With resources short and demand for their services increasing, nonprofit groups are working harder and harder these days. But sometimes the key to success is not just working harder, but finding ways to work smarter. The Fry Foundation has been supporting collaborations among groups with a common mission to explore how to coordinate their work, share resources, make a stronger case for what they do, and serve people more effectively. This report showcases collaborative efforts to improve arts education, adult literacy training, and counseling for abused children, as well as investments to build strong, smart leadership for Chicago’s schools.

Message from the Chairman

The past fiscal year was better than it might have been. We started in July of 2009 with apprehension. The perception was widespread that a double-dip recession had indeed real. Our grantees were all trying to respond to a financial crisis that disproportionately struck the most disadvantaged. Our Board of Directors was trying to temper with prudence its strong desire to maintain or increase existing grant levels to the extent possible. Our program staff struggled to find the most efficient ways to use diminishing resources.

The worst economic nightmares did not materialize. Markets rose through the year with only moderate volatility. (And indeed at this writing they are up further.) We are breathing a little easier now about our economic concerns, and grantmaking levels should stay up. But we recognize that the most disadvantaged of our community have enjoyed relatively limited improvements and have been treated as a “recuperation.” Needs are as great as ever, if not greater.

We are approaching the 30th anniversary of the Lloyd A. Fry Foundation as we know it today. Our founder, who referred to himself as “Fry Senior,” died February 19, 1981. While the Foundation was in existence for some years during Fry Senior’s lifetime, it was only nominally funded prior to his death. He left a huge portion of his substantial estate to his Foundation, with little instruction to those who came after him as to the specifics of how the funds should be used.

All our board members, and particularly the two of us who knew him—his grandson, Lloyd A. (“Chip”) Fry III, and I (we served on the board as the “Chip”) Fry Foundation. With this in place, collaborators are better able to navigate the difficult, inefficient parts of collaboration to get to the other side: the new, efficient whole that is more than the sum of its parts. And so, collaboration is talked about a lot more frequently than it is achieved. That is why, when you see a successful collaboration, you should step back, look beyond the apparent results and gain a deeper appreciation for what it took to achieve that success. And be thankful that a dedicated group of people could bring the vision to life.

In the pages that follow, you will see examples of extraordinary collaborations at all levels of development, in a diverse set of arenas. The Network of Treatment Providers for Child Sexual Abuse is a set of gifted mental health providers who truly think out-of-the-box to completely redesign the city’s system of responding to children who are victims of sexual abuse, so that these children and their families no longer have to wait six to nine months for the crucial help they need to cope with trauma.

The Chicago Arts Learning Initiative (CALI) is organizing an extraordinary knowledge, thoughtful and caring program staff, we will try to be smart and effective in our grantmaking.

We hope to make the chief proud.

Scott

Message from the Executive Director

We are pleased to report that the Lloyd A. Fry Foundation’s grantmaking budget will increase by 10 percent this upcoming fiscal year, which will end June 2011. Even though the growth in our endowment is not yet commensurate, we are optimistic about early signals that the economy is turning around. Over the past two years (and during volatile economic times before), the Board of Directors has chosen to have the Foundation’s grantmaking be less volatile than the financial markets. As a result, our grantmaking budgets were reduced by far less than the drop in value of our endowment. And we are happy now to return to a more robust giving level.

The harsh economy brought to the surface once again the pressure for nonprofits to do more, but with fewer resources. The stories in our annual report this year highlight collaborations amongst organizations which are both innovative and pragmatic. Collaboration is a popular idea and sometimes it seems everyone wants to be part of. Indeed, collaboration is a rich and powerful concept that can produce extraordinary results not achievable by any one person or group alone. But when foundations bring up collaboration with grantees, you can almost feel the nonprofit organizations take in a collective sharp breath. That is because collaboration sounds so elegant and easy, but is in fact difficult to achieve. Coming to consensus, ensuring a common understanding, defining goals—all the things required in a successful collaboration—requires time, resources and compromise. There needs to be a chemistry that creates energy and strong commitment to a common goal that is integral to the work of each participating organization. With this in place, collaborators are better able to navigate the difficult, inefficient parts of collaboration to get to the other side: the new, efficient whole that is more than the sum of its parts. And so, collaboration is talked about a lot more frequently than it is achieved. That is why, when you see a successful collaboration, you should step back, look beyond the apparent results and gain a deeper appreciation for what it took to achieve that success. And be thankful that a dedicated group of people could bring the vision to life.

