

William Penn Foundation

ORGANIZATIONAL INFORMATION

- **Organization Name**
ParentChild+ Inc.
- ***EIN**
11-2495601
- ***Street**
163B Mineola Boulevard
- ***Mission Statement: 500 characters**
ParentChild+ uses education to break the cycle of poverty for low-income families. We engage early in life and help toddlers and their parents access a path to possibility. We provide not only early literacy and school readiness supports, but most importantly early opportunity. For families living in underserved communities, we are a first step on the ladder to success, working to close the equity gap and utilize education to provide opportunities.
- ***City**
Mineola
- ***Organization History**
3,184/4,000 Characters

In the mid-1960s, Dr. Phyllis Levenstein, an educational psychologist and social worker was asked by a family service organization on Long Island to develop a program that would reduce the growing number of high school dropouts.

Based on growing research on the importance of the early years for developing critical language and literacy skills and the value of parent-child interaction for building these skills, Dr. Levenstein decided to focus on working with families when their children were two and three.

Dr. Levenstein developed the ParentChild+ model (originally called the Verbal Interaction Project and the Mother-Child Home Program), which took a revolutionary new approach: reaching children and their parents at home, before they even enter school.

She designed the program to address four factors key to ensuring school success—and essential to giving children and their families the opportunity to thrive.

1. Increasing school readiness and school success
2. Supporting reading and play activities in the home
3. Building language, literacy, and learning-rich home environments
4. Supporting the development of social-emotional skills so children enter school ready to be successful students.

Dr. Levenstein tested an array of variables while creating the program, including the number and duration of visits, giving families educational materials versus lending them, and one cycle vs. two. Through research and evaluation, she identified the most effective approach, which included the same key program elements implemented at all ParentChild+ sites today.

After a piloting and research phase, ParentChild+ was established as an independent nonprofit organization in 1979 to assist underserved communities in replicating and expanding Dr. Levenstein's model. With our international network of sites, ParentChild+ supports the hardest to reach, most isolated, under-resourced

families in urban, suburban, and rural communities. Working with our local partner agencies, we carefully monitor the quality and impact of the program in these communities.

Partnering with school districts, social service agencies, housing authorities, faith-based organizations, and other community-based organizations, the National Center now supports partners in 15 states as well as in Canada, Ireland, England, Bermuda, Singapore and Chile. New locations this year include San Jose CA, Detroit MI, and Charlotte NC. ParentChild+ has reached over 70,000 families since it was founded, and over 8,000 families each year. In total we worked with 7,351 families in the Core one-on-one model and 185 Family Child Care (FCC) providers and approximately 1,400 families through our FCC model (8,751 families total) in 2019.

The National Center provides all the training, technical assistance, and quality assurance to ensure that each site is replicating the model with fidelity so that all families receive the same high-quality services and achieve the same critical outcomes.

Evaluating and tracking our impact is central to our work. Our data continues to demonstrate that ParentChild+:

- Increases school readiness
- Decreases the need for special education
- Significantly improves high school graduation rates.

- ***State/Province**

NY

- ***Key Priorities/Primary Activities**

3,732/4,000 Characters

ParentChild+'s evidence-based/supported school readiness models provide isolated, low-income families with children between 16 months - 4 years old with the knowledge, skills, and tools they need to build school readiness where it begins: the home.

Target families are challenged by poverty, language and literacy barriers, social isolation, limited access to educational opportunities, immigrant/refugee status, and/or homelessness. ParentChild+ employs Early Learning Specialists (ELs) who are bilingual in the families'/providers' native languages, share their ethnic/cultural background, and live and/or have worked in the community.

In our Core model, ELs work 1-on-1 with families, providing 92 twice-weekly, 30-minute home visits. Each week, they bring a gift of a book/educational toy, often the first in the home. Using the book/toy, ELs model for the parent/child together reading, conversation, and play activities designed to stimulate parent-child interaction, develop language, literacy, numeracy, and social-emotional skills, and prepare children for school.

For many of the families we work with, home-based child care is their child's only early childhood experience before pre-k. Often, providers do not have school readiness knowledge, instructional skills, or materials to support children's cognitive/emotional development. In response to needs identified by ParentChild+ partners/families in our target communities, ParentChild+ has adapted its evidence-based model to extend similar supports to the diverse array of Family Child Care (FCC) settings, enabling the program to blanket underserved communities with school readiness supports and reach families who would otherwise have no access to these supports as their children are in FCC settings all day.

The FCC model tackles the opportunity gap by working with low-income providers caring for children furthest from opportunity to develop environments rich in learning, language, social-emotional skill development, and family engagement. We believe providers deserve innovative, culturally and linguistically appropriate professional development and enrichment that takes place during their workday, in their homes, where they can practice new skills with the children in their care, rather than in an often-inaccessible classroom at an inconvenient time. Empowering providers to deliver care as teachers, not babysitters, infuses communities

with a wave of school-ready children, strengthening the early childhood system to be more inclusive, supportive, and effective with game-changing impacts for children, parents, providers, and entire communities.

Each provider receives two 45-minute visits/week for a minimum of 24 weeks (48 visits). As in the Core model, ELSs come from the community and share a cultural/linguistic background. They serve as community mentors, connecting providers, and the parents of the children they care for, to local resources. Providers receive 12 book/toys, and an array of art supplies for creative, age-appropriate activities. Each child in the provider's care receives six books/guide sheets to bring home. Providers receive support in developing communication with parents, i.e. newsletters, phone calls, and workshops.

- ***Phone**
(516) 883-7480
- ***Website**
www.parentchildplus.org

DEMOGRAPHIC INFORMATION

- **Does your project seek to primarily serve individuals of a specific race/ethnicity? Select all that apply.**
 - Asian/Asian American
 - Black/African American
 - Hispanic/Latino
 - American Indian/Alaska Native
 - White/Caucasian
 - Multi-racial
 - Non-specific
- **Does your project seek to primarily serve individuals who identify with the following categories? Select all that apply**
 - Homeless or Housing Insecure
 - English Language Learners
 - LGBT
 - People with disabilities
 - Students with special education needs
 - Veterans
 - Immigrants or refugees
 - Non-specific
- **Does your project seek to primarily serve a specific age group?**
 - Infants/Toddlers (0-2)
 - Pre-K Students (3-4)
 - Elementary School Students (5-10)
 - Middle School Students (11-13)
 - High School Students (14-18)
 - Non-specific (general public)
- **Does your project seek to primarily serve individuals of a specific gender?**
 - Women
 - Men
 - Transmasculine
 - Transfeminine
 - Nonbinary/gender non-conforming
- **What percentage of the population that your project will serve is at or below 200% of the federal poverty guidelines (FPG)? See official federal poverty guidelines here: [guidelines LINK](#)**

