

Their Proposal – “Everychild Early Learning Center”

Top: Former Canoga Park Library. Below: Vision for the Discovery Zone: Children learning as they play; parents supporting their child's development. Using an activity CDI wants to include at the Center, Mia takes her parents on an exciting journey, as she tells them a story about the challenges and opportunities ahead.

After more than 15 years developing and delivering high-quality early childhood programs, Child Development Institute (CDI) seeks to expand services into underserved Canoga Park, where children are at high risk for developmental delays/challenges, and thus poor life outcomes—and also lack access to culturally and developmentally appropriate early childhood services. **CDI proposes to remodel the former Canoga Park Library by January 2011 to create an innovative, first of its kind Early Learning Center for children 5 and under.**

The Center's work will be founded on extensive research regarding the *most effective* early childhood programs and the *specific needs* of Canoga Park families. It will go far beyond a drop-in play area, traditional early learning center or therapeutic services facility, alone: **embedded within play and learning spaces themselves will be an array of high-quality early childhood development services and professional interventions.** Young children and their families will come to the new Center to *explore their world*—in the Children's Discovery Zone, Head Start classroom and state-of-the-art outdoor playgrounds, for example. *Simultaneously*, they will be supported by a team of developmental specialists who—in a non-stigmatizing, culturally congruent environment—will support children's learning, identify risk factors, conduct assessments, counsel and educate parents, and provide intensive intervention as needed. The Center's services will help ensure optimal growth and development, identify and mitigate risks for developmental challenges, and help ensure *the best of life outcomes* among local children. **There is currently no other place in California that reaches historically underserved children with such a broad array of assistance in such an organic and non-invasive way.**

Capital or Program? 100% capital; our grant represents 44% of a \$2.3 million budget to create an early learning center to expand CDI services. CDI has raised \$915,000 and is applying for a grant from Keck.

Children Served: All children under the age of 5 in the predominately low-income Latino community of Canoga Park will be eligible to participate at the Center. CDI expects 1,000 children and their families will visit the Center annually. They expect 30% of these children will be at risk for or already have a development delay/challenge and will be eligible to receive publicly reimbursed intervention services.

WHAT WE LIKE ABOUT THE PROPOSAL

CDI has identified a major gap in early childhood developmental services for children under age 5 in the Canoga Park area of the San Fernando Valley. These children face significant factors that increase their risk for developmental delays/challenges, academic failure and poor life outcomes, yet no services exist. CDI has stepped up to the challenge. Using the latest research, the Everychild Early Learning Center will offer stimulating early childhood services to children of all abilities, early identification of children that have or are at risk of having developmental delays, and therapeutic intervention. Studies show these services promote optimal brain development and success in school and in life. Children who receive services are less likely to rely on public assistance and are eight times less likely to go to prison; for every \$1 invested, up to \$17 is saved. The Center will serve as a cutting-edge model of how to build on existing community assets to ensure appropriate supports/services for children's development.

You can view the entire Final Proposal and the related project budget at our website, www.everychildfoundation.org. Click on the link to Grant Screening Board and Final Proposal link in the first paragraph

Proposal Summary – Child Development Institute

The Agency – Who is the Child Development Institute?

CDI's mission is to help children reach their full potential by supporting the relationships and environments that shape early development. Joan Maltese, PhD, and a small group of mental health professionals founded CDI in 1995 to address the lack of holistic development and intervention services for young children—by offering innovative services that ensure long-range support and optimal development. In addition, CDI provides education and support to parents and guardians who care for them. CDI also provides training to other early childhood professionals/educators, and provides educational and research opportunities for pre- and postgraduate students in multiple fields of child development.

CDI's staff of 110 professionals serves children under 5 who have or are at risk for disabilities, developmental delays, and/or social, emotional or behavioral challenges, and their families. They deliver more than 60,000 hours of services annually. Throughout their existing mental health services, speech and language, occupational, relationship-based behavioral, parent-child interaction therapy and other services, they create Individualized Family Service Plans (IFSP)¹ that holistically consider children's needs and that include families and caregivers.

