The Ounce of Prevention Fund gives children in poverty the best chance for success in school and in life by advocating for and providing the highest quality care and education from birth to age five.

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President & Board Chair’s Letter

In a year of increasing attention to the importance of early childhood education, our passion for unlocking the potential of every child in America continues to drive our advocacy, innovation and leadership. Our focus on the needs of children and families in poverty sharpens as we tabulate the consequences of the achievement gap on our nation’s civic and economic future.

In the more than three decades since the Ounce was founded, the evidence for the impact of environment on the development of children, beginning at birth, has steadily accumulated. We are proud to have played a part in advancing the issue of early childhood education to a cause with bipartisan support and strong economic arguments. But the highest mountains are still before us.

We can significantly improve the prospects of millions of American children in one generation—but we need the commitment of business leaders, policymakers, advocates and citizens like you to help us lead the call for change.

At the Ounce, we are focusing our efforts to ensure that all adults who support young children’s learning—teachers, parents, case workers and school leaders—have the skills, support and tools to provide high-quality learning environments. In partnership with leading organizations both within and outside our field, we are building new platforms to reach more audiences with the information and connections they need to succeed.

By asking “What if?” and “Why not?” the Ounce has raised awareness, trained educators, created programs and mobilized champions. Through our programs, training, consultation, research and policy-development work, we have developed an unparalleled expertise and unique understanding of what it takes to create learning environments that help low-income children thrive.

We have set our sights on a bold vision that compels us to expand the scale, scope and speed at which our nation raises its standards for supporting children’s success. In the next pages, we highlight elements of that vision as well as current projects that are driving us toward achieving it. We are grateful for your ongoing support and hope that you, too, will be energized by our vision to make it possible for all children to accomplish their dreams.

Sincerely,

Diana Mendley Rauner
President

Catherine M. Siegel
Board Chair
Who We Are

At the Ounce, we prepare children for success in school and in life. We start early to unlock the power in each child to realize his or her potential. We create schools and programs, advocate for public policy, research and learn, and optimize and iterate approaches. We educate and empower parents, teachers, school leaders, social workers, advocates and others.

We inspire what’s possible. Every year:

- **We SERVE** nearly 4,000 children and families through Early Head Start and Head Start programs we fund and operate in Chicago, as well as through our network of home visiting and doula programs across Illinois.

- **We EDUCATE** more than 3,000 program, community and opinion leaders about key issues in early childhood development.

- **We ADVOCATE** for sound public policies for 400,000 young children in Illinois through our Illinois policy team and 6 million nationally through the First Five Years Fund.

- **We TEACH** 150 low-income infants, toddlers, preschoolers and their families at Educare, our birth-to-five school in Chicago that has become a national model for early childhood education. The 19 operational Educare Schools in the Educare Learning Network serve nearly 3,000 children and families across the nation.

- **We PARTNER** with advocacy organizations in 17 states and Washington, DC, to build their capacity to advance policy change and increase public investments in effective birth-to-five programs.

- **We TRAIN** more than 2,500 community-based early childhood professionals across the country, including 950 professionals working in Educare Schools.

- **We REACH** an estimated 25,000 children and families through a network of early childhood providers across the country who have been trained by the Ounce.

- **We BELIEVE** that we have what it takes to do so much more.
Serve
Educate
Advocate
Teach
Partner
Train
Reach
Believe
"While reading a story together ask your child to point to the pic on the page & then the words on the page. Help them run their finger from left to right over the words."

That was the text Hector received one rainy morning when stuck indoors with his 3-year-old daughter, Alicia. The message prompted Hector to grab Alicia and a copy of *Tales of Amanda Pig* newly borrowed from the library and settle in for some quality one-on-one time with his little girl.

Alicia’s preschool was part of a pilot in which the Ounce, researchers at Northwestern University and the creators of Parent University partnered to test whether digital learning strategies can be effectively used to engage families in early literacy, math and other developmental activities. Each day, participants received a text message giving families a short, fun and age-appropriate activity to do together. Sometimes texts simply reminded parents to hug their children or tell them they are loved. Because many low-income parents already use cell phones as their primary means of communication technology, this program provided quality educational supports to children outside of school without the need for high-cost digital devices.

“I looked forward to the text every day,” said Hector. “I liked knowing I could help her learn. And it was nice to get reminders saying I was doing a good job being her dad and teacher.”

