications support; and additional contracts and grants.

Is there any other information you would like to provide?

For over two decades, the Francis Institute, located on the campus of Metropolitan Community College -- Penn Valley has grown to be a strong leader and advocate in early child care education and professional development on many levels. These include the MCC-Penn Valley Child Growth and Development department offering college credit coursework through a variety of delivery systems; the Child Development Lab School, run by our partner, Plaza de Niños allowing future child care teachers and practitioners opportunities to put concepts and theories into practice; and Francis Institute Resource Center with a staff of 17, providing training, coaching, and consultation in English and Spanish.

The Francis Institute's social mission is to create a professional workforce for the care and education of children and youth from birth to 21 years of age. Francis Institute Professional Development Specialists deliver customized coaching, consultation, and training services for early childhood, school-age, and youth programs preparing for licensing, pursuing accreditation, or participating in quality improvement initiatives on a state-wide and/or national level. Additionally, our Specialists have trained these curricula internationally, and continue to develop additional derivatives to meet the needs of the community, including local training that is customized to address the Bi-State Core Competencies at beginning, intermediate and advanced levels.

The primary focus of the Francis Institute for Child and Youth Development is to serve resource poor communities of Greater Kansas City Bi-State Region. We have also trained these curricula internationally, and continue to customize programs to meet the needs of additional communities.

Attachments

Title	File Name
Program Budget	AnnualProgramBudgetForm.doc
Background Information Form	BackgroundInformationForm.doc
Background Information Form	MCC Foundation Board of Directors_March 2014.pdf

Files attached to this form may be deleted 120 days after submission.