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The Chicago Arts Learning Initiative (CALI) is organizing an extremely diverse and disconnected community of arts educators, schools, and cultural groups to coordinate information and resources in order to expand arts experiences for all Chicago’s children. The Chicago Citywide Literacy Coalition is a dedicated group of adult education providers who are working with their peers to be more effective at helping adult students gain the job skills they need to get better jobs and improve the lives of their families. And New Leaders for New Schools is training principals in how to nurture and support the complex collaborative efforts that are needed for schools to be successful.

In challenging economic times, successful collaborations can leverage limited resources and develop new ways of achieving goals. We hope you enjoy learning about these dedicated and creative organizations that are so proud to support.
**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.

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**2010 Grants and Awards Totals**

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<th>Category</th>
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</tbody>
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Please visit our Web site at www.fryfoundation.org to see our 2010 audited financial reports.
Expanding options for low-skilled workers

Training programs for good-paying jobs require solid literacy and math skills—a challenge for high school dropouts and immigrants with limited English. Literacy programs to boost skills are poorly coordinated with job training and inadequate to meet the need. Chicago Citywide Literacy Coalition is stepping up to coordinate services and resources to help Illinois workers get started on the path to better jobs.

Stubbornly high unemployment and fierce global competition are putting increasing pressure on Illinois workers to develop solid job skills. The best prospects are in “middle skill” jobs, from health care to construction to public safety, which make up the biggest portion of the Illinois labor market and are projected to do well in the future. Preparing for these good-paying careers requires vocational training and some postsecondary education. In many cases, potential workers must first improve their basic skills before they can learn the technical skills necessary for these good jobs. This process can take years.

“The process can be lengthy because adult literacy programs are often not aligned with job training programs. Many students enroll in adult literacy programs expecting to improve skills for work. Adult literacy programs, however, are not always designed to meet the employment goals of students,” says Becky Raymond of the Jane Addams Resource Corporation (JARC), one of the city’s top community job training organizations.

Vocational training and postsecondary education programs generally require students to have high school level reading and math skills. JARC’s manufacturing program, for example, teaches workplace math (measurements, computer skills, etc.) and literacy focused on technical vocabulary. Students who enroll in its manufacturing program must read at or above the ninth grade level. Unfortunately, many potential workers fall below the ninth grade level and cannot immediately qualify for technical training and education.

“We need to align our literacy training with workforce development, so that people can get into those programs,” says Raymond. Raymond is coordinating the 48-member Chicago Citywide Literacy Coalition. For many years the Coalition has been dedicated to sharing ideas and building relationships among literacy providers. Over the last two years, the Coalition has been organizing to improve adult education to meet the overwhelming demand for services from people seeking to improve job related skills. Out of discussions among providers and funders emerged a proposal to redesign the Coalition and focus on coordinating literacy services with employment and job training programs, improving the quality of literacy programs for job-seeking students, and advocating for resources to support coordination efforts and high quality programs. The Fry Foundation is providing funding to help the Coalition move in this new direction.

“The Coalition is off to a strong start. Chicago has been selected to participate in the Great Cities Summit Initiative, a joint effort of the U.S. Department of Education and the National Literacy Institute that aims to improve adult education nationwide by sharing lessons among five leading cities. The Chicago team includes the Coalition, the Chicago Workforce Investment Council, City Colleges of Chicago, and the Illinois Community College Board. Its priorities are better coordination of services, improved instruction, and effective communication on the importance of adult literacy and basic skills for today’s job market.

“Literacy services are not plugged into larger initiatives in workforce development.”

The future of Chicago’s regional economy depends on having an adequately trained workforce to fill job openings projected to result from economic growth and the retirement of the Baby Boom generation. The Coalition will play a key role in workforce preparation. Many of its members are working hard to develop and improve programs for students looking to improve their education and employment prospects. The Coalition will work in partnership with the Chicago Workforce Investment Council to expand the number of adult literacy programs available and promote best teaching practices among adult literacy educators. It is working with the Illinois Community College Board to improve connections between adult literacy programs and postsecondary education. And, the Coalition is helping the Illinois Department of Human Services increase access to adult literacy services for low-income job seekers, public housing residents, and welfare recipients.