- 90% of the children CDI currently serves meet or exceed goals established in their IFSP
- In a 2008 survey of CDI parents:
 - 100% of parents reported that all CDI services were beneficial to their child.
 - 100% of parents reported that they felt supported by CDI's programs and services.
 - 93% of parents reported that CDI helped to increase positive relationships within their family and strengthened their marital relationship.

Parents praise CDI's level of professionalism, the coordination among/communication with their therapy teams, the range of therapies they offer, their loving environment, and their depth of knowledge and dedication to each child. They are a leading and well-respected innovator in the field of early childhood development.

CDI possesses *deep expertise* in the field of early childhood development and services. Dr. Maltese provided consultation to First 5 LA to help design their new Best Start Program—launched to optimize development among the county's youngest children—and participated on First 5 LA's Workforce Development Task Force. Dr. Maltese and CDI's community programs manager helped develop training curricula and standards for Early Start providers throughout California. CDI staff teach at the university level, advise policymakers, and participate on a statewide inclusion team, focused on serving low-income, Latino children with special needs.

Its Neighborhood

CDI is the principle provider of early childhood development and intervention services in the San Fernando Valley. They realized that they were not seeing referrals from certain communities in their own backyard—including Canoga Park, an area with predominately low income and Latino children. Through research, they learned that Canoga Park children face significant environmental factors that increase their risk for developmental delays, academic failure and poor life outcomes, including poverty, birth to a teenage mother, and birth into a family with low educational attainment.

- Sixty-two percent of all children live in families whose income is less than 200% of the **federal poverty level**.
- In 2005, 182 births per 1,000 in the area were to **mothers between the ages of 15 and 19**—in stark contrast to the overall county rate (24 births per 1,000).
- Nearly 41% of Canoga Park mothers over age 21 have **not completed high school**, as compared to 31% in Los Angeles County as a whole (U.S. Census Bureau)
- More than 26% of the local population, which is more than half Latino, speaks only Spanish, and 51% of local primary and secondary school students are **not fluent in English**.
- **Only 16%** of third-graders in Canoga Park can read at or above the national average (Los Angeles County Children's Planning Council).

¹ IFSPs are created for each child upon entry into CDI services, following a full developmental evaluation using standardized assessment tools, parent interviews and child observations. To determine each child's progress, CDI keeps written records of all visits and, on a quarterly basis, utilizes standardized assessment tools, to review each child's progress. Full developmental evaluations are conducted semi-annually, and goals for each child are updated as needed.

“Everychild Early Learning Center” – PROJECT DESCRIPTION

Envision a welcoming interactive child’s learning space...or a high-quality playground, where all children can come to play, interact with others and engage in developmentally stimulating play activities. Envision in this same place, a host of child development experts observing children’s play, responding to parents’ questions and concerns regarding their children’s development, and providing therapeutic services that are integrated into play activities themselves. *This is the EVERYCHILD EARLY LEARNING CENTER.*

Across the United States, numerous community play spaces (including early childhood service centers, children’s museums and public playgrounds) exist. However, while these places offer play experiences, they are unable to adjust play experiences to ensure that *all* children—including those with developmental difficulties—can enjoy them. And, of course, these other types of programs/providers do not include special supports (assessment, intervention, etc.) for children who present with special challenges. A child who becomes over-stimulated and has a meltdown is more likely to be asked to leave than to receive the attention s/he needs to overcome the underlying developmental concern.

The EVERYCHILD EARLY LEARNING CENTER will offer a therapeutically and developmentally supportive environment that is **accessible to all children**. Experiences will be paced to children’s individual developmental levels — allowing those with special needs to play alongside typically developing children in a truly integrated way. **CDI’s expert staff and trained volunteers will be on hand** to identify and assist children with special needs.

CDI seeks support from the Everychild Foundation toward the renovation and reconfiguration of an historic building, the former Canoga Park Library, to create an innovative Early Learning Center, which will house essential early childhood services for underserved Canoga Park children.

