Our mission is to harness the power of research to ensure that all young 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.
PRESIDENT’S STATEMENT APRIL 2015 – MARCH 2016

For over 100 years, the Foundation for Child Development has advanced the well-being of young children and their families. Our mission remains the same, but our focus has changed to reflect the progress made and the work that must still be done. We continue to connect research, policy, and practice to help others create early childhood systems that work for all children—identifying needs, filling gaps, and integrating knowledge for successful implementation. Yet, the great progress made to date on early childhood development has created a new set of needs we must address. Early care and education has become a high priority among parents, voters, and policymakers around the nation.

As public and private investments expand access to early childhood programs, it is critically important to focus on building access to quality programs that move children and families forward. The Foundation for Child Development sees a large gap between what has been promised and what can be delivered. In response, we believe we have narrowed our work to focus on two areas that are essential to successful systems building: Improving the early care and education workforce; and, understanding what makes programs work best and for whom. Together, we can advance quality early childhood development for every child—and deliver on its promise with high-quality programs that work for each child.

The Early Care and Education Workforce

The Foundation for Child Development believes that well-prepared, appropriately compensated, and supported early care and education professionals are a critical factor in promoting the well-being of young children across the birth-through-age-eight continuum. The Foundation believes that nurturing interactions and developmentally appropriate learning environments can enhance the quality of early care and education programs and promote positive outcomes for young children. This is exactly the work of lead teachers, assistant teachers, program directors, coaches, and other early care and education professionals. The Foundation believes that we are at a critical time in supporting these professionals and in understanding the roles they play in enhancing the lives of young children and their families.

The 2015 report from the Institute of Medicine and the National Research Council (IOM/NRC), Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation, provides a summary of the current research on child development and outlines a set of competencies that define what lead teachers across a range of early childhood settings should know and be able to do. The report also envisions an early care and education workforce that is unified by:

- A foundation of the science of child development and early learning;
- Shared knowledge and competencies; and,
- Principles to support quality professional practice at the individual, setting, systems, and policy levels.
Using this report as our blueprint for action, the Foundation has committed our grantmaking to three areas of focus:

- Professionalizing the early care and education workforce;
- Enhancing the quality of professional practice through implementation research; and,
- Improving the quality of preparation and ongoing professional learning.

Early Care and Education Workforce Program Goals

Our initial approach to professionalizing the early care and education workforce was centered around the vision of nationally agreed upon competencies, determined by the field, that define what these professionals should know and be able to do across a continuum of professional experience—from entry to expert levels. Grants made in this fiscal year reflect early steps towards building an infrastructure to realize this vision.

Implementation Research: Understanding How Programs Work

The need for implementation research emerged as we worked through our efforts to enhance the quality of practice. What constitutes a quality program that produces consistent outcomes? Fortunately, current investments in early childhood programs provide a rich platform for answering these questions and eventually articulating a framework for successful implementation.

Although there has been striking progress in the growth of early childhood programs that are funded at the federal, state, and municipal levels, we still need answers to the longstanding social science question: What works for whom under what conditions? The Foundation is particularly interested in addressing questions such as: How are early care and education programs being implemented? What elements are critical for success? For whom is a program successful, or not?

Our initial strategy involved funding a set of place-based implementation studies. The Foundation met its commitment to the Obama administration’s Invest in US effort by creating a research network that was charged with examining the implementation of New York City’s Universal Prekindergarten (UPK) initiative, with particular emphasis on the program’s early care and education workforce. Researchers from local institutions of higher education and representatives from several city agencies were convened to co-create a set of research studies intended to provide the city’s officials with a better
understanding of relationships among characteristics of early care and education professionals, program components and supports, and optimal classroom instructional practices. These studies were designed to support continuous quality improvement in the implementation of the preschool initiative. Initial grants within New York City (NYC) Early Childhood Research Network were funded this fiscal year.

Institutions of higher education play a central role in our third area of focus: Improving the quality of preparation and ongoing professional learning. This still-emerging area is currently focused on supporting higher education institutions as they re-envision their early childhood teacher preparation in an effort to better prepare candidates to meet the needs of all children and families across a variety of early care and education settings.

