Triangle nonprofits may apply for Duke Doing Good funding through the campaign’s Community Care Fund competitive grant making program. Since the fund was created in 2009, the Community Care Fund has awarded more than $1 million of Duke employee donations to dozens of local nonprofits for projects meeting significant community needs in Durham, Orange and Wake counties. As Duke employee contributions to the Community Care Fund grow, so does the reach and impact of this grant program.

Grant Cycle
The application window for 2019 funding is October 3, 2018 - January 5, 2019. This year, applications will be reviewed in March, and grants decisions will be announced in April.

A status update should be submitted by June 30, 2019. Final grant reports will be completed by September 1, 2019.

Award Amounts
Grants range from $1,000 to $5,000.

Eligibility Criteria
In the spring of 2017, staff consulted subject matter experts as well as researched community priorities set by Durham County, Wake County and Orange County governments to form Community Care Fund themes. The themes are:

- **Affordable Housing** – Working toward a vibrant, safe and stable community for Triangle residents of all income levels and diverse backgrounds.
- **Child Development & Education** — Providing enrichment and learning for Triangle children starting at infancy through eighth grade, with a special focus on children living in poverty.
- **Environment & Sustainability** – Organizing programs that strengthen community awareness, advocacy or stewardship for environmental issues and sustainable, “green” behaviors.
- **Food Access & Education** — Helping Triangle residents access affordable and nutritious food and creating a culture of healthy eating.
- **Healthy Communities** — Supporting health and wellness initiatives that positively promote the physical and mental well-being of individuals and their communities. Projects must address one of the following issues: Chronic Illnesses Mental Health
Obesity Sexual & Reproductive Health (maternal health, sexually transmitted infections, teen pregnancy) Substance Abuse

- **Young Adult Empowerment & Education** — Developing enrichment, empowerment and training programs to help high school students as well as 18- to 24-year-olds achieve economic resilience and a fulfilling social and civic life.

**All projects and organizations must also meet the following eligibility criteria:**

- The project, key partners and benefits must be located in Durham, Orange or Wake counties.
- The project must be aligned with one of the Community Care Fund themes above and its description.
- The grant applicant must be a tax-exempt organization under Section 501(c)(3) of the Internal Revenue Code or must have the consent of a 501(c)(3) organization to serve as fiscal agent. Written confirmation by the 501(c)(3) organization of its willingness to serve as fiscal agent is required.
- **At this time, individual schools (public, private, charter or otherwise), school systems and parent-teacher or booster organizations may not apply.**
- Beginning with the 2017 grant cycle, organizations can only receive a Community Care Fund grant **three years in a row**, take one year off, and then reapply. This will not
retroactively affect organizations that have received funding in recent years. All grant recipients started with a clean slate in 2017.

- The proposal must not exclusively benefit Duke University or Duke University Health System employees or students.
- The proposal must not fund deficit or emergency funding, debt reduction, loan repayment or retirement, or project costs incurred before the effective date of the grant.
- Funding will not be awarded to reimburse program staff or volunteers for travel mileage.
- The proposal must not fund political programs or activities to support, change, lobby, or otherwise influence legislation and/or ballot measures, candidacies for public office, or other political issues.
- The proposal must not fund any organization that discriminates on the basis of age, gender, race, ethnicity, religion, disability, sexual orientation, national origin, or political affiliation.
- The fund may support organizations and projects that target groups that have been subject to historical discrimination.
- The proposal must not fund religious activities; however, religious institutions may apply for funding for nonsectarian projects.
- The proposal must not fund the purchase of real estate or long-term real estate rental(s), lease(s), or sub-lease(s).
- The proposal must not fund the purchase of alcoholic beverages, or any activity that primarily consists of a banquet or meal.

Review Committee
Each grant proposal is reviewed by the Community Care Fund Review Committee. The 2019 Review Committee will again be comprised of 18 Duke employees who represent a variety of departments from across the university and health system.

How to Apply
Please submit your completed application by January 5, 2019 along with any supporting documents.

Questions
Please send any inquiries to doinggood@duke.edu.

We strive to make the Community Care Fund accessible to non-profits of all shapes and sizes across the Triangle. Please help us learn about the leadership, size, service area and age of the organizations that apply to the Community Care Fund.
Organization Name*

___ Triangle Children's Association

------------------------------------------------------------------------------------------------------------------

Is your organization a 501c3? If so, when did you receive nonprofit status?

X Yes (1) ___February 15, 1995___________

○ No (2)

------------------------------------------------------------------------------------------------------------------

Organization Mission and History*

Please provide the mission statement and a brief history of your organization.