Parents overwhelmingly reported that they enjoyed the service and engaged in more at-home activities than parents who did not receive texts. Interestingly, fathers who received the texts engaged their children in significantly more activities. And the service was particularly well received by parents of boys, who reported finding effective ways to interact with their children.

This pilot test was offered to 1,500 low-income families. But the findings are causing researchers and education experts to take note. Northwestern and the Ounce are co-authoring a research paper on the project, which can help inform early learning programs across the country that are seeking to use mobile and other technologies to increase family engagement in their own programs.
Innovation That Narrows the Achievement Gap

The achievement gap and the myriad problems that result when students fail at school continue to plague our country.

Education and related fields are hungry for new perspectives, fresh ideas and creative solutions that will transform the programs and systems of support that our nation provides to children.

The Ounce is unlocking potential by driving innovation in early learning. We have developed a consistent pipeline of projects that generate new knowledge, create proof points and enhance practices within the field of early childhood education. With our partners in the Educare Learning Network, we contribute new research and evaluation data that strengthen the case for increased investments in early learning. And we share tools and lessons learned that can be adapted for other community-based programs to improve outcomes for far more children than those we currently reach in our schools and affiliated programs.

At Educare Chicago and in schools across Illinois and the country, our rigorous approach to research and development is helping to translate theory into effective practices.

NEW BEGINNINGS

Ongoing evaluations show that Educare graduates enter elementary school with social-emotional skills that approach national norms. But, as we review assessments of our children at Educare Chicago, we recognize that the stressors of growing up in poverty are intensifying rather than lessening. This challenges us to do even more to build the coping and character skills essential for school readiness. This year, we supplemented our existing curriculum with a program called New Beginnings.

Created by experts at Educare Chicago using leading research on therapeutic approaches for children who have numerous risk factors in their lives, New Beginnings provides a step-by-step guide for creating school communities that instill a sense of trust, safety and security for all children, families and staff. The approach is designed both for children who are developing typically and for those with delays or disabilities.

New Beginnings outlines methods of classroom set-up, curriculum and instruction to create safe school and classroom environments that promote development, learning, self-regulation, executive functioning, cooperation and collaboration. New Beginnings’ intentional focus on transitions into the school year has been tested and documented over the past two years to determine its impact on strengthening teacher-child interactions and children’s social-emotional skills. Our findings will inform further program enhancements and the development of resources to help other birth-to-five schools with implementation in their facilities.

EARLY MATH

With increasing national focus on building science, technology, engineering and math competencies in students across the country, we see the lack of knowledge about how to nurture math and problem-solving skills at an early age as a huge window of opportunity. Building on the Early Math Initiative started at Educare Chicago three years ago with support from the CME Group Foundation, the Ounce has partnered with the Erikson Institute to design and test ways for early childhood teachers to lay a stronger foundation for understanding elementary-school-level math concepts during the birth-to-five years.

Working with Erikson, we are developing a manual for birth-to-three and preschool teachers, program leaders, and family support staff that provides insight and guides their approaches to teaching math and engaging families in everyday math activities. Over time, this collaboration will yield even more critically needed tools and guidance for teachers and families to improve children’s math
awareness. We believe that this will inspire others to think differently about how—and when—we begin to teach fundamental math skills.

**THE BIRTH-TO-COLLEGE COLLABORATIVE**

Lagging coordination between early childhood and K–12 education creates an enormous burden on children and families. Even those low-income families fortunate enough to find high-quality early education often have few resources to navigate the transition to elementary school. Schools serving low-income children often lack the structures to mitigate the stress that children and families experience during this transition.

The result: low-income children have little support as they acclimate to their new learning environment, and the achievement gap remains pervasive and persistent. Research into aligning practices between early learning and K–12 programs highlights the potential for improving reading proficiency, graduation rates and college enrollment.

