

Foundation 65 Supporting District 65 - All Kids, All Schools

Annual Report 2017

From the Board President

Over the past year, our national political scene has presented a particularly challenging array of claims, questions, and consequential choices. Our children are growing up in a rapid-fire, highly mediated world, where even seasoned experts can be hard-pressed to judge the merits of hundreds of accounts of the same event. Perhaps more than ever, a strong education is key to navigating the storm.

We at Foundation 65 are deeply grateful that this community believes in supporting public education as a bulwark against the flood of frenetic messaging. Our schools provide the opportunity for all students to acquire tools they will need to manage their role as consumers of information, citizens of our democracy, and members of our global community. Literacy, arts, STEM, analysis, critical thinking, and social emotional skills are all vital parts of that toolkit.

We are very thankful that the Evanston/Skokie community came out in such strong support of last spring's referendum to fund our public schools. Mitigating the impact of oncoming structural deficits is essential. We also appreciate the thoughtful support of our donors, who realize that investment in innovative, engaging, and effective programs is critical to improving the educational experience for our students. Foundation 65 works hard with our educators to identify and evaluate opportunities for enriching and enhancing teaching and learning across all schools.

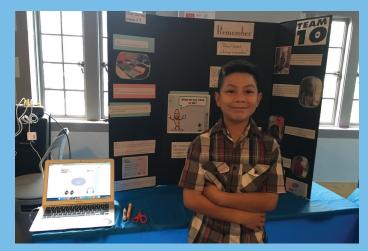
This Annual Report for 2016-2017 highlights the many ways F65's funding impacted students last year. More importantly, though, it reflects the generosity of our donors, whom we gratefully acknowledge. Our whole community benefits when all students are developing the tools they need. With your support can we continue to invest in that goal.

Thank you so much for your support of public education and Foundation 65.

Diane Lequar

Diane Lequar Foundation 65 Board President





Foundation 65 welcomes new board members

Margaret Bavis Margaret is a Family Nurse Practitioner specializing in free and charitable care and immigrant health as well as an Assistant Professor of Nursing at Rush University. Margaret has been an active volunteer, including serving as PTA Vice-President and Arts and Cultural Programing co-chair at Oakton Elementary School, D65 Fluency Tutor, Saint Francis Steering Committee Partner as well as a Girl Scout Troop Leader. Margaret has a BA from Tufts University and a DNP from Rush University. Born and raised in Evanston, Margaret attended Lincoln Elementary School, Nichols Middle School and Evanston Township High School.

Franz Calixte A D65 and ETHS alumnus, Franz has been teaching history for 15 years and coaching soccer for 20 years, all at ETHS. He is an active member of the community and has served on Foundation 65's host committee for the My 65 Benefit since 2014. Franz has a BS in Marketing from Syracuse University and a Master's in Educational Leadership from Concordia University. Franz, who was born and raised in Evanston, graduated from Dawes, Chute, and ETHS.

Julie Cutter A D65 and ETHS alumna, Julie obtained her BA in International Studies from Kenyon College and her MA in International Relations from the University of Chicago. Julie had a 20-year career in international affairs, including 17 years as a Foreign Service Officer. She served on the board of the Jewish Reconstruction Congregation and is currently on the board of GirlForward. Julie was also a PTA co-president at Dewey and worked with the City of Evanston to build Noah's Playground for Everyone.

Aimee King Aimee is an environmental planning and permitting specialist at the global consulting firm, CH2M. She received her BA in Geography from the University of Iowa and her Master's degree in Interdisciplinary Ecology from the University of Florida. Aimee has been actively involved in the King Arts and Park School communities where her two sons attend. She has volunteered as co-coordinator of the King Arts Chess Club and is currently the treasurer of Park School's PTA.

Erin Rams Erin is a former high school teacher who taught Spanish at CICS Ralph Ellison High School and Chicago Public Schools. She earned her Master's degree in Secondary Education from National Louis University, with extensive coursework in English as a Second Language. Erin is an active volunteer with the Walker PTA and has served as Secretary, Silent Auction Chair for the Walker benefit, and developed and coordinated the school newsletter.

Moira Stein Moira came to Evanston from New Hampshire as a student at Northwestern, then moved back here with her family in 2007. She graduated NU with a degree in economics and sociology and spent more than a decade working at a brand marketing agency as an account manager for CPG companies including SC Johnson and ConAgra Foods. Moira served on the board at Covenant Nursery School and has been an active volunteer at Orrington Elementary as PTA co-president, auction co-chair, room parent, fluency tutor, and editor of the school newspaper.

