Working Together to Build a Birth-to-College Approach to Public Education:
Forming a Partnership Between the
University of Chicago Urban Education Institute and the Ounce of Prevention

Supplemental Materials

November 2, 2010
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Appendix A. Calendar of Events from April 2009 through August 2010

APRIL 14, 2009
Begin conversation about whether Educare and UEI are interested in forging a partnership

MAY 19, 2009
UEI visit to Educare

JUNE 9, 2009
Debrief about visit to Educare, upcoming Educare visit to Donoghue, and 0-10 work in general

JUNE 11, 2009
Educare teachers visit NKO

JUNE 24, 2009
Meet with Brenda Eiland-Williford (See Appendix D for titles) to keep the work moving and decide next steps. Agree facilitator should be used for developing common paradigm on how children learn and keeping everyone open for what others have to say

JULY 9 through JULY 15
Email and phone communications between Linda Wing and Diana Rauner regarding funding and who will head this project for Ounce

JULY 23, 2009
Educare visit to Donoghue

JULY 24, 2009
Meet with Harry Davis to discuss possibility of serving as facilitator for the project. Davis to call identified individuals from UEI and Ounce/Educare over the next 4-6 weeks

JULY 28, 2009
Donoghue and NKO visit to Educare

SEPTEMBER 2, 2009
Discuss assessments administered, how results are used by each organization to improve instruction and supports to children, and how each organization approaches family engagement in terms of assessment data

**SEPTEMBER 3, 2009**

Meet with Harry Davis to learn results of phone interviews

**OCTOBER 2, 2009**

Begin to develop vision, goals, and norms for our project

**OCTOBER 9, 2009**

Linda Wing and Claire Dunham request feedback from participants at October 2 meeting on jointly-crafted draft vision statement

**OCTOBER 20, 2009**

Linda Wing and Claire Dunham send revised vision statement to participants at October 2 meeting

**OCTOBER 23, 2009**

Discuss University of Chicago Charter School (UCCS) admissions policies

**NOVEMBER 9, 2009**

Harry Davis continues to facilitate work on vision statement and goals with participants at October 2 meeting. Working group continues this work around vision, mission, core values, goals, activities and timeline for the project

**NOVEMBER 9, 2009**

Impromptu meeting following facilitation session to share information about assessments, administration of assessments and use of assessment data

**NOVEMBER 30, 2009**

Working group continues work on creating the vision, mission, core values, goals, activities and timeline, as well as selecting individuals responsible for the work and specific components

**DECEMBER 3, 2009**

Meeting with Donoghue parents to get feedback on their visions and goals for their children from birth through college

**DECEMBER 4, 2009**
Working group continues to create the vision, mission, core values, goals, activities and timeline, in addition to selecting individuals responsible for the work and specific components

DECEMBER 8, 2009

Meeting with NKO parents to get feedback on their visions and goals for their children from birth through college

DECEMBER 18, 2009

Working group furthers the work to create the vision, mission, core values, goals, activities and timeline, as well as selecting individuals responsible for the work and specific components

DECEMBER 23, 2009

Discuss Educare and UCCS admissions policies

JANUARY 14, 2010

Nicole Pace meets with Educare parents to get feedback on their visions and goals for their children from birth through college

FEBRUARY 4, 2010

Panel at Educare talks with Educare parents about kindergarten readiness

FEBRUARY 4, 2010

Plan for upcoming meeting with UEI and Ounce leadership

FEBRUARY 24, 2010

Todd Barnett and Linda Wing go with two representatives from The Community Builders (the company that manages the mixed-income housing surrounding Donoghue) to explore how public housing families can take advantage of Educare

FEBRUARY 26, 2010

Todd Barnett and Rodney Brown go to Educare to discuss attending NKO and Donoghue with Educare families

MARCH 22, 2010

Working group furthers the work to create the vision, mission, core values, goals, activities and timeline, as well as the selection of individuals responsible for the work and specific components

APRIL 5, 2010
Second meeting to plan for meeting on April 6 with UEI and Ounce leadership

**APRIL 6, 2010**
Inform Ounce and UEI executives about working group progress

**MAY 5, 2010**
Discuss transitioning to UCCS Educare families whose children were admitted by lottery in March 2010

**MAY 6, 2010**
Working group integrates feedback from April 6 meeting with UEI and Ounce leaders into the vision, mission, core values, goals, activities, and timeline for our work

**MAY 14, 2010**
Linda Wing attends Educare Community Partnership Breakfast at the Chicago Educare Center

**MAY 17, 2010**
Working group continues to integrate feedback and develop detailed goals and timeline. Moves further towards creating the vision, mission, goals, and timeline to present to Tim Knowles, Diana Rauner, and Claire Dunham

