



Changing for Good

2017 ANNUAL REPORT
THE MILES FOUNDATION

“

Change is the end result
of all true learning.

”

—LEO BUSCAGLIA



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CHANGING FOR GOOD

Letter from the Board

Each year, we are grateful to be a champion for change. Rather than seeking change for change's sake, we seek to learn so as to have the *opportunity* to change. For The Miles Foundation, our learning process serves two distinct purposes: 1) affirm that a strategy is working so we can take steps to support, strengthen, and spread it, or 2) identify an area we need to tweak, alter, or markedly shift in order to move closer toward measurable impact. In either case, we cannot remain stagnant. We are analyzing, we are evolving, and we are changing...for the good of those we aim to serve. This is our promise to our community, and to the partners who link arms with us in this work.

To that end, we seek input from partners to help us identify catalysts for change – those drivers, needs, and opportunities that may not be apparent from our vantage point. Interviews with more than a dozen grantee partners this year led us to hear – to *learn* – inspiring and invaluable insights about what matters most to those championing positive change in Fort Worth every day.

The resounding takeaway? We have the opportunity not only to be a **champion for change** in our community, but also to serve as a **model for change** – by applying the same iterative learning process to our foundation that we apply to our work.

Hours of face-to-face conversations helped us gain a better understanding of our partners' bright spots, challenges, and aspirations. This intentional time also helped us explore questions related to how The Miles

Foundation could be a better partner, improve our practices, and amplify our impact. For our team, an action list emerged that included re-framing how we think about and structure pieces of our daily work.

Some of the actions that emanated from these discussions included:

- **Partner Communication.** Commit to less formal meetings, but more opportunities for honest, frequent feedback and informal brainstorming conversations.
- **Collaboration Framework.** Solidify a clear vision, specific actions, and diligent follow-up for all collaborative efforts to ensure they are effective.
- **Holistic Support.** Explore opportunities to support not just programs, but also leadership development, strategy, capacity, and infrastructure of key partners to help build sustainability.
- **Continuous Improvement.** Be an advocate for failure in the name of innovation – and then support our partners as they flex, adapt, and grow.

What we learned reaffirmed that if we seek to effect change, we must be willing to change ourselves. We value learning not only in our schools and family environments, but in the places where we work and collaborate, as well. In this spirit, we commit not only to focus on improving critical outcomes for our community, but also on improving the processes that get us there. Because together, we know that we can succeed in changing – for good.

—THE BOARD OF DIRECTORS



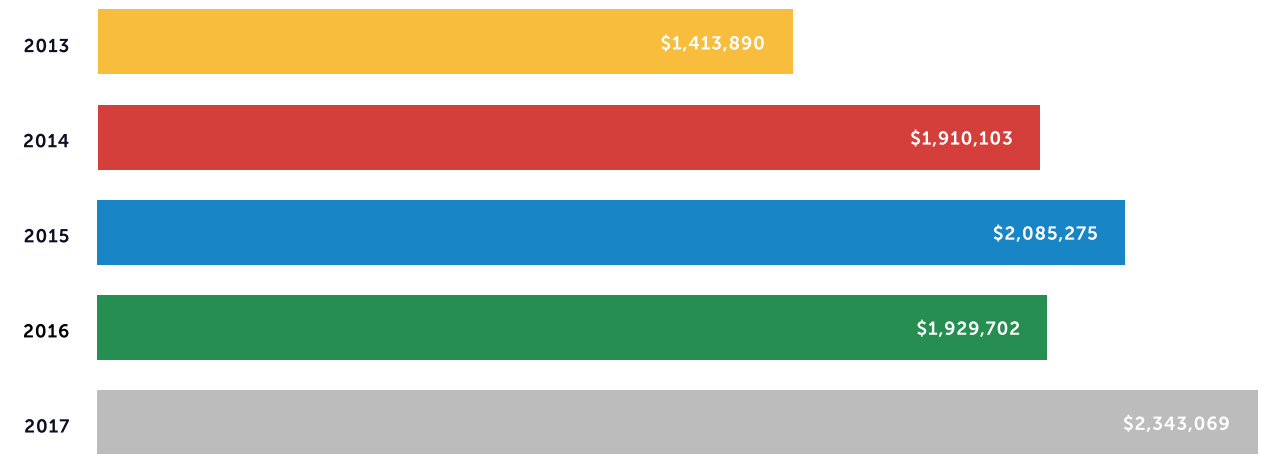
"We want to make a difference – and not just with our giving. We are here to partner, to add value, and to invest all of our resources in changing things for the better."