- Over 50%
- Non-specific

PROJECT INFORMATION

- **PROJECT PURPOSE.** Provide a one sentence description of the proposed project or initiative.
(151/255 characters)
Paving the way for Pre-K in Philadelphia through research and expansion of an evidence-based, early literacy, parenting and school readiness program.
- **ANTICIPATED START DATE FOR PROJECT FUNDED BY WPF**
Up to 48 months

July 1, 2020 – June 30, 2022)
- **STRATEGIC ALIGNMENT.** Select the primary Great Learning objective that your project will advance.
 - **Engaged families**
 - Literacy rich environments
 - Quality Early Childhood Education Centers
 - Strong K-3 Literacy Instruction
 - Qualified Educators
 - Advocacy and Public Information
 - High School Completion
 - Civic Infrastructure
 - Strategy 1.0 (only for legacy grants)
- **STRATEGIC ALIGNMENT. Describe how this proposed project aligns with the Foundation's funding priorities. See What We Fund for descriptions of the grantmaking programs and strategies. Please be specific and address which program area (Creative Communities, Great Learning or Watershed Protection) and which strategy or priority best fits your project.**
(1,685/3,600 characters)

ParentChild+ Philadelphia is aligned with the Foundation’s strategic priorities to increase the number of children from Philadelphia’s underserved communities who experience academic success by building evidence, expanding services, and encouraging city-wide collaboration, to yield transformational and sustainable educational improvements for children. ParentChild+’s focus on two and three-year olds also aligns with the Foundation’s current focus on high-quality early childhood interventions that impact later school success.

In collaboration with the Foundation, GreenLight, Philadelphia Housing Authority (PHA), and Philadelphia Health Management Corporation (PHMC), ParentChild+ will continue to increase 1) the number of children who enter school ready to learn, 2) the number of parents who are engaged in their children’s education, 3) the number of children who succeed academically, and 4) evidence that high-quality, early childhood education can close the achievement gap.

In the almost four years that we have been in Philadelphia, ParentChild+ has worked with over 500 families across both our Core and Family Child Care (FCC) models. One hundred and eighty-one families have already successfully completed the program, participating in 92 home visits and receiving 46 high quality early learning materials, and have started on the path to school and life success. Two hundred and seven children have been enrolled in high-quality pre-k programs. This number is a combination of the children who have graduated from the program, and a number of current families who have an age-eligible child who has entered pre-k and have chosen to continue with their home as well, a testament to the value families find in the program and their relationship with their ELS.

ParentChild+ is the missing piece in the continuum of support for low-income children and families, addressing the gap in services for two- and three-year-olds, uniquely working with parent/child together to build school readiness and social-emotional skills and support families living furthest from opportunity in navigating resources and addressing challenges, as exemplified by the ongoing support being provided during the COVID-19 crisis.

- **CONTEXT & CHALLENGE. Describe (a) the problem that the proposed project seeks to address and (b) the context in the region and/or the field related to this request. Reference data and research if available.**

(4,123/7,500 characters, spaces included)

GreenLight Philadelphia selected ParentChild+ as its 2016 portfolio organization, supporting the launch of ParentChild+ in Philadelphia, its deep rooting into the community, and its expansion plan to reach 400 families annually by the end of four years. GreenLight's needs assessment indicated that school readiness supports for families in poverty was a critical unmet need in Philadelphia, where: nearly one out of every two and a half children live below the poverty line, 50% of the adult population has low literacy levels, and only two in five third graders meets state reading proficiency standards. ParentChild+, PHMC (ParentChild+'s local implementation partner), the Philadelphia Housing Authority (PHA), and GreenLight, identified the following communities as being in particular need of support: South/Southwest Philadelphia – a primarily immigrant and under-resourced neighborhood, Sharswood/Blumberg in North Philadelphia - targeting families that have been displaced as part of a neighborhood transformation initiative, and the West Philadelphia Promise Neighborhood.

Together ParentChild+/GreenLight developed a plan for expansion in Philadelphia's most underserved neighborhoods. ParentChild+'s focus on school readiness/commitment to families receiving three years of early education (two years of ParentChild+, one-year pre-k) before kindergarten, makes it the right program to ensure that children enter school ready to succeed.

At the completion of year three of our four-year expansion initiative (2018-2019 program year) in Philadelphia, we were working with a total of 309 families. This includes 265 families in our Core model (107 families in South/Southwest, 112 families in North Philadelphia, and 45 families in West Philadelphia) and 45 families via nine FCC providers in our FCC model (four West Philadelphia, two North Philadelphia, and three immigrant providers -- two Latino and one African: one in South/Southwest and two in Northeast Philadelphia).

We are now more than halfway through program year four, working with 246 Core model families, of that, 117 are newly enrolled. We are working with 13 providers and approximately 72 families via our FCC model (318 families total across both models). Our expected total number of families in year four pre COVID-19 was 392 families.

We have established our footprint in Philadelphia over the past three+ years, but the need for our program continues to grow. There are currently 52 families on the ParentChild+ Philadelphia waitlist. Children are slotted into the program as others graduate.

As of 2018, Philadelphia was home to approximately 66,000 children under age three, the majority of whom are children of color (40% Black, 25%, 23% Hispanic, 6.4% Asian). Nearly one-third (32%) of Philadelphia's infants and toddlers still live in poverty and nearly two-thirds 65% live in neighborhoods of concentrated poverty.¹ In 2018, Philadelphia high school graduation rates for African American students were 76.4%, eight points behind the national average — and Latino students were at 79.3%.²

¹ https://www.childtrends.org/wp-content/uploads/2018/08/PhiladelphiaInfantandToddlers_ChildTrends_September2018.pdf

² https://www.phillytrib.com/commentary/columns/getting-real-about-high-school-graduation-rates/article_78d28109-87af-51a9-b407-ccdb865d26d3.html

The immigrant population in Philadelphia now represents approximately 15% of all city residents.³ In 2019 alone, over 5,000 immigrants moved to Philadelphia.⁴ We have seen a growing interest in the program from other immigrant groups including Burmese, Nepalese, Russian, Ukrainian, Polish, and Arabic/Farsi speaking populations in Southeast and Northeast Philadelphia. We have also seen interest in ParentChild+ in the Germantown area, but have been unable to expand due to the need for additional funding to grow beyond the current budgeted numbers.

- **OPPORTUNITY. How will the proposed project be aligned to local efforts and initiatives? Why is this the right time to pursue this project?**
(2,426/3,600 characters)

The first four years of our expansion have created a strong base, great visibility, and a demand for our services in the communities where we are working and across Philadelphia. Timing is critical to leverage our momentum, and to grow our network of families, providers, and ELSs in year five and beyond.