**MAY 19, 2010**
Prepare for math and reading workshop for Educare families on June 3

**JUNE 3, 2010**
Workshop for Educare families around Everyday Math and literacy

**JUNE 10, 2010**
Working group meets to move towards completion of the vision, mission, core values, and work plan

**JUNE 14, 2010**
Further develop shared understanding of Educare and UCCS admissions policies

**JUNE 15, 2010**
Bus brings Educare families to NKO and Donoghue for school tours and conversations

**JUNE 25, 2010**
Working group finalizes the vision, mission, core values, and work plan to present to UEI and Ounce leadership

Sets timeline for action plans

**JULY, 2010**

“Catalyst for Change,” Educare’s yearly brochure, mentions our project and uses the wording from our joint vision statement
Appendix B. Roadmap as of June 25, 2010

FROM BIRTH TO COLLEGE

OUNCE OF PREVENTION FUND
AND THE
UNIVERSITY OF CHICAGO
URBAN EDUCATION INSTITUTE

JUNE 25, 2010
VISION

We will build a model of public education for children and their families that begins at birth and creates success in school, college, and life.

MISSION

Our mission is to align and create instructional approaches, and academic and social supports, to accelerate student learning, while honoring and building upon the strengths of the families we serve.

CORE VALUES

To every child, the deepest dedication is due.
We honor families as their children’s best advocates.
We believe in the expertise of teachers and staff.
We respect our current models of education.
We are committed to change that is driven by data and assessment.
Goal 1: Create the Partnership

We will build the institutional commitments and operational capacities to successfully engage in actualizing the vision and mission of this work.

Activities, Responsible Individuals, and Timeline

A. Foundation for the Partnership

1. The Ounce of Prevention Fund (Ounce) and the University of Chicago Urban Education Institute (UEI) will share and understand each other’s missions, goals, approaches, and accomplishments.

   May 19, 2009 - UEI and Ounce leaders visit Educare

   June 11, 2009 - Educare teachers visit NKO

   July 23, 2009 - Educare teachers visit Donoghue

   July 28, 2009 - Donoghue and NKO teachers visit Educare

2. Ounce and UEI will create a shared vision, work plan, working relationships and a professional learning community.

   September 2, 2009 – Working group meets to learn about assessments used by Ounce and UEI


   Who: Tim Knowles, Diana Rauner, Claire Dunham, Tanika Island-Smith, Rodney Brown, Todd Barnett, and the working group, which consists of Brenda Eiland-Williford, Debra Pacchiano, Anita Harvey-Dixon, Nicole Pace, Sheila Benson, Linda Wing, Nicole Woodward Iliev, Terese Schwartzman Zimmer

   Timeline: Begin spring 2009
B. Commitment to the Partnership

1. Ounce and UEI will make institutional commitments to the partnership.

   October 2, 2009 – Ounce and UEI executive leaders and working group confer at Gleacher Center

   November 9, 2009 – Ounce and UEI executive leaders and working group confer at Gleacher Center

   April 6, 2010 – UEI and Ounce executive leaders and working group convene at Ounce

2. Internally, Ounce and UEI will set expectations and establish priorities for the engagement of their respective staff members in the partnership.

   Who: Tim Knowles and Diana Rauner
   Timeline: Begin spring 2009, reconfirm spring 2010

C. Leadership of the Partnership

1. Ounce and UEI will identify the individuals within each organization to lead the work.

2. UEI and Ounce will articulate the roles and responsibilities of these individuals.

3. Ounce and UEI will develop indicators of progress in forming the partnership and agree upon the timelines and mechanisms for progress reporting.

   Who: Diana Rauner and Tim Knowles
   Timeline: Begin spring 2009, reconfirm spring 2010

D. Building Organizational Capacity for the Partnership

1. Ounce and UEI will identify the necessary resources (time, people, and money) for the partnership.

2. Ounce and UEI will design and implement a plan to secure the necessary resources. As a first step, a joint proposal will be developed for submittal to the Kellogg Foundation.

   Who: Tim Knowles, Diana Rauner, Linda Wing
   Timeline: Begin spring 2010
Goal 2: Conceptualize the model

In partnership with families we serve, we will design a model that aligns early childhood education and K-12 education to seamlessly and significantly improve the academic and life outcomes of children.