The Ounce and our partners at the University of Chicago Urban Education Institute, with support from the Robert R. McCormick Foundation, W.K. Kellogg Foundation and Foundation for Child Development, created one of the few “on-the-ground” partnerships that is documenting and analyzing an innovative model for birth-to-college alignment. Together we have established professional learning communities of teachers, administrators, social workers, and family support staff who are determined to find out just what it takes for children to transition through the birth-to-college continuum most effectively. These communities are developing and testing novel approaches to enrollment, transitions, student assessment, curriculum, family engagement and classroom teaching practices that can shape and inspire alignment efforts in other school districts and systems.
It’s hard to predict what your day will be like when you’re a home visitor like Anna. Your work may bring you face to face with a mom struggling with her frustration and anxiety over caring for a newborn who won’t seem to stop crying. Maybe you’ll visit a young couple working hard at parenting their toddler together but struggling to find ways to communicate positively with each other. Or perhaps you will spend time with a parent excited to show off the new counting game she and her daughter have made up.

What is certain is that you’ll spend your days working in impoverished neighborhoods plagued by neglect and violence, where the effort to be a good parent is often hamstrung by gaps in access to affordable and healthy groceries, high-quality programs for children, reliable parenting supports and safe housing and communities.

For Anna, it’s not enough to know just the basics of being a home visitor. She needs the added support of ongoing professional-development opportunities like those provided by the Ounce to unlock her full potential so she can most effectively make a difference in families’ lives. Such trainings help home visitors build empathetic, supportive relationships with teen parents, recognize and address domestic violence or maternal depression, identify and connect families with community resources and, above all, support young parents in laying the strong education foundation that will help their child create a pathway out of poverty.

In Illinois, the Ounce facilitates training to more than 95% of the state’s home visitors. Our experience and expertise in training offers unique opportunities to home visiting programs nationwide.
Enabling Quality—and Quality Programs—to Reach More Children in Need

 Millions of children ages 5 and younger spend at least some part of their day being cared for outside of the home. The frightening reality is that the quality of care for the vast majority of those children is dismally low. National evaluations have determined that only 8% of infant and toddler care would be considered good quality. Only 30% of center-based program educators and administrators have a bachelor’s degree or higher. Only 45% of Head Start teachers have bachelor’s degrees. That’s far from being good enough.

The clearest path to helping each generation of children reach its full potential is by making exceptional, high-quality programs for children ages birth to five the standard in this country.

This requires a robust workforce of educated, knowledgeable home visitors, teachers and school leaders who care about children, recognize how they learn, and understand how to deliver effective programs.

Nationally, there is a gaping lack of cohesive, intensive professional development for early educators and school leaders—particularly those in community-based birth-to-five programs serving high-risk students. In Illinois and across the country, we need professional development that builds the workforce’s knowledge of early learning standards, parent engagement, data and assessments, and its skills at using child outcomes to guide lesson planning.

Through the Ounce’s efforts in Illinois, our work at Educare Chicago and the 19 schools in the Educare Learning Network, and at partner and delegate agencies throughout Illinois, we are proving our expertise in facilitating learning in adults so they can better educate children. We reach hundreds of professionals each year but know we must do more.

GROWING HOME VISITING TRAINING
Home visiting programs support parents and children by nurturing strong parent-child relationships, promoting positive parenting practices and connecting families to community and health resources. They are proven to improve children’s school readiness, raise math and reading scores, improve health outcomes, prevent child injury and abuse, and boost high school graduation rates. And they improve economies by helping states and communities recoup substantial health-care and other public expenditures. Sadly, only 3% of the children eligible for home visiting services actually receive them. Recognizing the short- and long-term impact of home visiting programs, new federal investments through the Affordable Care Act and proposals for expanding access to early education include calls to significantly expand these services.

Currently, however, available professional-development opportunities for home visitors across the country are of limited scope and quality, and woefully insufficient to prepare them for the challenges they face working with high-risk families.

Our deep expertise in training Illinois home visitors positions us to fill an unmet need for delivering low-cost, effective trainings and job aids to a national workforce of more than 22,000 home visitors.

With support from the Cornerstone OnDemand Foundation, the Pritzker Children’s Initiative and Oscar G. and Elsa S. Mayer Family Foundation, we will design and deliver online courses that enhance home visitors’ knowledge of prenatal and child development, family engagement and more. Our plan is to make these trainings accessible to home visitors in Illinois and nationwide via a variety of platforms, including tablets and smartphones.

By achieving our goal of engaging 80% of the home-visiting workforce with our trainings, we will enhance the effectiveness and quality of services received by nearly 1.5 million children and families over the next 10 years.

