

**United Way of Lane County  
2010/2011 Strategic/Preventive Proposal**

- A. Name of Organization: Pearl Buck Center Incorporated
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3. Phone: 541-484-4666, ext. 162 Email: Jan.Aho@pearlbuckcenter.com
- B. Name of Proposed Services: Pearl Buck Preschool
- C. Amount of Funding Requested for a 12 month period: \$110,000

***The undersigned confirm that the information provided in this application is true and accurate and that the application has received / will receive Board approval.***



March 4, 2010

Signature: Agency Director

Date



March 4, 2010

Signature: President, Board of Directors

Date

## SECTION I: Strategic/Preventive Action Area

Which Community Investment Strategic Action Area do the proposed services primarily address? (Please see **Appendix A UWLC 2010 Strategic/Preventive Goals and Funding Strategies for EDUCATION, INCOME and HEALTH.**)

**1. Action Area:** (select one)

- X Education:** Preparing children to succeed in school and life.
- Income:** Moving families from poverty to financial stability.
- Health:** Ensuring people have basic access to healthcare.

**2. Strategies:** Based on your selection above, list the specific strategy or strategies the proposed services are designed to address. (*Note: Strategy or strategies listed must come from Appendix A referred to above.*)

Research-based strategies to increase the early literacy/language and social/emotional development of high-risk children.

Research-based Parent Education, Support & Coaching to increase target populations' parental involvement and ability to support children's early literacy/language and social/emotional development.

**3. Provide a *brief*** (no more than one paragraph) executive summary of how you will address the strategies you listed in Question 2, above. Details will be expanded in Section II, questions 1-3.

Pearl Buck Preschool provides a specialized early education experience to high-risk children ages 2-5 whose parents have cognitive limitations; parent education and support to parents with cognitive limitations whose children are age 0-5; and case management/outreach to the families. Our preschool teaches school-readiness skills and nurtures the children's cognitive, literacy/language, social/emotional, and physical development. Our home-based parent education and support services improve the parenting skills of parents whose cognitive limitations hinder their ability to foster their child's healthy development. Case management/outreach provides and coordinates services necessary to fulfill basic needs and maintain a stable home. We address the unique challenges of both parent and child to reduce the effects of the parents' disabilities on their children's development, and promote healthy parent/child relationships by increasing positive parental involvement.

## SECTION II: SERVICE IMPACT

**1. Need, Target Population and Program Description**

**A. Need/Target Population**

Identify the community problem/need the strategies described in Section I address, including the number of Lane County residents affected. Clearly link the need to the Community Investment Strategic Action Area goals and strategies selected in 1 and 2 above. *Also, include local trend information over the last five years as available/appropriate.* Describe how the proposed service(s) reach the intended target population for your Action Area (see Appendix A) and is appropriate to the need.

According to Lane County Developmental Disabilities Services, developmental disabilities affect more than seven million Americans, including about 4,000 citizens of Lane County, Oregon (March 2009). Developmental disabilities include intellectual disabilities, autism, cerebral palsy, and epilepsy. Cognitive limitations include developmental disabilities, traumatic brain injury, and/or mental health problems.

Pearl Buck Preschool's target population is adults with cognitive limitations, who often lack the skills to parent appropriately, and their at-risk children 0-5 years. Most of the parents we serve score in the IQ range of 70-80, which is considered "borderline" on the Weschler standardized IQ test. (100 is considered average). Most children whose parents have cognitive limitations are born with the potential for average to above-average IQ.

A child requires adequate stimulation and nurturing, especially in the first three years, to achieve optimal brain development. Parents with cognitive limitations are challenged to nurture their young child's cognitive, language/literacy, social/emotional, and physical development without support. Consequently, their children are at risk for acquiring "environmental retardation", which can result in life-long limitations similar to those of their parents.

Environmental retardation is preventable through appropriate and timely intervention that provides enrichment for the child, and educates and supports the parents in fostering their child's healthy development. Our staff teaches parents with cognitive limitations, in ways they can understand, how to adequately meet their child's developmental needs. The preschool concurrently prepares the children to enter school ready to learn along with their peers living in less difficult circumstances.

In 1976, a needs assessment by United Way of Lane County and the University of Oregon identified an underserved and unrecognized population of parents with developmental disabilities and other cognitive limitations. An individual whose IQ is above 69 does not qualify for Lane County Developmental Disabilities Services, and may fall outside the safety net. For those who do qualify, Developmental Disabilities Services provides no parenting support. Concerned community leaders asked Pearl Buck Center to provide a preschool for children whose parents have cognitive limitations. We created the Families With Special Needs Program (now called Pearl Buck Preschool) in response to the identified need.

Early childhood education has been demonstrated to make a significant difference in the futures of children whose parents have cognitive limitations. Research by Dr. Craig Ramey demonstrated that with quality preschool, 95% of children whose parents have developmental disabilities will test within the normal range when they enter kindergarten. Without early education, only 49% will test within the normal range.

The Department of Human Services Self Sufficiency program roughly estimates that between 500-800 of the households on their caseload are headed by a parent with cognitive limitations. Case Managers at Lane County Developmental Disabilities Services have identified at least 45 individuals on their caseloads who are parents with cognitive limitations. It is difficult to get complete data, as most agencies do not gather information on parents' disabilities, nor would the data reflect those with cognitive limitations living without formal support services.

People with a mild degree of intellectual disability may be harder to identify, and typically do everything they can to fit into the community. They may describe themselves as "slow learners", and do not readily share with others the difficulty they face in coping with the basic tasks of daily life.