Making a difference for students and schools

Foundation 65 exists to leverage community support for excellent and innovative literacy and arts programs in our public schools. Foundation 65 is uniquely positioned to support the work of educators....our investments support shifts in educational practice, extend classroom learning into summer, and provide teachers and administrators with the resources to pilot innovative ideas. Through our grant making, Foundation 65 works to enrich and enhance the educational experience of all students in Evanston-Skokie District 65.



Foundation 65 has been successful in providing a unique model of grantmaking that serves not just the District, but parents and community members as well. We have shown that investing private dollars in public education can allow the District to explore innovative ways to improve education, within a framework that is accountable and measurable.

Through the collective investment of our donors, community partners and educators, Foundation 65 has grown to

be an essential component in the relationship between our schools, families, and community. In fact, since 2008, Foundation 65 has provided more than \$2.5 million in support to literacy and arts programming for our students and schools.

As a grantmaking organization, our goal is to not only engage students, but also to be an effective partner with District 65, helping them achieve their goals for improving high quality teaching and learning and student and family engagement.

When deploying resources, Foundation 65 has always focused on issues of equity for students and schools. Recent D65 reports about gaps in academic achievement among children by race makes equity even more salient and urgent.

In 2016-2017, Foundation 65 provided more than **\$326,000** in funding to support literacy and arts programs that impacted EVERY school and EVERY student in D65.



Every school in our district serves a number of students with deep needs. Our grantmaking serves to help broaden our educators' ability to support each of those children. As we move forward, Foundation 65 funded programs will continue to:



- Serve as an incubator growing D65 educators' innovative ideas to address real problems they see every day
- 2. Significantly contribute to decreasing the achievement gap by partnering closely with the district and funding programs that are measurable and have specific outcomes
- Help address inequities between schools by providing literacy and arts enrichment for students across the district
- Focus on key transitions in students' academic careers, in particular the earliest years of kindergarten and first grade
- 5. Place emphasis on family and community involvement in education

Funded Programs in 2016-2017167,600+schoolsstudentsservedengaged

\$326,000 in funded programming

Art & Adventure with Open Studio ProjectKing Arts Community Textile ProjectBooks & BreakfastThe Language of Art with Art EncounterChild Parent CentersMSX (MetaMedia Summer Experience)Evanston Speaks: Youth Poetry ProjectPerspectives: A Shared Author Experience5th Grade New Music ProjectREACH (Roots of Evanston Achievement)Full Steam Ahead Summer WorkshopReading AmbassadorsKindergarten Library ToursSummer Reading Program (for rising 2nd graders)Kindergarten Literacy Education at PlaySummer Reading Program (for rising 2nd graders)

Roots of Evanston ACHievement: Project (REACH)

New in 2016-2017, **Project REACH** provides unique and powerful resources to advance early literacy work aligned to the District 65 literacy framework, the District 65 Strategic Plan, D65/D202 Joint Literacy Goals, and Evanston Cradle to Career Goals. In 2016, only 54% of D65 students entered with 'literacy readiness' for kindergarten. This translates to a gap between peers that often remains consistent through 8th grade and beyond.

Jointly funded between Foundation 65 and District 65, the overall goal of REACH is to support an improved



kindergarten experience and increase student achievement of K/1 students, with specific emphasis on those who enter school without the pre-literacy skills of their peers.

The REACH grant supports a research-based approach to developing students' reading, writing, and speaking skills with job-embedded coaching. The power of the model is in the alignment and in the coaches themselves, who are District 65 teachers that know and understand the needs of our teachers and community.

REACH Goals

- Provide professional learning and instructional coaching designed specifically to meet the needs of these students
- Strengthen the quality of information sharing between early childhood educators and District 65 kindergarten teachers to support a smoother transition into kindergarten
- Increase family and community engagement opportunities by identifying and creating a new student support that promotes student achievement (see Sing, Talk, Play, Connect on the next page)
- Improve end-of-year student achievement on district assessments of literacy readiness

This program gets to the basic skills of letter recognition, phonics, oral language development, and other skills needed for a strong start in kindergarten and beyond. This level of focus and intentional design of support for kindergarten and first grade teachers is new in District 65. In the past, literacy needs have been more broadly viewed from the K-3 level.

In its first year, 70% of all K/1 teachers opted in to one-onone coaching, where an instructional coach works in-depth with teachers in class and out of class, over a period of several weeks.

