

Lloyd A. Fry Foundation
Annual Report 2007



The Lloyd A. Fry Foundation supports organizations with the strength and commitment to address persistent problems of urban Chicago resulting from poverty, violence, ignorance, and despair. We seek to build the capacity of individuals and the systems that serve them. Our vision is a Chicago that offers education, prosperity, and hope for all.

About the Foundation

In 1933, Lloyd A. Fry founded the Lloyd A. Fry Roofing Company on the Southwest Side of Chicago. During the next five decades, the company grew to become the world's largest manufacturer of asphalt roofing and allied products, with nearly 5,000 dedicated employees in manufacturing facilities nationwide. The company was sold to Owens-Corning Fiberglass Corporation in 1977. In large part, the proceeds from the sale of the company now serve as the endowment of the Lloyd A. Fry Foundation. The Foundation has been addressing the needs of the Chicago community since 1983.

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In 2007, we made subtle changes to our grantmaking programs, and we undertook both a strong response to the devastation of Hurricane Katrina and one important new initiative.

The subtle changes are several. We refined our focus in each of our four grant areas. As Unmi Song has noted in her letter, the refinement is most apparent in the Arts Education Program, where we have given a new name to an existing program, recognizing that our grantmaking in this area is really directed toward the needs of students in the population that all our grantmaking aims to serve. Our grantmaking in arts and culture has been largely focused for several years on arts education programs done in conjunction with the Chicago Public Schools. While we occasionally make grants to programs that are freestanding (that is, not done directly in partnership with one or more CPS schools), we increasingly limit our support in this area to arts education for students and professional development for arts educators.

The lessons of our high school initiative have caused us to give greater attention to teacher professional development in our Education Program. We are increasingly convinced that the quality of classroom teaching is the most important variable as we try to find a formula for a higher level of academic achievement among disadvantaged CPS students. We believe that professional development can have real impact on classroom teaching. We will be looking for other ways to foster better classroom teaching.

In our Employment Program, we are looking for programs that help individuals get and keep living-wage jobs. We have grown more interested in programs that teach employment-related literacy to job seekers. In our Health Program, we are particularly interested in strategic partnerships between health-care providers and community-based organizations. We are trying to facilitate access to health care, and to that end we are increasingly willing to support health policy advocacy by grantees who advocate for our target population.

We have supported organizations that provide relief for disaster victims for a number of years, and this component of our grantmaking has never been geographically limited. In the spring of 2006, we decided that the devastation wrought by Hurricane Katrina was so great as to merit a special focus of this grantmaking on New Orleans. We think we made a difference in that community.

Our work in New Orleans taught us lessons about our own vulnerability to the forces of nature. We have tried to bring those lessons home, and we are studying how best we can use our modest resources to help deal with the almost certain impact of climate change in our community. Public transit is one area we are considering; a better public transit system would lead to significant reductions in our production of greenhouse gases. And as Unmi and our wonderfully capable program staff are quick to remind us, public transit issues touch aspects of all our other grantmaking programs.

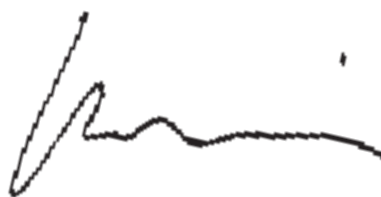


Howard M. McCue III
Chairman

In 2007, the Lloyd A. Fry Foundation celebrated its twenty-fifth anniversary. It was a year marked by new opportunities and transitions. We made a special set of grants to help rebuild health care services in Katrina-ravaged New Orleans. We renamed our arts and culture grantmaking program “Arts Education” to reflect more accurately our long-standing commitment to arts education programs for Chicago public school students. We said good-bye to our colleague Ernest Vasseur and wished him well in his new role as the founding executive director of the Healthcare Foundation of Northern Lake County. And we welcomed our new Health Program officer, Soo Na, who joins us from the Asian Health Coalition, and our new Program Analyst, Jessica Brown, a recent public policy graduate from the University of Chicago.

We also began investigating a new area of grantmaking—confronting the problems of climate change. Our first grant in this area supported research and analysis by the University of Illinois on the kinds of changes to climate we should expect in the Chicago region. This grant also supported analysis by the Center for Neighborhood Technology to inventory sources of local greenhouse gas emissions. This work is being used to inform development of the city’s Climate Action Plan. In the coming year, we will continue to identify and make strategic investments in local responses to this global problem. We are especially interested in efforts that address our concerns about low-income families.

One thing that has not changed in the last year is the Foundation’s commitment to understanding how organizations monitor and assess the quality and effectiveness of programs. Someone recently asked me if the Foundation’s emphasis on assessments reflected a loss of optimism or lack of confidence in our grantees’ abilities to provide high quality services and use our funds well. I was surprised by the question because our emphasis stems from the exact opposite point of view. It is precisely because we have tremendous confidence in the work of our grantees that we want to learn so much from them. What does it take to help a chronically homeless person find and keep a job? This is probably one of the most difficult challenges a person, a program, a society could endeavor to address. And what about introducing the arts in a way that helps children expand their views and explore new skills? This is not work that is simple to achieve, nor is it achieved simply by good intentions. This is work that happens when dedicated professionals combine passion with intellect and thoughtful analysis. The Foundation wants to learn from the groups that are striving to understand both what they are doing well and what they can do better in order to make a true difference in someone’s life. We are funding groups that work hard, work smart, and strive to excel. I invite you to learn about some of these extraordinary efforts in the pages that follow.



