

A Report from the
Foundation for
Child Development

October 2006

Ready to Teach?

Providing Children
With the Teachers
They Deserve

Mission

The Foundation for Child Development is a national private philanthropy dedicated to the principle that all families should have the social and material resources to raise their children to be healthy, educated, and productive members of their communities.

The Foundation seeks to understand children, particularly the disadvantaged, and to promote their well-being. We believe that families, schools, nonprofit organizations, businesses, and government at all levels share complementary responsibilities in the critical task of raising new generations.



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Chair's Message

Implementing PK-3

Five years ago, the Foundation for Child Development's Board of Directors embarked on an ambitious program to change how young children in the United States are educated. FCD led the effort to increase investment in universal Prekindergarten (PK), but we understood that these investments, while necessary, were not sufficient to improve our nation's track record in education.

We believe that preparing all children to compete in a global economy demands a new first tier of public education that begins with Prekindergarten and continues through Grade Three. We call this vision for a new system of early public education "PK-3." Such a system would be fully coordinated across all grades, where standards, curricula, instruction, and assessment are aligned from Prekindergarten through Third Grade.

PK-3 connects two worlds: Prekindergarten and K-3 elementary education. PK-3 schools integrate the academic, subject-matter emphasis of K-3 education with the child development emphasis of early education. This creates a cohesive learning experience for young children. FCD's initial efforts to create a new first level of public education in the United States focused on making the case for PK-3, drawing on research findings and cost-benefit analyses. We also launched an ambitious communications program to convince key stakeholders to adopt a PK-3 approach.

Be careful what you wish for! In the last year, FCD faced a profound change in the questions we received from policymakers, educators, and advocates. Rather than being asked to make the case for PK-3, we began receiving inquiries about how to implement PK-3.

FCD is tackling this implementation challenge. Through a grant to the National Association of Elementary School Principals, profiles of schools that are implementing PK-3 are now available. FCD also is developing profiles of school districts that are taking a PK-3 approach in their schools. Together, these examples make real the vision of PK-3, motivate others to implement PK-3, and create a community of practice to support these efforts. FCD will continue to develop resources for superintendents, principals, and teachers, as well as work with the New America Foundation to identify policy options that enhance federal support for PK-3.

FCD believes that the PK-3 approach can improve academic achievement and increase the likelihood that children will have a sound foundation for more complex learning when they enter Fourth Grade. We are gratified to see that state policymakers, superintendents, principals, and teachers are beginning to share this vision. Our long-term goal is to build a new first level of public education starting at age three that will enhance all young children's life prospects.

P. Lindsay Chase-Lansdale, *Chair*

President's Message

Preparing PK-3 Teachers

Everyone agrees that children require qualified teachers to learn and to flourish. Yet people disagree about who qualified teachers are and how such teachers should be prepared. More troubling, debates about the qualifications of Prekindergarten (PK) teachers remain divorced from those related to teacher quality in K-12 education.

Because there is widespread disagreement about what young children can and should learn, debates about teacher qualifications for PK programs focus on whether a qualified teacher of young children should have a college degree! To outsiders, this debate is astonishing. But it is deadly serious and fuels heated discussions. In the guise of questions about costs of PK programs, and displacement of a workforce that is low paid with high turnover rates, teacher qualifications are at the center of debates about launching universal PK programs in states such as Florida and California.

It is time to connect the dots: We must integrate PK teacher education with K-12 teacher education to create the knowledge and skills for teaching that best serve children's achievement during the critical first stage of their educational experience, from PK through Grade Three.

The Foundation for Child Development seeks to reframe the current debates. We invited a group of wise, experienced leaders to participate in a roundtable discussion about what teachers should know and be able to do as the starting point for addressing the issue of qualified teachers for children ages three to eight (PK to Grade Three). Guided by journalist Cathy Trost, the participants also were asked to consider how such teachers should be recruited, prepared, and supported to help them become "above average" teachers of our children.

