

FOUNDATIONFOR**CHILD**DEVELOPMENT

MAKING A DIFFERENCE
FOR OUR NATION'S
CHILDREN SINCE 1900

CONTINUITY, CHANGE AND COLLABORATION
2012-2013 ANNUAL REPORT

CHAIR'S MESSAGE

Continuity, Change, Collaboration

For 114 years the Foundation for Child Development has worked to create a legacy for America's children. As stewards of this foundation at this point in time, the FCD Board and Staff have the cherished and vital role of improving the quality of children's lives today, strengthening the capacity of the families and communities that care for them, and bolstering our nation's commitment to their well-being. We want to be able to look at these children, their families, and their communities and say, "We did our best for you."

Before the creation of Head Start, before special education, before sonograms, before Sesame Street, even before school buses or the polio vaccine, there was the Foundation for Child Development. We are one of the oldest philanthropic institutions in the United States, and our singular focus has always been on improving the life prospects of children. Over the course of our history we have helped shape the field of child development, with advances in research, policy, programs and advocacy. With a modest endowment we have made an impact that belies our size. We have nurtured and supported groundbreaking work in diverse areas of child development, including physical, cognitive, social and emotional development. We have been a leader in prevention, parent education, and advocacy on behalf of low-income children and their families.

There are few organizations that last 114 years and sustain their relevance. Many organizations have shorter lives than people. We have endured by remaining true to our mission: Improving the well-being of children. We have carefully built our brand equity and brand recognition through the communications strategies of the last decade, through our investments in PreK-3rd Education Reform, the FCD Child Well-Being Index (CWI), and our Young Scholars Program. It is time now to extend that brand. Our history is one of welcoming, and indeed fostering, fresh and innovative ideas, and embracing new strategies as children's needs, American society, and the Foundation's resources change. Our work has never been done in isolation, and we have always embraced partnerships. It has always been a story of many players, from children to policymakers, from health professionals to children's advocates, and the many researchers from diverse disciplines who built the scientific base and evidence for successful programs. Our history shows that valuable lessons are learned from these collaborations as well as the unexpected journeys they create.

Late 1800s – Early 1900s

The first chapter in our story starts in 1899. Known then as the Association for the Aid of Crippled Children, what set us apart from other organizations bestowing charity on a small group of children was our appeal to public officials and institutions to broadly address the needs of New York City's disabled children. With that, our advocacy for public responsibility for the education of all children was affirmed explicitly and emphatically; setting a mission that would drive our organization for generations.

CHAIR'S MESSAGE

The second decade moved us into public health practice and research. The polio epidemic of 1907, the largest ever reported, swept through New York City. Public health nursing grew exponentially and we moved headlong into the social survey movement. Data surveys expanded our mission to include research aimed at informing policy and action, a function that to this day remains central to our work.

1940s – 1950s

During the forties we evolved into a grant giving institution. With the death of prominent board member Annie K. Belding, a trust and two bequests totaling 11 million dollars was generously created by her husband—putting us on the philanthropic map.

During the following decades our scope widened from polio to birth defects, and then to an even wider range of risk factors that threatened children's healthy development. The convening function of the foundation rapidly evolved, bringing together pediatricians, orthopedists, chemists, biologists and psychologists. Research broke new ground on the effects of social stigma that can hamper the development of children with disabilities. At this critical juncture, our interdisciplinary approach was developed and galvanized into our process.

1960s – 1970s

By the mid-sixties we turned our attention to cognitive development to understand why some children experienced delays and disabilities. Importantly, we questioned if the causes could be traced to infancy and if family and social factors play a role.

Our name officially changed to the Foundation for Child Development (FCD) during the seventies, and our grants advanced the study of socioemotional development. FCD believed that to understand an individual's development you needed to study the settings in which the child lives. This idea was supported by psychologist Urie Bronfenbrenner, who transformed the field by describing the ecology of human development nested in the context of nation, community, home and school.