Unmi Song
Executive Director

New Orleans

The Fry Foundation is focused on helping low-income families in the city of Chicago, but as Lloyd A. Fry, Jr. eloquently explained, while we are residents of Chicago, we also are citizens of the world. And so every year the Foundation makes a handful of grants for world relief efforts responding to international emergencies. In recent years, this support has helped organizations address the tsunami in Asia and the earthquake in Pakistan. While relief efforts in the United States had never been contemplated, after the devastating impact of Hurricane Katrina, the Fry Foundation Board of Directors decided to direct some of the Foundation's attention to rebuilding efforts in New Orleans. In August 2006, the Foundation awarded four grants to New Orleans organizations working to rebuild health care services serving low-income residents affected by Hurricane Katrina. The Foundation chose

to support groups working in the health arena because of our own experience in supporting access to quality health care in Chicago. We want to acknowledge special thanks to Baptist Community Ministries in New Orleans for its help in identifying key organizations working on the health care issues unique to the New Orleans community.

The Foundation provided grants to Kingsley House, Latino Health Access Network, Louisiana Public Health Institute, and Louisiana State University Health Sciences Center Foundation.

- Kingsley House, founded in 1896, is the oldest Settlement House in the South. Through its Health Care for All program, Kingsley House was able to help New Orleans families enroll in Medicaid and the Louisiana Child Health Insurance Program.

- Through its Hispanic Health Promoters program, the Latino Health Access Network conducted bilingual health education and medical referrals to members of New Orleans' growing Hispanic community.
- A grant to the Louisiana Public Health Institute provided support to help improve mental health services and for the planning and development of a citywide digital health information system.
- The Louisiana State University Health Sciences Center Foundation received support for its Louisiana Breast and Cervical Health Program to replace mammography equipment and implement a new medical records system that allows patients to store medical records on portable flash drives.

Investment Grants

The Fry Foundation is proud of its long history supporting organizations that serve Chicago's low-income communities. In 2003, the Foundation began a conversation about how our funding could have greater impact in helping grantees develop innovative strategies, strengthen their capacity, collaborate more intensively with others, and share information about what works. These conversations have resulted in a small group of grants that are special investments in organizations and ideas with exceptional potential for making a difference in the Foundation's four grantmaking areas. These Investment grants tend to be distinguished by several characteristics, including rigorous program design, a focus on evaluation, collaborative partnerships, and the promise of developing new information or program innovations that can be useful to other organizations, institutions and policymakers. When these characteristics are in place, the Foundation is prepared to make grants which are larger and longer term than is otherwise typical.

This year the Fry Foundation made six Investment grants in three program areas.

Arts Education Program

Columbia College of Chicago **\$160,000 (over two years)**

For Evaluation of Arts Integration Initiatives, the Museum of Contemporary Photography Picture Me Program, and the Teaching Artists Research Project

Education Program

Chicago Public Schools **\$75,000**

For the High School Transformation Leadership Development Project: to improve the capacity of high school principals to implement instructional reform in their schools and to create a professional development model for experienced principals

University of California, Santa Cruz **\$200,000 (over two years)**

For the New Teacher Center to improve practices in the fields of new teacher induction and teacher professional development in Chicago

University of Illinois at Chicago **\$75,000**

To establish a high school Principals' Network at UIC's Center for School Leadership and help it improve its capacity to prepare highly skilled principals and improve Chicago public high schools

Employment Program

Instituto del Progreso Latino **\$150,000 (over two years)**

To help Instituto del Progreso Latino build the capacity to expand Carreras en Salud, its health care bridge program, to additional community college sites

Partnership for New Communities **\$150,000 (over two years)**

For Opportunity Works employment initiative to increase the availability of high-quality job training programs and help 3,000 public housing residents become employed