"The coaching was CRUCIAL to rolling out word study in K. Since I had never taught word study to this capacity, I was a little overwhelmed about...how to make it happen in my classroom. Watching [the coach] explicitly teach the games, procedures, material management, etc. really set me up for success." - D65 teacher

Sing, Talk, Play, Connect

The District 65 Kindergarten Literacy Partners Program, a component of the REACH initiative, is a tutoring program in which an adult volunteer provides interactive read alouds that helps kindergarten students learn about vocabulary and concepts, sentence structures, how stories work, and how print works. The goal of Kindergarten Literacy Partners is to provide kindergartners who perform below grade level extra time in school to engage with high quality texts, work with caring adults, and talk about their reading.

There are a set of skills and strategies that contribute to emergent reading success:

- 1. Alphabet Knowledge
- 2. Word Recognition
- 3. Understanding How Print Works
- 4. Anticipating "Book Language"
- 5. Anticipating How Stories Work

In the classroom, teachers differentiate and support students in the areas of alphabet knowledge and word recognition. However, the last three contributors mentioned above represent an area of challenge for many of our kindergartners. Book experiences vary widely among our kindergartners. There are children in D65 kindergarten classrooms who have heard 365+ bedtime stories...and some who have heard 0.

Read aloud is an important component in the classroom every day, but the knowledge and word gap that exists between these two groups of children is difficult to erase. Kindergarten Literacy Partners was designed by District 65 Reading Interventionists to specifically support this area of need as well as strengthen family and community outreach. With funding from Foundation 65, it was piloted successfully in three schools in 2016-2017. In 2017-18, two new schools have been added.

How it works

Two students work with one tutor for 15 minutes twice per week, rereading and interacting with poetry, songs, and rhymes. The lessons were created by reading specialists and kindergarten teachers for two purposes critical to emergent reading success: development of oral language (vocabulary and sentence structures) and awareness of conventions of print: letters, words, spacing, and punctuation.

Students hear...

- new and interesting vocabulary
- the rhythm and rhyme of an engaging story
- academic language about books (author, illustrator, page, illustration, sentence, word, letter, punctuation)

Students are given opportunities to "talk and talk more"...

- as they act out the story with puppets
- as they chime in on the repetitive parts of the story
- as they talk about the story with you
- as they retell the story

Students will sing, talk, play, and connect as they increase both knowledge about how print works and joyful confidence as emergent readers.



Perspectives: A Shared Author Experience

In October, five award-winning authors "invaded" our schools!! Matt de la Peña, Steve Sheinkin, Grace Lin, Duncan Tonatiuh, and Janice Harrington met with students, shared their stories, and described what it means to be a writer (or writer/illustrator in the case of Lin and Tonatiuh).



Created by the D65 library department and funded by Foundation 65, the Perspectives program allowed each visiting author the opportunity to work with specific grade levels across 15 D65 schools. The purpose of the program was to highlight the importance of diversity in children's literature and to give District 65 students and families the opportunity to view issues from multiple perspectives and see themselves represented in the authors, the authors' life experiences, and the stories they tell.



From left to right: Duncan Tonatiuh, Matt de la Peña, Grace Lin, Steve Sheinkin, Janice Harrington, and Betsy Bird.

It was an exciting week that kicked off with a community event

in which all authors took part in a panel discussion, moderated by Betsy Bird, Collection Development Manager for the Evanston Public Library. More than 300 people attended the community event, which was co-hosted by Foundation



65 and the Evanston Public Library and took place at King Arts Magnet School.

Children and adults alike lined up after the panel discussion to have books signed by the authors. A showcase of student art work, inspired by the authors' stories, was on display for all to enjoy.

During the week, the authors met with students across all schools. Janice Harrington, a storyteller as well as an author, enthralled

kindergartners and first graders, bringing her books, *The Chicken-Chasing Queen of Lamar County* and *Busy-Busy Little Chick* to life. Duncan Tonatiuh talked about his books, including *Dear Primo: A Letter to My Cousin*, and *Pancho Rabbit and the Coyote: A Migrants Tale*, with 3rd graders. He gave students unique insight into the cultural inspiration behind his illustrations and how he uses technology to bring texture and color into his art. Students in 2nd and 4th





grades met with Grace Lin, who shared personal stories about growing up and how the lack of diversity in the books she read as a child eventually inspired her to become an author. Using her books, Bringing in the New Year and The Year of the Rat, Grace shared and explained the customs of the Lunar New Year. Steve Sheinkin's award-winning nonfiction book Bomb: The Race to Build and Steal the World's Most Dangerous Weapon captivated 5th and 6th graders. Steve talked about the importance of research and how he sometimes stumbles upon historical events that eventually inspire his writing. Matt de la Peña, the 2016 Newbery winner for Last Stop on Market Street, presented to 7th and 8th graders and told his personal account of how he struggled as a student before eventually embracing writing later in life. He shared how some of his books, such as Ball Don't Lie, and Mexican WhiteBoy, drew from his experiences growing up.