The Young Scholars Program

Over the past 13 years, our Young Scholars Program (YSP) has made a significant contribution to building a solid body of knowledge related to the children of immigrant families. The Foundation is proud of the 47 scholars who have contributed, and continue to contribute, to this research base. The 2015-2016 fiscal year was the Foundation’s first attempt to prioritize the topic of the early care and education workforce within the YSP competition. Awards this year supported studies whose results had potential implications for the early care and education workforce and were policy- and practice-relevant to the Foundation’s priority populations: children with disabilities, dual language learners, and immigrant children and families. As with our previous research on children of immigrant families, the Foundation hopes that future YSP work will make a significant contribution to the knowledge base on the professionalization, practice, preparation, and ongoing support of the early care and education workforce.

Today we are closer than ever to understanding what it takes to build effective early childhood systems and to putting those pieces in place. Ours is an ambitious agenda, but one that can be achieved with focus, persistence and collaboration. We look forward to working together as we continue over 100 years of commitment to advancing young children and their families.

Jacqueline Jones, Ph.D.
President and CEO
GRANTS SUMMARY
2015 - 2016
It is through the work of our grantees that the Foundation fulfills its mission to ensure that all children benefit from early learning experiences that strengthen their developmental potential. Awards in this fiscal year were aimed at professionalizing the field to advance the status of the early care and education workforce, such as supporting the formation of a nationally agreed upon set of professional competencies and determining funding strategies reflecting the true cost of high-quality early education systems.

To support enhancing the quality of early care and education professional practice, several research awards were made within the NYC Early Childhood Research Network and the Young Scholars Program. Awards made to improve the preparation and ongoing professional learning of the early care and education workforce also included support for higher education institutions to re-envision their teacher preparation programs. The following is a summary of our 2015-2016 grantees and their work.

**EARLY CARE AND EDUCATION GRANTS**

**Center for Law and Social Policy, Washington D.C.**
$450,000 over three years to conduct in depth case studies of state implementation of the newly reauthorized Child Care and Development Block Grant and to provide technical assistance to states as they develop policies within the new legal and the priority framework of the Child Care and Development Block Grant.

**Education Development Center, Washington D.C.**
$86,000 over six months on behalf of the National Association of Early Childhood Specialists in State Departments of Education to provide capacity-building support to develop a new vision and strategic plan for the organization.

**National Academies of Sciences, Engineering and Medicine, Washington D.C.**
$150,000 over 23 months for a new study within the Board on Children, Youth and Families examining national funding strategies that will provide reliable, accessible high-quality early care and education, including a well-qualified and adequately compensated workforce.

**National Association for the Education of Young Children, Washington, D.C.**
$720,000 over two years for a three-year initiative to create a coalition of early care and education professional organizations to establish a set of nationally agreed upon competencies for these professionals, parameters for licensing and certification, and the development of national, state, and local advocacy strategies to adopt and implement these recommendations.

**Research Foundation of the City University of New York, New York, NY**
$126,000 over six months on behalf of the New York Early Childhood Professional Development Institute of CUNY to convene a CUNY-wide working group that will result in a blueprint to re-imagine the way the CUNY system prepares early childhood teachers and leaders and to be recommended to CUNY’s Chancellor.

**Research Foundation of the City University of New York, New York, NY**
$94,000 over three years on behalf of The City College of New York to produce a set of online materials including four videos that demonstrate high-quality methods and techniques to enhance preschool through early elementary instructional practice.
GRANTS AWARDED APRIL 2015 – MARCH 2016

Teachers College, Columbia University, New York, NY
$150,000 over 12 months for operational support of the Campaign for Educational Equity to research and analyze policy strategies for developing sustainable financing for high-quality, universal preschool in New York State across diverse program settings.

University of Minnesota Foundation, Minneapolis, MN
$75,000 over 11 months for The Human Capital Research Collaborative to build a national dissemination strategy to increase the availability and participation of children in the Child Parent Center-Preschool to 3rd Grade program and to improve the fidelity of program implementation.