—GRANT COATES, PRESIDENT / CEO

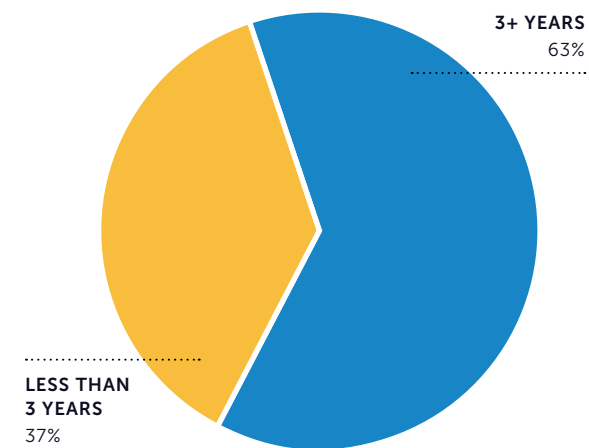


FINANCIAL HIGHLIGHTS
Our Giving

GIVING FOR GOOD
 2013-2017

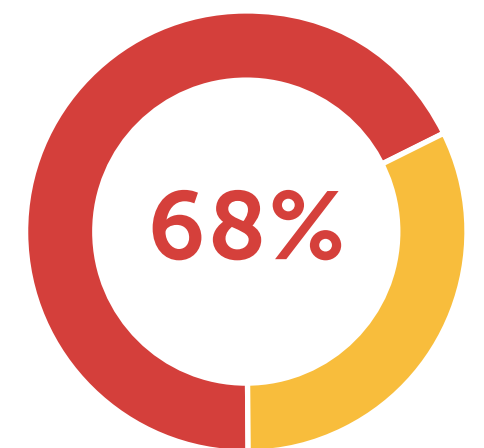


Investing in Strategic Partnerships
 AS OF 2017



We have partnered for 3 years or more with 63% of our grantees.

DEEPENING OUR IMPACT
 2016-2017



In 2017, 68% of our individual grants equaled \$20,000 or more.

Our Grantees: Building a Foundation for the Future



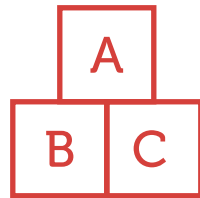
LEADERSHIP

- ACTON UNIVERSITY
- CNM OUTCOMES INSTITUTE
- TEACH FOR AMERICA
- BUSH INSTITUTE PRESIDENTIAL LEADERSHIP SCHOLARS PROGRAM
- FORT WORTH LEADERSHIP ACADEMIES TEACHER RESIDENCY PROGRAM



POLICY

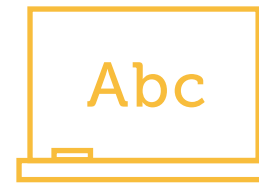
- THE PHILANTHROPY ROUNDTABLE
- TEXAS PUBLIC POLICY FOUNDATION (TPFF)
- TEXAS EDUCATION GRANT MAKERS ADVOCACY CONSORTIUM (TEGAC)