1980s – 1990s

In the eighties we witnessed a new generation of scholars and advocates through our investment in the Congressional Science Fellows and the Young Scholars Program. The first project was intended to transform ideas into policy and law through opportunities to work with members of Congress. The latter was created to build future leaders in the field of child development or related disciplines. More than a hundred of these exceptional, talented fellows and scholars populate our nation's academies and leading organizations today.

CHAIR'S MESSAGE

In the nineties, our focus turned to research, policies, and programs that have a direct impact on children and families at risk. During this decade, welfare policy and the Family Support Act of 1988 formed the backdrop of our two-generation perspective. This led to a major research forum by the National Research Council on the measure of poverty on children at the National Academy of Sciences, spawning the dual generation strategy. Collaborations, leveraging information, and working with others saw renewed vigor.

The late nineties focused on the changing needs of the American family. The spotlight turned to the working poor, as we took on one of the toughest challenges facing our nation: the causes and consequences of economic inequality for children and their families.

2000 onward

With the turn of the century, the FCD made a 10-year commitment to work toward transforming the earliest level of public education. We were an early supporter of Universal PreKindergarten and Full-Day Kindergarten, and believed that one year of PreK was not sufficient. Studies backed up our hunch, showing that by Fourth Grade less than one-third of American children were reading at grade level. This vanishing potential of America's children was unacceptable.

Today, our strategic investment in PreK-3rd put the concept, framework, models and materials, and leadership for change into action. We invested in collaborations with key foundations, a new national communications capacity, and relationship building with educational leaders and organizations, creating a platform for further work. The impact of our work on states and school districts is reflected in 16 states nationally and in numerous school districts. President Obama recently proposed an historic federal policy initiative for Universal PreKindergarten and Full-Day Kindergarten as essential components of early education success.

Throughout our 114-year journey there have been many changes. However, our founding principle has always remained constant: that all children deserve the chance to succeed and an equal playing field is necessary. It is our belief that the welfare of our children is intimately linked to the welfare of other people's children. When one of our children needs life-saving surgery, someone else's child will perform it. If one of our children is harmed by violence, someone else's child will be responsible for that violent act. The healthy development of our own children can be secured only if an opportunity to thrive is also secured for other people's children.

I believe that the human race has one color with many shades. More than anything else, investing in children is another chance for our human species to get it right.

Ruth Ann Burns
Chair, Board of Directors

Advocates for Children of New Jersey, Newark, NJ, \$6,119 for support of the book release event for "Improbable Scholars: The Rebirth of a Great American School System and a Strategy for American Schools."

Council on Foundations, Inc., Arlington, VA, \$11,588 for membership dues in calendar year 2013.

Duke University, Durham, NC, \$81,334 for the continuing development, maintenance and promotion of the FCD Child Well-Being Index (CWI).

First Focus, Washington, DC, \$203,803 for 1) Continued core operating support for the Family Economics Policy Portfolio, 2) Build up of First Focus' Early Childhood capacity, and 3) Conducting policy landscape analyses of issues related to diversity, immigration, early education, and Dual Language Learners.

Foundation for Child Development, New York, NY, \$387,022 for continuing support of the FCD Changing Faces of America's Children - Young Scholars Program.

Grand Street Settlement, New York, NY, \$1,000 to support relief efforts undertaken in the aftermath of Superstorm Sandy.

Grantmakers Concerned with Immigrants and Refugees, Sebastopol, CA, \$5,000 for membership in calendar year 2013.

Grantmakers for Children, Youth & Families, Inc., Silver Spring, MD, \$4,000 for membership in calendar year 2013.

Grantmakers for Education, Portland, OR, \$2,500 for partial support of the GFE Member's Briefing, "The First Eight Years: Dramatically Improving Outcomes for Kids of Color, Poverty, and ELLs."

Grantmakers for Education, Portland, OR, \$5,000 for membership in the calendar year 2013.