TOTAL EARLY CARE AND EDUCATION GRANTS: $1,851,000

NEW YORK CITY EARLY CHILDHOOD RESEARCH NETWORK

Bank Street College of Education, New York, NY
$452,000 over 21 months on behalf of a collaboration with the National Center for Children in Poverty at Columbia University to examine leadership capacity across all Universal Prekindergarten program settings in diverse NYC communities, and the supports offered by them to teaching staff.

New York University, New York, NY
$355,000 over three years on behalf of the Institute of Human Development and Social Change to analyze how teachers with different levels of teaching qualifications are distributed across NYC UPK classrooms with different compositions and levels of quality, and to examine how administrators and teachers use data about classroom quality to improve professional development and classroom practice.

Research Foundation of the City University of New York, New York, NY
$118,000 over four months for a planning grant to be led by the New York Early Childhood Professional Development Institute of CUNY that will coordinate researchers and various city agency leaders collaborating on place-based implementation studies focused on NYC’s UPK system and its workforce.

Research Foundation of the City University of New York, New York, NY
$530,000 over 21 months on behalf of Hunter College to examine how teaching staff involved in curricula planning understand and use formative child assessment tools and data to support their daily practice and curricula implementation.

Research Foundation of the City University of New York, New York, NY
$285,000 over two years for the Borough of Manhattan Community College to explore and examine the recruitment, retention, professional development, and mentoring of male early care and education educators in NYC’s UPK system.

Research Foundation of the City University of New York, New York, NY
$475,000 over three years on behalf of the partnership between the City College of New York and Teacher’s College, Columbia University to research teaching and family involvement practices that are responsive to families from low-income, immigrant, and culturally diverse backgrounds in NYC’s UPK system.
GRANTS AWARDED APRIL 2015 – MARCH 2016

Research Foundation of the City University of New York, New York, NY
$484,000 over two and a half years for the New York Early Childhood Professional Development Institute at the City University of New York to continue the work of NYC Early Childhood Research Network.

Rutgers the State University of New Jersey, New Brunswick, NJ
$200,000 over 15 months for the National Institute of Early Education Research to examine the system of coaching and ongoing professional learning in NYC’s UPK system.

Teachers College, Columbia University, New York, NY
$656,000 over two years on behalf of the National Center for Children and Families for a comprehensive analysis of variation by NYC UPK program setting, governance, and community district in teacher characteristics, professional development, instructional approach, and program structure.

TOTAL NEW YORK CITY EARLY CHILDHOOD RESEARCH NETWORK GRANTS: $3,555,000

YOUNG SCHOLARS PROGRAM

California State University Channel Islands Foundation, Camarillo, CA
$225,000 over two years to support Carola Matera’s study, “Early Childhood Classroom Quality Assessment for Dual Language Learners: Implications for Improving Teaching Practices.”

Migration Policy Institute, Washington, D.C.
$76,000 over 10 months to support the on-going professional learning for the Young Scholars by organizing opportunities for additional scholarship, dialogue with policymakers, and knowledge acquisition regarding how the reauthorization of the Every Student Succeeds Act impacts the preparation, practice, and on-going professional learning of the early care and education workforce.

Regents of the University of California Santa Barbara, Santa Barbara, CA
$144,000 over two years to support Michael Gottfried’s study, “The Role of Full-Day Kindergarten for Children with Disabilities: Effects on Achievement and Socioemotional Development.”

University of Texas Foundation, Austin, TX
$119,000 over two years to support North Cooc’s study, “The Role of Early Childhood Teacher Qualifications and Kindergarten Transition Practices in the Developmental Trajectories of Young Children with Disabilities.”

University of Washington Foundation, Seattle, WA
$225,000 over 29 months to support Holly Schindler’s study, “Filming Interactions to Nurture Development: A Randomized Controlled Trial of a Strength-Based Video-Coaching Program for Mexican American Fathers.”