Arts Education

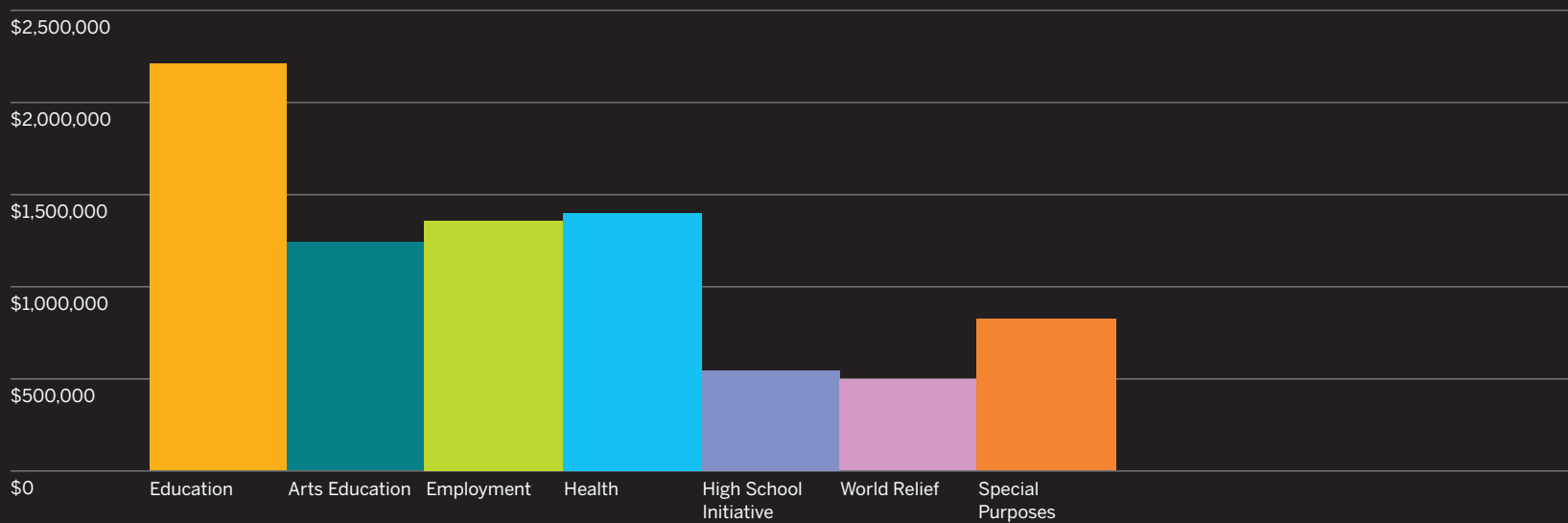
In an effort to offer a more current description of the Lloyd A. Fry Foundation's funding interests in the arts, we have changed the name of the Arts and Culture Program to the Arts Education Program and created a more detailed description of our grantmaking guidelines in this area. The Foundation has a long-standing commitment to supporting arts education opportunities for Chicago's low-income children and youth. That focus and commitment are now reflected in the program name.

The modifications to the program guidelines are meant to clarify the Foundation's ongoing funding priorities in the Arts Education program. These updated guidelines emphasize our interest in supporting high quality, rigorous, and engaging arts education experiences, in supporting in-depth professional development for arts educators, including classroom teachers, in-school arts instructors, and teaching artists, and our interest in helping organizations assess student learning in the arts.

We think that these modifications respond to both the strengths and interests of Chicago's rich arts education community. The new guidelines are included in the Grantmaking Programs section on page 12 of this annual report.

Education, prosperity, and hope for all. That is the vision behind the Fry Foundation's grantmaking. We provide support to nonprofit organizations that have the strength and commitment to improve conditions for low-income, underserved Chicago residents. Grants are awarded in four major areas: Education, Arts Education, Employment, and Health. Across all of our funding areas, our focus is on helping organizations: **Build** capacity to enhance the quality of services and better assess the impact of programs; **Develop** successful program innovations that other organizations in the field can learn from or adopt; and **Share** knowledge so that information which can help low-income communities and individuals is widely and readily available.

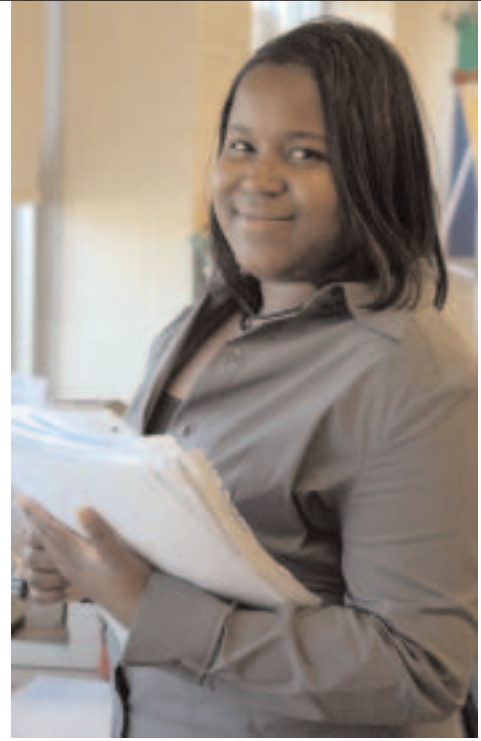
2007 Grants and Awards Totals



Education	\$ 2,232,250	27%
Arts Education	1,356,000	16%
Employment	1,423,000	17%
Health	1,476,841	18%
High School Initiative	503,442	6%
World Relief	500,000	6%
Special Purposes	819,905	10%
Total	\$ 8,311,438	100%

Please visit our Web site at www.fryfoundation.org to see a full listing of our grants and our 2007 audited financials.

One priority for our Education funding is teacher preparation programs that help to increase the placement and retention of effective teachers in high-need Chicago public schools. The strongest programs provide teaching candidates with: coursework designed for urban education; extended field experiences; and long-term support to ensure that they gain the knowledge and skills necessary to succeed in their full-time teaching assignments. The Academy for Urban School Leadership exemplifies these characteristics. Since 2001, it has been a critical source of capable and committed teachers for many of the most challenging Chicago public schools.