Activities, Responsible Individuals, and Timeline

A. Families

1.Ascertain family hopes and dreams for the model

   December 3, 2009 – Linda Wing meets with Donoghue parents to solicit feedback on the birth-college pathway for their children

   December 8, 2009 – Linda Wing meets with NKO parents to solicit feedback on the birth-college pathway for their children

   January 14, 2010 – Nicole Pace meets with Educare parents to solicit feedback on the birth-college pathway for their children

2. Inform families of educational opportunities offered by Educare, NKO, and Donoghue through workshops, school visits, and other activities

   February 4, 2010 – Teyona James participates on Educare panel for families with focus on kindergarten readiness

   February 24, 2010 – Todd Barnett, Linda Wing, Nicole Pace, and representatives from The Community Builders explore how public housing residents in the mixed-income housing surrounding Donoghue might take advantage of Educare and how Educare families might take advantage of mixed-income housing options

   February 26, 2010 – Todd Barnett and Rodney Brown go to Educare meeting to recruit families to apply to NKO and Donoghue

3. Design a model that empowers, educates, supports, learns from, and partners with families so they can become their children’s best advocates

4. Educate families about the model, the opportunities it offers their children, and how they can support their children’s success
May 19, 2010 – Sheila Benson, Jill Thompson, and Teyona James plan June 3, 2010 mathematics and reading workshop for Educare families

June 3, 2010 – Sheila Benson, Jill Thompson, and Teyona James conduct mathematics and reading workshop for families

Who: Brenda Eiland-Williford, Sheila Benson, Anita Harvey-Dixon, Nicole Pace, Debra Pacchiano, Nicole Woodward Iliev, Teyona James, Tanika Island-Smith, Rodney Brown, Todd Barnett

Timeline: Begin winter 2009-10

B. Admissions

1. Identify, share, and understand current admissions policies of Ounce/Educare and UEI/University of Chicago Charter School

October 23, 2009 – Nicole Pace, Brenda Eiland-Williford, Anita Harvey-Dixon, and others meet with Linda Wing, Todd Barnett, and Maegen Rose at Donoghue to share information about the charter school’s current admission policy, which is in effect for fall 2010 admission

2. Explore and agree on future policies regarding the admission of Ounce/Educare families to the UEI/University of Chicago Charter School and the admission of UEI/University of Chicago Charter School families to Ounce/Educare

December 23, 2009 – Nicole Pace and Maegen Rose meet to discuss desired Ounce/Educare and UEI/Charter School admissions policies

3. Disseminate the policies

Who: Nicole Pace, Maegen Rose, Linda Wing

Timeline: By fall 2010

C. Standards and Expectations

1. Examine and understand Illinois Early Learning Standards and K-12 Standards

2. Identify, share, and understand current standards and expectations for teaching and learning followed by Ounce/Educare and by the UEI/University of Chicago Charter School
3. Align and create standards and expectations that are characterized by common language and address acceleration of student learning, professional development, instructional and curricular frameworks, and assessments

4. Begin with socio-emotional development and proceed to mathematics, literacy, and other subject areas in subsequent years

5. Include classroom-level specifics, such as how we use space and learning materials like manipulatives, define print rich and developmentally appropriate supports for cognitive development in all academic areas, develop and evaluate curriculum units and lessons, and group students based upon assessment data for differentiation of content and/or instruction

6. In regards to professional development, include in-class coaching, mentoring, teacher-led workshops, national conference participation, classroom observation and feedback, and training in specific methods

7. Involve Ounce/Educare and UEI/University of Chicago Charter School teachers and teacher leaders in the study, alignment and creation of standards and expectations

Who: Brenda Eiland-Williford, Sheila Benson, Debra Pacchiano, Nicole Woodward Iliev, Teyona James, Tanika Island-Smith

Timeline: By fall 2011

D. Curriculum and Instruction

1. Identify, share, and understand evidence-based practices in mathematics, literacy, and other content areas

2. Identify alignment and creation opportunities

3. Build a model upon the aligned and co-created opportunities

Who: Brenda Eiland-Williford, Sheila Benson, Debra Pacchiano, Nicole Woodward Iliev, Teyona James, Tanika Island-Smith

Timeline: Mathematics by fall 2011, literacy by fall 2012, other areas by fall 2013

E. Assessment

1. Examine assessment tools, how data is used to inform instruction and supports, professional development, and training to find areas of similarity and dissonance, as well as opportunities for alignment
September 2, 2009 – Teachers and leaders from Educare, NKO, and Donoghue meet to discuss assessments at each organization and how results are used

2. Align assessments and share student data as children transition from Educare to Donoghue and NKO

Who: Teyona James, Debra Pacchiano, Nicole Woodward Iliev, Sheila Benson, Brenda Eiland-Williford, Tanika Island-Smith