TOTAL YOUNG SCHOLARS PROGRAM GRANTS: $789,000
TOTAL DISCRETIONARY GRANTS (less than $30,000 each): $297,200

TOTAL GRANTS AWARDED FY 2015-2016: $6,492,200*

* Please note that some grant awards cross multiple fiscal years.
FINANCIAL STATEMENTS
2015 - 2016
# STATEMENTS OF REVENUE, EXPENSES AND CHANGE IN NET ASSETS

## MODIFIED CASH BASIS

### SUPPORT AND REVENUE

<table>
<thead>
<tr>
<th>Description</th>
<th>Year Ending March 31, 2016</th>
<th>Year Ending March 31, 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investment Income</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dividends and Interest</td>
<td>$729,200</td>
<td>$1,458,133</td>
</tr>
<tr>
<td>Realized gain on sale of investments</td>
<td>2,976,767</td>
<td>5,398,560</td>
</tr>
<tr>
<td>Unrealized gain on investments</td>
<td>(5,725,468)</td>
<td>381,010</td>
</tr>
<tr>
<td>Capital gain distributions from mutual funds</td>
<td>337,600</td>
<td>48,488</td>
</tr>
<tr>
<td><strong>Total Investment Income</strong></td>
<td><strong>(1,681,901)</strong></td>
<td><strong>7,286,191</strong></td>
</tr>
<tr>
<td>Investment Expenses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current federal excise tax and other tax payments</td>
<td>(50,000)</td>
<td>(145,052)</td>
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<tr>
<td><strong>Net Investment Income</strong></td>
<td><strong>(2,460,723)</strong></td>
<td><strong>6,415,796</strong></td>
</tr>
<tr>
<td>Contributions and Other Income</td>
<td>37</td>
<td>436</td>
</tr>
<tr>
<td><strong>TOTAL SUPPORT AND REVENUE</strong></td>
<td><strong>(2,460,686)</strong></td>
<td><strong>6,416,232</strong></td>
</tr>
</tbody>
</table>

### EXPENSES

<table>
<thead>
<tr>
<th>Description</th>
<th>Year Ending March 31, 2016</th>
<th>Year Ending March 31, 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants paid, net of grant refund of $21,713 in 2016</td>
<td>4,261,143</td>
<td>3,672,804</td>
</tr>
<tr>
<td>Program development and direct charitable activities</td>
<td>859,478</td>
<td>746,995</td>
</tr>
<tr>
<td>Grants administration</td>
<td>124,111</td>
<td>97,021</td>
</tr>
<tr>
<td><strong>Total Program Services</strong></td>
<td><strong>5,244,732</strong></td>
<td><strong>4,516,820</strong></td>
</tr>
<tr>
<td>Operations and Governance</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td><strong>5,914,224</strong></td>
<td><strong>5,273,802</strong></td>
</tr>
<tr>
<td>Change in Net Assets</td>
<td>(8,374,910)</td>
<td>1,142,430</td>
</tr>
</tbody>
</table>

### NET ASSETS

<table>
<thead>
<tr>
<th>Description</th>
<th>Year Ending March 31, 2016</th>
<th>Year Ending March 31, 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning of Year</td>
<td>106,108,324</td>
<td>104,965,894</td>
</tr>
<tr>
<td>End of Year</td>
<td>97,733,414</td>
<td>106,108,324</td>
</tr>
</tbody>
</table>

From Independent Auditors’ Reports, O’Connor Davis, LLP, November 1, 2016
OFFICERS
Chair—David Lawrence Jr. (Until Oct. 2015)
President, The Early Childhood Initiative Foundation, Inc. (Miami, FL)

Chair—Robert Morgenthau (As of Oct. 2015)
Principal, SPEARS/ABACUS (New York, NY)

Vice-Chair—Margaret Beale Spencer (Until Oct. 2015)
Marshall Field IV Professor of Urban Education
Department of Comparative Human Development and
Committee of Education, University of Chicago (Chicago, IL)

Vice-Chair—Margarita Rosa (As of Oct. 2015)
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Culture, Education and Human Development (New York, NY)

Secretary—Eugene García (As of Oct. 2015)
Professor Emeritus, Mary Lou Fulton Teachers’ College
Arizona State University (Tempe, AZ)

President & CEO—Jaqueline Jones
Foundation for Child Development (New York, NY)

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Dorothy Pflager
Office and Grants Manager

Juliana Shadlen
Administrative Assistant

Sara Vecchiotti
Chief Program Officer
(As of Apr. 1, 2015)

CONSULTANTS

Anya S. Bailey