This project is aligned with local initiatives and the needs of the growing immigrant and housing insecure population across the city. Over 200,000 Philadelphians are struggling to pay rent, buy a home, or cover the mortgage, property tax, or other housing costs. Nearly 6,000 Philadelphians are homeless on a given night, including nearly 1,500 children under 18 years old. This housing crisis is experienced across the city but is rooted in the destabilization, displacement, and disinvestment of low-income communities of color, particularly in Southwest, West, and North Philadelphia.⁵ These numbers are only going to increase as the COVID-19 crisis continues and in its aftermath. Our ability to reach and support families through and after this crisis is critical to supporting the healthy development of children and families and supporting them in continuing to build school readiness in even more challenging circumstances.

ParentChild+'s work also aligns with the continued expansion of the city-funded pre-k. Our goal of working with families for 18-24 months before the child enters pre-k, assisting parents in enrolling in a quality pre-k program, and emphasizing the importance of that classroom experience for their children's school success is critical to ensuring that the families least likely to access pre-k do access it and their children are prepared to be successful, engaged, and happy students.

In addition, our overall Philadelphia project includes the expansion of our FCC model, which provides critical resources to this often-neglected population, supporting city and state efforts to improve the quality of FCC environments for building school readiness. We have expanded our FCC work from 10 to 19 providers/100+ families. We are working toward further expansion and have several pending proposals that would support this work. The FCC expansion enhances our ability to blanket the communities we work in with school readiness supports and reach families who will not be available for one-on-one home visiting.

ParentChild+ is an active coalition partner in the Read by 4th Campaign, which seeks to increase the number of Philadelphia's children reading on grade level by the end of third grade. Our participation in the campaign strengthens family engagement and the home library objectives of the coalition and also provides valuable resources to our program families.

Additionally, ParentChild+ has been providing literacy training to parents and teachers at child care centers in North Philadelphia through the Parents Lead Children Read project, funded by PNC Bank and the United Way of Greater Philadelphia and Southern New Jersey for the last two years. This initiative allows us to share our expertise on early literacy and family engagement in a unique environment for parents and teachers to learn together.

- **OPPORTUNITY. Have you discussed the proposed project with key partners? If so, who? What is the response and/or level of interest?**

³ <https://www.inquirer.com/philly/news/immigrants-foreign-born-philly-population-pew-study-20180607.html>

⁴ <https://www.inquirer.com/news/philadelphia-census-population-pennsylvania-newjersey-immigration-20200326.html>

⁵ <https://onepa.org/wp-content/uploads/2020/02/RealPhillyHousingReport.pdf>

(2,851/2,700 characters)

Public Health Management Corporation (PHMC) is our local replication partner responsible for hiring the home visiting staff and managing the program. PHMC and the Philadelphia Housing Authority (PHA) have partnered with ParentChild+ since 2016 and continue to be invested in our expansion. Both organizations are invaluable sources of support and have enable us to grow to our current footprint. Both are interested in working with ParentChild+ to expand into year five and beyond.

The Nationalities Services Center (NSC) works with 5,000 immigrants/refugees each year from 100+ countries. They provide language access/proficiency, legal support, community integration, access to health/wellness, and job training. NSC approached us to partner with them and provide our Core model to Ukrainian, Russian, Arabic and Farsi speaking immigrant communities in Northeast Philadelphia. According to the NSC there are approximately 200 Afghanistan/Iraq/Syria immigrant families with children, 171 of whom live in Northeast Philadelphia.

Kidology provides instructive sessions for a range of developmental delays. They are interested in working with us to support Slavic-speaking families in upper Northeast Philadelphia.

Our numerous partnerships in South/Southwest include neighborhood associations and organizations that support immigrants, such as: Puentes de Salud, the African Family Health Organization, Migrant Education, and HIAS. In North and South/Southwest Philadelphia, we partner with Smith Memorial Playground for the Informal Learning Initiative funded by the William Penn Foundation. We also continue to enjoy a positive relationship with the North and West Philadelphia WIC offices and recruit families in their waiting room on a weekly basis. In West Philadelphia, we have partnered with Drexel and Action for Early Learning.

We are on the steering committee and part of the learning cohort Habitat for Humanity International has established in North Philadelphia. We also partner with the United Way/PNC Bank to provide parent literacy and leadership training for the Parents Lead, Children Read project. We have formed wonderful relationships with child care centers in North Philadelphia and regularly refer families.

We are discussing a partnership with Migrant Education. They work with families to provide supplemental educational support/services.

Stemming from an existing partnership with Congreso de Latinos Unidos, ParentChild+ families are participating in the Enhanced Parenting Program. The program provides group-based parenting education for parents utilizing the Nurturing Parenting curriculum and evidence-based trauma coursework.

- **PROJECT DESCRIPTION. Describe the proposed project, including key activities. This section should describe the entire scope of work, even if aspects are funded through other sources.**

(2,013/3,600 characters)

This grant would help to support years five and six of ParentChild+ in Philadelphia as we expand to new immigrant groups and communities. Over the next two years, we anticipate working with a total of 365 families per year, 235 in Core and 130 in the FCC model. Via PHMC, this requires 10 full-time and 14 part-time site staff working in North, West, and South/Southwest Philadelphia, continuing our partnerships with PHA and Promise Neighborhood.

ParentChild+ Philadelphia Families:

North Philadelphia

- 97% born in the U.S
- 87% Black and/or African American
- 86% household incomes of \$25,000 or under; 36% under \$10,000
- 55% public housing residents

South/Southwest Philadelphia

- 100% of parents not born in U.S.
- 88% household incomes of \$25,000 or under; 11% under \$10,000
- 84% home language – Spanish
- 38% government aid for health care
- 32% WIC benefits
- 11% Black and/or African American

West Philadelphia

- 92% born in the U.S
- 92% Black and/or African American
- 80% household incomes of \$25,000 or under; 28% under \$10,000

Working with the 235 Core model families per year in years five and six we will deliver:

- Pre and post assessments for all families
- One-on-one support for parents in underserved communities to ensure they have the skills and tools to enable their children (16 months – four years) to thrive in school/life.
- Trained community-based Early Learning Specialists (ELs) provide families with 92 twice-weekly visits, and 46 books/toys, often the first in the home.

- **EXTERNAL PARTNERS/CONSULTANTS. If a partner organization(s) or consultant(s) will be engaged on the project and has already been selected, provide the name and a summary of capabilities, credentials, how they were selected, and attach a scope of work. If a partner organization(s) or consultant(s) will be engaged on the project but has not been selected, describe the capabilities and credentials being sought and how they will be selected. Attach an RFP if available.**
(2,698/2,700 characters)

Public Health Management Corporation (PHMC)

ParentChild+ has a signed replication agreement with PHMC to implement the program in Philadelphia. PHMC is well-positioned to implement ParentChild+, not only because it touches the lives of people across the Greater Philadelphia region through its more than 350 programs and network of affiliates, but also because of the success that they have had expanding the program over the last three years. PHMC's service areas include physical/ behavioral health, residential treatment facilities, child welfare/family social services, early childhood education/support services, K-14 education/employment, early intervention services for children (ages zero - three) and supports coordination for adults with intellectual disabilities, criminal justice, health promotion and financial services.