INVESTING IN INNOVATION—ADVANCING QUALITY IN CENTER-BASED EARLY CHILDHOOD EDUCATION
The Ounce wants every child to arrive at kindergarten prepared to learn and thrive. Having a workforce of excellent infant, toddler and preschool teachers and
school leaders is one critical element to accomplishing this goal. We were one of only two early childhood programs to receive an Investing in Innovation (i3) grant from the US Department of Education in 2012. Those funds as well as other private donations* are allowing us to test new practices for improving classroom instruction and leadership. We are working closely with several center-based programs in Chicago to train early childhood teachers to implement data-driven classroom and teaching practices that lead to improved school readiness for high-needs children.

Our i3 professional development project also helps school leaders learn what it takes to create and maintain the work environments, habits and routines that support teachers in implementing effective practices with children and parents.

How do we know it works? This approach to professional development is a tested component of the Educare model, developed by the Ounce in Chicago in 2000 and now operating in 19 diverse sites across the country with support from the Buffett Early Childhood Fund. It is also embedded in the Head Start and Early Head Start programs we oversee throughout Illinois. Rigorous evaluation and implementation of the approach show that classroom and instructional quality are high, and the children who participate in our programs enter kindergarten achieving near national norms. We believe that adapting our professional-development approach for other community-based settings will improve the quality of instruction, leadership supports and children’s outcomes.

In close collaboration with partners such as the University of Illinois at Chicago and the Consortium on Chicago School Research, we will use our work with center-based programs to define, pilot and evaluate core sets of scalable practices and policy implications that are strongly correlated with meaningful outcomes for low-income children.

*Our efforts to advance quality in center-based programs has been generously supported through grants from the Alvin H. Baum Family Fund, CME Group Foundation, Crown Family, JPMorgan Chase Foundation, Oscar G. and Elsa S. Mayer Family Foundation, Colonel Stanley R. McNeil Foundation, Polk Bros. Foundation, Prince Charitable Trusts, Stranahan Foundation, and an anonymous donor.
Inspiring what’s possible

When it comes to public funding, policy advocates know there’s really no such thing as “stable ground.” Betty Holcomb is a policy director for the Center for Children’s Initiatives, a children’s advocacy organization in the state of New York, and she is all too familiar with how quickly money can dry up. New administrations reprioritize funding, a legislature’s political balance shifts, committees get new chairs, school districts see frequent turnover in leadership—the list goes on. To ensure that public programs serving young children continue to be funded, sometimes advocates have to be persistent—and creative. And it helps to be able to talk with people who have been through it before.

The Ounce’s national policy team consults with advocates like Betty in 17 states and in Washington, DC. The Ounce advised Betty on using Title I funding for early childhood education and home visiting services, expanding their reach to families statewide. In fact, those conversations went so well that they sparked a mini movement in New York, with half a dozen districts using Title I funding for parent-child programs and several independent organizations forming a new working group to drive more systemic change and collaboration, bringing together representatives from the early childhood and public education communities. “This would not have happened without the support and encouragement that the Ounce provided,” Betty said.

Mini movements are a good start, but a sea change is what is needed. With strategic leadership, decades of policy expertise and support from an ever-expanding network of legislators, business leaders and private funders, the Ounce is positioned to chart new courses for early learning policy in states and across the country.
Thought-Provoking, Inspiring, Bold Leadership to Promote Early Learning Policy

Despite what we know about the short- and long-term efficacy of early education—and its dramatic, documented returns on public investment—policy and funding landscapes for early childhood education remain inconsistent.

Too few states prioritize or protect the public funding needed to sustain critical early learning programs. Also, while federal investments in early learning have increased, this funding remains vulnerable and there is not enough public infrastructure to ensure that those federal dollars are directed exclusively to high-quality programs.

At the Ounce, we advocate for policies and influence policymakers, business leaders and concerned citizens to act and ultimately create systemic change. We are driving policy and systems change in Illinois and working with partners in states to build their capacity to support early learning. Through the First Five Years Fund and our partners at the Alliance for Early Success and the Educare Learning Network, we advance policies and public funding strategies that secure access to high-quality programs for at-risk children, birth to age five.

**IMPROVING QUALITY IN ILLINOIS**

In Illinois, economic uncertainties continue to increase the number of vulnerable children and families, and the state’s dismal fiscal environment is a looming threat to our established, but not yet optimized, early learning system.