We do not know how many people with cognitive limitations in the U.S. choose to have and raise children. "Most researchers agree, however, that their numbers are steadily increasing and will probably continue to do so as a result of changing attitudes toward sexuality, deinstitutionalization, decreased segregation, and wider opportunities for independent living and participation in the community" (Booth & Booth, 1993).

We know that most years we enroll ten children in each of the two, three, and four-year-old classes. We limit class size to ten children each, to maximize individual attention to both children and parents. We maintain a wait list, and for the past several years, the number of referrals has exceeded our service capacity.

Our preschool continues to experience consistent full enrollment, with a wait list of eligible children. There were 11 two-year-old children we could not enroll in Fall 2009. So far, there are 18 children on the wait list for 2010;

8 for 2011; and 4 for 2012. Moving to a new building in 2008 has allowed the program to expand; however, maintaining current service levels and fully utilizing our greater physical space depends on adequate funding.

The majority of the families we serve live in poverty. United Way's 2009 Community Assessment cites research that parents under financial strain are less involved with their children, leading to failure in school (Gutman, et. Al., 1994), aggressive behavior (NICHD, 2001), and delinquency (Weatherburn & Lind, 2006). The parents we serve can also fall under the categories of homeless; ethnic minority communities; single parents; teen parents; children with disabilities; families dealing with mental illness/substance abuse/domestic violence; foster children, and foster parents.

In FY 2008/2009, Pearl Buck Preschool served 251 children and adults. Although we serve a few families in Junction City, Cottage Grove, Creswell, and Veneta, due to transportation restrictions, most participants reside in the Eugene/Springfield area (almost evenly distributed between the two communities).

Research by Art Rolnick and Rob Grunewald of the Federal Reserve Bank of Minneapolis (2003) found that more children who had quality early childhood education graduated from high school (64% to 42%), didn't require special education (85% to 62%), were never on welfare as adults (42% to 20%), and earned over three times as much as non-preschool participants. Other studies show the effectiveness of high-quality, educational preschool for low income children: by age 15, reduces special education placements and grade retentions by nearly 50% compared to controls; by age 21, more than doubles the proportion attending four-year college; and reduces the percentage of teenage parents by 44%.

In May 2005, a meeting of Oregon Community Foundation grantees concluded that varied parent education and support strategies such as home-visiting and parent mentoring were the most frequently recommended approaches to addressing early childhood needs. Pearl Buck Preschool's comprehensive services work together to assist both parent and child, so the children can attain the full developmental potential with which they were born.

## **B. Service Description**

Describe the proposed services for which you are requesting funds. Be very specific. The description should be a clear and logical response to needs outlined in Section 2, question 1A. Describe how your proposed services are designed to effectively meet the Community Investment Strategic Action Area goals and strategies selected in Section 1. Describe the research or evidence based methods which justify the proposed approach.

Our proposed services are a continuation of an established program. A United Way allocation would fund specialized preschool, parent education and support, and case management/outreach to parents with cognitive limitations and their high-risk children who participate in the Pearl Buck Preschool program.

The research and action organization The Children's Institute states: "Quality early education programs have been shown time and again to be the most cost-effective means of closing the academic achievement gap, which is often evident before children enter kindergarten" (2009). These services are even more critical to a child facing the exceptional disadvantages of having parents with cognitive limitations.

In the 2003 paper "Preparing America's Children for Success in School", Dr. Craig Ramey states: "Although a family's total life situation is undeniably important, high-risk children themselves need to have first-hand experiences with direct instruction and appropriate learning experiences in order to progress in their cognitive skills.....The strong relationship between the amount of parental language stimulation, as well as active parental teaching, and their children's language and cognitive development has been documented in hundreds of studies. But the most compelling findings are those that demonstrate the significant benefits of providing enriched learning opportunities to those children who do not receive these on a regular basis in their homes."

The Preschool uses an interactive emergent curriculum based on Developmentally Appropriate Practices to teach children school-readiness skills in cognitive, literacy/language, social/emotional, and motor development. All students' development is screened using the Ages and Stages Questionnaire (ASQ), the Ages and Stages Questionnaire Social Emotional (ASQSE), and other age-appropriate screening tools.

Two-year-olds attend half days on Tuesday and Thursday. Three and four-year-olds attend half days Monday through Thursday. The Teachers devote Fridays to home visits, other parent support, and curriculum planning. (The Head Start classes are full-day, and are not included in this funding request).

Many of the children are isolated and their only social contact with other children is at school. The teachers teach and model appropriate social interactions such as taking turns, sharing, and feeling empathy for others. The classroom fosters resiliency, a sense of self, and self-worth. We provide a safe, structured, and nurturing environment that respects diversity and offers ample opportunities for exploration and learning. The Teachers for the four-year-old class employ the Second Step program, a research-based strategy to foster social/emotional growth.

The teachers create a print-rich environment, read to the children, make books available, encourage appreciation of reading in the classroom, and foster literacy at home. Through grants from First Book, we provide each child in the program with their own new book each month--often the only books in the home. Reading aloud contributes to reading success and also fosters positive parent/child interactions. During their regular home visits, the teachers introduce the books, demonstrating how a parent with limited reading skills can share this enjoyable, bonding activity with their child. The National Association for the Education of Young Children reports that "the single most important activity for building skills essential for reading success appears to be reading aloud to children". First Book reports the only behavior measure that correlates significantly with reading scores is the number of books in the home. We provide books and encourage parents to read to their children, making this a goal in our Outcome Measurement System.