Kathleen Rubinstein, Director of Quality Initiatives for the Early Childhood Education at PHMC, will continue to be the ParentChild+ supervisor. She is an early childhood education professional with 15+ years of experience in the implementation of continuous quality improvement programs.

PHMC will be responsible for implementing the project in accordance with ParentChild+'s model including hiring, training, and supervising staff; recruiting/enrolling families; implementing home visits, maintaining current program participation data; and conducting ongoing data gathering on implementation to ensure continuous improvement.

Philadelphia Housing Authority (PHA) and Promise Neighborhood

ParentChild+ has a partnership with PHA and the Promise Neighborhood to implement the program in their key locations: Sharswood/Blumberg and West Philadelphia. They provide financial and community support as well as guidance for the program in each of these locations.

- **ANTICIPATED RESULTS. Describe what you hope to achieve by the end of the proposed grant period; please be as specific as possible.**

999/5,000 characters

Program

By the end of this grant period, we will have reached 730 additional families over the two years, working with approximately 400 families annually across both our Core and FCC models.

We will have documented and continued to increase school readiness skills, providing opportunities for underserved families across Philadelphia. Children who participate in the program experience increased social, emotional, and cognitive competencies. As they graduate from the program, children are enrolled into quality, age-appropriate pre-k programs. Parents achieve greater confidence, efficacy, and involvement in their children's lives.

ELs offer high-touch, culturally relevant, frequent support to families, fostering and building a trusted relationship and connecting them to other local resources as needed. These relationships have proven to be especially critical during the COVID-19 crisis. In many cases, our ELs are the only lifeline that these isolated families have to other resources.

We plan to engage at least one additional immigrant community while continuously evaluating and understanding the unique needs of individual communities in order to see where our next expansion makes sense.

- **ANTICIPATED RESULTS. What data and information will you use to verify that the result has been achieved? Describe your organization's plan for gathering and using data for program improvement and measuring your impact.**

(2,264/2,700 characters)

Core Model

Through a proprietary web-based Management Information System (MIS), ParentChild+ collects demographic information, tracks participation, and captures outcomes on two standardized assessments, the Child Behavior Traits (CBT) scale and the Parent and Child Together (PACT) scale. The CBT evaluates child behaviors to gauge school readiness. The PACT evaluates the parents' verbal/non-verbal interaction with their child.

Anticipated results of the project include

- Increased school readiness
 - Improved parent-child interaction
 - Improved parenting skills
 - Increased family empowerment/parental involvement in education
 - Improved family self sufficiency
 - Increased social supports for underserved populations
- **POST-GRANT EXPECTATION. If the proposed project is laying the foundation for an additional outcome that will occur after the grant period has ended, please indicate that expected result. In your response, describe the ultimate impact of the project beyond the proposed grant period.**

(2,716/2,700 characters)

ParentChild+ strives to prepare children for academic success and strengthen families through intensive, consistent, long term home visiting. Over time, ParentChild+'s services will contribute to increasing the economic status of families by creating opportunities to reduce barriers preventing academic success for children, while empowering the caregivers to enhance their parenting skills and community connections.

ParentChild+ has documented important longitudinal impacts for families. Participants have 30% higher graduation rates than their peers. Additionally, graduates:

- are 50% more likely to be prepared for kindergarten than socio-economic peers
 - enter school performing 10 months above chronological age
 - scored two xs higher on social-emotional skills than peers
 - are 50% less likely to need special education services by 3rd grade
 - outperformed statewide avg on third grade state math tests
- **POST-GRANT EXPECTATION. What will you do to sustain the benefits of the proposed project over time?**
(2,693/2,700 characters)

We are on track to meet our goal of working with 400 Philadelphia families annually by end of 2020. We have established a funding base for the next two years and have secured support from Pew Charitable Trusts, United Way, and Vanguard into years five/six. Since our Philadelphia launch in 2016, GreenLight has provided seed funding for our program to take root in Philadelphia. This will be our first year without financial support from GreenLight, (the GreenLight funding is limited to a four-year start-up grant), however, we will continue to receive critical consulting and connecting support from them to sustain our growth. We will continue to host briefings/fundraising events/develop new relationships with local entrepreneurs, philanthropists, and non-profits, city/state leaders. We are continuing our advocacy efforts and anticipate they will be even more important in light of funding and community challenges post-COVID crisis. Through our work with our lobbyist we are in discussion with several state/city council members regarding support for specific districts, as well as a broader group about supporting allocating state dollars to the program.

We also are continuing to expand and utilize our Philadelphia/PA Advisory Council to support program development and sustainability. The Council has 22 members from Philadelphia's corporate, nonprofit, and government sectors. Our State Director, Malkia Singleton Ofori-Agyekum, who is based in Philadelphia, oversees our sites across the state, and supports city and statewide advocacy efforts. Statewide several of our sites have received state funding and they are also supported by a diverse array of funding through school districts, private grants, and United Ways.

The PA state director position is supported in part through our local funders, and in part by the National Center because of the priority we place on local support for our sites, and the importance of in community staff to build strong partnerships with local public/private funders and visibility at the city and state levels. This state director's work is supported by the National Center's development team, and our PA lobbyist, who is building relationships with city and state agencies and legislators to increase access to public dollars.

We will also be using the school readiness and success data for the current study to strengthen our ability to access district funds and to work with other state and local officials to identify other funding streams; however, due to the national COVID-19 pandemic those results will be delayed.

- **Did the Foundation provide funding for the planning of this project?**
 - Yes
 - **No**
- **GROUNDWORK. Describe the groundwork that has been laid for this work (e.g., planning, pilot or demonstration projects, current program delivery, etc.)**
(2,700 characters)

Program support from the William Penn Foundation was instrumental to our initial launch and subsequent expansion in Philadelphia, such that we now are working in the key zip codes that comprise over 50% of the city's population.

We have reached over 500 underserved families, successfully graduating 181 children and families from the program to date. We have created 28 community-based jobs across the city - five Site Coordinators (two of whom are former ELs), and 23 ELs (three of whom are former program parents).

We have successfully launched the FCC model and grown our city-wide footprint to reach 19 low-income and immigrant providers caring for approximately 105 low-income and immigrant families per cycle.

Among the first cohort of ParentChild+ graduates in Philadelphia, 91% of families that completed the program demonstrated increased quality and quantity of parent-child interactions as measured by the Parent and Child Together scale. 94% children who completed the program demonstrated increases in school readiness skills as measured by the Child Behavior Traits scale.

ParentChild+ continues to gain positive recognition in Philadelphia, building trust within the communities where we are working. The power of this trust has been highlighted during this time of crisis as families have continued to turn to their ELSs for support in obtaining food, diapers, household goods as well as to continue reading, talking, and playing together virtually. Particularly for immigrant families, who do not have access to public benefits or any of the new government assistance, these strong trust relationships have been critical for ensuring basic needs are met and ensuring access to accurate information.