Strengthening early learning systems and safeguarding quality programs in Illinois are among the Ounce’s top priorities. The Ounce’s Illinois policy team helped shape several recent initiatives that are moving the quality of early childhood education in Illinois from good to great. Illinois received a $52.2 million grant from the second round of the federal Race to the Top-Early Learning Challenge to improve the state’s early childhood system. As part of that effort, the Ounce worked with Illinois’ Office of Early Childhood Development and the Illinois Early Learning Council to enhance the quality rating and improvement system used by child care, Preschool for All, Head Start and Early Head Start programs. The new state system includes common definitions of quality, parent-friendly information and a specific road map to guide provider improvement. Ounce advocates also secured the inclusion of children with special needs as a specific focus for improvement within the new quality system.

Ounce policy advocates were instrumental in helping Illinois establish a seamless set of birth-to-12th-grade learning standards. The Ounce helped develop Illinois’ Infant-Toddler Early Learning Guidelines, which address what infants and toddlers should know and do throughout their developmental trajectory. Our policy experts then worked to align those new standards with both the newly enhanced Illinois preschool learning standards and the K–12 Common Core Standards.

**STATE POLICY CONSULTATION**

Collaborating closely with advocates in 17 states around the country, Ounce policy experts have been able to analyze existing policy environments and then devise sophisticated strategies to expand, defend and revamp public funding for early learning. Last year, we helped advance the expansion of funding in Colorado, Michigan, Mississippi, New Mexico and Oregon. We helped prevent funding cuts for early childhood education in Kansas, California and Maine. And we have helped advocates in Louisiana and New Mexico build their capacities to influence and shape early childhood and education funding policies.
Similarly, we worked with advocates to secure wins for expanded quality. With our consultation, advocates in New Mexico rallied support to ensure the passage of the Home Visiting Accountability Act, which ensures a standards-based approach to home visiting. And in Michigan, advocates successfully pushed for a $65 million expansion of the Great Start School Readiness preschool program, which dramatically increases the number of preschoolers served in high-quality programs, while simultaneously expanding support services.

**GROW AMERICA STRONGER**

The First Five Years Fund (FFYF*), housed at the Ounce of Prevention Fund, is leading the national advocacy community in a campaign designed to ensure the success of a $100 billion federal proposal to invest in programs that ensure the school readiness of our nation’s youngest children.

The federal plan represents a comprehensive, birth-to-five approach to helping states improve quality and expand access to voluntary home visiting and early childhood development services for infants and toddlers. It would also significantly extend access to high-quality preschool for 4-year-olds, particularly those from low-income families.

Gaining congressional support and approval for the proposal will be a challenge. FFYF has coordinated policy, communications and outreach aimed at educating key members of Congress about the need for early learning programs. Through the Grow America Stronger campaign, FFYF has educated Americans about the benefits of early learning. FFYF has also publicized the issues broadly, helping to secure more than 700 local and national news stories highlighting support and enthusiasm for the proposed investments. This support is also reflected in recent independent polling which found that 70% of voters from across all political lines back the federal proposal to help make sure every child can benefit from quality early education programs.

*Original funding for FFYF came from the Buffett Early Childhood Fund, Bill & Melinda Gates Foundation, the Irving Harris Foundation, George Kaiser Family Foundation and Pritzker Children’s Initiative.
## Statement of Financial Position

**PRELIMINARY AND UNAUDITED: YEAR ENDED JUNE 30, 2013**

**ASSETS**

### CURRENT ASSETS

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<th>FFYF**</th>
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### INVESTMENTS

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**Total Assets** $47,578,171 $13,799,835 $4,027,614 $65,405,620

**LIABILITIES AND NET ASSETS**

### LIABILITIES

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**Total Liabilities and Net Assets** $47,578,171 $13,799,835 $4,027,614 $65,405,620
Statement of Activities
PRELIMINARY AND UNAUDITED: YEAR ENDED JUNE 30, 2013

Bounce DC, a 501c3 supporting organization of the Ounce of Prevention Fund, was established to support the development of Educare DC. Bounce DC is entirely funded through restricted private donations.

First Five Years Fund aims to focus resources and attention on the need for quality early learning care and education for children birth to five. First Five Years Fund is entirely funded through restricted private donations.

Includes restricted and multi-year pledges, recognized in FY2013.