Triangle Children’s Association (TCA) was founded in 1996 by a group of parents and educators in Wake County who needed affordable, high-quality child care for their own families. In 1996, TCA opened its first co-op preschool location in Wake County, closely followed by the opening of a second Wake County location in 2001 and the Durham County location in 2008.

TCA was created on the premise that quality child care is essential to the healthy development of children, particularly in the school readiness of low-income children. The mission of TCA is to prepare children socially, emotionally, and academically for kindergarten and beyond by developing and supporting the implementation of evidence-based preschool programs across the Greater Triangle. By providing greater access to a variety of developmentally appropriate, high-quality programming for parents and young children, TCA seeks to address critical issues that adversely affect a child’s school readiness.

------------------------------------------------------------------------------------------------------------------

The Duke Office of Durham and Community Affairs promotes an environment of diversity, equity and inclusion. Do you attest that you have examined your own practices and commit to actions that address systemic bias and anti-racism within your organizational structure and programing?

X Yes (1)

○ No (2)

------------------------------------------------------------------------------------------------------------------
What counties does your organization serve?

- Durham (1)
- Orange (3)
- Wake (4)

- Other: Please list (5) ________________________________________________

Do your organization's key leadership staff and board members identify as people of color, LGBTQ, or women? For each identifying statement, please give a percentage.

*Key leadership staff members are defined as directors that control and direct people/funding/resources in accordance with your mission.

- Total number of key leadership staff: (1) 
  _____________
- % of our key leadership staff identify as people of color: (2) 
  _______42%_______________________________________
- % of our key leadership staff identify as female: (3) 
  _______14%_______________________________________
- % of our board members identify as LGBTQ: (4) 
  _______71%_______________________________________
- Total number of board members: (5) 
  ______________
- % of our board members identify as people of color: (6) 
  _______30%_______________________________________
- % of our board members identify as female: (7) 
  _______13%_______________________________________
- % of our board members identify as LGBTQ: (8) 
  _______3%_______________________________________
Official organizational contact information

- Name (1) _____ Ms. Grant Writer
- Title (2) _______ Chief Operating Officer
- Email (3) ______ development@tca.org
- Phone (4) _____ O: 919-123-4567

Please enter organization mailing address

- Address Line 1 (1) _______ 123 W. Main Street
- Address Line 2 (2) _______ Suite 45
- City, State (3) _______ Raleigh, NC
- Zip Code (4) _______ 12345

Funding amount request

$5000

Project Theme Area*

Please choose the theme area that best suits your project. A detailed description
of each theme is available on our website.

- Affordable Housing (1)
- Child Development & Education (birth to middle school) (2)
- Environment & Sustainability (3)
- Food Access & Education (4)
- Healthy Communities (5)
- Young Adult Empowerment & Education (high school students as well as 18- to 24-year-olds) (6)

Project Name

_________ Ready for Kindergarten ______________________

Project Description and Fit*

Describe how your project goals and activities are aligned with the Community Care Fund theme you are applying under. (3,000 character maximum)

A grant would pave the way for the successful implementation and evaluation of our “Ready for Kindergarten” program, including a research-based curriculum for two classrooms (30 students total), four parent engagement events, and provide funding for program coordination. Currently, the program operates in one Durham location, The Center for Learning. With funding, TCA can provide summer programming for two classrooms at a new partnership community center, The Children’s Center (TCC). TCC is located in Northeastern Durham, an area with extremely limited access to affordable, high-quality summer enrichment activities for young children and parent support programs. Grant funds would allow us to host and provide printed materials (in English and Spanish) for four parent engagement programs on positive parenting strategies, the power of language and a literacy-rich environment, how to create a math-rich home environment, and navigating the school system. The grant would fund a portion of our Site Coordinator’s time (20 hours/week for 8 weeks at $25/hour) to support partnerships at both Durham sites, oversee program implementation, and conduct program evaluation. The Site Coordinator we have in mind is a licensed childcare provider with 10 years of experience who has agreed to volunteer some of her time (5-10 hours/week) and use the experience as part of her Master’s in Education thesis. The Site Coordinator grew up in Durham and speaks Spanish and English.
TCA’s Ready for Kindergarten initiative will concentrate on three key project activities: implementing research-based enrichment activities for rising kindergarteners in two classrooms (a total of 30 students), four parent engagement events, and three evaluations (pre, mid-point, post).