The program is now well situated to move into years five and six, continuing support to current families, enrolling new families and helping them all with the transition back to the new normal and to deal with aftereffects of the crisis. We believe the strong groundwork we have laid in communities will be critical to our ability to reach those most impacted by the crisis and to address the trauma that too many families are experiencing and will continue to face in the coming months and years.

- **BUDGET. Provide a bulleted list of budget items/categories that summarizes how the requested funds will be used to advance or enable this work (e.g., staff time, convening stakeholders, data collection, data analysis, consultant fees, etc.). It should include a description of how the budget will be allocated to each component of work to be funded.**

(4,500 characters)

- National Center Personnel, including
 - Three-person research team: 7% of Research Director's overall time and 20% of Senior Research Scientist's time.
 - CEO: 5% of overall time in year one, and 3% in year two
 - Chief Development Officer: 8% of overall time
 - PA State Director
- Subgrant to PHMC/Early Childhood Education Group to support program implementation in Philadelphia (with approximately 40 families per year).
- Subgrant to University of Pennsylvania to support research project.
- National Center Staff Travel to Philadelphia in order to support overall project (research and program).
- ParentChild+ National Center Annual Program Costs
 - Replication Hosting for DAISY (MIS)
 - Replication Software Development and Maintenance for DAISY (MIS)
 - Replication Training, Ongoing Support, and Content/Curriculum Development
 - Elevate Training and Software
 - Data Management and Quality Assurance and Research
- PA state and local Lobbying Costs

RESULTS

Result Statement:

- *Program:* Underserved children living in Philadelphia enter their first classroom ready to be successful.

Post Grant Result:

- *Program:* After the completion of this grant, we will have expanded our Philadelphia footprint and increased the number of children from low-income and immigrant communities who are engaging successfully in school and performing well. Parents will utilize the same skills developed in the program with subsequent children, further increasing the number of children on the path to school and life success.
- Milestone 1 (Program): Program staff execute outreach strategies to enroll clients, maintain full caseloads, and collectively work with families in Philadelphia
 - Target Completion Date: Ongoing
 - Activities:
 - Outreach, recruitment, and enrollment of families.
- Milestone 2 (Program): Families participate in 75% of visits offered per cycle (34 visits). ELSs deliver services through home visits as outlined in ParentChild+ training and procedures and with fidelity to the ParentChild+ model.
 - Target Completion Date: Ongoing
 - Activities:
 - Offer and complete at least 34 home visits and distribute at least 17 books and toys per family.
 - Collection and management of demographic, programmatic, and outcome data by site staff.
- Milestone 3 (Program): At least, 80% of families (188 families) will complete both cycles of the program.
 - Target Completion Date: June 2022
 - Activities: Enrolled families complete 92 visits and receive 46 books/educational toys.
- Milestone 4 (Program): Of children who have completed the full program, we expect 75% will make improvements on the Child Behavior Trait (CBT scale) including increased social-emotional and cognitive development in terms of independence, cognitive abilities, social cooperation, emotional stability, task orientation and overall scores.
 - Target Completion Date: June 2022
 - Activities: Average score of 3 or above on the Child Behavior Trait scale (CBT).
- Milestone 5 (Program): Of parents who have completed the full program, we expect 75% to make improvements on the Parent and Child Together (PACT) scale in terms of communication, consistency, affection, and responsiveness.
 - Target Completion Date: June 2022
 - Activities: Average score of 3 or above on the Parent and Child Together scale (PACT).
- Milestone 6 (Program): Program staff collect data, benchmark performance and conduct ongoing quality improvement as outlined in training and procedures to demonstrate fidelity to the ParentChild+ program model.
 - Target Completion Date: Ongoing
 - Activities:
 - Onboarding and training new staff
 - Ongoing data collection
 - Administering the PACT and CBT assessments at the beginning of the program, halfway through, and when families have completed the program.
 - MIS data entry

- **ORGANIZATIONAL QUALIFICATIONS. How does the proposed project contribute to your organization's mission, goals, and strategic direction?**

(1,531/3,600 characters)

ParentChild+ envisions a world where every child enters school ready to succeed because every parent has the knowledge, skills, and resources to build school readiness where it begins – the home. To reach families living furthest from opportunity whose children are too likely to arrive in school unprepared, ParentChild+ seeks to work in the highest need communities across the country. Philadelphia is community where ParentChild+ believes its impact can be powerful, particular in conjunction with the growing focus on ensuring that all children have access to high quality pre-k and are performing on grade level by the end of third grade. The fact that it also has an increasingly diverse immigrant population, makes Philadelphia a particularly good fit for ParentChild+ and provides an opportunity to deepen our evaluation of longitudinal impacts on diverse children and families. With over 50 years of experience working with families who are facing significant life challenges that often stem from extreme poverty and the trauma of the immigrant and refugee experience, ParentChild+ is confident that its continued expansion in Philadelphia will not only help prepare participants for school success, but support school improvement as there will be growing numbers of students entering school prepared to be there and more parents engaged in the educational system. Furthermore, the long-term evaluation of ParentChild+'s outcomes in this environment will further demonstrate for policymakers and funders how critical high-quality early childhood education that begins in the home and supports parents as the key adults in children's lives is for eliminating the preparation gap and bridging the opportunity gap for our target families.

We believe the new context of the COVID crisis and the post-COVID world make this project even more critical to our organization's mission. Our target families are those who are being hurt most by this crisis, which is disproportionately harming African American and immigrant low-income families. The ability to support more of these families in Philadelphia and to document the impact of this support will not only enable us to extend the reach of the program and support those in particular need, it will provide particular visibility for the power of the program. Demonstrating the particular impacts of the program on this population in this context, will then in turn enable us to access additional public and private funding further supporting our ability to expand.

- **TEAM MEMBERS Who at your organization will play a key role in this project? Describe the roles and responsibilities of each team member as well as their relevant experiences/qualifications. If a new position would be funded through your proposed grant, please attach a job description on the "Attachments" tab.**

(6,375/7,500 characters, spaces included)

ParentChild+ National Center			
Name	Job Title and Organization	Role	Background
Sarah Walzer	CEO, ParentChild+	Sarah is overseeing the expansion in Philadelphia, working with funders, leadership of partner agencies, and government officials, and overseeing ParentChild+ National Center staff.	Sarah has been CEO for 22+ years. Prior to becoming the CEO at ParentChild+, Sarah was Counsel to the Assistant Secretary for Legislation, U.S. Department of Health and Human Services, and before that legislative assistant/counsel to Sen. Joseph Lieberman. She was responsible for children and family issues for the 1992 Clinton/Gore Domestic Policy Transition Team. Sarah is a graduate of Princeton University and Harvard Law School. She serves on the Board of Directors of the Petey Greene Program.
Anita Stewart	Chief Development and Strategic Partnerships Officer, ParentChild+	Anita is responsible for identifying and securing funding partners to support the Philadelphia expansion strategy.	Anita joined ParentChild+ after 12 years as Senior Vice President of Global Strategic Partnerships & Development at Sesame Workshop. Prior to Sesame Workshop, Anita held positions at PBS, MobileComm Inc. Texaco, and N.W. Ayer & Partners. She holds a BA in Education and Sociology from City University of New York, Queens College.