The efforts of the Chicago Citywide Literacy Coalition are critical to ensuring that the workforce development system is equipped to work with all residents, including those who need to improve their education and vocational skills. Making the system work better promises to expand job opportunities for all residents and contribute to Chicago’s long-term economic health.
Organizing resources to help abused kids

The sexual abuse of a child is devastating for both the victim and his or her family. Counseling can help—the sooner the better. When the Fry Foundation discovered that abused children in Chicago face long waiting lists for mental health services, it helped a coalition of mental health providers coordinate efforts to improve systems to get victims the help they need as quickly as possible.

The building on South Damen Avenue is not at all intimidating—charming, even: low rise, gentle colors, a layout that invites exploration. It hides a brutal reality. This is where Chicago children reported as victims of sexual abuse are brought for help—nearly 2,000 of them each year, or almost five a day. Over half of the children referred here are aged 10 or under; unthinkable as it sounds, a quarter are under the age of six. Most are girls.

The Chicago Children’s Advocacy Center (CCAC) brings together resources for responding to the children’s tragedies; it handles all child sex abuse cases in the city each year. Detectives from the Chicago Police Department are here, along with prosecutors; so are pediatricians, representatives from the Department of Children and Family Services, and Advocacy Center counselors trained in dealing with abuse. Having all the resources under one roof makes it possible to respond quickly to children in trouble, explains CCAC Executive Director Charlene Rivette, and in a way that minimizes the pain of an already extremely stressful situation.

But in recent years, getting children and families into counseling quickly to help them cope with the abuse has become more and more challenging. All the agencies providing mental health services (including CCAC itself) have long waiting lists—six to nine months on average. With state funding for human services in disarray, that problem isn’t going away anytime soon. There was also no way for CCAC, which handles referrals, to tell which agencies might be able to take a child more quickly than others, which agencies were working with which families, or whether a given family was on the waiting list of more than one agency.

Getting help quickly is imperative for abuse cases, says Rivette. “Counseling can help children see that this can be coped with, that the tragedy is part of their life, but not their entire life.” Providing support while the crisis is fresh is important, she adds: otherwise, kids paper over the trouble, families get more resistant (or just disappear), and problems fester—only to show up later on in the young person’s life.

So, with encouragement from the Fry Foundation, the agencies in the Network of Treatment Providers for Child Sexual Abuse are devising a way to improve services. First, they are setting up a triage system to identify the most pressing cases and get them counseling right away. Second, all the referrals and waiting lists are being consolidated into one computerized system that can identify agencies where help can be offered quickly, track where families are referred, and avoid duplication (having children on more than one waiting list, providers realized, had unintentionally exaggerated the scale of the backlog).

For those still on waiting lists for individual counseling, Children’s Memorial Hospital is working with YWCA-Rise Counseling and Catholic Charities to organize group sessions where victims and families can get help in the meantime. Based on a new therapeutic curriculum developed by CCAC, the group sessions for parents teach what to look for in their children (nightmares, bedwetting, aggressiveness) and how to help. For the children, the group sessions teach coping skills and ways to manage difficult feelings. Says Rivette, “We don’t minimize their problems, but we teach them to get through the sense of anxiety, and get through the day.” More group sessions are planned for the second year of the project to help meet the need while families wait for individual help.

The Juvenile Protective Association will be evaluating the results, exploring such factors as whether a time lag in getting help discourages families from engaging in therapy, how many families referred to group sessions take advantage of the opportunity, how many go on to individualized treatment, and if there are any differences among families in what services they utilize. For some families the immediate group counseling is all they need, but many others benefit from individualized counseling.

Some families find it hard to turn to outsiders for help, especially for dealing with an intrafamily problem (over 80 percent of abusers are relatives or other people known to the child). The group sessions can give such families permission to seek further individual counseling, Rivette says, by showing them how critical it is to confront the problem—and protect the innocent victim from further trauma.
Training and supporting new school leaders

“There are no great schools without great leaders,” says Maggie Blinn. With Chicago facing another round of principal retirements, Blinn and her team are training a new generation of leaders to take over Chicago schools. These principals in training start from the belief that all kids can learn and set out to manage, lead, and inspire school staffs dedicated to pursuing that vision.

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Gone are the days when being a principal was considered primarily a managerial job aimed at creating a smooth-running operation. Research studies, reinforced by successive waves of school reform, have dramatically raised expectations. Today the principal is recognized as the indispensable educational leader of the school: the person who sets goals, hires, mentors, evaluates and leads teachers, while at the same time managing the facility, finances, calendar, and all the other administrative aspects of the school. Principals are increasingly held accountable for advancing student achievement, as evidenced by standardized test scores, dropout rates, and the ability of students to transition into jobs or college after graduation.