Research shows that the more interest and involvement a parent has in their child's education, the more successful a child is in school. We want to make school a safe and welcoming place for our parents, many of whom have not had positive school experiences. One of our goals is to maximize the percentage of parents who visit the school at least three times in the school year.

The families we serve, living in poverty, struggle to meet the nutritional needs of their families. The difficulty is compounded when parents do not understand a child's nutritional needs. As a hungry child cannot learn and thrive, we provide the children with balanced meals at school. In our on-site, commercial kitchen, our cook prepares a nutritious breakfast and lunch each school day. Staff discusses nutrition with the parents, and offers ideas for healthy, economical, and easily prepared food. School menus are shared with parents as models of balanced meals.

We cannot have a beneficial effect on the children's lives if they cannot get to school, and transportation can be complicated for people with special needs. To achieve consistent student attendance, we contract with RideSource to provide the children with reliable, safe transportation to and from school.

The Institute for Women's Policy Research (2008) listed these characteristics of a quality pre-k program:

At least one lead teacher and one assistant teacher with early childhood credentials present in each classroom.

Schools and centers operating pre-k classrooms must be regulated and properly monitored.

All facilities are adequately maintained to ensure the health and safety of participating children and staff.

High-quality educational and developmental materials are available to all children.

Staff are available to promote parental involvement, provide parenting support, and facilitate access to community resources.

Schools and centers perform internal evaluations and participate in third-party evaluations to assess child outcomes and school readiness.

Classes meet minimum accepted standards of size and teacher-to-child ratios.

The Pearl Buck Preschool program meets each of these standards.

Primary responsibility for meeting a child's needs lies with the parent(s). It is generally considered more cost-effective, and better for the children if they can remain with their natural parents. However, through no fault of their own, these loving and well-intentioned parents are unable, without support, to help their child reach their



**Parenting Support**

**30 parents will be provided with home visits by the teaching staff a minimum of quarterly**

**30 households will be contacted weekly through phone calls or notes by teaching staff.**

**20 households will receive in-home parenting support provided by the Parent Mentor**

**Literacy/Language**

**Approximately 450 new books will be distributed throughout the school year to build the home libraries of children enrolled in the preschool or being seen by the Parent Mentor. (books are made available through First Books grant)**

**B. Proposed Services Outcomes** (measurable statement of intended effect on target population.)

*Dates should match the service objective dates you specified in question 2 A.*

**12-Month Outcomes:** 09/01 / 2010 through 08 /30/2011  
(Month/Day/Year) (Month/Day/Year)

**Proposed Outcomes and Performance Measures for each proposed service** (provide in table format, correlating measures to proposed outcomes):

*Example: Note: Table can be expanded as needed to include all information.*

<i>Outcomes</i>	<i>Measures</i>
<i>Maximize the percentage of children who enter school ready to learn.</i>	<i>80% of children in 4 year old half-day class have 80% of Kindergarten Readiness skills</i>
<i>Maximize the number of children developing within normal limits</i>	<i>75% of children enrolled in the half-day classes are developing within the normal range as measured by the Ages and Stages Questionnaire</i>
<i>Maximize learning opportunities by maximizing attendance</i>	<i>An average of 85% of enrolled children attend the preschool each teaching day.</i>
<i>Maximize the percentage of children who have up-to-date immunizations.</i>	<i>100% of children enrolled in the preschool have up-to-date immunizations.</i>
<i>Maximize the percentage of children with identified delays who receive appropriate intervention services</i>	<i>100% of children with identified delays receive appropriate intervention services</i>
<i>Maximize the percentage of parents who report reading to their children at least 3 times a week.</i>	<i>75% of the parents who have children in the half-day classes report reading to their children 3 times a week.</i>
<i>Maximize the percentage of parents who report the program gives them the support they need to successfully parent their child.</i>	<i>90% of the parents report on the Parent Satisfaction Survey that the program supports their parenting efforts.</i>
<i>Maximize the number of children living in safe and nurturing homes.</i>	<i>100% of children enrolled in the preschool live in safe and nurturing homes</i>
<i>Maximize the number of parents engaged in their child's preschool activities</i>	<i>80% of parents with children in the preschool participate in school activities at least 3 times a year</i>

**Note:** Please include a copy of your Logic Model if one was developed. It is excluded from the 15 page limit.

## ***Logic Model Attached***

### **3. Tracking Systems**

What systems will be used to track the impacts and outcomes of the services provided and support continuous improvement? (e.g., telephone logs, client files, client satisfaction survey, pre-test/post-test, software systems, etc.) Please note if a tracking system is already in use, or if it will be developed to support the program.

The Pearl Buck Preschool uses an Outcome Measurement System to set specific goals and track the effectiveness of our strategies for the Preschool, Parent Support, and Case Management services. These biannual reports are reviewed by the Program Committee, the Board of Directors, and shared with networking agencies and funding sources. We evaluate our services in areas such as the number of children who are developing normally for their age; who can safely remain with their families rather than being placed in foster care; the families we serve who have maintained a stable home; and parents who gain the knowledge and strategies to care for their children appropriately.

Data is gathered by staff and monitored by the Program Director. The Case Manager maintains files for all individuals and families accessing case management services. She keeps records of food box distribution, rent and utility assistance, and a daily log of contacts with each client, including issues addressed.