As is the case with the majority of early childhood intervention programs in existence today, the children that CDI serves through their *existing* programs already have a diagnosed developmental delay or disability. The proposed project will lead to significant **program expansion—embedded within play and learning spaces for children of all abilities will be an array of high-quality early childhood development services and professional interventions**. CDI believes these services are unique in California and in the United States.

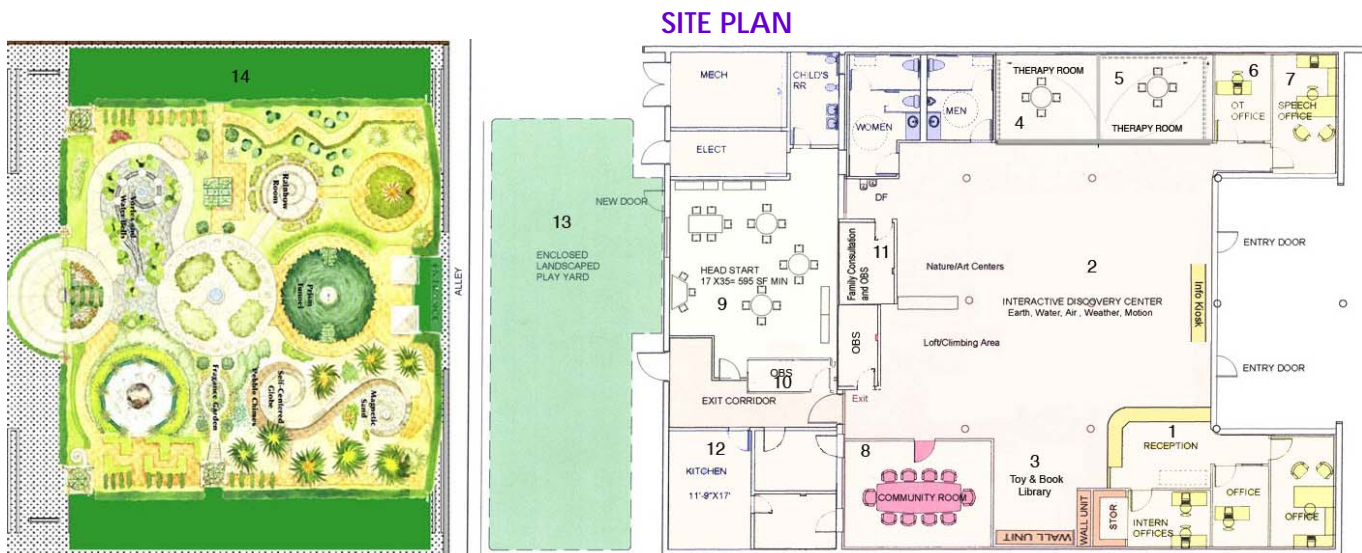
The former library, built in 1959, is a 6,500-square-foot brick building with an on-site parking lot. CDI’s objective is to expand high-quality, culturally congruent early childhood services into Canoga Park, in order to ensure that all local children, including typically developing children and those with developmental delays/disabilities, have access to early childhood experiences and services that promote optimal brain development and success in school and in life.

Canoga Park Project Goals

- Create an Early Learning Center, accessible to all local children ages 5 and under and their families.
- Ensure that all children, birth through 5, have access to developmentally stimulating play and learning opportunities in a welcoming, non-stigmatizing environment that offers embedded screening and therapeutic intervention services for children that have, or are at risk for having, developmental delays and/or challenges.
- Ensure that children experience enhancements in their development, and are thus better prepared for success in school and in life.
- Ensure that parents and caregivers feel supported and are able to support their children’s learning and development—essential to ongoing development gains.
- Develop a culturally and linguistically congruent early childhood workforce.

Revolutionizing the field of early childhood development and intervention services, the EVERYCHILD EARLY LEARNING CENTER will be an example to other agencies and communities regarding truly integrated, sustainable early childhood services, and will serve as a cutting-edge service model of how to build on existing community assets to ensure the most appropriate supports/services for children’s healthy development. It is a significant expansion and enhancement of CDI’s work.

Welcome to the Everychild Early Learning Center



Site Plan: (Numbers in the text refer to numbered areas in the site plan.)