“Rather than individuals working in isolation, we are motivated professionals collaborating together.”

AUSL graduates make a five-year commitment to teach in a struggling Chicago school. The new graduates are placed in AUSL teams in designated Chicago public schools with the goal of turning weak schools into centers of excellence. “This holistic approach to preparing teachers is the most effective way to improve student achievement, particularly at chronically failing schools,” according to Don Feinstein, AUSL’s executive director. “The recruitment we do on the front end ensures we have a cohort of committed teachers. The yearlong residency, the richness of that experience, and the ongoing support with mentors and a field coach ensure retention. The result is that we are dramatically and directly improving the quality of education, particularly for students in low-income communities who do not routinely have access to highly trained teachers.”

The support systems provided to AUSL teachers are resulting in impressive retention rates. In Chicago’s high poverty schools, nearly 25 percent of first-year teachers leave the classroom. By contrast, 95 percent of AUSL program graduates have remained in the classroom after three years.

“AUSL trained me well, and then even more importantly, supported me in my first years to ensure I am able to give my students the high quality teaching they deserve,” says Buhayar, now in her fifth year teaching at Dodge Renaissance Academy. “To be honest, I might have left teaching years ago were it not for AUSL. Now, however, I have become part of a change movement and I will continue to be committed to improving urban education in Chicago and throughout the country.”



Student achievement is the mantra repeated in schools around the country. Research tells us that within the walls of the school, teachers play the most important role in a student’s academic success. A teacher’s ability to succeed is heavily influenced by his or her own preparation to become a teacher, years of classroom experience, and access to high quality professional development. For most graduates of traditional teacher preparation programs, the transition from student to teacher can be characterized as trial by fire, where the first days as a classroom teacher are extremely stressful with little or no support from colleagues or administrators.

The Academy for Urban School Leadership (AUSL) is one of a growing number of teacher preparation programs that takes a drastically different approach,

providing new teachers with extensive training and ongoing support that will allow them to succeed, even in the most challenging teaching assignments. Founded in 2001 by venture capitalist Martin Koldyke, AUSL’s mission is to improve student achievement in Chicago public schools by attracting, training, and retaining highly effective teachers. AUSL adopted a medical residency model to train and support new teachers who participate in a closely supervised yearlong residency in one of four AUSL-operated Chicago public schools: The Chicago Academy, Dodge Renaissance Academy, the Chicago Academy High School, and Collins Academy High School. They receive coaching from expert teachers and take coursework that focuses on the challenges of urban classrooms. Graduates earn a master’s degree in education from one of two Chicago universities. But AUSL’s support for the new teachers does not end with graduation. For the next three years, AUSL alumni continue to receive intensive coaching and mentoring from specially trained coaches.

For Sarah Buhayar, one of nearly 200 AUSL graduates, the focus on preparation and support helped make her a more effective educator from day one. “Graduating from AUSL means that I am part of a network of educators who are continually raising the bar on what it means to teach well,” Buhayar says.



• eyes on speaker

• No side conversations or interruptions

• Give our full attention to speaker



Our Employment Program supports programs that help low-income adults build the skills and knowledge needed for lasting success in the workplace. The strongest programs focus on helping individuals get and keep good jobs with career ladders and employer-sponsored benefits. The Cara Program stands out for its ability to help hard-to-employ individuals develop the skills they need to obtain full-time jobs in growing industry sectors that offer important benefits such as health care. Once a person is employed, the Cara Program provides ongoing support to help individuals stay employed in the same job for at least a year. This commitment has put hundreds of adults in a better position to support themselves and their families.



Cleanslate has grown from working in one neighborhood to eight, and is helping to revitalize the neighborhoods it serves.

Ward finished at the top of his training group at Cleanslate and secured a full-time position on the custodial staff at the Museum of Science and Industry. He has held this job for more than a year and has earned glowing performance reviews. His transformation is impressive and is one of hundreds the Cara Program can point to with great pride. Weinheimer credits his agency's success to productive relationships with more than 80 community-based organizations and dozens of corporate partners. "We can't serve our mission of helping people transform their lives through real, permanent employment if we don't meet the needs of these stakeholders," he says. Cara has helped about 2,000 men and women obtain permanent employment since 1991. Nearly three-fourths of those graduates remain employed in the same job one year later. This is a level of success rarely attained in the workforce development field.

More than a year later, Ward still stops in to participate in Motivations sessions once or twice a week. The Cara Program's ongoing support has been invaluable. "I live in a furnished apartment today, and I have some savings in the bank," he says. "That may not seem like a lot, but to me, it's a miracle."



Transformation. In a word, that is the goal the Cara Program has achieved in literally thousands of lives in the past 16 years. Lives like Leonard Ward's.