TCA in collaboration with The Center for Learning and The Children’s Center will host two Ready for Kindergarten programs at the centers over ten half-days (8:30am-12:30pm) in June. A lead teacher and an assistant teacher at each location will incorporate classroom and school routines into their daily teaching: teach literacy and math and utilize the research-based curriculum, which builds critical social, school-readiness, and self-regulatory skills that can help young children achieve more and get along with others. Children will receive breakfast, lunch, and if needed, transportation each day.

Ready for Kindergarten centers will host four 1-hour parent engagement events at each location. Events will include 1) program orientation, during which parents learn about the structure of the program and the curriculum, 2) a parent-centered workshop focusing on positive parenting strategies, how they can support learning at home and what to expect in kindergarten, and 3) a workshop open to the other parents at both centers about navigating the school system, including information on understanding what services are available in the district, advice on what school policies may impact their child, how to be an advocate for their child, and what expectations schools have for parents to encourage their child’s learning at home. 4) On the final day of the program, each center will host an end-of-program event for families to celebrate what their students learned over the summer. To ensure inclusivity of all families, interpretation, child care and food are provided during each event.

Population To Be Served*

Please describe the people or communities you plan to serve with a grant from the Community Care Fund.

Does the project serve marginalized people? (Ex. People with physical or mental disability, low socioeconomic status, immigrants, people of color, women, LGBTQ). *(3,000 character maximum)*

TCA’s Ready for Kindergarten program will seek to enroll 30 rising kindergartners from Northeast Durham in 10 half-days of enrichment and learning activities. Based on the demographics of this target area, we expect more than half of the students to be from households where families earn 80% or less of the Average Median Income. Studies have shown that high-quality pre-kindergarten programs can create an improved learning environment and increase children’s school readiness regardless of their poverty level.

Our recruitment goal is for half of the students to be from families that earn 40% or less of the Average Median Income (AMI) and half from families that earn 80% or less of AMI. Based on the demographics of
the recruitment area, we expect that 95% of students who are enrolled in our program will identify as African American, Latinx, or multi-racial.

Beginning in February, the Site Coordinator and staff at both centers will personally reach out to families with rising kindergartners. We will give first enrollment priority to families that earn 40% or less of the Average Median Income (AMI) and second priority to families at 80% or less of AMI. Outreach materials (flyers and brochures) in Spanish and English will be distributed to all priority families. If spaces are still open two weeks before our deadline, open enrollment will begin for anyone who is interested. We will fill spaces on a first-come, first-served basis with priority given to students with little or no pre-kindergarten experience. We ask families about their preferred method of communication and what language is spoken at home. Our team uses a range of messaging and social media to share information about program activities and events.

* Clearly describe why there is a need for this project. *(2,000 character maximum)*

Research demonstrates that economically disadvantaged students with little preschool experience are more likely to enter school behind their more economically advantaged peers, and that the gap only grows over time. These students are more likely to face academic and behavioral challenges, and they are more likely to drop out of school. Reaching these children before they enter kindergarten is critical. According to 2010 census data, there are approximately 700 children below the age of four living in the neighborhoods around The Center for Learning and The Children’s Center. The percentage of children ages 0 to 4 is higher in this area than in most other areas of the city. Key indicators of distress in this community include a 42% adult poverty rate, 58% child poverty rate, high rates of crime and unemployment, and low rates of homeownership. More than 54% of residents receive public assistance.

More than 400 children currently attend The Center for Learning’s and The Children’s Center’s after-school and enrichment programming. Approximately 50% of The Center for Learning students are African American and 46% are Latinx. More than 97% of students qualify for free or reduced-price lunch, and 47% of students are overweight or obese. Only 19% of third graders were performing at or above grade level in reading in 2006.

Ready for Kindergarten addresses the pillars of school readiness as identified by the K-3 North Carolina Policy and Action Coalition: approaches to learning, cognitive development, emotional-social development, health and physical development, and language development and communication. In addition, our programs seek to engage parents in the learning process, acknowledging that they are their children’s first and best teachers. Parents living in poverty lack both resources and support and face disproportionate burdens, even while they strongly value school readiness and believe that their child should develop specific skills before entering school. TCA seeks to address many parental barriers through the Ready for Kindergarten program, including providing access to high-quality, free summer programming for their child, helping parents understand what their child needs to know for kindergarten, presenting on how best to support learning at home, and supplying information on district and community resources that are available to them at no or low cost.

TCC is located in Northeastern Durham, an area with extremely limited access to affordable, high-quality summer enrichment activities for young children and parent support programs. TCA’s goal for the Ready for Kindergarten program is to increase access to quality programming prior to kindergarten as well as to
make improvements to the learning gap that research shows traditionally occurs over summer months. TCA recognizes the importance of quality early childhood education for all children with an understanding that not all children have equal access to programs. According to the U.S. Department of Health and Human Services’ Child Care and Development Fund (CCDF), the average cost of child care in Durham greatly exceeds the federal benchmark of 7 percent of a family’s income. By eliminating costs for these two summer programs, TCA seeks to bridge the kindergarten readiness gap.

