Grantees for 2012

The following grants were made by The Edith Glick Shoolman Children's Foundation during Calendar Year 2012:

**Ackerman Institute for the Family, New York, New York**
[www.ackerman.org](http://www.ackerman.org)
$81,833

To support the continuation of a training program for staff at agencies working with at-risk pregnant and teen mothers who are themselves in the foster care system. The program is an integration of two parenting curricula, Bright Beginnings, which is a structured curriculum of group discussions and parent-child activities, and Personal Best which is a group intervention to promote parental mental health and to improve a parent’s adaptive coping skills. Bright Beginnings and Personal Best are implemented together to promote sensitive and effective parenting, school readiness, and well-being in both parent and child.

**Association of Small Foundations, Washington, D.C.**
[www.smallfoundations.org](http://www.smallfoundations.org)
$1,500

To support the Association’s programming dealing with young children and their families and, in particular, to support programs focused on school readiness.

**Atlas Preparatory School, Colorado Springs, Co**
[www.atlasprep.org](http://www.atlasprep.org)
$25,000

To support the Five Day Teacher Program which provides for enhanced professional development of teachers. Teachers are in the classroom 4 out of 5 days a week, and on the fifth, non-teaching, day are provided with time for professional development, curriculum writing and achievement data analysis, along with an opportunity to design strong interventions for students who still take a full 5 day academic curriculum.

**Boston Children’s Chorus, Inc., Boston, MA**
[www.bostonchildrenschorus.org](http://www.bostonchildrenschorus.org)
$25,000
To support the Boston Children’s Chorus’ Choir/Youth Development Program which seeks to provide children from different backgrounds with a sound professional music education and social and personal growth opportunities leading to their development as responsible leaders and citizens of tomorrow. (The second installment of a $75,000 grant to be paid in equal annual installments over 3 years.)

**Brooklyn Public Library, Brooklyn, New York**  
[Brooklynpubliclibrary.org](http://Brooklynpubliclibrary.org)  
$6,000

To support the First Five Years Program, a system-wide early literacy education and engagement program for families with children from birth to age five.

**Catholic Charities Brooklyn and Queens**  
[www.ccbq.org](http://www.ccbq.org)  
$20,000

To support the Caritas Montessori Teacher Training program, which provides women of limited resources with training as early childhood educators in the Montessori method. Trainees serve as staff members in early childhood programs run by Catholic Charities Brooklyn and Queens, are paid as such, and receive the college accredited training at no cost.

**Center for Children’s Initiatives, New York, New York**  
[www.centerforchildrensinitiatives.org](http://www.centerforchildrensinitiatives.org)  
$30,000

To support the Center for Children’s Initiatives, Inc., formerly known as Child Care, Inc., in its InfantToddler Technical Resource Initiative, and specifically to support the continued implementation of The Devereux Early Childhood Assessment tool (DECA), a research based system of child assessment, in additional early childhood programs in the City of New York.

**Center for Hearing and Communications, New York, New York**  
[www.CHChearing.org](http://www.CHChearing.org)  
$25,000

To support diagnostic evaluations for children exhibiting symptoms of Auditory Processing Disorder and to provide training for teachers, speech pathologists and health care providers in the recognition and remediation of that Disorder.

**Childcare Council of Westchester, Scarsdale, New York**  
[www.cccwny.org](http://www.cccwny.org)  
$27,284

To support the Council’s Early Literacy Family Book Bag Program, which promotes the development of early childhood literacy by distributing books to children to share with parents and by providing technical assistance to staff of early childhood centers. New York
Children's Health Fund/South Bronx, New York
www.chfund.org
$15,000

To support the Fund’s Healthy Pregnancy program at the South Bronx Health Center, which provides expectant mothers with clinical care, mental health services, nutrition counseling and case management services, in a peer supported program, until the birth of their child. Following delivery, babies become patients at the Center and parents are given the opportunity to join the Center’s Healthy Baby program.