- 1) Upon entering the **reception area**, children and families will be greeted by a trained volunteer², who will provide information about activities and programs. Families will be informed of the availability of trained staff and volunteers to assist as needed, and receive printed resources regarding child development.
- 2) Adjacent to reception, children and families will visit the **Children's Discovery Zone**. Resembling a children's museum, the Discovery Zone will house a range of hands-on exhibits and learning kiosks designed to inspire wonder and ignite curiosity and creativity.

The Discovery Zone will house universally accessible climbing and crawling equipment, as well as art stations where children will use natural materials such as flowers and sand. Rotating exhibit space will accommodate numerous displays throughout the year, with content based on input from parents. The area will incorporate flooring materials with different textures, as well as appropriate lighting, neutral colors and naturally colored woods. Children and families will move around the Discovery Zone to experiment with and enjoy various activities.

Alongside their families, children will be able to manipulate various objects to learn how things work (such as earth, water, wind and sound). At the wind exhibit, for example, a child will pull a lever to create pressure inside a large clear cylinder, in which pressure will build, causing leaves or artificial snow (depending on the season) to swirl around and blow into another compartment.
- 3) Children will be able to borrow from the **Toy and Book Lending Library** to allow continued learning at home.
- 4-7) Four **therapy rooms** will be created for children who need private space for intervention services. Children will receive speech therapy, occupational therapy and/or other intervention services from one of CDI's professional staff, using the Center's toys/games. Two therapy rooms will have retractable walls, allowing them to be converted for larger groups.
- 8) In the comfortably furnished **Community Room**, parents may participate in a variety of classes, and will meet with CDI representatives to share their vision regarding the Center and desired services. This area will also be used for training and continuing education for early childhood professionals from other agencies. It will have retractable walls, allowing creation of two smaller rooms, as needed.
- 9) The bright, child-friendly 600-square-foot **Head Start classroom** will provide a stimulating learning environment for children (17 morning and 17 afternoon students) operated by the Child Care Resource Center (CCRC). Head Start children will have access to all other Center facilities and services.

² A staff member will fill this position briefly, at first, until volunteers are fully trained.

- 10) A special **observation area**, equipped with two-way mirror, will be located along one wall of the classroom, enabling professionals-in-training to observe without interrupting class.
- 11) The **Family Consultation Room** will accommodate private family meetings with professional staff, teachers and/or trained volunteers. This area will be well-stocked with books, toys and other resources to support child development and encourage interaction between children and parents. The area will have at least one computerized information kiosk—which families can use to access information regarding child development and other community resources available to them.
- 12) CDI will also create an **instructional kitchen**. This full-service, industrial kitchen will accommodate cooking and nutrition classes for families. CDI will also run a Little Chefs group, providing children the chance to prepare and try new foods.
- 13) At the building’s rear, a roll-up glass door will lead to the external **adaptive playground**, shaded from the sun by an overhang with solar panels. Energy from the panels will pump a stream of running water through the playground. Tiered natural playscapes, swings and slings, a climbing apparatus with ramps and rails, wheelchair-ready interactive play centers, stump stools and tables, lofts and fort play areas and local vegetation will create the feeling of a Southern California wilderness environment.

14) Adjacent to the playground will be an **outdoor Discovery Zone**. It will include natural playscapes, grass, rocks and trails. Dispersed throughout will be discovery centers where children and their families will be able to explore the properties of:



- Earth, through garden planters and magnetic sand.
- Water, through a water vortex, water bells and jets.
- Light, through a prism tunnel that reflects sunlight.
- Sound, through pebble chimes and thunder drums.

In both outdoor spaces, children will be able to play in, learn about and appreciate the natural world. Nature and natural materials will be used throughout: logs and rocks for climbing; sand, dirt and water for sensory experiences; and plants for smelling and touching. **Children will learn about nature by digging in the dirt, planting seeds and playing in a stream of running water.** Both play spaces will promote access for typically

developing children *and* those with special needs. In addition to providing developmental benefits, the areas will help instill an appreciation for the outdoors.