ParentChild+ National Center			
Name	Job Title and Organization	Role	Background
Michele Morrison	Director of Program Support and Training, ParentChild+	Oversees training and technical assistance for the site staff in Philadelphia, working with PHMC's Early Childhood Education Group and the ParentChild+ State Program Director to ensure successful implementation with fidelity to model.	Michele has been at the National Center for 20+ years. Prior to that, she was a ParentChild+ site coordinator for six years. She has an MA in Elementary Education, and extensive experience providing training and technical support.
César Zuniga	Research and Evaluation Director, ParentChild+	In conjunction with Michele trains staff in implementation and data collection. Oversees data collection and research projects and partnerships, supervises the program's research and evaluation team.	Cesar has been with ParentChild+ for 15+ years. He has an MS in Educational Administration and is pursuing a Ph.D. in Developmental Psychology.

ParentChild+ National Center			
Name	Job Title and Organization	Role	Background
You Zhou	Senior Research Specialist	You supports ParentChild+'s internal and external evaluation work, the quality improvement and program fidelity research work, and the monitoring and support of program implementation activities. Her main responsibility is to design, organize and conduct independent research in conjunction with the Research and Evaluation Director focusing on strengthening the model's focus on evidence-based practices.	You comes from China and lived in the UK for 11 years. She has an MSc in Psychoanalytic Developmental Psychology and a PhD from University College London in the UK. Prior to joining ParentChild+, You worked at Anna Freud National Centre for Children and Families, and at the Psychotherapy Evaluation Research Unit of Tavistock and Portman NHS Foundation Trust in London. She currently also works as a Postdoctoral Research Fellow at the New York Psychoanalytic Society & Institute. You is a Chartered Psychologist of the British Psychology Society, an Early Career Professional of the APA Division 39 Section II Childhood and Adolescence, and a member of the Youth Working Committee of the Chinese Mental Health Association.

ParentChild+ National Center			
Name	Job Title and Organization	Role	Background
Tiffany Lee	Family Child Care Initiative Director, ParentChild+	Tiffany works with ParentChild+ sites across the country as well as state, county, and city child care agencies on the national expansion of the FCC model to bring quality school readiness supports to providers and parents in under-resourced communities.	Tiffany has worked for the Department of Defense as a Training and Curriculum Specialist developing and delivering training and supporting providers' pursuit of national accreditation. As a regional coordinator for Child Care Aware of the Olympic Peninsula, she led a team of coaches in creating and delivering supports to providers in center and family-based settings based in six counties. As the state Director of Quality Improvement and Professional Development for Child Care Aware of Washington, she administered the state's system of coaching and training for child care providers across Washington. She holds a Bachelor of Arts degree in History, a Post-Baccalaureate certificate in secondary education, and a Master's degree in Educational Administration.

Philadelphia			
Name	Job Title and Organization	Role	Background
Malkia Singleton Ofori-Agyekum	Pennsylvania State Director, ParentChild+	Responsible for supporting PA ParentChild+ sites, building a community of practice to ensure fidelity to the models and providing ongoing staff development, and developing strategic alliances with other early childhood programs, local and state agencies, and PA organizations to expand ParentChild+'s presence and visibility.	Prior to ParentChild+, Malkia was Vice President of Social Services at the People's Emergency Center, Jumpstart Baltimore Program Coordinator, and Education Coordinator for Head Start at Morgan State University. She co-chairs the Children's Workgroup-Early Childhood Committee, is a member of the Intergen Steering Committee, and is a Content Expert on families experiencing homelessness for the Strong Families Commission, Inc. Malkia has a BS in Rehabilitation Services from the University of Maryland, Eastern Shore and an MS in Early Childhood Education from the University of Pennsylvania. She also has certificates in Early Childhood Mental Health from Widener University and Executive Leadership from the Nonprofit Executive Leadership Institute at Bryn Mawr College.
Kathleen Rubinstein	Director of Quality Initiatives for the Early Childhood Education, PHMC	Katie serves as the ParentChild+ supervisor at PHMC. She is responsible for implementing the project in accordance with ParentChild+'s model including: hiring and supervising the site coordinators and supporting them in hiring and training Early Learning Specialists.	Katie is an early childhood education professional with over 15+ years of experience in the implementation of continuous quality improvement programs. She has worked with early learning programs to increase their capacity to serve low-income children and to address health and safety issues.

Philadelphia			
Name	Job Title and Organization	Role	Background
North, South/Southwest and West Philadelphia Coordinators	Coordinator	Responsible for hiring, training, and supervising the Early Learning Specialists; recruiting and enrolling families; implementing the home visits; maintaining current family information; and conducting ongoing data collection on program implementation to ensure continuous quality improvement.	
North, South/Southwest and West Philadelphia Early Learning Specialists	Early Learning Specialists	Following 16 hours of training prior to beginning visits, work with assigned families in their homes twice weekly demonstrating verbal interaction, play, and reading activities for parents and children together. Refer families to other needed services. Complete assessments, required paperwork, and data entry in the MIS on a weekly basis. Participate in weekly staff meetings to discuss challenges and successes and engage in ongoing training with the site coordinator. Maintain confidentiality.	

ORGANIZATIONAL CAPACITY Describe current or past projects and other relevant experiences that exemplify your organization's ability to conduct this project. How has this work been received by the field? What has the impact been? Include specific examples where applicable.
(4,862/5,000 characters, spaces included)

ParentChild+ has grown its national footprint to 142 sites, including expansion in Philadelphia, Newark, Syracuse, Detroit, San Jose, and Charlotte. In 2019, ELSs made 344,680 home visits, distributing 178,500 books/toys to 8,700 families.

We have successfully grown our Philadelphia program over the past three+ years, increasing school readiness in underserved families across the city and helping to enroll children in their next educational step.

The success of our partnership with GreenLight and the overall success of our program in Philadelphia has been a catalyst to expanding our partnership with GreenLight to both San Jose and Charlotte. We have launched sites in both locations, selected implementation partners, hired state directors, and started home visits this past January. We expect to be reaching 400 families annually in each location after four years.

We have expanded our Philadelphia FCC work from 10 providers to 19 FCC providers and over 100 families across Philadelphia. As a result of NY state and private funding, we have introduced the FCC model in Syracuse, and expanded our work in Brooklyn, Queens, and the Bronx. The FCC model is also again in place at our Nassau BOCES site with public funding. We continue to receive increased state and municipal funding to support the FCC model in Massachusetts and Washington.