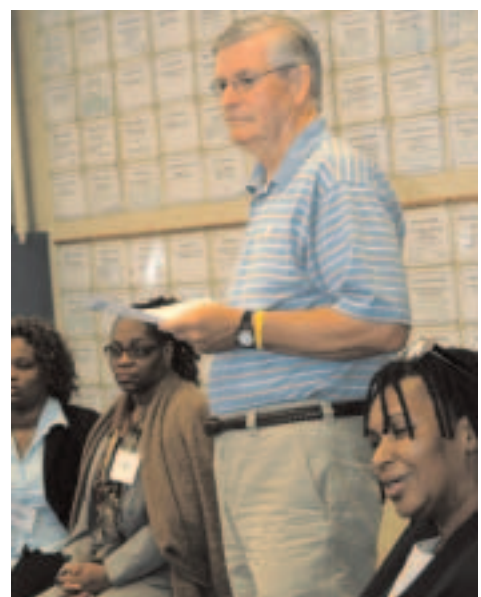
In May of 2006, Ward was a 50-year-old ex-offender struggling with three decades of drug addiction. He had not been employed full time since 1996. His prison record, for a series of non-violent drug-related offenses, combined with a spotty employment history and a lack of job-related skills made finding work nearly impossible. "If it hadn't been for Cara, I know I would have become complacent and made some stupid choices," he recalls.

The Cara Program provides a bridge to full-time employment for Ward and 200 other individuals annually. Participants of its 12-week structured employment-training program start each day with inspirational "Motivations" sessions. During these energetic sessions, individuals share challenges and obstacles that they have overcome to motivate others to transform their lives. Ward acknowledges coming to the Cara Program with a significant chip on his shoulder. The unrelenting positive attitude among Cara Program students and staff had a powerful impact.

"Within a couple of weeks, I started feeling better about myself, and that transformation on the inside led to some dramatic change in behavior."

The 12-week program also includes life skills classes and specialized training in computer operations, health care, banking, manufacturing, hospitality, or office services. Cara targets these particular employment areas because they offer full-time, entry-level opportunities and higher-than-average starting salaries. That translated to starting wages that averaged more than \$11 an hour plus benefits for those who became employed last year. "We're talking about real jobs, with real benefits, and that means real success in peoples' lives," says Eric Weinheimer, Cara's executive director.

In addition to specialized training and internships offered through corporate partners, such as Chase and Pitney Bowes, the agency has developed its own enterprise that offers adults such as Ward a chance to build a work history. Cleanslate, a neighborhood beautification business, provides work experience for men and women who find it hard to secure employment, often due to a recent history of incarceration. In two years,





Through the Arts Education Program, we support opportunities for students to study creative writing, dance, music, theatre, and visual arts with talented arts educators. These educators include classroom teachers, arts instructors, and teaching artists from all over Chicago. The best arts educators approach teaching with the same joy and discipline that they use in creating art and see their students as collaborators in the artistic process. This year we had a special opportunity to bring a group of Chicago public school students together with a uniquely creative group of arts educators from our own Chicago Symphony Orchestra and the internationally acclaimed Silk Road Project.



by a grant from the Fry Foundation, the students worked with teaching artists from the CSO and the Silk Road Project, including Yo-Yo Ma, to learn a variety of intricate rhythms on percussion instruments: everything from bongos to bubble wrap. And on June 5, 2007, the students joined Yo-Yo Ma, the Silk Road Project, and members of the CSO and the Civic Orchestra of Chicago on the stage of the Jay Pritzker Pavilion in Millennium Park in a musical and dramatic performance of "The Stone Horse," a Chinese fable about a young man's heroic journey.

"Looking back, it's hard to say who had the more memorable experience—our students or our teachers," says Sandra James, principal at Mark Twain Elementary School, which had 120 students on stage that day. "But I will never forget the looks of amazement on the faces of our parents in the audience; many of them had no idea how big and intricate this performance was going to be."

In Chicago and across the country, school systems struggle to find the time and money to offer students engaging and rigorous arts education. Yet we have evidence that students involved in the arts do better in school. And the arts can help students develop creative and critical ways of thinking, seeing, and working that are valuable both in and outside of school. In-school arts residencies, provided by arts and cultural organizations, continue to be important ways of providing students with arts experiences otherwise missing from their educational experience.

"On one level, these students had the unique experience of playing a significant role in a very polished performance at a marquee venue," says Charles Grode, vice president of education, community relations and diversity at the CSO. "But the project's value as a learning experience transcends its impact as a performance. To see where these students went from the first rehearsal to the performance was to see them develop an astounding



level of discipline and sophistication in a very short period of time."

The preparation for the performance had an enormous impact on the Chicago public school students and teachers involved. But it was also an exciting collaboration and artistic opportunity for the 10 CSO-affiliated teaching artists who contributed more than 200 hours as liaisons between Silk Road ensemble members and the students. "The work with the Silk Road percussionists gave the Chicago-based teaching artists a great sense of community," Grode says. "The specific rhythms the Silk Road members contributed were essential, but the project would not have been possible without the collaboration and expertise contributed by the Chicago artists."

That sense of collaboration extends beyond the artists to the Chicago institutions that were involved with the Silk Road Project, Grode adds. "Through this initiative we've forged new relationships with artists, educators, and others, and we've become much more collaborative with the other cultural institutions that were involved in the effort. Now that we've had this experience and seen how it has touched teachers and students, we are exploring ways in which it can serve as a template for future efforts."