Timeline: Begin fall 2009

3. Inform families of purpose, timing, and methods of shared assessments

Who: Teyona James and Debra Pacchiano

Timeline: Begin summer 2010

F. Transitions

1. Identify key transitions in the education of children and their families

May 17, 2010 – The working group identified these transitions:

a) Application and admission

b) Introduction to Educare

c) Early Head Start to Head Start

d) Last six months of Head Start

e) First six months of kindergarten

f) “Learning to read” at grade two to “reading to learn” at grade three

g) Elementary school (grade five) to middle school (grade six)

2. Implement preliminary admission transition activities

Post-March 26, 2010 University of Chicago Charter School lottery – Todd Barnett and Rodney Brown meet regularly with Educare families whose children have been admitted for fall 2010 to facilitate enrollment, school visits, orientation, interviews, support, and welcome to NKO and Donoghue communities

May 5, 2010 – Nicole Pace, Todd Barnett, and Rodney Brown meet to plan how to jointly assist Educare families in making the transition to NKO and Donoghue

May 26, 2010 – Donoghue and Educare meet to confer on children with special needs
June 14, 2010 – Bus takes Educare families to NKO and Donoghue for school tours and conversations

3. Implement preliminary transition plans for the last six months of Head Start and first six months of kindergarten

   Who: Brenda Eiland-Williford, Sheila Benson, Anita Harvey-Dixon, Debra Pacchiano, Teyona James, Tanika Island-Smith, Nicole Woodard Iliev, teachers

   Timeline: spring 2010 to spring 2011

4. Create a model that incorporates, at each of the transition points, the knowledge gained from the preliminary transition activities, and that addresses the needs and perspectives of: a) children, families, teachers, and staff; b) Educare/UCCS programs; and c) Ounce and UEI

   Who: Teyona James, Debra Pacchiano, Brenda Eiland-Williford, Nicole Pace, Nicole Woodward Iliev, Terese Schwartzman Zimmer, Sheila Benson, Anita Harvey-Dixon, Tanika Island-Smith, Linda Wing, charter school leaders at the middle and secondary school

   Timeline: Begin spring 2010
**Goal 3: Implement the model**

We will implement policies, practices, and procedures that support teachers, staff, and families in their roles and responsibilities.

**Activities, Responsible Individuals, and Timeline**

**A. Leadership**

1. Identify point persons and their roles and responsibilities for the implementation of the model

2. Establish a shared calendar of meetings and update the contact sheet

3. Meet regularly to coordinate efforts, report on implementation, deepen shared understanding and shared commitment, and maintain accountability

**B. Action Plans**

1. Devise action plans for each of the following: a) families; b) admissions; c) standards and expectations; d) curriculum and instruction; e) assessment; and f) transitions

2. Identify the point persons, timeframes, resources, team members, monitoring, and evidence of completion

3. Describe policies, practices, and procedures

Who: Nicole Pace is the point person for the action plan on families (with Todd Barnett and Rodney Brown on the team); Linda Wing for admissions (with Nicole Pace on the team); Nicole Woodward Iliev for standards and expectations (with Sheila Benson and Brenda Eiland-Williford on the team); Teyona James for curriculum and instruction (with Sheila Benson on the team); Debra Pacchiano for assessment (with Brenda Eiland-Williford on the team); Anita Harvey-Dixon for transitions serving on the teams for families and curriculum and instruction, and Terese Schwartzman Zimmer the manager of the overall effort
Timeline: First team meetings to take place by July 15, 2010; first drafts of action plans to be completed by August 15, 2010; team report-outs to whole group to take place on September 17, 2010 and November 19, 2010

C. Implementation and Continuous Improvement

1. Implement the action plans

2. Assess implementation and refine the work
Goal 4: Demonstrate Outcomes from the Model

We will identify, collect, analyze, and share evidence on the growth and achievement of students, families, teachers, and staff to continuously improve the model.

Activities, Responsible Individuals, and Timeline

A. Progress Indicators

1. Identify, share, and understand the areas of child progress currently measured by Ounce/Educare and UEI/University of Chicago Charter School

2. Identify, share, and understand the areas of family progress and routines currently measured by Ounce/Educare (i.e., family risk and protective families, family routines/activities that support children’s development and learning, family school-engagement behaviors)

3. Identify, share, and understand areas of student and school progress and currently measured by UEI/University of Chicago Charter School through family, teacher, and student surveys

4. Examine current child progress, family progress and routines assessment tools, and family, teacher, and student surveys to determine what they measure

5. Align progress criteria, indicators, and tools initially from birth to age five and then beyond that age group, select indicators and tools that allow comparison to similar students and schools locally and nationally