Teachers maintain student attendance records and student files, which include: enrollment sheet, immunization records, skills checklist and developmental screens, outside assessments, quarterly reports, home visit reports, and referrals. They also maintain telephone logs of contacts.

The Teachers screen the children shortly after enrollment, and assess them throughout the year, using the Skills and Concepts Development Checklist for two and three-year-olds, and a modified Oregon Assessment and Kindergarten Readiness Checklist for four-year-olds. A child falling outside normal ranges is referred to Early Childhood CARES, or the child's home school district for an in-depth evaluation. The Teachers and Parent Mentor use the Ages and Stages Questionnaire to track each child's development.

The Parent Mentor maintains a file on each family she is working with, and keeps case notes on topics covered and results. She completes a Tracking Sheet each week, documenting activity in a number of areas such as home visits, phone contacts with parents, parents reading to the children, positive parent/child interactions, books read, books given, and others.

We use Satisfaction Surveys to obtain additional feedback from participants to confirm that we are addressing areas of greatest concern. The Program Director provides supervision and oversight of staff and confers with them regularly.

## **SECTION III: SERVICE MANAGEMENT**

### **1. Client Involvement**

Describe your client involvement systems and how they lead to more efficient and effective services. For example: How are clients involved in service planning, offering feedback or making suggestions about your services? How do you measure client satisfaction? How do your feedback systems lead to more effective services? Please provide examples.

We invite the parents' input during enrollment, home visits, and through regular contacts. Teachers and case workers stay in close contact with parents through home visits, phone, and weekly notes. All participants are encouraged to complete a yearly Satisfaction Survey, and preschool parents complete a Survey early in the school year and again later. During the 2008-2009 school year, 98% of those responding reported the program gave them the support they needed to successfully parent their child. Results from the surveys and client comments are reported every six months in our agency Outcome Measurement Report, which is reviewed by the staff, Executive Director, and the Board of Directors. The information is integrated into the organization's decision-making process regarding long-range planning, policy setting, resource allocation, and programmatic functioning. Changes are made as necessary to enhance the quality of program services

provided to the parents and their children.

Parents tell us what works for them. For instance, feedback is positive on our Family Nights, which combine a meal and a parent education component with an enjoyable social activity. Due to their popularity, we hold these events four times a year, outside of regular school hours.

Until three years ago, Pearl Buck Preschool did not serve children with disabilities, even if their parents had cognitive limitations and were eligible for the program. As free, quality services were available to children with disabilities through Early Childhood CARES, we focused on at-risk children who needed, but were not eligible for, early childhood education. Parents with cognitive limitations whose children had disabilities wanted to participate in our program. Their input, plus the encouragement of Early Childhood CARES, led us to change the policy and enroll children with developmental disabilities, whose parents meet our eligibility requirements.

Other feedback from parents is that Teacher/Parent Mentor help with behavior and other issues, such as getting a child to bed at a reasonable time, is valuable to them. The teachers devote one day a week for home visits, and for curriculum planning to target each child's individualized needs.

## **2. Coordination/Collaboration**

Describe specifically how you work with others in the community to maximize service to the people you serve. List any formal relationships, the nature of the partnership and the type of agreement (i.e. Memorandum of Understanding, Service Agreement, Contract or other documentation.)

This is the third year of our collaboration with Head Start of Lane County. Our two agencies have an excellent working relationship, and our missions are a good match. Head Start contracts with us yearly for a specific number of children and amount of funding per child. This known and consistent source of program support contributes to the stability of the entire Preschool program.

We began the collaboration when six children attending Pearl Buck Preschool were identified as also being eligible for Head Start. Head Start contracted with our program to offer an extended preschool day for those children. Pearl Buck Preschool, in turn, received Head Start funding for those children, in addition to other benefits to all the children and families such as Head Start materials, and developmental screening. Some of the children in the new Head Start classes have parents with cognitive limitations, and some do not. When Head Start identifies children whose parents have cognitive limitations, they refer them to us. The benefits that Head Start brings to the program apply to all the children in the program. For instance, whether they are funded through Head Start or not, all students have access to their nurse, dental checks, and mental health screening. The educational materials that Head Start supplies are also available to all the classes.

## **3. Diversity / Accessibility**

*“United Way of Lane County believes that respect for and understanding of all cultures, peoples, and lifestyles are central to our mission of helping people care for one another. To that end, United Way will demonstrate that it values diversity in its funding of programs in Lane County. We will attempt to promote and recognize programs and organizations which provide culturally appropriate services, ensure access for people needing those services, and show a valuing of diversity in volunteer, staff, and service systems.”* --United Way of Lane County's Diversity Statement

Describe how diverse segments of the community have access to the proposed services. Describe your efforts to continuously improve services to underserved populations. Diversity can include but is not limited to: race, gender, ethnicity, physical ability, sexual orientation, age, familial status, economic status, rural/urban location.

The Pearl Buck Center building is ADA compliant for accessibility. We provide equal access to our services without discrimination regarding race, gender, ethnicity, physical ability, sexual orientation, age, familial status, economic status, or rural/urban location.

Our agency brochures, the Parent Handbook, and other materials contain the statement, “Pearl Buck Center is a equal opportunity provider.”

We continually promote awareness of the services we offer through numerous avenues. We provide many non-profit, government, and medical offices with simply worded brochures especially designed for parents with cognitive limitations. Our services are listed in the yellow pages. Our staff gives regular informational presentations in the community. We solicit media coverage as appropriate, including public service announcements on several television and radio stations, to inform as broad an audience as possible of our services and availability.