Children and families will stay and play at the new Center for as long as they wish during open hours. The Center will be open six days a week, typically between 9 a.m. and 6 p.m., as CDI has found these hours to be most convenient for families with young children. The Center will remain open later some evenings for community activities.

REASONS FOR INITIATING PROJECT:

CDI’s research reveals that there is a great need for the services they propose to provide through the **Everychild Early Learning Center** – including *a safe place for children and their families to play, obtain information and learn* in an environment that respects child and family culture. To ensure the Center has the greatest and most lasting impact, CDI has involved the Canoga Park community in planning and visioning since the beginning.

OUTCOMES

Early childhood development & intervention services increase a child’s preparation for success. Studies show when problems are identified and assisted early, children score higher on standardized tests and demonstrate increases in IQ and social-emotional functioning (Anderson et al). As a result they:

- Achieve enhanced academic success and reduced high-school dropout (Károly et al).
- Have enhanced prospects for employment, health and financial stability.
- Are less likely to rely on public assistance and are eight times less likely to go to prison (Bridgeland et al). Economists have found that for every dollar invested in early childhood programs, up to \$17 in savings to society can be expected (Heckman et al).

Children in the low income community of Canoga Park face significant factors that increase their risk for developmental delays, academic failure and poor life outcomes. Despite extreme risk factors, **no programs exist to reach and identify children with developmental delays in Canoga Park**—and few early-childhood development services exist in this community. There are no other Regional Center service providers or early intervention services located in the city and **less than 1% of Canoga Park children under 5 receive intervention services**.

The local neighborhood also lacks safe outdoor places for young children to play; these children are missing important opportunities to explore their world, learn about the environment, and build creativity and imagination (Thigpen, 2007). Although there are two parks located within two miles of the proposed Center, local gangs often loiter in these parks. As a result, young children must be kept in cramped apartments—and restrained in strollers while out. The only other “community” play area is at the local McDonalds.

Since 2006, CDI has spent significant time in the Canoga Park community—working with local organizations, conducting interviews with stakeholders regarding community needs, and participating in neighborhood clean-up days and health fairs. Through their work, CDI became aware of the availability of the Canoga Park Library building. Designated an historic building, the site had been vacated when a new library facility was built. CDI knew it would be an ideal place to reach local children and families, as it is centrally located and an already-familiar community landmark. The library site offers the opportunity not only to create the internal environment CDI needs to implement their innovative service model, but also to create extraordinary outdoor environments for children.

“Everychild Early Learning Center” – CDI’S SERVICE MODEL PYRAMID

Children who come to the new Center will participate in one or more tiers of CDI’s breakthrough service model—promotion, prevention and intervention. **The pyramid below³ shows the various tiers of support that will be available.** Each tier of the pyramid represents an increased level of support, tailored to the needs of each child. An effective workforce is the base of the pyramid (1), as it is the basis for all programmatic success.



Promotion: *Nurturing and responsive relationships* (see pyramid #2), developed in *high-quality supportive environments* (see pyramid #2) promote healthy development—and the entire spectrum of opportunities for children to play and learn at the new Center will support this. Play in the Center’s stimulating indoor and outdoor environments will help children understand who they are in relationship to others in their life. For example:

- Play with others will teach children about cooperation and valuing other people.
- Reading circles, story time and signage at the exhibits will promote early literacy as well as content knowledge.

³ Developed by The Center on the Social and Emotional Foundations for Early Learning at Vanderbilt University, based on leading-edge research in the field of early childhood development.

- Group activities/classes—such as Mommy and Me and Music and Movement—will promote families' ability to nurture their children's healthy development.
- Events—such as Grandparents' Pancake Breakfast—will further promote family strengths and bonding.

Prevention: *Targeted social-emotional supports (see pyramid #3)* serve to prevent/remediate developmental challenges. At the Center, CDI staff and volunteers will provide this support—as they facilitate children's play with their parents, as well as educate and empower families to understand their children's development, help their children learn and grow, access local children/family services, and form networks of support.