Who: Debra Pacchiano, Linda Wing, UEI Data Practice Team

Timeline: Begin summer 2010

B. Longitudinal Tracking

1. Establish data sharing and feedback process

2. Identify a system to track the progress and outcomes of children and families
3. Track Educare graduates who attend other elementary schools and University of Chicago Charter School students who did not attend Educare

Who: Debra Pacchiano, Linda Wing, UEI Data Practice Team

Timeline: Begin fall 2011

C. Evaluation

1. Evaluate the model, i.e., the work plans and student and school progress

2. Evaluate the partnership

Who: Debra Pacchiano, Linda Wing, UEI Data Practice Team, outside evaluators

Timeline: Begin fall 2011
**Goal 5: Document and Disseminate**

We will document the experiences of all stakeholders and disseminate knowledge, practices, and tools.

**Activities, Responsible Individuals, and Timeline**

**A. Documentation of the making of the shared vision, mission, core values, and goals**

1. Respond to invitation to submit a proposal to the Foundation for Child Development (FCD) for the development of a case study to document the working group’s creation of the vision, mission, core values, and goals

   **Who:** Linda Wing, in consultation with Debra Pacchiano

   **Timeline:** winter 2009-10

2. Develop the case study, which will include a video introduction and teaching notes

   **Who:** Raedy Ping and Raphael Nash, with Susan Miller, Sharon Lynn Kagan, and Susan Levine as reviewers

   **Timeline:** spring 2010 to fall 2010

3. Inform the case study by participating in interviews and giving feedback on the penultimate draft

   **Who:** Tim Knowles, Diana Rauner, Brenda Eiland-Williford, Debra Pacchiano, Nicole Pace, Anita Harvey-Dixon, Sheila Benson, Nicole Woodward Illiev, Linda Wing, Terese Schwartzman Zimmer, Teyona James

   **Timeline:** summer 2010

4. Learn from and reflect upon the case study

   **Who:** Ounce/Educare leaders, teachers, staff, and parents; UEI/University of Chicago Charter School leaders, teachers, staff, and parents

   **Timeline:** Begin fall 2010

5. Disseminate the case study
Who: Linda Wing, Debra Pacchiano, FCD, Kellogg
Timeline: Begin fall 2010

B. Documentation of the steps involved in building the partnership
   1. Audiotape the meetings of the working group and produce an annotated calendar of meetings
      Who: Terese Schwartzman Zimmer
      Timeline: Begin fall 2009
      2. Develop and submit progress report to the Kellogg Foundation
      Who: Linda Wing, Chapin Hall staff
      Timeline: June 2010 to mid-July 2010; December 2010 to mid-January 2011

C. Documentation of the experiences of children, families, teachers, and staff with the model
   Who: Debra Pacchiano, Linda Wing, TBD
   Timeline: Begin winter 2010

E. Dissemination of knowledge, systems, practices, and tools through websites and written reports
   Who: Debra Pacchiano, Linda Wing, TBD
   Timeline: Begin winter 2010
Appendix C. Case Study Methodology

The author completed two rounds of interviews with each of the members of the working group. The working group is comprised of a total of nine individuals, four from UEI and five from the Ounce, who attended collaborative working meetings ten times over the course of nine months in the service of establishing the partnership. The working group was responsible for crafting and developing a roadmap for the partnership, including the shared vision and mission, core values that exemplify shared beliefs, overarching goals for this stage of the partnership, and associated activities that outline the work involved with meeting those goals (see Appendix B for the roadmap as of June 25, 2010). The working group includes academic and curricular leaders, family support leaders, teacher leaders, researchers, and school administrators.

Each working group member was interviewed on two occasions in a one-on-one setting with the author. A videographer was present, but did not participate in the interview. Members consented to being interviewed, videoed, and identified; they indicated this on a consent form. The first interview, conducted in May or June of 2010, included questions on the interviewee’s background and experience in the field of education, her role within her organization and within the partnership, her views on the necessity of the partnership, her hopes for the partnership, and her opinion of the challenges facing the partnership. The second interview, completed in July 2010, focused more specifically on the process of forming the shared vision and mission and changes across iterations of the text. Two working group members were unable to participate in the first round of interviews, so a longer interview was conducted with them in July 2010. Additionally, the author attended one working group meeting in May 2010 to be introduced to the individuals involved.

Executive-level leaders were each interviewed once, in July 2010. These individuals were not directly involved in the working group, but they have provided encouragement and feedback for the working group during the visioning process. Going forward, the leadership will be responsible for providing institutional support for the work and will provide public relations on behalf of the partnership.