What counties will be served?

- X Durham (1)
- Orange (3)
- Wake (4)

Number of People To Be Served

How many people will your project directly serve or benefit?

The Ready for Kindergarten program will serve 30 students and their caregivers (about 25 adults), and we will train two lead teachers and two assistant teachers who will implement the curriculum.

Project Implementation Evaluation

How will you define your success? What evaluation methods and specific metrics will you use to measure the success of your project?

The site coordinators will conduct pre-, mid-point and post-program evaluations using assessment tools recommended by Community Public Schools system.

We anticipate a range of highly positive outcomes that will result from children and parents attending the Ready for Kindergarten programs. At the end of the program, children should be better prepared socially, emotionally, and academically for kindergarten. The programming has been proven to enhance literacy, math, self-regulatory, critical social, and cognitive skills. Following parent programs, caregivers will have a better understanding of positive family engagement, school readiness, pathways to academic success, and be comfortable with navigating educational resources in the community. We hope parents come away with a better understanding of policies that impact their child, how to be an advocate for their child, as well as feel welcome at each center and more confident supporting their child’s education at school and at home.
Progress toward meeting our objectives will be assessed through an ongoing curriculum and program evaluation process that will include teacher, student, and parent pre-program, mid-point, and post-program assessments. Teachers will write daily classroom observations, anecdotal notes, and complete curriculum checklists for each child. Our evaluation strategies are designed to balance quality with ease of administration and cost. Pre-program surveys and mid-point assessments will drive instruction, ensuring curriculum is aligned with students’ needs and program objectives. This kind of evaluation will allow each classroom to accommodate for the uniqueness of participants, making curriculum more fluid and individualized. Ready for Kindergarten is designed to reflect the needs of the schools and students it serves. We collect satisfaction data from families via paper surveys at the end of the program, and we conduct a focus group with the classroom teachers to reflect on the successes and challenges. The Site Coordinator collects and reviews survey data and will recommend changes and improvements for the following year.

Specific, measured objectives:
• By the end of the program, at least 90% of the children will have shown mastery of skills on the Ready for Kindergarten Indicator Checklist (copies of the list are available upon request).
• Each child will be able to demonstrate at least two strategies of self-regulation or controlling their emotions and resisting impulsive behavior.
• At least 25 parents will attend our two program-parent workshops and at least 50 parents will attend our navigating the school system workshop.
• 100% of parents will report feeling welcome at the centers and comfortable talking to teachers, and more confident supporting their child’s education at school and at home.
• At least 75% of parents will report they have a better understanding of policies that impact their child and how to be an advocate for their child.

Best Practices

If applicable, describe any practices based on previous successes or research- or evidence-based strategies that will be used in your project.

The Ready for Kindergarten program uses evidence-based curriculum and strong community relationships to prepare students and families for their school. Several independent studies have shown the program to be effective in reducing aggression and increasing pro-social behaviors. The studies concluded that children that participated in the programs had an easier time transitioning to kindergarten than those who did not participate in the program. By connecting Ready for Kindergarten families to staff at both Centers, the program helps to build trust and form relationships that bolster the long-term success of students served. That network of support helps to address some of the challenges of poverty, unemployment and disconnection faced by many families in our program area.

In 2017, Triangle Children’s Association’s own pre- and post-program evaluations found that the number of participants proficient in motor skills, self-regulation, social expression and kindergarten academics increased by 51 percentage points. Of the 75% of parents who completed a post-program survey, 100% reported that they felt welcome at the centers, comfortable talking to teachers, and more confident supporting their child’s education at school and at home.
Partnerships, Collaborations, Coordination

Please list any organizations you are partnering, collaborating or coordinating with.

- Partner 1 (1) __________ The Children’s Center ____________
- Partner 2 (2) __________ The Center for Learning_________________________
- Partner 3 (3) __________ County Public Schools _______________________

Please describe their role with this project

Triangle Children’s Association partners with several groups each summer. While Triangle Children’s Association funds Ready for Kindergarten, manages the Site Coordinator, and trains and supports classroom teachers and staff on the Ready for Kindergarten curriculum, The Children’s Center and The Center for Learning's teachers handle all direct program implementation with children and families. TCA also relies heavily on the partner centers for family recruitment and program evaluation.