INFANT/TODDLER



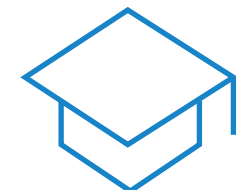
KINDERGARTEN
**KINDERGARTEN READINESS*



ELEMENTARY SCHOOL
**THIRD GRADE LITERACY*



MIDDLE SCHOOL



HIGH SCHOOL

AVANCE	BIG BROTHERS BIG SISTERS	CASSATA HIGH SCHOOL
CAMP FIRE FIRST TEXAS	BOYS & GIRLS CLUB OF TARRANT COUNTY	NORTHSIDE INTER-COMMUNITY AGENCY
CENTER FOR TRANSFORMING LIVES	COMMUNITIES IN SCHOOLS	CRISTO REY FORT WORTH
EARLY LEARNING ALLIANCE	DREAM OUTSIDE THE BOX	AVID
EDUCATIONAL FIRST STEPS	THE FIRST TEE OF FORT WORTH	
FIRST THREE YEARS	FORT WORTH SCIENCE & ENGINEERING FAIR	
FORTRESS YOUTH DEVELOPMENT CENTER	GEORGE C. CLARKE ELEMENTARY SCHOLARSHIP PROGRAM	
FORT WORTH MUSEUM OF SCIENCE & HISTORY (PRE-K)	GIRLS INC OF TARRANT COUNTY	
THE GATEHOUSE	IMPOSSIBLE POSSIBILITIES	
LENA POPE	KIDS HOPE USA	
NEWDAY SERVICES	KIDS WHO CARE	
THE PARENTING CENTER	LITERACY CONNEXUS	
RIVERTREE PARENT UNIVERSITY	READ FORT WORTH	
THE CONCILIO	READING PARTNERS	
	REAL SCHOOL GARDENS	
	UNITED COMMUNITY CENTERS	



FUNDING AREA SPOTLIGHT

Third Grade Literacy

Whether a child can read at grade level by the third grade is the greatest predictor of future learning success. The third grade reading metric is a strong proxy for determining those children who have benefited from the strong early foundation of learning and development, and who are poised to excel in school and in life. The Miles Foundation supports organizations contributing to improving third grade

literacy in Fort Worth. We also recognize the many health, developmental, and environmental factors that contribute to a child being able to read on grade level by the third grade. To that end, we also support local organizations who help build healthy social, emotional, physical and cognitive skills children need – beginning at birth – in order to thrive.

WHY THIRD GRADE LITERACY?

Up to third grade, students
learn to read.
Starting in fourth grade, students
read to learn.

Children who aren't reading at grade level by the end of third grade are
4x
as likely to drop out of high school.

50%
of fourth grade curriculum is incomprehensible to a student who cannot read on a fourth grade level.

75%
of students are below reading level in third grade will remain below level in high school.

- SOURCES**
- 1) Annie E. Casey Foundation
 - 2) Children's Reading Foundation
 - 3) Yale University

GRANTEE HIGHLIGHTS

The Raising of Fort Worth

In 2017, The Raising of Fort Worth (ROFW) conducted a "National Learning Tour" of early education best practices. The ROFW committee hosted three (3) different panels of speakers from cities across the U.S. who shared their journey toward building a successful model in early childhood.

KEY TAKEAWAYS FROM 3 NATIONAL BEST-PRACTICE EARLY ED MODELS

Rochester, New York

The Rochester Early Childhood Assessment Partnership (RECAP) team has spent has been successfully measuring community outcomes for children from 3 to age 5 for the last 20 years. Key takeaways from this session on October 12th included:

- Building **trusted relationships** with providers and partners around the table is paramount for efficient problem-solving and decision-making.
- Data must be "**low stakes**," "**real-time**", and **customized** for the user.
- Consistent **expectations, measurement, and goals** are key across partners.
- Sustainable impact requires **community-wide buy-in** (including from school districts and community-based organizations and other sector partners).

Denver, Colorado

Since 2006, Denver has been steadily working to increase the access and availability of high quality early learning opportunities through the public school system, home and center-based childcare, parent advisors, and an engaged business community. Key takeaways from this session on June 20th included:

- The Denver Preschool Program, which provides pre-K to all four-year-olds, was shaped with the help of **community polling** that revealed the community's appetite for sales tax to pay for the program and key components that would be most critical for parents.
- Clayton Early Learning set up **critical evaluation agreements** that allowed for tracking of students in perpetuity (not just into kindergarten) to enable longitudinal analysis of early learning efforts.

Tulsa, Oklahoma

Panelists from the Educare Family Health Project and Smart Start Oklahoma shared how Tulsa has prioritized health in its work with young children and families. Key takeaways from this session on April 5th included:

- Having the **health sector at the table** at the outset helps to ensure system designs that integrate health into all aspects of early care and learning.
- Developing a **road map for planning early care and education (age 0-5)** helps diverse parties at the table understand the importance of the interconnecting pieces of the system and establish common goals.