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1 The working group continues to meet to help guide the work of the partnership.
2 Additional information about interviewees is provided in Appendix D.
Appendix D. Information About Interviewees

Working group members

Linda Wing is the director of schools and community engagement at the Urban Education Institute. During her time in this position, she has led the design and opening of the Donoghue, Woodlawn, and Carter G. Woodson campuses of the University of Chicago Charter School. She continues to support those campuses, as well as the North Kenwood/Oakland campus. She provides guidance and leadership, individually ensuring that each campus makes progress towards preparing all its students for college, while collaborating with neighborhood residents and organizations to strengthen community-wide involvement towards this goal.

Terese Schwartzman Zimmer is the director for strategic initiatives at the Urban Education Institute. Her role is diverse—she works with people within the UEI units of CCSR, Chicago UTEP, the Urban School Improvement Network, and the UEI/Ounce partnership. Her responsibilities include strategy, qualitative evaluation and documentation of projects and programs.

Nicole Woodard Iliev is the director\(^3\) of the University of Chicago Charter School Donoghue Elementary Campus. She founded Donoghue, along with Wing, and leads the teachers, family support staff, and other staff to prepare children for college, beginning in prekindergarten. Donoghue educates 420 students, prekindergarten through grade five.

Teyona James taught kindergarten for five years at Donoghue. She currently teaches second grade and is also the primary literacy coordinator for prek through grade 2 at Donoghue. In her in role as literacy coordinator, she works hand-in-hand with teachers in curriculum, assessment, and professional development within the domain of literacy.

Debra Pacchiano is the director of research to practice for the Ounce of Prevention Fund. Her responsibilities include evaluating direct service programs and working on a comprehensive implementation study at Educare as well as conducting formative assessments and directing data utilization. She also participates in research across Educare cites\(^4\).

Brenda Eiland-Williford is the director of programs and curricula for the Ounce of Prevention Fund. She leads work on program development, implementation, and

\(^3\) University of Chicago Charter School campuses use the title “director” in place of the title “principal”.

\(^4\) [http://educarecenters.org/](http://educarecenters.org/)
assessment. She works directly with Educare staff to ensure the program is in compliance with licensing and funding regulations.

Anita Harvey-Dixon is the site administrator of the Educare School that provides care to 149 children from birth to five years of age. She acts as a liaison between the Ounce and the Educare School, as well as works directly with Educare families, and education and family support staff. Her administrative responsibilities include supervising staff, facilitating licensing procedures, and monitoring school progress.

Nicole Pace is the family support supervisor at Educare. She oversees the family support staff members who work directly to help support and engage the families of the children enrolled in the program.

During the formation of the partnership, Sheila Benson was the education manager at Educare. She was responsible for the educational program and direct supervision of the teaching staff.

**Leadership members**

Timothy Knowles is the John Dewey director of the Urban Education Institute and the John Dewey clinical professor on the University of Chicago Committee on Education. During his tenure at the University of Chicago, UEI has initiated the creation of 20 new schools across Chicago's South Side, four of which are designed and operated directly by the University of Chicago. This portfolio of schools is designed to serve as an existence proof that poor children can learn at high levels.

Diana Rauner is president of the Ounce of Prevention Fund. As president, Rauner serves as a primary spokesperson, communicating early childhood issues and Ounce's mission to private sector audiences, funders, and partners. She has overseen the expansion of Head Start, training, research, and advocacy programs and directs the Ounce's Illinois program and policy work.

Claire Dunham is the senior vice president of programs at the Ounce of Prevention Fund. She oversees the two main program divisions: the Illinois Birth to Three Institute and Child and Family Support Services. Her areas of expertise include child abuse prevention, home visiting, new program development, management and training.
Appendix E. Reactions to the Shared Vision and Mission

The author asked partnership members to read the shared vision and mission aloud and to share their reactions upon reading them. The following are excerpts from the second interview, conducted shortly after the shared vision and mission had been finalized. In these initial, off-the-cuff responses, we can see great overlap between the two organizations as well as the distinctive viewpoints that each field has to offer.

Reactions to the shared vision

We will build a model of public education for children and their families that begins at birth and creates success in school, college, and life.

Anita Harvey-Dixon, the Ounce: The vision personally establishes the goal and the purpose for the relationship, where we’re going. When two agencies as large as ours come together from different areas, doing something that’s never been done before, creating this together establishes a playing field that tells where we are similar.

Linda Wing, UEI: The vision statement is what brings everybody to the table. It captures the core beliefs that education for children and for the family should be public, and that the public should invest in education.