“Next to teaching, the most important factor in student success is having an outstanding principal,” says Maggie Blinn, executive director of the Chicago Program of New Leaders for New Schools. “The two are related: an outstanding principal will attract great teachers, and without an outstanding principal, great teachers won’t stay. Outstanding principals are critical to the mission of the school, to maintaining high expectations, and to closing the achievement gap so all children learn.”

Training principals to take on those challenges and transform urban schools is the mission of New Leaders, started a decade ago in New York and Chicago and operating today in twelve cities. Admission to its programs is highly competitive—only 5 percent of applicants are accepted. Candidates must demonstrate that they have teaching skills, leadership attributes, and a record of improving academic achievement. But the essential starting point for participation is the belief that all children can learn at high levels. “We believe that it’s up to the adults to provide experiences to help children succeed,” says Blinn. “You can’t blame the system, the home, outside excuses—you take on that responsibility personally for each child.”

Participants spend their first summer in a five-week intensive training for the job. They learn about data-driven instruction, observation and supervision of instruction, how to create a school culture that supports learning, how to advocate for their school, how to motivate adults—all hallmarks of an effective school leader. All along they are taught and coached by national experts and master principals.

At the end of the five weeks, they are placed in a school where there is already a strong leader at the helm, often one who also trained with New Leaders (alumni now head up about 80 Chicago schools). As “resident principals,” the trainees take responsibility for tackling a problem area and developing an intervention strategy—for example, increasing the number of freshmen students who pass algebra or increasing the attendance rate at the school. While the issues impact academic achievement, they often focus on school culture and climate, cultivating and motivating staff, and improving administrative systems and operations to better serve students, teachers, and parents. The resident principals monitor their progress and track the results in student achievement to help guide their future work. Coaching continues after the year’s internship when they start their first job, either as principal or assistant principal.

New Leaders can point to some strong results. “On average New Leaders-led schools outperform the rest of the district each year in reading and math; we have at least double the number of schools showing dramatic gains in those areas,” says Blinn.

Most of those gains, however, have been at the elementary level. High schools have seen improved graduation rates, “but we haven’t seen the dramatic gains we’ve been able to achieve at the elementary level,” Blinn says. With support from the Fry Foundation, New Leaders has turned its attention to recruiting and training potential high school principals.

Currently 24 high schools are led by New Leaders principals; this year’s cohort includes 11 trainees at that level.

New Leaders is helping its principals and principal residents customize interim assessments for use in their schools. The assessments are aligned to the ACT exam, to give school leaders accurate, real-time information on how well kids are learning and preparing students to do college level work. The assessment helps teachers identify concepts that students have not yet mastered and modify instruction accordingly. This year sixteen schools will use interim assessments, administered quarterly, to measure progress. In addition, New Leaders is focusing a spotlight on schools that have achieved dramatic gains to find and codify the secrets behind their success.

One secret, Blinn suspects, is supporting principals over time to help them keep up the momentum for success. “The work is demanding. We need to look at how we structure the job so that it’s doable, so that they’re set up for success. We can’t take them for granted—we need to make sure we and the system support them to be successful over the long term.”
Joining forces to save arts education

Budget troubles and relentless testing are putting pressure on arts educators as never before. In Chicago, artists and educators are discovering that there is strength in numbers. By combining forces, they are working to ensure that arts instruction not only survives, but is expanded, improved, and available for all Chicago students.

What makes for a quality education? In recent years, the focus has been overwhelmingly on improving reading and math skills, as measured by standardized tests. When budgets are tight, the arts get short shrift. But arts instruction not only introduces children to the pleasures of art—it also fosters creativity, critical thinking, problem solving, collaboration, communication, and appreciation of other cultures, all attributes that contribute to success in school, in the workplace, and to the development of thoughtful and engaged citizens.

In Chicago, over 700 individuals, including arts teachers, funders, leaders from Chicago Public Schools (CPS) and arts organizations, have organized the Chicago Arts Learning Initiative (CALI), with a mission of expanding and improving arts education for the city’s children.

Their goal is to ensure that “all Chicago Public School students will have access to rich arts instruction not only survives, but is expanded, improved, and available for all Chicago students.