In Fall 2019, we launched an online learning platform, Elevate+, utilizing the BRIDGE learning management software. This allows us to provide extensive additional training/continuing education to site staff, much of it built off the best practices we have identified through the MIS, focus groups, and our site certification process. In the future, we hope to utilize the software to provide some direct training, professional development, and virtual communities of practice for FCC providers participating in our program.

The ParentChild+ Board of Directors and staff recently completed a rigorous strategic planning process with pro bono support from the Boston Consulting Group. The plan focuses on growing both our models over the next six years, with the goal of almost doubling the number of Core families and more than doubling the number of FCC providers/families (Note that this plan was completed prior to the COVID crisis and will need to be adapted to the post-COVID context as we learn more about what that will be). Over the next three years (starting this year) we will expand both the Core and FCC models. We will also significantly update our Core model research base (starting with the study proposed in this grant) and substantially build out our data on outcomes with all types of FCC providers including a robust outcomes study. The plan also focuses on deepening our impact via our unique two-generation approach: leveraging strategic partnerships with organizations that can provide additional support for parents (e.g., workforce development, education, housing, employment) participating in both of our models.

With support from the William Penn Foundation, we are currently conducting a four-year evaluation in Philadelphia to assess the program's impact on the school readiness of participating children and impacts on parental efficacy outside of the quality and quantity of parent-child interaction. We anticipate that the results of the study will be consistent with previous evaluations of the program's participation outcomes. Our hypotheses are that as a result of participating in ParentChild+, parents will demonstrate improved parenting skills and homes will become richer learning environments for children; and parents will develop increased self-efficacy and self-sufficiency skills, highlighting the fact that our two-generation approach benefits the whole family.

Additionally, we are finalizing an FCC evaluation/implementation research plan with MDRC (a nonprofit, nonpartisan education/social policy research organization). The plan is in development starting with a rigorous implementation evaluation and then moving into an expanded multi-site outcomes evaluation.

We are pleased to report on another finding certifying ParentChild+ as an evidence-based program, this one by the Early Intervention Foundation in the UK. This new rating qualifies ParentChild+ for public funding in the UK and will help to raise awareness of our evidence-base in the US.

A link to the guidebook and details can be found here: <https://guidebook.eif.org.uk/programme/parentchildplus>

- **RECENT SUCCESSES Highlight recent successes of your organization (e.g. major milestones, awards, recognition, grants) that are relevant to the proposed project.**
(6,434/7,500 characters, spaces included)

ParentChild+ has met or exceeded our annual goal each year of working with 100, 200, and 300 families respectively in the first three years of implementation in Philadelphia and is on track to reach 400 families in year four. We have secured funding into years five and six of the expansion program, including funding from new sources such as the Pew Charitable Trust and the Philadelphia Health Partnership. In 2018, ParentChild+

Philadelphia celebrated its first graduation in North Philadelphia at the Smith Memorial Playground and Playhouse. In 2019, we celebrated graduations in North, South/Southwest, and West Philadelphia.

ParentChild+ continues to gain positive name recognition in Philadelphia among families and community organizations, clear indications of the power of word of mouth and successful graduates. When staff introduce the program now, they are often met with the response of “Oh, I have heard of you!”. Staff are also met with the response of families being disappointed when they hear that ParentChild+ is not yet able to work with families in their community.

We have hired three program parents (one in North Philadelphia who lives in subsidized housing, and two from South/Southwest) to be ELSs in their respective communities. In South/Southwest, one parent is Spanish-speaking, and the other is from the African immigrant community and speaks French, Mandingo, and Dioula. These hires are a testament to the success and clear benefits of the program for Philadelphia parents. In addition, we have been able to promote an ELS to a Coordinator position in West Philadelphia. We are pleased with the continued workforce development impacts of the program, beyond the overall hiring of staff from the communities in which we are working.

Pennsylvania ParentChild+ hosted a gathering of all PA ParentChild+ sites in Harrisburg in 2019. During this gathering site staff were able to share the successes and challenges they face in their respective communities, including ways that they engage parents and extend activities with program books and toys. The PA gathering was a wonderful opportunity for Spanish-speaking staff to connect across sites. The ELSs that attended also participated in a focus group with staff from the ParentChild+ national office, providing feedback on various aspects of the program, including documentation methods, assessments, and ideas around engaging families.

We are a key stakeholder in the HV Centralized Intake Steering Committee and FCC Stakeholder Group. ParentChild+ is also recognized as a valued partner and has been invited to be a part of new literacy projects across the city (see partnerships), and it and its staff are becoming go to early literacy resources, particularly for organizations trying to reach parents.

PA State Director, Malkia Singleton currently serves in several city/statewide leadership positions including-co-chair of the Children’s Workgroup-Early Childhood Committee, co-facilitator for the Read by 4th Family Engagement Working Group, Centralized Intake Steering Committee member, and a member of the PA Family Support Stakeholder and PA Homeless Stakeholder Committees. During her time as a Commissioner for the Strong Families Commission, Inc. In 2019, Malkia served as chair for the 3rd Annual Symposium Organizing Committee’s Convening, “From the Beginning...Early Childhood Development and the Role of Fathers” Approximately 170 people attended the statewide, 2-day convening designed to provide an opportunity for organizations working with fathers to network/increase their knowledge about trauma, early childhood development, and the critical role of fathers in child well-being.

Our FCC model was launched working with nine providers and 44 families across Philadelphia. We have since expanded our footprint to work with 19 providers and over 100 families.

Of particular importance, the ParentChild+ FCC curriculum was recently approved as a professional development activity in the Pennsylvania Quality Assurance System (PQAS). Family Child Care Providers who complete the ParentChild+ FCC curriculum will receive 36 professional development hours for planning and implementing activities that support the language development and academic achievement of children who are culturally and linguistically diverse and build positive interactions with children and families.

One of the key components of the Active Reading workshop is a video showing the components of Active Reading (Ask Questions, Build Vocabulary and Making Connections), demonstrated by Philadelphia families. The Read by 4th Campaign asked its partners if they knew any Spanish speaking families who would be willing to be featured in a video that would be shared with the Spanish speaking individuals that attend Active Reading Workshops. A ParentChild+ ELS volunteered to be featured in the video that is now being used with Spanish speaking families across the city. The same ELS has also taken the initiative of sharing the Active Reading workshop with the families that she works with as well as local day cares.

Links to two of the videos are included below:

- Active Reading (En Español): Enriquecer el Vocabulario (Building Vocabulary): <https://youtu.be/loFkZn5NJzU>
- Active Reading (En Español): Hacer Conexiones (Making Connections) <https://youtu.be/tvAe76cbsoQ>

Our South/Southwest Site Coordinator recently shared an anecdote with us. One of her ELSs had been working with a family that was living in a house that tested positive for lead paint. The landlord was unwilling to help this family or make changes to the house. Our coordinator and ELS worked with the family and the Lead and Healthy Homes city project to ensure that the family was able to move. They are now living in a new and safe space.