Grants Managers Network, Washington, DC, \$250 for membership in calendar year 2013.

Hunter College, New York, NY, \$293,495 to conduct research and prepare three reports on socioeconomic and race-ethnic-immigrant disparities in child well-being among American children.

Hurricane Sandy New Jersey Relief Fund, Mendham, NJ, \$1,000 to support relief efforts undertaken in the aftermath of Superstorm Sandy.

March of Dimes Foundation - New York Division, New York, NY, \$1,000 for general operating support in honor of former FCD President Barbara Blum.

Montefiore Medical Center, Bronx, NY, \$30,000 for the Children's Hospital at Montefiore to purchase resources for the Suzanne Pincus Family Learning Place, in recognition of FCD Board Member Michael I. Cohen's 20 years of service to the FCD Board.

National Academy of Sciences, Washington, DC, \$10,000 for partial support of a planning meeting on preparing educators for PreK-3rd approaches.

New York Immigration Coalition, New York, NY, \$30,000 for general operating support to recognize FCD President Ruby Takanishi's 15 years of leadership.

North Carolina Central University, Durham, NC, \$38,710 for the continuing development, maintenance, and promotion of the FCD Child Well-Being Index (CWI).

Philanthropy New York, New York, NY, \$3,900 for membership in calendar year 2013.

Princeton University, Princeton, NJ, \$50,002 for the production and dissemination of two Future of Children volumes addressing Children of Military Families and Two-Generation Strategies for improving child outcomes.

Rockefeller Archive Center, Sleepy Hollow, NY, \$19,082 for the deposit of FCD documents dating from 1996-2000.

Rutgers, The State University of New Jersey, New Brunswick, NJ, \$4,000 for the outline, "PreK Decade Data Review."

Rutgers, The State University of New Jersey, New Brunswick, NJ, \$3,000 for additional support of the PreK Decade Data Review.

SCO Family of Services, Glen Cove, NY, \$1,000 for general operating support in honor of former FCD President Barbara Blum.

The Communications Network, Naperville, IL, \$300 for membership in calendar year 2013.

The Migration Policy Institute, Washington, DC, \$90,121 to develop continuing professional support for the FCD New American Children Young Scholars on engaging policy issues at the federal, state and local levels.

The Migration Policy Institute, Washington, DC, \$7,500 for continued support of a public symposium to highlight the policy-relevant research generated from the first decade of the FCD Young Scholars Program, and an invitational workshop on future research and field-building.

The Migration Policy Institute, Washington, DC, \$16,200 for continued support of a conference on young children of Black immigrants toward creating a field of research.

The University of Chicago, Chicago, IL, \$57,747 for a planning grant to create a framework for the development of a technology-based intervention to promote parents' ability to scaffold and support children's math learning.

Third Sector New England, Boston, MA, \$3,000 for membership in the Early Childhood Funders Collaborative in calendar year 2013.

University of Michigan, Ann Arbor, MI, \$9,843 for the Inter-University Consortium for Political and Social Research's (ICPSR) continued development and maintenance of the PreK-3rd Data Resource Center.

University of Minnesota, Minneapolis, MN, \$2,500 for compiling research and writing a report on special needs among children in immigrant families, ELLs, and minority students.

University of Minnesota, Minneapolis, MN, \$15,000 for the PreK-3rd Registry.

YOUNG SCHOLARS PROGRAM GRANTS

Arizona State University, Tempe, AZ, \$150,000, for the study: Tu Donde Eres?: Latino Immigrant Families' Efforts to Resist Discrimination.

Loyola University Chicago, Chicago, IL, \$149,967, for the study: Protective Processes Among Immigrant Families: The Impact of Family Coping on Mexican-origin Children.