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Grantmaking Programs

The Lloyd A. Fry Foundation supports organizations that work with the strength and commitment to address persistent problems of urban Chicago resulting from a range of factors. We focus on improving the quality of life for low-income 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 a leading funder in innovative organizations and ideas that demonstrate entrepreneurial 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 help to leverage larger or longer-term commitments than is otherwise typical.

In all reviews of proposals, we look for strong program design 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. The Foundation focuses on education programs that demonstrate exemplary success or a promising innovation in one of the Foundation’s priority areas. In selecting 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 learning gained 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-enhancing 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 experiences, 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 dialogue among arts educators, and help schools and communities create 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 comprehensive job training programs that help low-income individuals improve their ability to compete for living-wage jobs and careers. We are particularly interested in supporting vocational training programs which are aligned with employment opportunities in critical industry sectors such as healthcare, manufacturing, transportation, and adult education programs which integrate vocational training in order to reinforce skills and job seeking along educational and career pathways. Comprehensive job training programs which track graduates for at least six months up to a year after job placement will receive the highest priority. We also recognize the need to improve the overall effectiveness of the workforce development system. We welcome proposals for policy advocacy efforts to improve the quality of job and education 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 healthcare system and community-based organizations; focus on linguistically and culturally competent programs for limited-English speaking immigrant; 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 501(c)(4) Supporting Organizations, although exceptions sometimes are made for publicly supported charities. We also do not provide funding for: general operating expenses for new grantees; projects in order to understand the effectiveness of services provided; identify program strengths or challenges; or document potential long-term impact. A discussion of a program 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 our Grantmaking Guidelines, available at www.fryfoundation.org).

Grant Reports

Grantee organizations must submit a full narrative and financial report on the previous grant period and these reports must be approved by the Foundation before a new grant will be considered. The foundation requires that the final reports (and supporting documentation) be submitted under separate cover. For more information on this subject, see our Grant Reporting Requirements on our Web site.

While we do not seek to fund administrative expenses, we do require a project budget that is integrated with the overall project plan. The Foundation is interested in proposals that demonstrate the ability to deliver meaningful results on a cost-effective basis.

Grantmaking Priorities

How to Apply

The Foundation has no set deadlines, and we will consider proposals at any time. The Foundation seeks to make grants to organizations that have a strong record of success in improving the quality of life for low-income individuals. The Foundation does not seek to support general operating expenses. We give grants only to tax-exempt organizations. The Foundation rarely supports a project for a new organization. Grant requests 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

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 procedure described below. Although we accept the Chicago Area Great Grant Program proposals distributed by the Bonner Forum of Chicago, we consider this application supplement to, rather than a replacement for, a full proposal.

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

1. A description of the organization, including a general statement of its primary functions and goals.
2. A project description which includes:
   a. A statement of the need to be addressed and the population to be served
   b. A description of how the project is planned and the activities involved in the proposed project
   c. A discussion of the financial support expected from other sources, including private donations, public funding, and funds received from organizations or other funding agencies.
   d. A discussion of how the proposed project will address the identified need
   e. A clearly stated goal or objective
   f. Plans for assessing performance and monitoring progress toward program goals
   g. A discussion of the financial plan, including a description of the financial requirements of the project
   h. A description of the evaluation tools, 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 grant programs 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.

We make grants only to tax-exempt organizations and 501(c)(3) organizations. The Foundation rarely supports a project for a new organization. Grant requests 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.

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## 2010 Grants & Awards

### Arts Education
- **Chicago Symphony Orchestra**
  - Chicago, IL
  - $20,000 grant for the Music Education Partnership (MAP) Program
- **Columbia College Chicago**
  - Chicago, IL
  - $15,000 grant for the Studio in the Schools (SITs) Program
- **Loyola University Chicago**
  - Chicago, IL
  - $20,000 grant for the Arts Education Partnership for Teaching and Learning Excellence Program

### Education
- **Adas Menil Studio**
  - Chicago, IL
  - $20,000 grant for the Arts Education Program
- **Arts Education Collaborative**
  - Chicago, IL
  - $25,000 grant for the Arts Education Partnership Program
- **Art-Reach**
  - Chicago, IL
  - $20,000 grant for the Arts in the Schools Program

### Employment
- **Committee on Economic Opportunity**
  - Chicago, IL
  - $20,000 grant for the Chicago Youth Programs Service Corps Program
- **Eyes for East Side**
  - Chicago, IL
  - $20,000 grant for the Social Services Program