Although ParentChild+ focuses on school readiness, our staff does much more. As stated by one of our Philadelphia Coordinators: *“My role is to connect families with high-quality early childhood education/other community services. I imagined I’d mostly be making Early Intervention referrals/facilitating visits to high-quality Pre-K, which is a large part of my job. However, it doesn’t end there. Somedays I am a translator, helping mom navigate issues at school or with the water bill. Other days I am helping families navigate immigration issues or just sitting next to them in court. In other moments, I’m simply filling out paperwork or teaching someone to use the bus.”*

- **INTERNAL CHALLENGE/GAPS. Describe the potential gaps in your organization’s resources or skills that could hinder successful completion of the proposed project. How will these gaps be filled?**
(2,699/2,700 characters)

As we evaluated the enrollment process, we determined that in order to continue to embed the program across Philadelphia and engage families as soon as they are identified, we needed to be able to bring families right into the program upon identification. As a result, we are now implementing a rolling enrollment model. Families in the first cohort of the program will have a shorter break between cycles one and two and new families will be enrolled throughout the year as soon as they are identified. With this new enrollment model, families are able to complete the full program over 18 months (as opposed to 24 months), increasing staff capacity, enabling our sites to work more families each year, reducing the cost per family, and over a three-year period enabling us to work with twice as many families.

In South/Southwest Philadelphia where ParentChild+ works solely with Latino/African immigrant families the current political climate continues to be a source of traumatic stress for families. This has had a tremendous impact on the day to day lives of these families. We are pleased to report that families have remained enrolled in the program. In conjunction with the National Center, ParentChild+ Philadelphia continues to work toward understanding exactly how this trauma impacts program implementation and what other supports are needed.

We are now working with the PHA in North, South/Southwest and West Philadelphia. In Wilson Park, South Philadelphia, we are only working with two families. Despite heavy recruiting efforts, it is an extremely isolated community and we have been unable to expand our reach. Although we continue to make efforts to do so. We have learned that regardless of our partnership with a large entity, like PHA, as we move into new communities, we are challenged with building trust again from the ground up. Part of the reason that we moved into Wilson Park were the stories that we heard about children in that community not attending kindergarten. We know that the need is there, but it takes significant work to build community recognition, and embed our services into the community.

With increased interest and growth in the FCC model, our learning has informed us that we need to offer enhanced and more comprehensive training using a customizable learning management system to enrich existing in-person training, and to allow for consistent continuing education to reach our Coordinators, ELSs, and providers. ParentChild+ has selected the Bridge learning management software which is a simple and logical system that meets the needs of learners and administrators with a variety of computer literacy skills. It has a best practice, single-design platform for e-learning to maintain consistency across courses and limit administrative error, and it provides comprehensive analytics with a variety of reporting options and levels, by course and by learner.

- **EXTERNAL RISKS/BARRIERS.** Describe the potential barriers to completion and/or the risks that could threaten the success of the proposed project. What measures will be taken to overcome the barriers or mitigate the risks?
(3,410/7,500 characters, spaces included)

In Philadelphia and around the world, ParentChild+ families rely on ELSs, and in many cases they become trusted advisors, connecting families to other community resources including food, housing, medical, educational services, and high-quality Pre-K. This is extremely critical as the COVID-19 outbreak unfolds. In Philadelphia, families are depending on their ELSs to get clear, accurate information on what is happening and to continue some level of normalcy for their children.

Staff are collecting and providing resources and information and are in frequent contact with families. An example of how quickly these relationships get established once visits begin is seen in our San Jose, CA sites, where despite ELSs only working directly with families since January, families are turning to their ELSs for support because of the strong relationships built during that short time period. As the outbreak unfolds, families are losing jobs, getting sick, running out of food, and we fear the long-term impact this will have. Basic supplies are in demand (food, diapers, cleaning supplies, toiletries, etc.) and we are helping connect families to what they need. ELSs are now engaging with families via Facetime or Skype and are doing porch drop-offs of the books and toys as well as other items families need. At this time, we remain unsure of the impact the crisis will have on the program completion timeline and when we will be able to restart enrollment.

The current political climate continues to be a challenge for ParentChild+ families. The immigrant families with whom we are working are scared and unsure of what the future brings, but their ParentChild+ ELSs continue to be an invaluable resource. The unique bond between ELSs and each of their families is the reason that the families continue to open their doors for twice-weekly home visits. The national center has created a document to share with ELSs titled "What to do if ICE Knocks". The document is made up of tips and strategies for how to be prepared, and how to be a resource for families in this terrifying situation. We are also providing our sites with regular updates on immigrant-related issues and supports for their families.

A recent U.S. Supreme Court ruling allows the current Administration to implement the new Public Charge rule while the litigation against it continues. This is a matter of grave concern to many of the communities we work in and families we work with. This ruling is going to raise lots of challenges for families – food insecurity, health care issues, etc. and more stress/more trauma. There are going to be a lot of questions about whether to continue accessing benefits even those that are not on the public charge list but could be added in the future (we have had lots of questions about WIC). It will also raise questions about accessing our services. We continue to assure families is that our services are not funded by federal dollars so the federal government has no record of the families receiving them and cannot track them or the services. Our regional/state directors continue to report back to the National Center what they are hearing from sites, both about questions they have or are hearing from families and about how they are supporting families with information on accessing food and other supports.

ATTACHMENTS

- Audited Financial Statements - Most Recently Completed Fiscal Year – *have, know that it is correct*
- Internal Financial Statements - Current Year-to-Date – attached for review, *"FY20 Internal Financial Statements - Current Year-to-Date As of 123119"*
- Include Statement of Financial Position/Balance Sheet – attached for review, *"FY20 Statement of Financial Position As of 123119"*
- Current YTD Statement of Activities/Income Statement – attached for review *"FY20 Statement of Activities As of 123119"*
- IRS Form 990 - Most Recently Filed – *2018 990 attached for review with note re 2019 audit not yet avail.*

- Annual Operating Budgets - Current and Previous Fiscal Years – *fy19 actuals and fy20 budget with \$400k reserve line incorporated in the income totals attached*
- Key Staff, Partners, Consultants – *will update chart in the narrative with Upenn staff.*
 - Identify the project team who will be involved in the proposed work. Include key staff, partners, and consultants and provide the following for each: name, title, organization, role/relationship to the project, and qualifications/relevant experience. Bios may be attached. For consultants, attach their scope of work. If you're using an RFP document, attach it here.
- Current List of Officers or Board of Directors – *have, know that it is correct.*
- Evidence (if available) - Provide citations and/or article links for additional research, models, or strategies that have informed your proposed work. You may also use this attachment to provide any research documents that show evidence of your organization's previous success.
 - Philly Map
 - Strategic Plan
 - External recognitions and validations
 - Research Overview
 - Latest Press + NYT article mention
 - COVID-19