Staff/volunteers will greet families as they enter the Center. They will invite children and parents to play, touch and explore in the different areas. Observing without judgment, they will engage parents in conversation, answer their questions, ask questions about their child's behavior, and suggest developmentally appropriate activities. For example, if a child has a tantrum and the parent seems to be struggling, a staff member or volunteer will offer concrete suggestions.

Volunteers will be recruited from the Canoga Park community to serve as developmentally informed facilitators of play. In addition to at least two CDI professional staff, between five and 10 volunteers will be on hand at any one time throughout the Center depending upon the services offered. CDI will recruit and train a volunteer corps of approximately 45 people—consisting of approximately 15 community members, 15 high-school and community-college students and 15 university students from California State University, Northridge's departments of child and adolescent development, family and consumer sciences and Chicana/Chicano studies. (Students will have the opportunity to receive course or fieldwork credit for their participation at the new Center.) Because community members will be available as needed to volunteer between six and 10 hours per week, and students will be available as needed to volunteer between eight and 10 hours per week, CDI will have access to a minimum of 330 volunteer hours per week—sufficient to run daily programs, while also taking volunteer absences into account.

Following an interview with CDI staff, a reference check, and a Department of Justice background check, accepted volunteers will receive 10 hours of initial training including:

- Developmental milestones in typically developing children.
- How to facilitate developmentally appropriate play.
- Atypical development and identification of early warning signs of developmental challenges.
- Strategies for observing children and facilitating parent-child interaction.
- How to communicate with and support families.

To ensure volunteer competency, CDI will videotape volunteers in various real-life and role-playing scenarios and provide feedback. All volunteers will undergo a probationary period during which CDI will evaluate their knowledge, skills and effectiveness. Ongoing training will include monthly meetings with CDI staff. Performance will be further evaluated every six months.

Staff and volunteers will be on hand, to observe children and families in a non-judgmental way. When a child exhibits signs of a potential developmental delay (frequent "meltdowns," difficulty paying attention during story time, or using toys in inappropriate ways, for example):

- The staff member/volunteer will offer to screen the child using a standardized, research-based developmental screening tool—the Parents Evaluation of Developmental Status (PEDS) questionnaire—to determine whether s/he needs additional assessment.
- If results indicate that the child may be eligible for funded services, the staff/volunteer will help the family contact the appropriate funding/referral entity—Regional Center, the Los Angeles Unified School District (LAUSD) and/or the Los Angeles County Department of Mental Health—to request formal assessment.
- The funding/referral entity will make an appointment with the family to conduct an interview (in their home or at CDI) to determine whether a formal assessment is required.
- The funding/referral entity will authorize CDI to conduct a full developmental assessment.
- CDI will conduct the assessment at the Center and provide a report to the funding/referral entity.
- While the family is waiting for approval to receive services, CDI staff will continue to facilitate child/family participation in Center activities.



Service Eligibility by Funding Source:

Within 30 days the funding/referral entity determines which reimbursed services the child is eligible for and follows up with an individualized service plan. CDI expects that approximately 80% of families will be referred back to them, where their children will receive reimbursed intervention services at the Center from a CDI professional therapist. (From the time a child is screened to determine whether s/he needs funded services, it takes approximately six to eight weeks for services to begin).

In addition to screening children at the Center for developmental delays, CDI will also conduct community outreach to screen and identify children who are at risk for delays, and intervene to prevent such delays from occurring/worsening. They will also train local child service providers' (such as WIC) staff how to screen the young children with whom they work for developmental delays.

Research clearly indicates that when children participate in promotion, prevention and intervention programs early in life, risk for developmental delays can be detected and addressed more effectively. Thus, at-risk children can access critical intervention services in a timely way, *enhancing chances for academic and life success* (Guralnick).

Intervention: *Intensive intervention services (see pyramid #4)*, such as occupational, speech and physical therapy, mental health services and social skills groups mitigate developmental challenges for children who have already been diagnosed with a delay/disability. Such services will be offered at the Center or in other community locations by CDI professionals, *in the context of the child's normal/everyday routine and without singling him/her out from his/her peers*. For example, a child with a speech/communication delay will receive therapy through the use of books, toys and other equipment already available at the Center. By embedding intervention in the Center's non-stigmatizing play environment, children will remain integrated with their peers: *CDI will help promote optimal developmental outcomes while ensuring that all children retain self-esteem and a sense of belonging*.