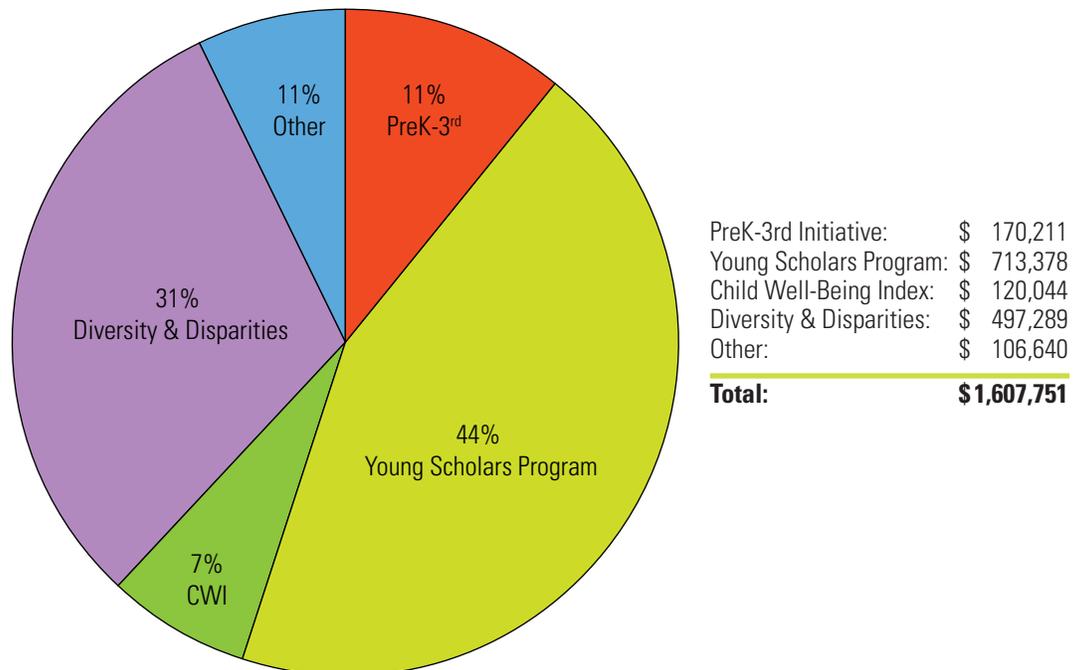
Rhode Island College, Providence, RI, \$149,590, for the study: An Exploratory Study of the Experiences of US-born Children in Latino Immigrant Families.

University of Minnesota, Minneapolis, MN, \$150,000, for the study: Special Needs among Young Children of Immigrants: Prevalence, Risk and Protective Factors, and Educational Experiences.

Foundation for Child Development
Condensed Statement of Financial Position

Fiscal years ending March 31

Assets	2013	2012
Cash and cash equivalents	\$ 391,307	\$ 648,261
Investment interest income receivable	13,171	13,171
Prepaid expenses and other assets	125,001	100,692
Prepaid federal excise tax	—	3,867
Receivable from investment custodian	314,426	—
Investments	96,035,375	91,706,730
Restricted investments	3,058,538	3,058,538
Property and equipment, net	59,362	64,551
Total Assets	\$ 99,997,180	\$ 95,595,810
Liabilities and Net Assets		
Liabilities:		
Accounts payable and accrued expenses	\$ 168,924	\$ 158,480
Grants payable	1,496,587	2,247,550
Deferred federal excise tax liability	373,000	306,000
Total liabilities	\$ 2,038,511	\$ 2,712,030
Net assets:		
Unrestricted general funds	94,900,131	89,825,242
Permanently restricted	3,058,538	3,058,538
Total net assets	\$ 97,958,669	\$ 92,883,780
Total Liabilities and Net Assets	\$ 99,997,180	\$ 95,595,810



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MISSION

The Foundation for Child Development is a national private foundation. Our mission is to harness the power of research to ensure that all children benefit from early learning experiences that affirm their individual, family, and community assets, fortify them against harmful consequences arising from economic instability and social exclusion, and that strengthen their developmental potential.

FOUNDATIONFORCHILDDEVELOPMENT

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