### Health
- **California Endowment**
  - Los Angeles, CA
  - $25,000 grant for the Healthier Communities Program
- **Community Health Resources**
  - Chicago, IL
  - $20,000 grant for the Community Health Program

### Science & Technology
- **Illinois Science Council**
  - Chicago, IL
  - $20,000 grant for the Science and Technology Program

### Social Services
- **Chicago Community Trust**
  - Chicago, IL
  - $20,000 grant for the Social Services Program
- **Chicago Neighborhood Board**
  - Chicago, IL
  - $20,000 grant for the Community Development Program

### Social Justice
- **Center for Race, Religion & Social Justice**
  - Chicago, IL
  - $20,000 grant for the Social Justice Program
- **Chicago Youth Programs**
  - Chicago, IL
  - $20,000 grant for the Social Services Program

### Sports
- **Chicago Bulls**
  - Chicago, IL
  - $20,000 grant for the Sports Education Program
- **Chicago Marathon**
  - Chicago, IL
  - $20,000 grant for the Chicago Marathon Education Program

### Transportation
- **Chicago Transit Authority**
  - Chicago, IL
  - $20,000 grant for the Transportation Education Program
Lloyd A. Fry Foundation

The Chicago Lighthouse for People Who Are Blind or Visually Impaired
Chicago, IL
First payment of a two-year $40,000 grant for the Workplace Development Program
$20,000

Center for Neighboring Technology
Chicago, IL
To partially sponsor its statewide outreach program
$1,000

Environment Law & Policy Center
Chicago, IL
To conduct a study of the City of Chicago's response to wildfires
$3,850

Deaconess Health Services of Illinois
Danville, IL
For the Religious Health Services for youth
$25,000

Mobile C.A.R.E. Foundation
Chicago, IL
Second payment of a two-year $100,000 grant for the Comprehensive Addiction Program (CAP)
$45,000

Mount Sinai Hospital Medical Center
Chicago, IL
Second payment of a two-year $100,000 grant for Project Advantage, a program to improve screening, treatment and follow-up for children with developmental delays
$50,000

North Shore Health Care Corporation
Chicago, IL
For the North Shore dental program
$25,000

The Night Ministry
Chicago, IL
First payment of a three-year $75,000 grant for the Mary Jane and M. James Ternadt Scholarship Fund, in honor of M. James Ternadt, a distinguished member of the Foundation’s Board of Directors for more than 20 years.
$25,000

Public Allies, Inc.
Chicago, IL
For the development of the 2nd Year Public Allies Fellowship Program
$10,000

Samaritan-Shamaran National Center on Poverty Law
Chicago, IL
First payment of a two-year $90,000 grant for the Law Got It Right Program
$45,000

South Side Help Center
Chicago, IL
For the Women’s Collaborative of Greater Chicago
$17,500

Teen Lending Programs
Chicago, IL
First payment of a two-year $60,000 grant for the Whole Health Program
$30,000

Teen Positive Action Network
Chicago, IL
First payment of a two-year $75,000 grant for the Teen Action Club
$25,000

Illinois Coalition of Optometry
Chicago, IL
For the Vision of Hope Health Alliance
$9,000

Institute for Community Health
Chicago, IL
First payment of a two-year $20,000 grant for the Chicago Pediatric Clinic
$10,000

Asian American Institute
New York, NY
To sponsor the U.S. Conference on Coalitions
$2,000

Independent Sector
Waltham, MA
To partially sponsor its statewide Annual Oral Health Conference
$1,000

Illinois Free Clinic Association
Waukegan, IL
For a strategic planning project to clarify its mission and to streamline its operation
$5,000

Mutual of the Pedagogical Society
Chicago, IL
To provide a capacity-building exhibit at the Field Museum
$18,255

Carnegie Endowment for International Peace
Washington, DC
To support a capacity-building project
$5,000

ICA,
Chicago, IL
Third payment of a four-year $50,000 grant for the Illinois Emergency Response Fund
$14,000

Independent Sector
New York, NY
To support the Illinois Emergency Response Fund and the Illinois Relief Efforts
$190,000

Fund for the Humanities
Baltimore, MD
For the Humanities Response Program, the Disaster Risk Reduction Program, and Illinois Health Care Reform
$100,000

Other Grants
Grants made to 245 organizations upon the recommendation of the Board of Directors, the Fry Family and the employee giving gifts program.
$175,800