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<th>REVENUE AND OTHER SUPPORT ***</th>
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<td>US Department of Health and Human Services</td>
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<td>Corporations, Foundations, Trusts</td>
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<td>Individuals</td>
<td>565,353</td>
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<tr>
<td>Interest, Investment Income and Other Revenue</td>
<td>2,760,380</td>
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<tr>
<td>Donated Services/In-Kind</td>
<td>324,185</td>
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<tr>
<td><strong>Total Revenue and Other Support</strong></td>
<td><strong>$51,658,562</strong></td>
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<table>
<thead>
<tr>
<th>EXPENSES</th>
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<tbody>
<tr>
<td>PROGRAM SERVICES</td>
</tr>
<tr>
<td>Child and Family Support Services</td>
</tr>
<tr>
<td>Illinois Birth to Three Institute</td>
</tr>
<tr>
<td>Program services sites—pass through</td>
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<tr>
<td>Research</td>
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<tr>
<td>Illinois policy</td>
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<tr>
<td>National consultation</td>
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<tr>
<td>Educare Learning Network</td>
</tr>
<tr>
<td>Bounce Network, LLC</td>
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<tr>
<td>Ounce Institute</td>
</tr>
<tr>
<td>Special projects/program innovations</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
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<tr>
<td>Bounce DC *</td>
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<tr>
<td>First Five Years Fund **</td>
</tr>
<tr>
<td><strong>Total Program Services</strong></td>
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<tr>
<td>SUPPORTING SERVICES</td>
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<tr>
<td>General and administrative activities</td>
</tr>
<tr>
<td>Fundraising and special events</td>
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<tr>
<td><strong>Total supporting services</strong></td>
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<tr>
<td><strong>Total Expenses</strong></td>
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</tbody>
</table>

*Bounce DC, a 501c3 supporting organization of the Ounce of Prevention Fund, was established to support the development of Educare DC. Bounce DC is entirely funded through restricted private donations.

**First Five Years Fund aims to focus resources and attention on the need for quality early learning care and education for children birth to five. First Five Years Fund is entirely funded through restricted private donations.

***Includes restricted and multi-year pledges, recognized in FY2013.
<table>
<thead>
<tr>
<th>Type</th>
<th>Amount</th>
<th>Donor(s)</th>
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<tr>
<td><strong>LEADERS</strong></td>
<td>$100,000 AND ABOVE</td>
<td>Anonymous (2), The Buffett Early Childhood Fund+, CME Group Foundation+, Early Childhood Funders’ Collaborative/BUILD, Finnegan Family Foundation, Bill &amp; Melinda Gates Foundation, Grand Victoria Foundation, Harris Family Foundation+/Katherine P. Harris, Caryn and King Harris, Tony and Dr. Ronald Paul, Pam and Dr. Joseph Szokol, Linda and Bill Friend, Stephanie and John Harris, The Irving Harris Foundation+, The Joyce Foundation, George Kaiser Family Foundation, W.K. Kellogg Foundation, Robert R. McCormick Foundation+, Pritzker Children’s Initiative, Diana and Bruce Rauner+, W. Clement &amp; Jessie V. Stone Foundation, Stranahan Foundation, Helen and Sam Zell+</td>
</tr>
<tr>
<td><strong>SUSTAINING MEMBERS</strong></td>
<td>$10,000–$24,999</td>
<td>Anonymous+, Susan and Steve Baird+, Prue and Frank Beidler+, Bottega Veneta, Anne and Don Edwards+, Marilyn and Larry Fields+, Susie Fox, Susanne Geraghty In honor of Elisabeth Renee Petke, Goldman Sachs+, Rusty and Samuel Hellman+, David Herro and Jay Franke+ In honor of Diana and Bruce Rauner, Hannah and Gary Hirschberg Including a gift in honor of Nick Marantz and Tara Morton, Susan+ and Howard Jessen, J.P. Morgan+, Anne L. Kaplan+, The Morris A. Kaplan and Dolores Kohl Kaplan Family Foundation+, Mr. and Mrs. Michael Keiser Donor Advised Fund at The Chicago Community Trust, Lavin Family Foundation+, Laura and David Nadler, The Randleigh Foundation, Lydia and Pat Ryan, Accelerate Institute+, Diana and Michael Sands+, Dr. Scholl Foundation, Howard Siegel+, Julie and Brian Simmons+, Lois and Harrison Steans+, Irvin Stern Foundation, Anne and John Tuohy+, Edward J. Wehmer, Wintrust Community Banks+, William and Kristen Woollfolk</td>
</tr>
</tbody>
</table>
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(312) 922-3863