Brenda Eiland-Williford, the Ounce: We really take this idea of success for children very seriously, and we know that success begins early. We know it has to be a continuous effort and it has to be an effort that families have to be a part of. It’s what children need and what we should be doing.

Teyona James, UEI: When we were making the vision statement, we knew that we couldn’t stop at just school and college. We wanted to make sure we were successful in life. We wanted to add some kind of social context for what we wanted our kids to achieve. We wanted them to be successful as members of society and not just at school.

Nicole Pace, the Ounce: I know really the goal is to be able to say to other programs throughout the country that it can be done and it doesn’t have to be insurmountable. I love the part including families. It is a vision, a future. It’s something to strive toward.

Nicole Woodard Iliev, UEI: What is most important for me is that success is defined more broadly than school. We’re talking about whole kids; we understand that it’s the model of public education that’s flawed, and not children and their families. That model hasn’t been responsive to all children and all families, and we have the capacity to do something about that.
Debra Pacchiano, the Ounce: What has been most important for me about the vision statement is adding the piece about public education. Ounce’s history has always been about leveraging private and philanthropic money to create change in public expenditure. So I am a die-hard believer that the very foundation of a democracy is public education. It’s really important to me that our vision is not building a model that is only going to be delivered in a few places, but we strove to have a vision for how this country can come into this century and provide public education that begins at birth.

Terese Schwartzman Zimmer, UEI: My first reaction is the knowledge of what was involved in getting that one sentence done. For me, the power of the vision is much more the process that took place that ended up building a collaborative feeling and a trust, and really using the vision as a means more than an end.

Claire Dunham, the Ounce: When we were working on this, we were thinking about the value of public education, as opposed to something that’s available only to a small number of particular children whose parents have a lot of resources.

Tim Knowles, UEI: It’s a simple vision. It’s grand, but it’s simple and straightforward, which I love about it. It’s not ambiguous; it’s got high expectations baked into it but it’s not filled with technocratic, bureaucratic, vision-y language. It just says what we’re trying to do.

Diana Rauner, the Ounce: I think the most important thing here is the idea that public education begins at birth. That’s a very important strategic perspective that we at the Ounce promote. That is part of what makes our country what it is—a shared understanding that the education of other people’s children is something worth doing.

Reactions to the Shared Mission

*Our mission is to align and create instructional approaches, and academic and social supports, to accelerate student learning, while honoring and building upon the strengths of the families we serve.*

Anita Harvey-Dixon, the Ounce: The mission came about because K-12 and ECE are coming together. We don’t want to become each other, but we need to be working together. We need to establish a map for ourselves. The vision is the goal and the mission is the map.

Linda Wing, UEI: In any work, it’s essential that the people involved have a clear vision that consists of long-term goals and ideals and a mission that shows how you intend to achieve them. This is especially the case when two organizations come together to form a collaboration. You have to spend a lot of time to develop vision and mission and make sure they’re clear with everyone. You need a lot of
participation by key figures; we couldn't form the collaboration without these agreements.

**Nicole Pace, the Ounce:** To me, [the mission] is the thing you go back to as you're doing the work. Is this what we're doing? Does this look right?

**Teyona James, UEI:** We thought families were a definite strength of ours so we couldn't have a mission statement without including families. In actuality this is a partnership between the families we serve and the education we provide.

**Debra Pacchiano, the Ounce:** What speaks to me here is that both organizations are really committed to aligning the great things we're already doing, but we also knew that we would have to create some new parts. For a growing sub-population in our country, children who are growing up in multi-stressed families and communities, and in low-income households, the data is really clear. There is an achievement gap that exists by nine months of age. So this acceleration piece is to honor the fact that we're aware of that gap, we're aware that there isn't a public K-12 system in this country that has ever successfully, for all children, closed the achievement gap.

**Nicole Woodard Iliev, UEI:** For me, it's about the whole kid, it's social-emotional, it's academic, it's family, it's community. If we don't align and respect each of those pieces, then we probably won't be successful.

**Brenda Eiland-Willford, the Ounce:** The mission is what really excites me—I am hands on and like to be in the trenches. The vision is the beacon, but the mission makes it real. The most important part for me was “accelerate student learning.” We are working with a population of children that come to us behind in many areas, and ahead in other areas. The reality is that, in order to be successful, you have to speak the school language and be able to adjust to the way schools operate, and we have to help our children with that.

**Terese Schwartzman Zimmer, UEI:** In both the vision and the mission, but especially in the mission, there are lots of specific words that come out at me [because I remember specific conversations around them], like alignment, accelerating learning, and college. But in the mission, for me, because it's more detailed in a certain way, it's more of an action statement.