Literature can serve as both a door and a window, bringing fresh perspectives and insights to our world. This exciting



program did just that, inspiring creativity and positively engaging students in the lives and literature of diverse authors.

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Looking Ahead: Programs funded for 2017-2018

- Art & Adventure with Open Studio
 Project
- Books & Breakfast
- Commissioned Work for Honors
 Orchestra Based on Dystopian Themes
 with Musical Offering
- Evanston Speaks: Youth Poetry Project
- Kindergarten Literacy Education at Play
- Kindergarten Library Tours
- Maintaining Oakton's Rain Garden
- MSX (MetaMedia Summer Experience)
- Responsive Art: Learning by Doing with Art Encounter
- Roots of Evanston Achievement (REACH)
- Student Matinee & Workshop Series with Mudlark Theater Co.
- Summer Reading Program
- The Language of Art with Art Encounter
- Middle School Summer Reading Watering the Book Desert



With gratitude...

We gratefully acknowledge our generous donors. It is only with their help that we are able to enhance the educational experience of students across our community. Thank you for your support!

This list is inclusive of all donations and support from July 1, 2016 through June 30, 2017. This list does not include support from My 65 raffle ticket sales.

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Vedder Shusterman Fund for Early Literacy

Foundation 65's Vedder/Shusterman Fund for Early Literacy works to promote a love of reading and support early literacy skill building for K-3 students in District 65.

The fund was originally named the Gerry Vedder Children's Book Fund and was created in 1994 by B. Blair Vedder and Mary Lamb Vedder, in memory of Geraldine Vedder. Geraldine "Gerry" Vedder was a dedicated teacher who began her career at the Laboratory School of the University of Chicago and later taught in Chicago Public Schools. She was a volunteer reading teacher for 20 years at Dr. Martin Luther King Jr. Laboratory Magnet School (King Lab).

The fund was created to acknowledge and commemorate Gerry's efforts in exposing children to a love of reading and to honor her long-term commitment to the reading program at King Lab. Since 1994, the fund has provided thousands of books for K-2 students at King Lab (now King Arts) Magnet School.

Gerry's commitment to early literacy and her philosophy on the development of children's reading skills have been mirrored by another dedicated individual, Linda Shusterman. Like Gerry Vedder, Linda understands the importance of young children having their own books. Linda, a retired District 65 teacher, began her career teaching in Philadelphia Public Schools. She became a Reading Recovery Teacher Leader in 1991 at Chicago Public Schools and later served in this role for Evanston-Skokie District 65 from 1994 - 2015.

It was during her tenure at District 65 that Linda developed the Summer Reading Program for rising 2nd graders, now funded by Foundation 65, that helps emergent readers maintain their reading level over the summer. The impact of this program has been significant, making a positive difference for hundreds of children who struggle with reading. In retirement, Linda continues to provide leadership in implementing this important program each summer.

In honor of both of these dedicated women, Foundation 65, together with the Vedder Family, has renamed the fund the Vedder/Shusterman Fund for Early Literacy. The fund will expand in scope to support early literacy efforts for all K-3 students in District 65.

Donors to the fund

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Tracy and Brent Woefle



Financial Summary as of June 30, 2017

REVENUE	
Restricted Donations and Grants Investment Income	7,990 2,041
Unrestricted Donations and Grants In-Kind Support Misc Income	411,538 16,630 7,243
TOTAL	\$445,442
EXPENSES	
Programs General and Administrative Development and Fundraising	326,479 54,650 100,124
TOTAL	\$481,253
FUND BALANCES	
Permanently Restricted Net Assets	80,171
Temporarily Restricted Net Assets	17,922
Unrestricted Net Assets	245,646
TOTAL Net Assets	\$343,739
Decrease in Net Assets	(35,811)
FISCAL AGENT	
EvanSTEM Funds*	235,366
*Foundation 65 is acting as fiscal agent on behalf of District 65 for their EvanSTEM initiative. Grant funds were received by F65 in 2015 and were disbursed back to D65 in July 2016 and July 2017.	
ECE Assets in almalia - Even CTEAA	¢ = 70, 10 =

F65 Assets including EvanSTEM

\$579,105



Foundation 65 PO Box 750 Evanston, IL 60204

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