Our "Core Ethical Values" policy, (#1A, effective 8/2/07) contains the following statement: "Diversity is a commitment to valuing people for their differences. This goes beyond prohibitions against discrimination and harassment. It means seeking out new perspectives, bringing together the wisdom of others, and cultivating participation. At PBC, diversity requires acknowledging the importance of distinct points of view and different ways of thinking and striving to build a workforce that mirrors the world in which we do business." "Respect is a commitment to honoring the inherent worth of every individual and celebrating human potential. At PBC, our commitment to respect requires us to maintain workplaces where people are treated well and afforded all of the rights they are entitled to both under law and policy. We are each responsible for fostering a workplace which is safe, free from discrimination and harassment, and affords employees equal opportunity to pursue their goals."

The Women, Infants, and Children program for low income families at the Department of Human Services refers many families to our program. Other referral sources include public health nurses, hospital social workers, case workers at the Department of Human Services, pediatricians, and Lane County Developmental Disabilities case workers. Family members and friends refer parents. At first contact, the Program Director determines eligibility based on self report or referring entities' information. Key to determining eligibility is whether the parent is challenged in independently meeting their child's needs. Most referrals come at the time of the child's birth.

#### **4. Use of Volunteer and Partnership Resources**

Describe how you use volunteers. Include type of positions they hold, number of volunteers, and total volunteer hours per year. Describe your capacity to mobilize additional community partners and/or in-kind resources in conjunction with the proposed services.

Pearl Buck Center as a whole, and the Pearl Buck Preschool program in particular, have been extraordinarily fortunate in recruiting and attracting volunteers whose expertise and caring is a valuable, ongoing contribution toward fulfilling our mission. In FY 2008/2009, we had 103 volunteers, which included help in the classrooms, office, production department, landscaping, and Board and committee members. Thirteen Board members volunteered an estimated 700 hours to the agency as a whole.

Many businesses and individuals contribute their time and expertise, as well as in-kind gifts ranging from tomato plants to the use of heavy equipment. This past year, EWEB, Comcast, Levi Strauss, and Northwest Natural employees each provided significant materials and labor which resulted in the creation of the Preschool playground, the groundwork for a sensory garden still in progress, and general landscaping and cleanup work at our new site. Skyline Cabinets recently gave an in-kind gift of cabinetry and shelving for our Life Enhancing Activities Program and main office.

Volunteers provide critical support to the preschool program. Volunteers give children more opportunities for individualized attention and positive adult interactions. In the school year September 2008 to August 2009, 30 volunteers, contributed 1,380 hours of their time working directly with children in the classrooms. Volunteers donated a total of 3,881 hours to Pearl Buck Preschool, which is significantly higher than our goal of 3200 hours for the year, and up from 3,015 from the previous year.

#### **5. Budget**

- A.** Complete the budget form (Appendix B) included separately. **Attached**
- B.** Describe the return on the UWLC investment. Include such factors as demonstrated cost

effectiveness and efficiency of service delivery, how you will leverage other financial investments to support the work and the sources of other financial investment for this work. Describe how the work improves the effectiveness of the human services network in Lane County.

Research conducted by studies such as the Abecedarian project and the Perry Preschool demonstrate the benefits of early childhood education and its social and economic implications for individuals as well as the general community. In a presentation in Eugene in recent years, Rolnick and Grunewald reported Perry Preschool's estimated total annual rate of return on investment was 16%.

Other organizations offer early education, or serve people with developmental disabilities. Pearl Buck Preschool is a unique program targeting a specific population. Its comprehensive preschool, parent support and case management services work together so that children can attain the full developmental potential with which they were born.

Investing in our youngest children not only promotes more capable individuals, it reduces the community's costs for special education and long-term social services. The following rates from the Eugene 4J School District in December 2009, show the difference between special education costs and regular classes.

Special Education Student Rates per year		Rates for Regular Students
Elementary Learning Center	\$ 9,498*	Kindergarten \$5,445
Elementary Regional Learning Center,	\$14,807*	Grades 1-5, \$7,515
Middle School Learning Center,	\$10,386*	Grades 6-8, \$7,110
Middle School Regional Learning Center,	\$14,644*	Grades 9-12, \$6,570
High School Learning Center,	\$ 9,617*	
High School Regional Learning Center,	\$13,889*	* (plus the cost of related services)

In addition to yielding positive child outcomes, a number of economic impact studies show that early care and education brings economic benefits to communities and families. For example, studies have demonstrated the benefits of quality pre-k to society via savings to public school systems and the public in general. A recent cost-savings analysis finds that investment in early childhood education programs produces medium-term savings that range from about \$2,600 to \$9,500 per child through reduced need for special education, reduced grade repetition, higher educational productivity, and improved child well-being. The High/Scope Perry Preschool Study Through Age 40, estimates that the economic benefits to the public for every dollar of investment into the Perry Preschool program has now reached \$17.07. (Meaningful Investment in Pre-K by Institute for Women's Policy Research, 2008).

In Fall 2006, Pearl Buck Preschool became a community site for Head Start of Lane County, following Head Start's verification that we meet its Performance Standards. Our program receives revenue, and all the children benefit from access to Head Start educational materials, mental health and behavioral support services, and nurse consultation. The increased capacity of the building Pearl Buck Center moved to in 2008 allowed us to expand this mutually-beneficial collaboration. Our Head Start class size limit is lower than those at other sites, which increases individualized attention and is a best practice to ensure optimal learning.