Is it possible for elementary school children to tell a centuries-old tale of exploration and enlightenment, set in a completely alien land, using primarily drums, bongos, sticks, tambourines and...bubble wrap?

Last spring, 500 fourth graders from five Chicago Public Schools did just that when they had a once-in-a-lifetime opportunity to work with two world-renowned institutions—the Chicago Symphony Orchestra and the Silk Road Project. Founded by famed cellist Yo-Yo Ma, the Silk Road Project fosters connections among cultures and promotes innovation and education through the arts. As part of an in-school music residency program made possible



The Fry Foundation Health Program looks for organizations that develop thoughtful strategies to help Chicago's low-income citizens gain access to high-quality health care. The strongest programs create links between the health care system and community-based organizations and are knowledgeable about the people they hope to serve. The St. Bernard Hospital Pediatric Mobile Health Unit brings basic health care to young people and meets them where they are—in schools.



In Englewood, immunization rates for children and teenagers are dangerously low, exposure to environmental hazards like lead paint is dangerously high, and chronic conditions such as asthma and obesity are widespread. Such health care concerns are unnecessarily prevalent in a community where half of the residents live below the federal poverty level. Lack of health insurance and a dearth of high quality health care providers mean that for many residents it is nearly impossible to secure the kinds of interventions that could alleviate this bleak reality.

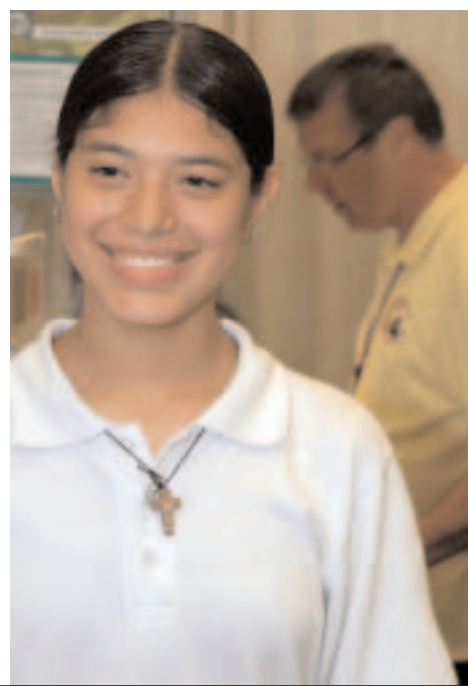
Since launching its Pediatric Mobile Health Unit in 2003, officials at St. Bernard Hospital and Health Care Center have made significant strides in meeting the health care needs of children living in Englewood and Chicago's other south side neighborhoods. In visits to about 50 area schools and youth programs annually, the three individuals who staff the 40-foot-long medical office on wheels—an administrator, a nurse

practitioner, and a clinical assistant—make contact with about 2,000 children each year. In the unit's examination room, with basic equipment and laboratory facilities, the team diagnoses everything from colds to pregnancies. The staff provided more than 1,200 immunizations last year, performed more than 1,500 comprehensive physical examinations, and referred children with no primary health care providers to a health center.

"We provide some basic health care opportunities that other people may take for granted," says the mobile unit's manager, Walter Repuszka, who maintains relationships with administrators and nurses at all the schools the unit serves, secures parental permissions for medical treatments and referrals, and drives the retrooled vehicle to more than 150 annual site visits.

Those visits and physicals are often the only contact with a health care professional a student is likely to have, Repuszka adds. "We bring essential care to kids who might not otherwise receive these very basic treatments. By providing immunizations we are able to keep kids in school before they are turned away for not having current vaccines. And our physical exams may find a clean bill of health or perhaps a treatable condition that can be addressed through a referral or just some good advice."

That advice is likely to come from nurse practitioner Sarah Lau and clinical assistant Kenya Benniefield. "We're seeing kids who are 11 and 12 years old who are just getting the immunizations they should have received at age 4," says Lau.



"And I would estimate that half of the children we see need treatment for asthma." In addition to referrals to the primary health clinic, she frequently refers these children to a local coalition that provides home care, medication, patient education, and other services for asthma patients.

Following up on lab results and referrals to other health providers can be a challenge, but upgrades in the mobile unit's technology are helping to address that concern. For instance, it takes between one and two weeks to receive results from a standard test to determine levels of exposure to lead paint. "With a new machine we have in our unit, we can now get those results in about three minutes," she says, and if results indicate significant exposure, parents can be contacted immediately or, when that is not possible, a note can be sent home with the child urging immediate action.

Even as the mobile unit team addresses serious health concerns like lead paint exposure and asthma, it is also helping students stay connected to school. Just ask Stacy Douglas, coach of the Corliss High School football team. He recently brought several of his players to the mobile unit to receive sports physicals, a requirement for every player on a Chicago high school sports team. "Most of these kids are pretty much on their own and have no other options for getting this kind of medical treatment," he says. "For a lot of them, football is keeping them out of trouble. For many it is keeping them in school and for some it will be the ticket to a college education. Without the physicals, they can't play."