Family Life Academy, Bronx, New York
www.flascnyc.org
$43,533

To support the Summer Success Institute, a five week summer program for children expected to enroll in kindergarten in the following fall. The Institute introduces soon-to-be kindergartners to the standard school day routine, provides 90 minutes a day of introduction to literacy, allows for the assessment of individual needs and provides parents with suggestions on how to integrate literacy at home and recognize opportunities to read aloud with their children.

Friends of the Children of New York, New York, New York
www.friendsofthechildrenny.org
$75,000

To support a unique early intervention program which pairs at-risk children with paid mentors who work one-on-one with the children, beginning in kindergarten or first grade through high school graduation.

In Our Own Backyard, NFP, Oak Park, Illinois
www.americanpoverty.org
$12,500

To support the development of teaching kits to be used by Student Leaders in the AmericanPoverty.org Student Leadership Program, a program providing opportunities for junior and senior high school students to develop leadership skills, and to support the implementation of the Program in three additional schools.

Jumpstart Massachusetts, Boston, Massachusetts
www.jumpstart.org
$125,000

To support the expansion of Jumpstart’s family childcare program, including the creation of a literacy-rich, developmentally appropriate curriculum and learning spaces for children in that program and the transportation of the children to those spaces, as well as to support the recruitment, training and management of additional Jumpstart Corps members.
Jumpstart For Young Children, Newark, New Jersey
www.jumpstart.com
$25,000

To support the pairing of caring trained adults with preschool children from low-income neighborhoods to work together in schools during the school year to develop critical early learning skills children need to succeed in school and in life.

Lexington Center for Mental Health, Jackson Heights, New York
www.lexnyc.org
$25,000

To support The Parent-Infant Therapeutic Nursery (PITN) which serves families with deaf parents and hearing children from birth to age three with workshops, play therapy for the child, and intensive case management sessions with the parent and child together. PITN works with deaf parents to help them provide a loving, healthy environment in which their children can develop to their fullest potential.

Lexington Center for Recovery, Mount Kisco, New York
www.lexingtonctr.org
$25,000

To support the Generations Program on-site nursery. The nursery provides daily on-site child care for children up to 4 years old whose mothers are enrolled in the GenerationÕs five day a week, multi-faceted, chemical dependency treatment program.

Long Island ChildrenÕs Museum, Garden City, New York
www.licm.org
$25,000

To support Juntos al Kinder/Together to Kindergarten, which addresses the needs of local immigrant families with limited English proficiency by acclimating children and their parents to the culture of the American classroom and public education system. The goals of the program are to: 1) assist children in developing school readiness and the academic and social skills that will positively impact their ability to succeed in kindergarten, 2) enable parents to support and advocate for their children in a new school system, and 3) connect participating families to the Long Island ChildrenÕs Museum and the school community. (Final installment of a three year $75,000 grant)

Manhattan Charter School, New York, New York
www.manhattancharterschool.org
$20,000

To support a summer program for incoming kindergarten students who take part in six weeks of summer school prior to the first day of kindergarten. The program is designed to help teachers
get to know students and anticipate their needs and to help children become accustomed to the school experience. Families are encouraged to participate in a series of weekly seminars on best practices, including materials and strategies for reinforcing lessons learned in school at home.

**New Leaders, Inc., New York, New York**

[www.nlns.org](http://www.nlns.org)

$25,000

To support The Aspiring Principals Program, which begins with a four week intensive Summer Foundations Institute and a year-long Residency at an urban public school, along with Residency Seminars. After successful completion of the rigorous year-long residency, graduates receive their principal certification and seek principal placements in district or charter schools. In some cases, they may fill assistant principal roles either because the district does not yet have an appropriate principal placement or because the leader needs additional experience before taking over a challenging school.

**New York Public Library, New York, New York**

[www.nypl.org](http://www.nypl.org)

$6,000

To be used to support programming for children.