FOR MORE INFO, PLEASE VISIT:
WWW.THEFIRSTTEEFTWORTH.ORG



GRANTEE HIGHLIGHTS

The First Tee of Fort Worth

“

The Miles Foundation’s desire to think outside the box is hugely valuable to us. We can be honest, knowing they are thinking differently about how to devise innovative solutions together.

”

—KEVIN LONG

EXECUTIVE DIRECTOR OF THE FIRST TEE OF FORT WORTH

Established in 2004, The First Tee of Fort Worth has quickly grown to become a leading youth character education program in Tarrant County and a go-to resource for the local community.

Through the game of golf, The First Tee of Fort Worth introduces children to its Nine Core Values that serve as the foundation for teaching critical life skills, including interpersonal communication, self-management, goal setting, and resilience. The curriculum engages parents to ensure that these principles are upheld on the golf course, at school, at home, and in the community.

The First Tee of Fort Worth seeks to impact the lives of all school-aged children, and particularly those in underserved populations. Trained and certified coaches for the organization play a key role in creating positive relationships that inspire young people to consider their future, declare goals, and discover their individual potential.

Its unique coaching model rapidly gained traction in Fort Worth and Tarrant County following its 2004 launch. What

began as a single program serving 375 children in 2004 expanded into multiple community outreach initiatives serving more than 35,000 children in 2016.

To accommodate this ongoing growth, The First Tee of Fort Worth has teamed with The Miles Foundation to increase its organizational capacity and develop meaningful metrics to track its impact across the community.

The Miles Foundation’s partnership with The First Tee of Fort Worth began in 2011 with program-related support, and has evolved into a partnership focused on enhancing its strategic capacity to enable greater impact. In 2015, partnering with CNM Outcomes Institute allowed The First Tee of Fort Worth to put into place critical tools to begin measuring long-term outcomes.

Today, the organization continues that focus on enhancing, measuring, and scaling its programs at community outreach locations together with a growing number of engaged partners and volunteers.

[READ MORE >](#)

GRANTEE HIGHLIGHTS

Kids Hope USA

“

Kids Hope is built on strong community partnerships. The Miles Foundation has been a blessing to us, and we look forward to our continued relationship.

”

—LISE COOK

REGIONAL EXECUTIVE DIRECTOR OF KIDS HOPE, USA

The Kids Hope model, “One Child, One Hour, One Church, One School,” focuses on establishing deep, one-to-one mentoring relationships with at-risk youth. The program aligns a church with a local school, and engages volunteers from the church to mentor students one hour per week throughout the school year. The purpose of the mentorship is to establish a trusting, safe adult connection and support the student’s growth. Volunteers participate in an in-depth training from Kids Hope that emphasizes the importance of forming long-term relationships with their mentee students.

While Kids Hope has numerous success stories that attest to the program’s impact, several key statistics highlight the value of the organization’s relationship-centric approach:

- **96% of Kids Hope students** promote to their next school grade.
- **91% of relationships continue** from one year to the next (excludes graduations).
- **100% of principals** would want to replicate the Kids Hope program if they moved to a different school.
- **5 years** is the average length of the Kids Hope mentor/mentee relationship.

Kids Hope USA operates in over 1,200 elementary and middle school-church partnerships in 33 states. Kids Hope has been rapidly expanding over the past few years in North Texas, with 80 church/school partnerships established to date. Amidst this significant growth, Kids Hope continues to hone its volunteer training and mentor support systems to address the needs of its volunteer base and the children it serves.

Just this year, Kids Hope began to incorporate trauma-informed approaches in its trainings with guidance from [Turnaround for Children](#). These research-based strategies help to address the significant social and emotional struggles that many Kids Hope children bring to school from their adverse home environments.

The Miles Foundation was pleased to introduce Turnaround for Children to Kids Hope earlier this year, as the Foundation seeks to connect complementary resources and like-minded partners who can benefit from each other’s work.

[READ MORE >](#)





FOR MORE INFO, PLEASE VISIT:
WWW.EDUCATIONALFIRSTSTEPS.ORG



GRANTEE HIGHLIGHTS

Educational First Steps



Thanks to strong community partnerships like ours with The Miles Foundation, EFS has been able to continue to broaden our reach and extend our impact to children and families most in need in Tarrant County.