The Lloyd A. Fry Foundation supports organizations with the strength and commitment to address persistent problems of urban Chicago resulting from poverty, violence, ignorance, and despair. We seek to build the capacity of individuals and the systems that serve them. Our vision is a Chicago that offers education, prosperity, and hope for all.

The Foundation focuses on programs that improve conditions for low-income, underserved communities in Chicago, and we are especially interested in efforts that will foster learning and innovation. We award grants in four major fields: Education, Arts Education, Employment, and Health. Within these funding areas, we give priority to:

- Programs with a demonstrated record of high quality, effective services
- Efforts to improve the quality and effectiveness of programs and services (these might include program design, evaluation or staff development efforts, among others)
- The development of innovative approaches that will contribute valuable examples, information, and knowledge to others working in the field

The Foundation also considers policy advocacy efforts that help ensure low-income communities and individuals in Chicago are treated fairly and have access to the services they need and deserve.

The Foundation is interested in investing in organizations and ideas that demonstrate exceptional potential for making a difference in one or more of the Foundation's four grantmaking areas. These projects show promise of developing new information or program innovations useful to other organizations, institutions, and policymakers. In these cases, the Foundation will consider grants which represent larger or longer-term commitments than is otherwise typical.

In all reviews of proposals, we look for strong program designs with clear expected outcomes and specific procedures for assessing and evaluating progress.

Our funding guidelines are described below. For instructions on how to apply for a grant, please see our [Grant Application Procedures](#).

Education

The Education Program has been a cornerstone of our grantmaking since the Foundation's inception. Our interests in education focus on improving public education and expanding educational opportunities in order to increase the academic achievement and college graduation rates of low-income students in Chicago public schools. Teacher professional development, school leadership development, academic enrichment, and college preparation are among the activities we fund to support this goal. The Foundation also considers grant requests for policy advocacy when the connection to academic achievement is clear.

We give priority to programs that measure improvements to academic achievement, instructional quality, or college enrollment rates. The Foundation encourages proposals that include efforts to enhance the quality of programs. These efforts might include professional development for program staff, incorporating new program elements, or the development of evaluation tools, among others.

We generally do not fund unsolicited proposals from individual schools. On occasion, the Foundation will solicit proposals from individual schools for programs that demonstrate exemplary success or a promising innovation in one of the Foundation's priority areas. In soliciting proposals from individual schools, we look for: a record of strong academic performance among students; a focus on improving academic achievement; and indicators that the work funded by the grant will contribute valuable lessons and strategies that can be adopted by other schools. After an initial year of funding, schools may be required to develop plans for making the lessons learned under the grant available to other schools.

Arts Education

Our Arts Education funding focuses on programs for low-income Chicago children and youth that use the arts as a means to improve learning and provide life-enriching experiences. We are interested in efforts to improve the quality and expand the availability of arts education programs, especially in Chicago public schools. The Foundation considers support for arts education for students and professional development for arts educators.

We give priority to arts education programs that provide a combination of arts instruction, performance or exhibition experience, and interaction with professional artists and arts educators. We look for programs that are artistically rigorous, engage students in the creative process, and assess student learning in the arts.

We look for teacher-training programs that immerse educators in the practice and study of the arts and present teachers with innovative strategies for teaching the arts, engaging students in the creative process, and assessing student progress. We look for programs that provide ongoing support, expertise, and resources to both teachers and students.

The Foundation is also interested in proposals to convene experts to share information, facilitate discussion with arts educators, and help shape and strengthen arts education in Chicago public schools.

Employment

Our Employment Program addresses our commitment to helping families and individuals move out of poverty. We support employment programs that help low-income individuals build the knowledge and skills necessary to find and keep jobs. We are particularly interested in programs that help individuals improve their potential to advance to living-wage jobs

and careers. Grants are made to projects that focus on: employment-related literacy and English as a Second Language; employment assistance programs that offer pre-employment, job placement, and job retention services; and vocational training connected to growing industries.

We recognize the need to improve the quality and effectiveness of employment programs. We encourage proposals for efforts to build the capacity of organizations to deliver high-quality employment services. We also welcome proposals for policy advocacy efforts to improve the quality of education and training programs and to increase access to education and training for low-income adults.

Health

The Health Program seeks to improve access to quality care for Chicago's low-income residents. We support programs that target Chicago's underserved neighborhoods and communities with needed primary care (including medical, vision, dental, and mental health care), community outreach and disease prevention programs, and policy advocacy efforts. We give priority to research-based initiatives that: incorporate health education, early disease detection, and treatment interventions for chronic diseases (such as asthma, diabetes, HIV/AIDS, and hypertension); enroll families into government-subsidized health insurance programs (such as All Kids, FamilyCare, Medicaid, and Medicare); include strategic partnerships between a health system and community-based organizations; focus on linguistically and culturally competent programs for limited-English speaking immigrants; and improve knowledge and practice in the health field.

We will consider programs operated by non-profit community service organizations, community health centers, hospitals, and policy advocacy organizations. Programs must demonstrate the ability to measure improvements in access to care and health status within an accessible, culturally and linguistically competent environment.