Workforce development: The foundation to CDI's innovative service model is *an effective workforce (see pyramid #1)*. Research shows that supportive, responsive relationships with caregivers are the basis for children's lifelong learning, behavior, and health (National Scientific Council on the Developing Child, 2007). To ensure that children are engaged in such relationships, a knowledgeable and skilled workforce—of parents, caregivers, teachers and other professionals who serve young children—is essential. CDI's new Center will provide education to parents and caregivers, and will serve as a *real-world, best-practice training site* for early childhood professionals and educators and for students pursuing careers in the field.

A RESEARCH-BASED MODEL THAT PRODUCES RESULTS:

The latest research in the field of early childhood development will influence the services provided at the Everychild Early Learning Center. This research has shown that the most effective early childhood development and intervention services for children birth through 5:

- Are provided in environments where children naturally play and learn.
- Are embedded into everyday routines of children and their families.
- Integrate parents/caregivers.
- Include all children (typically developing children and those with special needs).

When these criteria are met, early childhood services are more successful (Campbell et al). Removing children with special needs from the typical trajectory is detrimental to their development: When they are later reintegrated back into a mainstream setting—the same classroom as other children their age, for example—they have limited experience with positive peer interactions and are highly at risk for poor social outcomes (Asher et al, 1984). Studies also show that community-based models are more accessible for children from low-income, minority backgrounds (Lakes et al, 2009).

Goals of the Everychild Early Learning Center

- 1,000 children 5 and under and their families will access early childhood programming, and therapeutic intervention services as needed, annually.
- 100% of children and their families will receive information and support appropriate to their needs.
- 100% of children will have access to screening services to detect developmental delays and/or challenges.
- 30% of children will receive needed additional assessment and therapeutic intervention.
- 90% of children identified as needing further assessment will be referred for assessment and services.
- 80% of children who need intervention services will be referred for services at CDI.
- 75% of children participating in intervention programs at the Center over at least six months will demonstrate measurable improvements over baseline functional development (cognitive, communication, physical, social-emotional).
- 100% of families with children that visit the Center will receive information/support appropriate to their needs, including help navigating systems to obtain funded intervention services as needed.

ENHANCING ACCESS AND ENSURING UTILIZATION:

- The new Center will be centrally located: Families will be able to easily walk or drive here.
- Programs and activities, will be offered free of charge.
- Informational and therapeutic services will be built in, but services will not be mandatory or invasive.
- CDI has become recognized as an accessible resource for children and families. Outreach will continue to ensure full utilization of the Center: Local families will learn about the Center in multiple ways, including by word of mouth, and from local service providers such as WIC and Head Start—with whom CDI has already developed partnerships.⁴

The Center is designed to avoid the “institutional” environment that Canoga Park residents are skeptical about accessing. And because staff and volunteers will match the cultural and linguistic makeup of Canoga Park residents, the Center will be a truly inviting place.

EVALUATION:

To evaluate achievement of desired results for *children*, CDI will use standardized assessment tools (such as the Bayley Scales of Infant Development and the Functional Emotional Assessment Scale) and child observation to determine children’s baseline performance across developmental domains. They will also conduct parent interviews. To determine progress and success of intervention services for children, they will document all visits and re-evaluate each child’s progress quarterly (compared to baseline status) toward age-appropriate developmental levels. They will use direct observation, parent interviews and focus groups to determine improvements in *families’* knowledge of their child’s needs, knowledge of their rights, ability to help their child and feelings of being supported. To evaluate achievement of desired outcomes for the *Canoga Park community*, CDI will track the number of partnerships/collaborations between CDI and other agencies, as well as disseminate surveys to their partners. To measure long-term success in achieving community outcomes, CDI will collect longitudinal change data, including but not limited to increases in the number of children participating in early childhood programs, increases in the number of child participants who graduate from high school, and decreases in the number of child participants who need special-education services.