Children enrolled in our preschool who are identified with delays receive additional services provided and overseen by Early Childhood CARES. We coordinate with Willamette Family Treatment, Catholic Community Services Young Fathers Program, and Relief Nursery for some mutually-served families. Our Case Manager and other staff partners with a wide network of social services to prevent duplication and to meet clients' needs in the most efficient and cost-effective manner.

As Pearl Buck Preschool's services are offered at no charge to people with cognitive limitations and their children, we seek to identify funding from a variety of traditional and innovative sources. The program receives financial support through United Way, foundation and corporate grants, individual contributions, and income from Pearl Buck Center's Production Department. We participate in the USDA Child Nutrition Program. Full Access and Mentors of Oregon contract with us to provide case management to their clients, and the Department of Human Services Child Welfare Division contracts with us to provide our specialized parent support services to their clients with cognitive limitations. We are grateful for a diverse array of civic groups,

businesses, and individuals who share thousands of hours of volunteer participation to improve and support the services we provide.

- C. If you are requesting funding for Capital investment, including funding for physical space or renovation, you must include the full cost of the capital project and how you will fund the balance outside the UWLC amount. **N/A**

**6. Follow-Up**

If you received a United Way Allocation in 2009, the United Way volunteer-led review panel will receive copies of your most recent panel summary report. Were there any concerns or conditions for continued funding identified by the United Way review panel during the last review?

Yes  No

If yes, how have these been addressed by your agency?

**7. Governance, Management & Organizational Capacity**

Briefly describe how this program fits into your organizational structure, how it will be managed, and how oversight will be provided.

The Pearl Buck Preschool program is a cornerstone of Pearl Buck Center Incorporated's services. With our two other major programs--Working for a Better Life, and the Life Enhancing Activities Program--we provide a life-span of enriching opportunities to people affected by disabilities. The Program Director manages all aspects of the Preschool program, including the program budget, supervising the staff and ensuring that appropriate services are provided to fulfill our mission in accordance with best practices. The Program Director staffs the program committee, composed of Board representation and community volunteers. The committee reviews program activities and reports, and provides advice and direction as needed. The Preschool Program Director is a member of the organization's management team, and reports to the Executive Director. The Preschool is licensed by the State of Oregon Child Care Division, meets the performance standards for Head Start of Lane County, and complies with USDA Child Nutrition Program requirements.

***Complete Appendix C, Required Compliance Documentation, Exhibit A – Best Organizational Practices and Management. Attached***

Describe the ability of the organization to carry out the proposed services successfully and efficiently based on current resources, i.e. expertise of staff, diversity of funding sources, board composition and involvement, fiscal and governance systems and facilities.

Pearl Buck Center has been part of the community since 1953. The Pearl Buck Preschool program is in place and has operated since 1976. The Preschool has a stable, trained, and experienced staff, including eleven Teachers, a Parent Mentor, Case Manager, Cook, and Program Director. We continually strive to expand and diversify our funding sources, which include grants, contributions from individuals and businesses, special events, United Way, government funding, and production income earned in our Vocational Training Center.

Pearl Buck Center has a dedicated and actively engaged Board of Directors. Its 13 members represent our diverse community, and contribute expertise in the areas of vocational rehabilitation, business, law, accounting, community relations, engineering, construction, and client advocacy. Our Chief Financial Officer oversees Pearl Buck Center's financial department, which conforms to accounting principles generally accepted in the United States. We are independently audited annually. In 2008, we moved from the two original, aging facilities we had outgrown, to a new permanent home which has increased our capacity to improve and expand services in a safe, well-functioning and spacious environment.