**Operation Exodus Inner City, Inc., New York, New York**

[www.operation-exodus.org](http://www.operation-exodus.org)

$10,000

To support an after-school program serving 270 students with a strong literacy program, including an early childhood component as well as monthly parent workshops.

**Peninsula Public Library, Lawrence, New York**

[www.peninsulapublic.org](http://www.peninsulapublic.org)

$5,000

To support the acquisition of materials and the presentation of programming for young children.

**Plymouth Public Schools, Plymouth Family Network, Plymouth, Massachusetts**

[www.plymouth.k12.ma.us](http://www.plymouth.k12.ma.us)

$25,000

To support the Plymouth Family Network’s early childhood home visiting program to prepare children for school success by providing two years of twice weekly home visits to families who are challenged by poverty, limited education language and literacy barriers. During the home sessions with the parent (or other primary caregiver) and the child, the Home Visitor models verbal interaction and reading and play activities, demonstrating how to use books and toys to cultivate language and emergent literacy skills and promote school readiness.
Queens Botanical Garden Society, Inc., Flushing, New York
www.queensbotanical.org
$5,000

To support the Garden’s Curriculum for Early Learners, which provides innovative and engaging environmental workshops for young children.

Queens Library Foundation, Jamaica, New York
www.queenslibraryfoundation.org
$150,000

To support the intensive Family Literacy Program which provides immigrant caregivers and children 1-4 years of age with tools to foster and expand children’s early literacy development.

Raising A Reader-MA, Boston, Massachusetts
www.raisingareaderma.org
$100,000

To support Raising A Reader-MA in partnership with the Brockton Public Schools to engage staff with a concrete methodology to support parents in establishing and maintaining regular read-aloud time at home. RAR-MA will supply training, tools and staff training for teachers and parents using a formalized curriculum that teaches simple read-aloud dialogic techniques. (The second installment of a three year grant of $300,000, to be paid in equal annual installments.)

Room to Grow National, New York, New York
www.roomtogrow.org
$10,000

To support a program providing parents raising babies in poverty with one-on-one parenting support and essential baby items throughout their children’s critical first three years of life.

SCO Family of Services, Glen Cove, New York
www.sco.org
$80,000

To support the home-based Parent-Child Home Program (PCHP) and the center-based Baby and Me program. PCHP is a home visiting program that brings Home Visitors into the home, twice weekly over a two year period, to demonstrate how, through play and verbal interaction, parents can enhance their children’s conceptual and social emotional development and help to prepare them to enter school ready to learn. The Baby and Me Program allows parents and children to spend time together in guided and unguided activities which promote healthy social interaction in a non-judgmental environment.

The Reading Reform Foundation, New York, New York
www.readingreformny.org
$27,350
To support the School Teacher Training Program, which introduces elementary-level NYC public-school teachers to a structured, multi-sensory method of teaching reading, writing, spelling, and comprehension. The Reading Reform consultants and classroom teacher meet twice weekly, approximately 60 times over the school year, for private planning sessions, practice and demonstration, after which the consultant and the teacher present the planned lessons to the class. At first the consultant models the lessons; as the year goes on, the consultant becomes the observer, while the teacher practices and refines his skills.

**The Reading Team, Inc., New York, New York**

[www.readingteam.org](http://www.readingteam.org)

$25,000

To support an early literacy program for at-risk four- and five-year-old children from Harlem day care and Head Start programs who work with the computer-based Waterford Early Reading Program and engage in small-group literacy-nurturing activities two to three times a week during the school year.

**University of Massachusetts, Dartmouth, Massachusetts**

Center for University, School and Community Partnerships

[www.umassd.edu](http://www.umassd.edu)

$128,401

To continue support for the development of a uniform early literacy program in the Freetown and Lakeville, Massachusetts Regional School District (the District) by ensuring that all children in the District will have access to the same resources and that District teachers will have the instructional and assessment tools and techniques necessary to enable them to interpret data in a way that can inform their classroom interactions with children.