REPLICATION:

Once data is available, CDI plans to facilitate **replication** of their model, through publication in professional journals and through presentations at conferences. To ensure their ability to disseminate useful information to those interested in replicating the model, they are designing programs logically and purposefully, and will document the steps taken. As CDI proceeds, they will use the valuation methodologies described above to

Responding to the current disparity between research and practice in the field—and to the great needs among children in Canoga Park—the Everychild Early Learning Center will be a place unlike any other in California: a truly innovative (and sustainable) model.

⁴ In Los Angeles County, approximately 95% of WIC-eligible individuals actually access WIC services (Pinto-Martin et al). Outreach through WIC will thus reach a large proportion of our target population.

measure the model's effectiveness. They have already begun collaborating with the L.A. County Office of Child Care and the Child Care Resource Center (CCRC) to assess the needs of other communities in the San Fernando Valley. They expect to select the next community in which to create an early childhood development center, based on their model, by January 2010.

PROJECT BUDGET:

FUNDING		ECF REQUEST
CRA/LA Contribution	\$715,000	
Foundation/Corporate/Individual Contributions	200,000	
Total Funds Available	915,000	
Proposed ECF Grant	\$1,000,000	
Potential Outside Funding	366,274	
Total Potential Funding	\$2,281,274	
EXPENSE		
Infrastructure – plumbing, heating, bathrooms, etc.	\$715,000	--
Renovations	865,200	\$679,000
Insurance & General Requirements	66,840	66,840
Project Management	25,000	25,000
Testing, Inspections, Survey, Permits	23,340	--
General Contractor Fees	83,550	83,550
Architecture & Engineering	80,000	--
Bonds	12,533	--
50 Year Lease Payments	50	--
Construction Contingency	125,325	80,000
Campaign & Administration	284,436	65,610
Total Expense	\$2,281,274	\$1,000,000

The table summarizes the project budget provided by CDI as part of its grant proposal. You can view the entire budget at www.everychildfoundation.org through the GSB link.

To cover the funding deficit, CDI submitted a *phase-II proposal to the W.M. Keck Foundation, requesting \$250,000. A site visit occurred in September, and a decision is expected in December.* CDI will reach out to The Ahmanson and Weingart Foundations for the remaining sum. *Both these prospects have already indicated that a grant from the Everychild Foundation would help leverage their support.* A typically sized grant from one of them alone would cover the remaining gap. As needed, CDI will also continue to reach out to individuals and designate funds from CDI special events. If CDI is not successful in their request to Keck, they will temporarily delay some improvements to the kitchen, entry area and community meeting room. These areas will be renovated to house an array of important activities, but will not include *all* desired features. CDI will continue fundraising—to ensure successful completion of the project in future months.

SUSTAINABILITY:

With the grant from the Community Redevelopment Agency of the City of Los Angeles (CRA/LA), infrastructure work will be completed in January 2010. CDI will be able to implement some initial services in the new Center, including Head Start, early intervention services, basic art project stations and groups, such as Mommy and Me. The remaining renovation can be closely matched to cash flows. CDI has prepared a four year operating budget for the Center⁵—and **CDI has ensured that Center programs will be highly sustainable into the future:**

- CDI has negotiated a 50-year lease with CRA/LA at a rate of only \$1 per year.
- Rent from the Head Start program will offset janitorial and maintenance costs.
- Therapeutic intervention services will be *covered by federally mandated, fee-for-service contracts* with Regional Center and LAUSD and by sliding-scale fee payments. These funds are ongoing and CDI is not required to seek renewal each year. CDI can project and flex staffing levels to respond to changing levels of need and funding availability.
- Costs of the Head Start program will be covered by the CCRC's *Head Start contract (already in place).*
- *Earned income* from professional training CDI provides to community organizations—along with use of trained *volunteers*—will help ensure that the Center's core operations will be largely self-sustaining.

⁵ You can view the four year operating budget at www.everychildfoundation.org through the GSB link.