**8. Policy Adherence (Attached)**

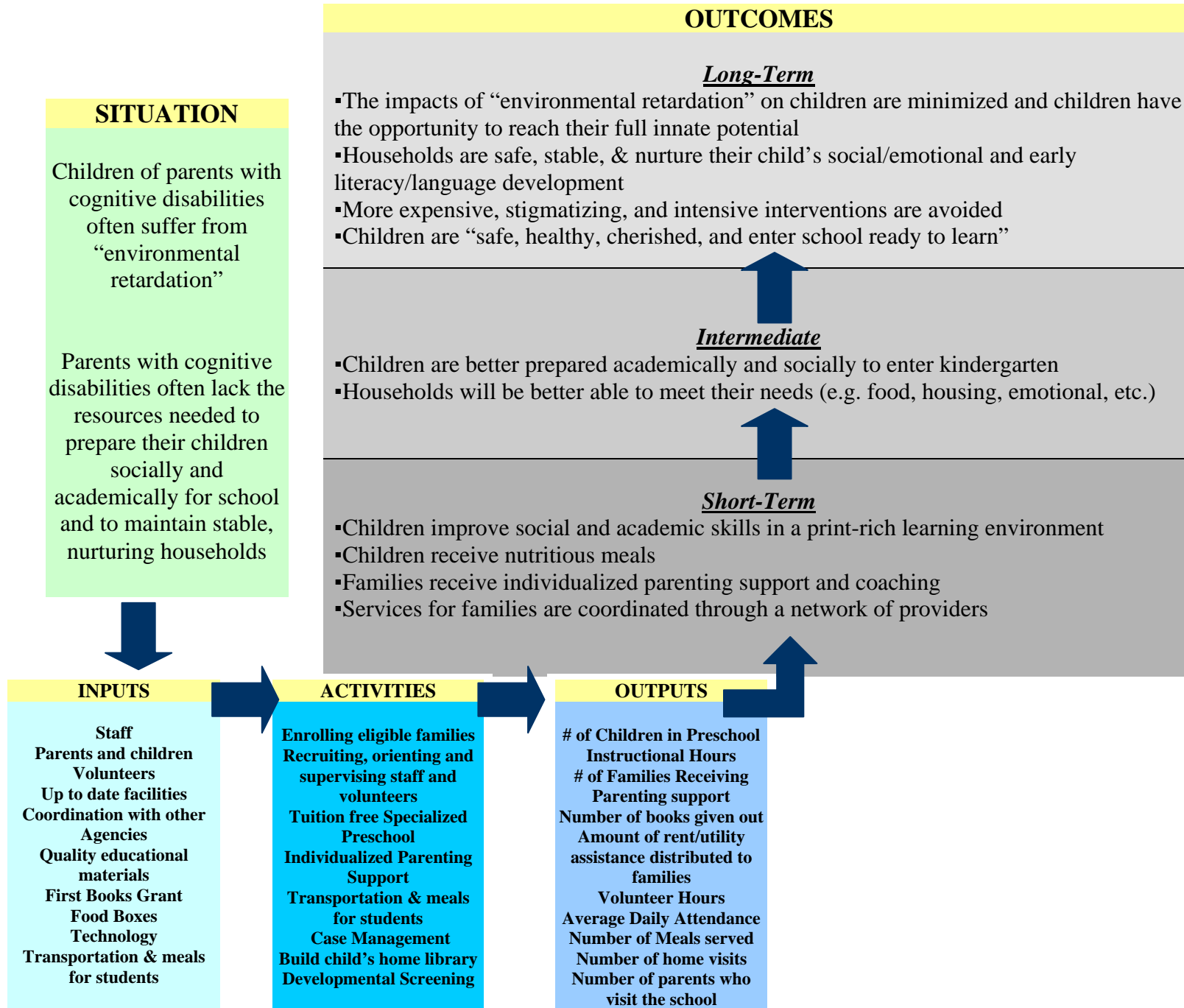
UWLC requires all service partner organizations to follow and adhere to the following UWLC Policies and Certification Documents:

➤ **Non-Discrimination Certification**

- **USA Patriot Act Anti-Terrorism Compliance Measures**
- **Agency Direct Fundraising Policy**
- **Donor Designation Policy**



## Pearl Buck Preschool Logic Model



## Exhibit A

# United Way of Lane County Best Organizational Practices and Management

Agency Name:                     **Pearl Buck Center Incorporated**                    

The following questions represent generally accepted best practices for the management and governance of non-profit organizations. Please respond with Yes or No. If No, provide a brief explanation. (Note: These are not required and some policies and activities may not be appropriate for your agency.)

<b>ORGANIZATIONAL MISSION AND DIVERSITY</b>	<b>Yes</b>	<b>No</b>	<b>Other/Explain</b>
<b>A. Mission</b>			
1. Our agency has a written mission statement that reflects our purposes and values.	<b>X</b>		
2. The board regularly reviews our agency's mission statement.	<b>X</b>		
3. Our agency engages in annual planning that helps define organizational and divisional goals.	<b>X</b>		
<b>B. Diversity</b>			
1. Our agency's governance and operations strive to be inclusive of all parts of our community.	<b>X</b>		
2. Our agency strives to reflect the diversity of the community we serve.	<b>X</b>		
3. Our agency has a written policy and practice of non-discrimination in the following areas:	<b>X</b>		
a. Employment (recruitment, hiring, assignment, promotion, discipline, termination)	<b>X</b>		
b. Board and committee participation	<b>X</b>		
c. Volunteer selection	<b>X</b>		
d. Service delivery	<b>X</b>		

<b>FINANCIAL MANAGEMENT</b>	<b>Yes</b>	<b>No</b>	<b>Other/Explain</b>
<b>A. Audit</b>			
1. Our agency has an annual audit or review done by an independent certified public accounting firm.	<b>X</b>		
2. If yes, the reports and management letter (if provided) are reviewed by a finance committee or the board.	<b>X</b>		
<b>B. Financial Transactions and Controls</b>	<b>Yes</b>	<b>No</b>	<b>Other/Explain</b>
1. Our board has approved a policy specifying that dual signatures are required on checks over a certain amount.	<b>X</b>		
<b>C. Money &amp; Investments</b>	<b>Yes</b>	<b>No</b>	<b>Other/Explain</b>
1. Bank deposits are FDIC insured and account balances are at or below the \$250K limit.	<b>X</b>		