What the Foundation Does Not Fund

In general, the Foundation does not make grants to individuals, governmental entities, or 509(a)(3) Supporting Organizations, although exceptions sometimes are made for publicly supported charities. We also do not provide funding for: general operating expenses for new grantees, capital projects, endowments, fundraising events, political activities, medical research or religious purposes.

We rarely fund unsolicited proposals from organizations based outside Chicago. When exceptions are made, we look for organizations with strong local board leaders who are responsible for establishing program priorities and policies in Chicago. In addition, organizations must agree that funds awarded for Chicago-based programs remain in Chicago and are not included in calculations of funds exchanged between local and national offices.

How to Apply

The Lloyd A. Fry Foundation makes grants in the following program areas: Education, Arts Education, Employment, and Health. We make grants only to tax-exempt organizations and rarely fund organizations outside Chicago. We give priority to proposals for specific projects rather than for general operating support. In our review of proposals, we look for strong program design, clear expected outcomes, and procedures for assessing and evaluating programs. Please see the description of our [Grantmaking Programs](#) for further information.

Letters of Inquiry

If you are seeking support for the first time or if you are a returning grantee seeking support for a new project, we highly recommend that you send us a letter of inquiry before you submit a full proposal. This would allow us to give you preliminary feedback concerning your request and its potential fit within our funding priorities. Letters of inquiry should include a brief description of the proposed project, a project budget, and other projected sources of support.

Proposal Application Procedures

We do not use a grant application form; we accept proposals of varying length that adhere to the procedures described below. Although we accept the Chicago Area Common Grant Application form distributed by the Donors Forum of Chicago, we consider this application a supplement to, rather than a replacement for, a full proposal.

For new and renewal requests, full proposals should contain the following elements:

1. A brief history of the organization, including a general statement of its primary functions and goals.
2. A project description which includes:
 - A statement of the need to be addressed and the population to be served
 - A description of how the planned project will address the identified need
 - Clearly stated goals and objectives
 - Plans for assessing performance and monitoring progress toward program goals. Please identify at least three indicators or measures that you will track and analyze in order to: understand the effectiveness of

services provided; identify program strengths or challenges; or document potential long-term impact. A discussion of progress on these indicators during the grant period (and over time, if receiving more than one grant from the Foundation) should be included in grant reports. (for further information, see [Outcomes and Assessments](#) on our Web site)

- A timeline for project activities
3. An income and expense budget for the project during the duration of the grant period. The Foundation covers reasonable and appropriate administrative expenses. These should be explained in an accompanying budget narrative.
 4. An operating budget for the organization with income and expense projections that pertain to the fiscal year in which the project will take place. Include the percentage of organization income received through earned income, government sources, individual gifts, corporate and foundation grants, and other sources.
 5. A list of current and projected funding sources and amounts for both the organization and the project for the fiscal year in which the project will take place.
 6. A copy of the organization's most recent audited financial report.
 7. A list of board members and their affiliations.
 8. A list of professional staff of the organization and resumes of key personnel involved in the project. Proposals for organizational capacity-building activities that involve outside consultants should include a copy of the consultant's resume and a list of clients.
 9. A copy of the organization's 501(c)(3) tax exemption letter from the Internal Revenue Service. Please note that the Foundation generally does not make grants to 509(a)(3) Supporting Organizations. Exceptions sometimes are made for publicly supported charities.
 10. A copy of the organization's employment hiring policy.

Grant Reports

Returning grantees must submit a full narrative and financial report on the previous grant and these must be approved by the Foundation before

a new request is considered. For agencies submitting a proposal to be reviewed one year from their last grant, the final reports will cover a ten-month period rather than a full twelve months in order to meet the proposal deadline. We ask that final reports and proposals be submitted under separate cover. For more information on this subject, see our [Grant Reporting Requirements](#) on our Web site.

Renewal Policy

An organization which has received five consecutive years of Fry Foundation funding will be asked to take a year off in seeking support for the following twelve-month period. The Foundation recognizes that there may be unusual circumstances in which support for one additional year may be appropriate. While we wish to be flexible in recognizing the needs of our grantees, there will be few exceptions to this policy.

Following a year off, grantee organizations are welcome to apply for renewed support. These proposals will be evaluated under the Foundation's grantmaking guidelines. As with all proposals, these should target Chicago residents in financial need.

For further clarification of the Foundation's grantmaking priorities, please refer to the [Grantmaking Programs](#) page of the Fry Foundation's Web site.

Submission Dates and Board Meetings

The Board of Directors meets quarterly to consider requests for grants. These meetings are held in February, May, August, and November. We must receive your proposal by 5 p.m. on the deadline date in order to review it at the corresponding board meeting:

Proposal Deadline	Board Meeting
December 1	February
March 1	May
June 1	August
September 1	November

In the event that a deadline falls on a weekend or holiday, requests may be submitted by 5 p.m. on the following business day.

Proposals and letters of inquiry should be sent to:

Ms. Unmi Song
 Executive Director
 Lloyd A. Fry Foundation
 120 South LaSalle Street
 Suite 1950
 Chicago, Illinois 60603-3419

www.fryfoundation.org



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