—JOHN BREITFELLER
EXECUTIVE DIRECTOR OF EDUCATIONAL FIRST STEPS

Educational First Steps (EFS) understands the importance of starting education excellence early. With 90% of brain development completed by the time a child turns five, decades of research have proven that the first five years of life can set the trajectory for a child’s future learning and life success. Since 1990, its mission has been to transform low-performing childcare centers in impoverished neighborhoods into nationally accredited, high-quality preschools.

EFS knows that starting educational excellence early isn’t just important for kids. Families, especially those living in at-risk neighborhoods, need stable, safe, and trustworthy childcare options to allow them to pursue critical education, job training, and employment opportunities.

High-quality early education is an essential ingredient not only to developing successful students – but also to building self-sufficient families, a sustainable workforce, and a healthy community.

That is why EFS is addressing the urgent need to ensure all children are given the foundation they need to succeed. EFS employs a unique, dual approach to this work, focusing on two primary goals:

- **Increase the quality of teaching and curricula at early childhood centers’** to better equip children with the development and learning they need in their first five years, and
- **Strengthen the childcare centers’ enrollment and economic models** to ensure their long-term sustainability.

Educational First Steps serves 6,000 children in North Texas through its quality programming, and 1,500 children in Tarrant County alone. With a focus on both childcare center quality and sustainability, EFS endeavors to create an ecosystem of excellence – one that helps children, and lifts up local partners – including school districts, small businesses, teachers, and working families.

READ MORE >

GRANTEE HIGHLIGHTS

Child Care Associates

“

We appreciate the balanced approach The Miles Foundation brings to this work. The Miles team equally values both innovation and effectiveness; vision and execution; relationships and results. I can't say enough how these unique perspectives make them an ideal partner and a true asset to our community.

”

— KARA WADDELL

PRESIDENT AND CEO OF CHILD CARE ASSOCIATES

Child Care Associates (CCA) is the largest child development nonprofit organization in North Texas, celebrating 50 years of service in 2018. A leader and change agent in early child development and education, CCA has served over 580,000 at-risk children and their families over the last five decades through its “whole child, whole family” quality early education approach.

Over its history, CCA has developed a reputation for innovation and achievement on behalf of disadvantaged children and families. Approximately 90% of the families CCA serves live below the poverty level, and 40% have less than a high school education. CCA impacts over 17,000 children and their families annually through its work across five distinct focus areas:

1. Head Start/Early Head Start

CCA's programs provide a “whole child, whole family” approach to quality early childhood education for the community's most vulnerable families.

2. Child Care Subsidy Assistance

CCA helps low-income families afford the cost of quality child care through subsidy programs that benefit 12,000+ children each year.

3. Quality Advancement

CCA manages the Texas Rising Star and Texas School Ready quality systems designed to improve the quality of child care in Tarrant County.

4. Policy Transformation

CCA seeks to move the needle in early education by enacting and advocating for policies that support the long-term, sustainable success of early childhood networks and systems.

5. Laboratory Classrooms

CCA utilizes its more than 140 early education classrooms to incubate best practices and collaborate with other community partners to find ways to scale quality opportunities for infants, toddlers and preschoolers.





FOR MORE INFO, PLEASE VISIT:
WWW.EARLYLEARNINGTX.ORG



GRANTEE HIGHLIGHTS

The Early Learning Alliance

Nationally, only 1 in 4 kids are ready for kindergarten. In Fort Worth, just over half of our kindergarteners enter school ready to learn.¹

Since 2013, a quiet but powerful movement has been afoot in Tarrant County to combat these statistics. The Early Learning Alliance (ELA) is focused on ensuring all children are given the strong early start they need to succeed in school and in life.

Four years after its inception, the ELA is steadily (and successfully) tackling high-level change in order to expand access to high-quality early learning and provide the opportunity for all Tarrant County children to have healthy, on-track development starting at birth. In its 2017 report, *"The Next 1,000 Days,"* the ELA outlined in specificity its near-term priorities and projects contributing to kindergarten readiness for all Tarrant County children.