The Center for Learning and The Children’s Center: Agreed to host the program at their locations at no cost to TCA, allowing teachers to use their classrooms, materials and building resources. The office staff and administrators at each facility play a crucial role in participant recruitment by informing kindergarten families about the opportunity as they enter the school to register for kindergarten.

County Public Schools: Offers free breakfast and lunch to participating Ready for Kindergarten students.

They allow TCA to contract with its transportation department to offer bus service for all participating students living in the target area.

If no partnerships exist, please explain why or explain why this question does not pertain to your project.

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
How will your efforts be sustained?
Please upload program specific budget for this grant request

<table>
<thead>
<tr>
<th>Project Expenses</th>
<th>Requested from CCF</th>
<th>Other Source ($)</th>
<th>In-kind ($)</th>
<th>Total Cost Calculated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Recruitment</td>
<td>$0.00</td>
<td>$500.00</td>
<td>$0.00</td>
<td>$500.00</td>
</tr>
<tr>
<td>Lead Teachers (2)</td>
<td>$0.00</td>
<td>$9,340.00</td>
<td>$0.00</td>
<td>$9,340.00</td>
</tr>
<tr>
<td>Assistant Teachers (2)</td>
<td>$0.00</td>
<td>$4,604.00</td>
<td>$0.00</td>
<td>$4,604.00</td>
</tr>
<tr>
<td>Student Transportation</td>
<td>$0.00</td>
<td>$2,500.00</td>
<td>$0.00</td>
<td>$2,500.00</td>
</tr>
<tr>
<td>Site Coordinator (1)</td>
<td>$4,000.00</td>
<td>$915.00</td>
<td>$0.00</td>
<td>$4,915.00</td>
</tr>
<tr>
<td>Classroom and Office Supplies</td>
<td>$0.00</td>
<td>$480.00</td>
<td>$0.00</td>
<td>$480.00</td>
</tr>
<tr>
<td>Parent Engagement Events &amp; Materials</td>
<td>$500.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$500.00</td>
</tr>
<tr>
<td>Student Backpacks and Gifts</td>
<td>$0.00</td>
<td>$600.00</td>
<td>$0.00</td>
<td>$600.00</td>
</tr>
<tr>
<td>Research-based Curriculum</td>
<td>$500.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$500.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Project Expenses</th>
<th>Source of Funding</th>
<th>Amount Requested</th>
<th>Describe expenses (highlighted in yellow) that would be supported by a Community Care Fund grant.</th>
<th>Explain how expenses supported by a Community Care Fund grant would help you reach your project’s goals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Recruitment</td>
<td>$0.00</td>
<td>$50.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lead Teachers (2)</td>
<td>$0.00</td>
<td>$50.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Teachers (2)</td>
<td>$0.00</td>
<td>$50.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Transportation</td>
<td>$0.00</td>
<td>$50.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Site Coordinator (1)</td>
<td>$5,000.00</td>
<td></td>
<td>The site coordinator works 20 hours/week for 8 weeks at $25/hour to develop partnerships with two programs, oversee the implementation of the program, and conduct program evaluation. The site coordinator is a licensed childcare provider with 10 years of experience who is volunteering some of her time and using the experience as part of her Master’s in Education thesis.</td>
<td>The site coordinator plays a key role in the success of the project. She establishes partnerships with the community hosts, trains the site teachers, and oversees the program evaluation and reporting.</td>
</tr>
<tr>
<td>Classroom and Office Supplies</td>
<td>$0.00</td>
<td>$50.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent Engagement Events &amp; Materials</td>
<td>$100.00</td>
<td></td>
<td>Workshop materials and food, interpretation services, childcare staff compensation for three events</td>
<td>We’ve found that providing food, child care and interpretation increases parent turn-out at events. By helping parents feel comfortable in the school setting, by giving them the tools and information they need to help their child learn and to advocate on behalf of their child, the program helps to ensure the long-term success of program participants and their siblings.</td>
</tr>
<tr>
<td>Student Backpacks and Gifts</td>
<td>$0.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research-based Curriculum</td>
<td>$100.00</td>
<td></td>
<td>We will purchase two licenses for the “Get Ready for It” research-based curriculum. The curriculum is used at pre-K sites throughout the East Coast and incorporates best practices for engaging parents. The curriculum will be given to the two sites at the end of this program for future use.</td>
<td>Using a research-based curriculum ensures effective content is available for the teachers to deliver to the students.</td>
</tr>
</tbody>
</table>

Totals: $5,000.00 | $18,559.00 | $0.00 | $23,559.00

Please upload 501c3 documentation
Please upload organization W9 tax documentation

End of Block: Default Question Block