**Diana Rauner, the Ounce:** Here, we specifically get to define what it means to align birth-to-5 and K-12 education around questions of pedagogy, which I think people don't like to talk about, and about what happens outside of the classroom. I feel as though the birth-to-5 world has a lot to offer the K-12 world and vice versa.

**Tim Knowles, UEI:** There is more persuasive empirical evidence about the importance of good teaching than anything else. This is why we align and create instructional approaches to accelerate student learning. That's about teaching and making sure the quality is good. Our students also have many other issues running
through their lives that sometimes can prevent them from learning at the highest levels. So, if schools and organizations aren’t attending carefully to the social supports that are necessary, we’re not going to get kids to where we think they can go.

Claire Dunham, the Ounce: Here, I’m reminded of conversations we had about what the word “align” meant and how that might play itself out in our goals. We did spend a good bit of time on language about honoring and building upon the strengths of families we serve. And we spent a good bit of time discussing the word “accelerating”: what does that mean, should we say that?
Appendix F. Key Iterations of the Shared Vision and Mission

Iteration 1: 10.09.09

The UEI – Ounce of Prevention Fund collaboration will create a model of education for vulnerable children from birth to age 10, providing the scaffolding for success in school, college, and life. We will inform and influence the fields of ECE and elementary education by aligning instructional approaches and academic and social supports that enable student learning, as well as honoring and building upon the assets of families and engaging them in their children’s development.

Iteration 2: 10.20.09

The UEI – Ounce of Prevention Fund collaboration will create a model of education for vulnerable children that begins at birth and proceeds to age 10, providing the scaffolding for success in school, college, and life. We will align instructional approaches and academic and social supports that accelerate student learning and develop engaged and principled citizens. In the process, we will honor and build upon the assets of families, engaging them in their child’s development. Our work will inform and influence the fields of ECE and elementary education.

Iteration 3: 12.04.09

UEI and the Ounce of Prevention Fund will create a model of education for vulnerable children that begins at birth and leads to success in school, college, and life. We will align instructional approaches and academic and social supports to accelerate student learning, while honoring and building upon the strengths of families. Our students will achieve at the highest levels and become engaged and contributing citizens. Our work will provide an exemplar that will inspire others to redefine public education as beginning at birth.

Iteration 4: 12.18.09

The University of Chicago Urban Education Institute and the Ounce of Prevention Fund will create a model of education for children and their families that begins at birth and leads to success in school, college, and life. We will align instructional approaches and academic and social supports to accelerate student learning, while honoring and building upon the strengths of the families we serve. Our students will achieve at the highest levels and become engaged and contributing citizens. Our work will inspire others to redefine public education as beginning at birth.

Iteration 5a: 01.16.10

The University of Chicago Urban Education Institute and the Ounce of Prevention Fund will create a model of education for children and their families that begins at birth and leads to success in school, college, and life. We will align instructional approaches and academic and social supports to accelerate student learning, while honoring and building upon the strengths of the families we serve. Our students will
Achieve at unprecedented levels and become engaged and contributing citizens. As a result our work will change public education by showing the necessity of a comprehensive approach that starts at birth.

**Iteration 5b: 01.16.10**

The University of Chicago Urban Education Institute and the Ounce of Prevention Fund will create a model of education for children and their families that begins at birth and leads to success in school, college, and life. We will align instructional approaches and academic and social supports to accelerate student learning, while honoring and building upon the strengths of the families we serve. Our students will achieve at the highest levels and become engaged and contributing citizens. Our work will inspire others to redefine public education as beginning at birth.

**Iteration 6: 02.04.10**

The University of Chicago Urban Education Institute and the Ounce of Prevention Fund will create a model of education for students and their families that begins at birth and leads to success in school, college, and life. We will align instructional approaches and academic and social supports to accelerate student learning, while honoring and building upon the strengths of the families we serve. Our students will achieve at the highest levels and become engaged and contributing citizens. Our work will inspire others to redefine public education as beginning at birth.

**Iteration 7: 03.22.10**

*Vision:* We will create a model of public education for children and their families that begins at birth and ensures success in school, college, and life.

*Mission:* Our mission is to align and create instructional approaches and academic and social supports to accelerate student learning, while honoring and building upon the strengths of the families we serve.

**Iteration 8: 05.03.10**

*Vision:* We will build a model of public education for children and their families that begins at birth and creates success in school, college, and life.

*Mission:* Our mission is to align and create instructional approaches and academic and social supports to accelerate student learning, while honoring and building upon the strengths of the families we serve.