[READ MORE >](#)

ELA'S CURRENT PRIORITY AREAS

The Miles Foundation is proud to support ELA in moving forward its current priority areas, which include:

1

Elevating early childhood professional quality

- Offering free **professional development registry** to track credentials
- Developing trainings and credentials for an early ed **career pathway**
- Introducing **uniform classroom assessment tool** for instructional quality

2

Elevating early childhood program quality

- Increasing the number of programs on **Texas Rising Star** rating system
- Helping to identify and deploy uniform **pre-k & kindergarten assessments**
- Assisting programs to get on the **TX Early Childhood Data System**

3

Engaging with families

- Assisting families to ensure infants age 0-5 are **developmentally screened**
- Hosting **family forums** to bring forward parent voice in policy conversations
- Developing **organizational frameworks** for family engagement

4

Sharing data and research

- Creating a data platform for tracking through **Results-Based Accountability**
- Facilitating **Early Development Instrument (EDI)** results conversations
- Convening **research roundtables** on local issues with key stakeholders

GRANTEE HIGHLIGHTS

Morningside Parent Engagement Collaborative

For the last three years, The Miles Foundation, the Morris Foundation, and Rainwater Charitable Foundation have invested in a parent engagement collaborative focused on improving early childhood outcomes and parent engagement in Fort Worth's Morningside neighborhood.

With more than 70% of Morningside residents living below the poverty level and nearly half lacking a high school diploma, the foundations sought to build a strengthened support system for the neighborhood's youngest children and their families. This approach included bolstering parents' skills and confidence, offering effective strategies for

ensuring the healthy development of their children in the critical first five years of life, and helping to connect parents with other peers and resources as they seek to build healthy family and school relationships.

In order to realize this goal, the foundations partnered with highly effective nonprofit organizations with track records of building trust with local families and making notable gains in both parent involvement and early child outcomes. In its third year, the collaborative included four agencies: [AVANCE](#), the [Parenting Center](#), the [Concilio](#) and [New Day Services for Children and Families](#).

KEY STATISTICS: YEAR THREE OF THE MORNINGSIDE PARENT ENGAGEMENT COLLABORATIVE

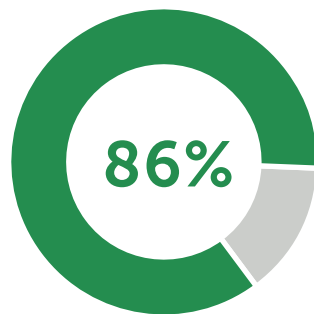
50%

of families served have household incomes of \$17,999 or less.

Served
174 adults
and
291 children.

2/3

of parents lack a high school education.