2 Hayes Center
4859 South Wabash Avenue
Chicago, Illinois 60615
(773) 373-8670

3 2800 Montvale Drive
Springfield, Illinois 62704
(217) 522-5510

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(773) 924-2334

5 Doula Home Visiting
Hayes Center
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7 Early Head Start & Head Start
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(773) 321-9232
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8 Arthur E. Jones Early Childhood Care & Learning Center
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7 Home-Based Early Head Start
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Chicago, Illinois 60622
(773) 475-4232

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Waukegan, Illinois 60087
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3 Waukegan Early Learning Center
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Waukegan, Illinois 60087
(847) 245-6800

CHILDREN'S HOME + AID

17 Mitzi Freidheim Englewood Child and Family Center
1701 West 63rd Street
Chicago, Illinois 60636
(773) 476-6998

18 Viva Child and Family Center Home-Based Program
2516 West Division Street
Chicago, Illinois 60622
(773) 252-9100

ILLINOIS BIRTH TO THREE SUBCONTRACTING PARTNER PROGRAMS

PTS also provides Parents Too Soon services
PTS-HFI also provides Parents Too Soon services — Healthy Families Illinois
PTS-PAT also provides Parents Too Soon services — Parents as Teachers
D also provides Doula services
HFI also provides Healthy Families Illinois services
IMH also provides Infant Mental Health services
NFP also provides Nurse Family Partnership services

20 Advocate Illinois Masonic Medical Center
3040 North Wilton Avenue, 2nd Floor
Chicago, Illinois 60657
(773) 296-5943

AUNT MARTHA’S YOUTH SERVICES

10 Park Forest Site
23485 Western Avenue
Park Forest, Illinois 60466
(708) 747-2780

9 Riverdale Site
14424 South Wentworth Avenue
Riverdale, Illinois 60827
(708) 849-6019

CASA CENTRAL

10 ABC Home-Based Head Start
1349 North California Avenue
Chicago, Illinois 60622
(773) 645-2404

12 Casa Infantil
2222 North Kedzie Avenue
Chicago, Illinois 60647
(773) 772-1170

11 Community Service Center
1343 North California Avenue
Chicago, Illinois 60622
(773) 645-2300

Muñoz Marin-Lowell Early Childhood Center
3320 West Evergreen Avenue
Chicago, Illinois 60651
(773) 782-8459

20 Muñoz Marin-Lowell Early Childhood Center
3320 West Evergreen Avenue
Chicago, Illinois 60651
(773) 782-8459

Aunt Martha’s Youth Service Center
PTS-HFI, D
Parents Too Soon/Healthy Families Illinois
440 Forest Boulevard
Park Forest, Illinois 60466
(708) 679-8000

23 Catholic Charities of the Archdioceses of Chicago/Jadonal E. Ford Center for Parenting Programs
PTS-PAT, D
Roseland/Altgeld Adolescent Parenting Program
11255 South Michigan Avenue
Chicago, Illinois 60628
(773) 474-7228

26 Center for Children’s Services
PTS-PAT, D
Good Beginnings—Teen Parenting
702 North Logan Avenue
Danville, Illinois 61832
(217) 446-1300

28 Child Abuse Council
HFI, D
Rock Island County Doula Program
400 16th Street
Rock Island, Illinois 61201
(309) 786-1466

27 Children’s Home Association of Illinois
PTS-HFI, D
Children’s Home Good Beginnings
233 Leadley Avenue
East Peoria, Illinois 61611
(309) 687-7501

30 Christopher House
PTS-PAT, D, IMH
Teen and Adult Parenting and Prenatal Services
2507 North Greenview Avenue
Chicago, Illinois 60614
(773) 472-1083

31 Community Elements
PTS-PAT
Healthy Young Families
1801 Fox Drive
Champaign, Illinois 61820
(217) 398-8080
23 Community Health and Emergency Services, Inc. PTS-HFI
New Start Healthy Families of Illinois
13245 Kessler Road
Cairo, Illinois 62914
(618) 734-4534

24 Comprehensive Behavioral Health Center PTS-PAT
Parenting for Success
505 South Eighth Street
East St. Louis, Illinois 62201
(618) 482-7354