2. The board has adopted an investment policy that is regularly reviewed.	<b>X</b>		
3. Securities, mortgages, insurance policies and similar instruments are under the control of the executive director, chief financial officer, or board member.	<b>X</b>		
<b>D. Capital Equipment</b>	<b>Yes</b>	<b>No</b>	<b>Other/Explain</b>
1. The board approves all equipment purchases, leases, and related renewals over a certain dollar amount.	<b>X</b>		
2. Periodic physical inventories are taken and compared with the capital equipment ledgers.	<b>X</b>		
<b>E. Accounts Payable</b>	<b>Yes</b>	<b>No</b>	<b>Other/Explain</b>
1. The board has approved a written purchasing policy.		<b>X</b>	No written policy, but understood standard practice
2. All deposits for payroll taxes, employee retirement contributions, etc. are made in a timely manner.	<b>X</b>		
3. Purchases for or on behalf of employees are made pursuant to a board-established policy.	<b>X</b>		
4. Credit cards are issued in the agency's name but assigned to specific employees and in line with board policy.	<b>X</b>		
5. Credit card usage by employees is limited to use specified by board policy and is periodically reviewed by supervisors or, in the case of the executive director, the budget or finance committee.	<b>X</b>		
<b>F. Employees Expense/Reimbursement</b>	<b>Yes</b>	<b>No</b>	<b>Other/Explain</b>
1. We have a board-approved policy governing if and when salary advances (draw), travel advances, and per diems are provided to staff.	<b>X</b>		
2. There is a travel and employee expense reimbursement policy approved by our board.	<b>X</b>		
3. Employees are required to submit expense reports for all reimbursements within 60 days of expenditures.		<b>X</b>	Encouraged to submit within 60 days
4. The board assures that the executive director's travel and expense reimbursement are reviewed and approved.	<b>X</b>		
<b>G. Budgeting and periodic financial reports</b>	<b>Yes</b>	<b>No</b>	<b>Other/Explain</b>
1. Our agency forecasts financial requirements for proposed program activity and optimum use of funds.	<b>X</b>		
2. The executive director prepares an annual comprehensive operating budget and capital budget, presents the budget to the board for approval, and establishes controls to assure that budgetary objectives are achieved.	<b>X</b>		
3. Substantial changes in the budget are presented to the board for approval.	<b>X</b>		
4. Our board, or the financial committee:			
a. Reviews the financial statements (statement of activities, statement of position) on a quarterly basis	<b>X</b>		
b. Receives explanations of major variances.	<b>X</b>		

c. Receives a comparison of actual to budgeted expenditures for the reporting period and year-to-date by program.	X		
d. Reviews source and amounts of funding by function.	X		
<b>GOVERNANCE</b>	<b>Yes</b>	<b>No</b>	<b>Other/Explain</b>
<b>A. Board of Directors</b>			
1. Our agency has a governing board of citizen leaders.	X		
2. Our board is a volunteer group serving without compensation.	X		
3. Each board member has received training, as well as guidance materials on board governance and our agency operation.	X		
4. Our board ensures the creation of and approves agency policies and procedures.	X		
5. Our board hires, terminates, evaluates, and sets compensation for the executive director.	X		
6. Our board delegates responsibility for day-to-day agency operations to the executive director.	X		
7. Our board meets at least quarterly. Indicate how often: <u>monthly, 12x/yr</u>	X		
8. Our agency creates and maintains permanent board minutes.	X		
9. Our agency ensures continuity by having overlapping board member terms.	X		
10. Our board's nominating process ensures that the board remains appropriately diverse with respect to gender, ethnicity, culture, economic status, disabilities, and skills and/or expertise.	X		We have progressed in this area, and strive to further expand diversity
11. Our board has a process for handling urgent matters between meetings.	X		
12. Each board member has contact information for the entire board.	X		
13. Our board evaluates the executive director on an annual basis.	X		
14. Over the last year, at what percent of your board meetings did you have a quorum in attendance? Indicate percentage <u>100%</u>	X		
<b>B. Bylaws and Policies</b>	<b>Yes</b>	<b>No</b>	<b>Other/Explain</b>
1. Our agency has written bylaws.	X		
2. Our agency provides each board member a copy of the bylaws.	X		
3. Our bylaws state the requirements for a board quorum.	X		
4. Our board regularly reviews the bylaws.	X		
5. Our agency has written operational policies and procedures.	X		
6. Our board has approved a code of ethics for both staff and volunteers, which includes provisions for ethical	X		

management, client confidentiality, publicity and fundraising practices.			
7. Our agency has a written conflict of interest policy and a mechanism for resolving conflicts should they occur.	X		
8. Our board ensures that the agency has personnel policies and written job descriptions.	X		
<b>C. Board Committees</b>	<b>Yes</b>	<b>No</b>	<b>Other/Explain</b>
1. Our agency has standing and special committees that have been established to achieve efficiency of operations and share responsibility for decision-making.	X		
2. Our agency's board members serve on at least one board committee.	X		
3. Our agency committees meet on a regular basis (monthly or quarterly).	X		
4. Our agency committees' activities and recommendations are reported to the board (verbally or in writing) for approval/action.	X		
<b>D. Compliance with legal requirements</b>	<b>Yes</b>	<b>No</b>	<b>Other/Explain</b>
1. Our agency complies with all applicable legal, local, state, and federal operating and reporting requirements, including non-discrimination and non-profit requirements.	X		
2. We have been the subject of a governmental investigation in the last 24 months.		X	
<b>E. Insurance</b>	<b>Yes</b>	<b>No</b>	<b>Other/Explain</b>
1. We have liability insurance covering volunteers, staff and board of directors.	X		
2. We have general liability coverage.	X		

Agency Name:           **Pearl Buck Center Incorporated**          

Prepared By (Name):           **Sheila Grossman**          

Title:           **Grants Coordinator**          

Date:           **February 22, 2010**

**Exhibit B**

**United Way of Lane County  
Policies and Certification Documents**

**“I hereby certify that**

**Pearl Buck Center Incorporated**

(print agency name)

**agrees to follow and adhere to the following UWLC Policies and Certification Documents:”**

- **Non-Discrimination Certification**
- **USA Patriot Act Anti-Terrorism Compliance Measures**
- **Agency Direct Fundraising Policy**
- **Donor Designation Policy**

**Signature, Agency Director:**



**Print name:**

**Jan Aho**

**Date:**

**March 4, 2010**