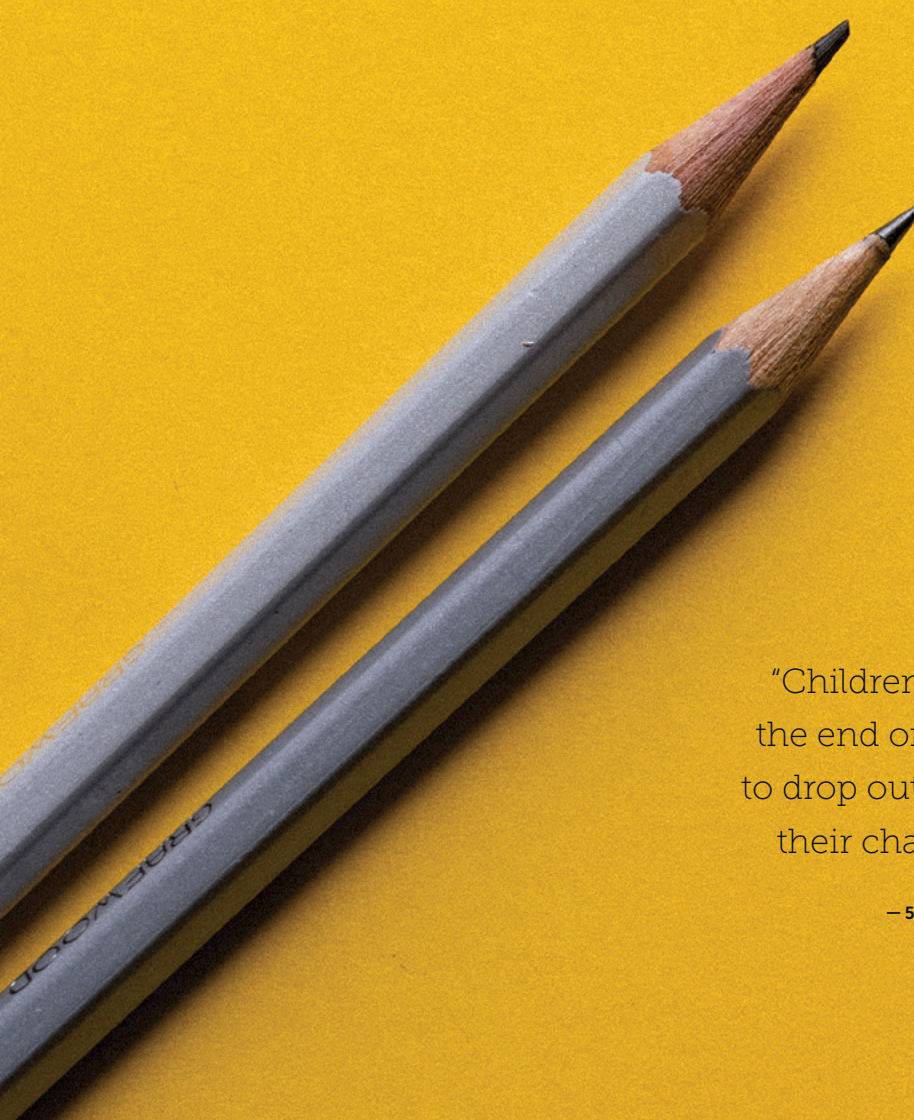


86% of parents completed University of Idaho Parenting Survey, which revealed

- Overall statistically significant **positive changes** in parenting and family engagement
- **78% of parents** reporting positive perceptions of the schools' outreach efforts
- **Increased parental confidence** in the ability to help their child learn, set healthy limits, identify activities to do together with their child, and respond to key needs



Notable Stats, Quotes and Insights



“Collaboration is **not** a result.”

— PROMISE NEIGHBORHOODS: A MODEL FOR COLLECTIVE IMPACT

“Children who aren’t reading at grade level by the end of 3rd grade are **four (4) times as likely** to drop out of high school, significantly reducing their chances to succeed in work and in life.”

— 5 FACTORS IMPACTING 3RD GRADE READING

“What are the activities today that still engage our **heart, soul, mind and strength**? How can we bring those activities to the forefront of our work in our local communities and particularly in the education arena?”

— 3 HIGHLIGHTS FROM PHILANTHROPY ROUNDTABLE’S 2017 ANNUAL CONFERENCE

“Children who participated in **high-quality pre-kindergarten** attained positive academic results through **grade six**.”

— POSITIVE EFFECTS OF HIGH-QUALITY PRE-K: HURST-EULESS-BEDFORD ISD STUDY

“**Inherent trust** in each of the individuals on the collective impact team as experts in their respective fields enables efficient decision-making and continuous progress against stated goals.”

— 5 KEY TAKEAWAYS FROM NEW YORK’S RECAP EARLY EDUCATION TEAM

“Research shows that an investment in quality education during the first five years can have a lifetime of impact – yielding up to a **\$13 return for every \$1 spent** through better education, economic, health, and social outcomes.”

— THE EARLY LEARNING ALLIANCE: WORKING TO ENSURE ALL TARRANT COUNTY CHILDREN ARE READY FOR KINDERGARTEN

MEET OUR PEOPLE

Board of Directors and Staff



SHERRY WILSON
BOARD MEMBER



GRANT COATES
CEO / PRESIDENT



JACK BURDETT
BOARD MEMBER



KATE WISNIEWSKI
DIRECTOR OF PROGRAMS



SARA REDINGTON
DIRECTOR OF COMMUNICATIONS



FERNANDA BIGHAM
EXECUTIVE ASSISTANT



KIRSTEN ADAMS
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