25 Easter Seals Children’s Development Center PTS-HFI, D
Teen Family Support Program
815 North Church Street
Rockford, Illinois 61103
(815) 965-5049

26 Family Focus—Aurora PTS-HFI
Healthy Families Aurora/Parents Too Soon
550 Second Avenue
Aurora, Illinois 60505
(630) 844-2550

27 Family Focus—DuPage HFI, D
329 South York Road
Bensenville, Illinois 60106
(630) 521-8808

28 Family Focus—Englewood PTS-HFI, D
Healthy Families Illinois
6727 South Western Avenue
Chicago, Illinois 60636
(773) 962-0366

29 Family Focus—Lawndale PTS-PAT, D
Family Focus Lawndale
Teen Parent Services
3517 West Arthington Street
Chicago, Illinois 60624
(773) 722-5057

30 Fayette County Health Department HFI, D
416 West Edwards Street
Vandalia, Illinois 62471
(618) 283-1044

31 La Voz Latina PTS-HFI, D
Familias Felices
412 Market Street
Rockford, Illinois 61107
(815) 965-5784

32 Marillac Social Center PTS-PAT, D, IMH
Project Hope
212 South Francisco Avenue
Chicago, Illinois 60612
(773) 722-7440

33 Mercy Family Health Center PTS-NFP
Chicago Southside Nurse
Family Partnership
8541 South State Street, Suite 1A
Chicago, Illinois 60619
(773) 891-2500

34 New Moms, Inc. PTS-PAT
New Moms
2825 West McLean Avenue
Chicago, Illinois 60647
(773) 252-3253

35 One Hope United HFI, D
Healthy Families Illinois
2115 Ernie Krueger Circle
Waukegan, Illinois 60087
(847) 245-8620

36 Pilsen Wellness Center PTS-HFI, D
Unidos Formando Un Futuro
2319 South Damen Avenue
Chicago, Illinois 60608
(773) 579-0832

37 Public Health Foundation of Northwest Illinois HFI, D
Doula Program
10 West Linden Street
Freeport, Illinois 61032
(815) 235-8394

38 Sangamon County Department of Public Health HFI
Healthy Families Illinois
2833 South Grand Avenue East
Springfield, Illinois 62703
(217) 535-3100

39 Teen Parent Connection HFI, D
739 Roosevelt Road
Building 8, Suite 100
Glen Ellyn, Illinois 60137
(630) 790-8433

40 United Methodist Children’s Home PTS, D, NFP
Best Beginnings
201 North 27th Street
Mt. Vernon, Illinois 62864
(618) 242-5600
The Educare Learning Network
AS OF SEPTEMBER 2013

OPERATIONAL SCHOOLS
Chicago
Omaha at Kellom
Omaha at Indian Hill
Milwaukee
Tulsa at Kendall-Whittier
Tulsa at Hawthorne
Tulsa at MacArthur
Denver
Miami-Dade
Oklahoma City
Seattle
Kansas City, KS
Central Maine (Waterville)
Arizona (Phoenix)
Washington, DC
West DuPage, IL
Atlanta
Lincoln, NE
New Orleans
Winnebago, NE*

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Silicon Valley (San Jose)
Long Beach, CA

*Under construction
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FIRST FIVE YEARS FUND

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Executive Director
Who are we? We are life changers, enablers, architects of the future. Driven to unlock the power of human potential. Because we are true champions of children.

We are passionate and persistent. Uncompromising in our pursuit of better education, better opportunities, and a better chance for each and every child in America.

We are inspired, enlightened and encouraged by the power and promise of the very young. Confident in their ability to learn, grow and persevere.

We are believers in “What if” and “Why not.” The ones who celebrate possibility and potential. Determined to raise awareness, hopes and expectations.

We are helpful, human and caring. Connectors and partners. Supporters of open doors, open hearts and open minds.

We are scientists, sociologists, statisticians and scholars. We are leaders, teachers and educators grounded in research. Armed with truth—truth that learning begins at birth.

And if we start early, we create confidence, curiosity and lifelong learners. If we start early, we pave the road to understanding and innovation. We set the course for change. And change is progress. Progress is essential. Change the first five years, and you change everything.

Who are we? We are innovators in the future of every son, daughter, family and community. The dreams are real, the potential is endless, and the investment is priceless.

Start early and we inspire a future where anything is possible.

Who are we? We are the Ounce.