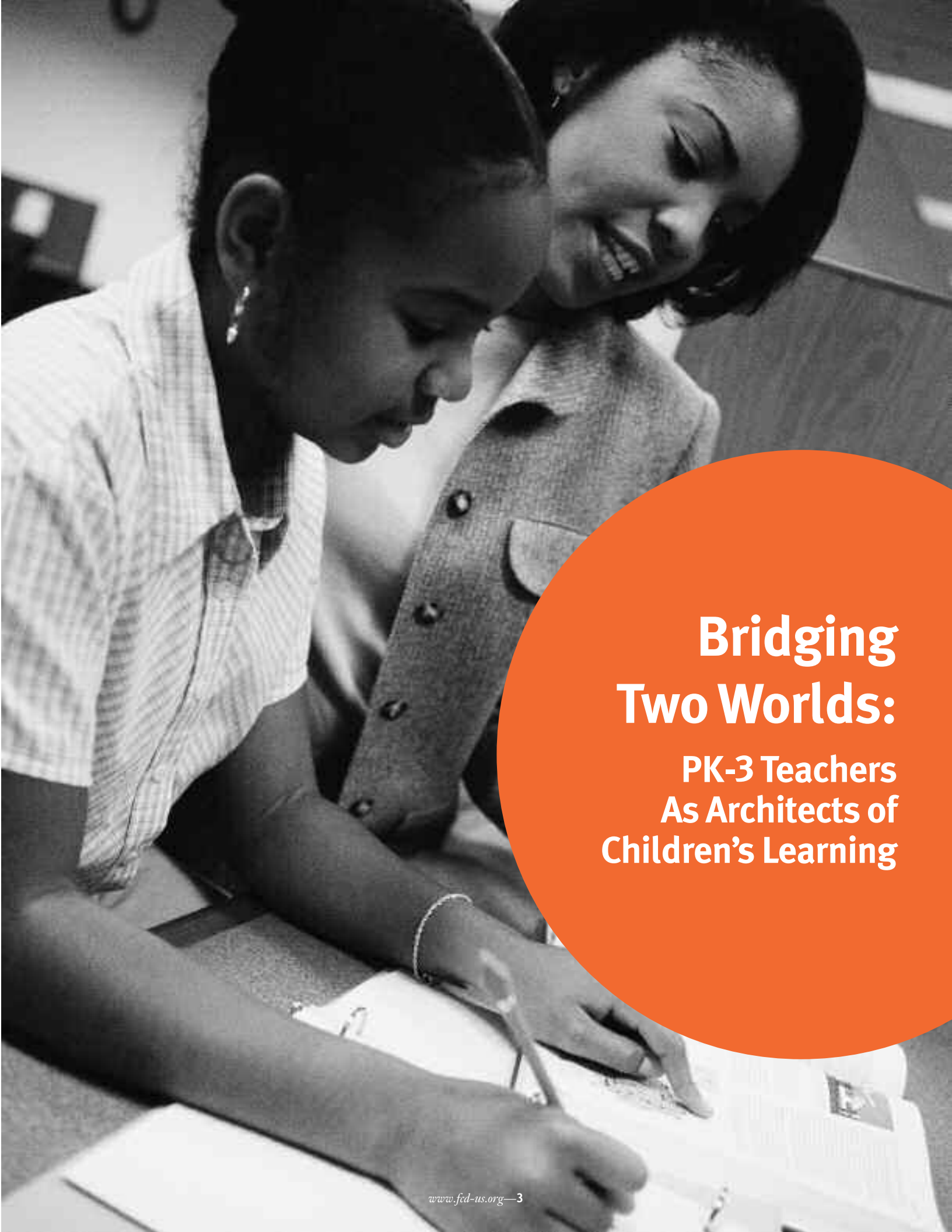
The Annual Report's focus on teachers does not intend to overlook the critical leadership and management roles of elementary school principals and district superintendents. Principals can provide the inspiration, training, and time for teachers at different stages in their professional development to meet their responsibilities. Superintendents can institute supportive policies and practices for what happens at the school and classroom levels. FCD's evolving PK-3 implementation tool kit, along with our grantmaking, recognizes the nexus of teachers, principals, and superintendents in building sound learning environments for all our children.

The participants in this Annual Report's conversation know that there are solutions to preparing teaching professionals and that these solutions are not new. But real solutions quickly encounter the lack of public investment to create a genuine profession of teaching. Consider the fact that physicians are required to complete four years of medical school and four years of residency. Qualifying for a subspecialty requires even more years of training. Then consider how teachers today are placed in classrooms with little experience—perhaps a year in a teacher education program—and expected to make a difference in the learning of 20 to 30 diverse children.

FCD's 2006 Annual Report is timed to inform another round of national debates about what constitutes a "highly qualified teacher" as part of the reauthorization of the No Child Left Behind (NCLB) law. But the issue of providing good teachers to children is timeless.

Now is the time for all children to have high quality teachers from the start—from the PK years into Grade Three and beyond. Foundations can prime the pump, but ultimately public investment is required to support the initial and continuing development of teachers for the first stage of American education.

Ruby Takanishi, *President and CEO*

A black and white photograph of two women, likely teachers, looking at a document together in a classroom setting. The woman on the left is leaning over the desk, and the woman on the right is smiling and looking at the document. An orange circular graphic is overlaid on the right side of the image, containing the title text.

**Bridging
Two Worlds:
PK-3 Teachers
As Architects of
Children's Learning**

Bridging Two Worlds: PK-3 Teachers As Architects of Children’s Learning

Overview by Cathy Trost

Concerns about the teaching profession have long been simmering, but recent expansion of state Prekindergarten initiatives and the growing recognition that Prekindergarten through Grade Three (PK-3) is a distinct first level of education are adding new elements to the debate.

What should effective PK-3 teachers know and be able to do? How can that core knowledge be incorporated into a framework to re-envision teacher education, practice, and professional development?

These were the central questions posed to a roundtable of top educators convened by the Foundation for Child Development on May 22, 2006. The participants were Carole Moyer, Early Childhood Coordinator for the Columbus (Ohio) Public Schools; Frances Degen Horowitz, recently retired as the President of the Graduate Center for the City University of New York; Eugene Garcia, Dean of the School of Education at Arizona State University, and James Wendorf, Executive Director of the National Center for Learning Disabilities. Journalist Cathy Trost moderated.

While most of the policy debates around teacher quality have focused on the B.A. degree, this discussion highlighted a broader set of necessary ingredients. PK-3 teachers should:

- Understand child development as the framework around which academics are built.
- Understand child development in the context of cultural and linguistic diversity.
- Link knowledge of subject content with the skills children must learn to master it.
- Match instructional methods to the different learning styles and wide variation among students.
- Know how to assess children and use that knowledge to monitor and adjust instruction.
- Know how to align standards, curricula, and instruction within and across grade levels.

Participants also supported a more “clinical” model of teacher education. This model combines theory with mentored field experience as a pathway to upgrading the profession. There also was support for a retooled teacher education curriculum with a strong focus on the increasing linguistic, cultural, and economic diversity of America’s students.

Ultimately, there should be a shared understanding of what shapes and supports, in Horowitz’s words, the “teacher as architect” of high-quality early learning.

Just as a designer creates a structural environment for life or work, teachers are the architects of learning. PK-3 connects two worlds — early learning and elementary education — to create a foundation for lifelong achievement.

We have long known that the status, compensation, and support of teachers must be lifted, yet movement in new directions is terribly slow. Bright spots of innovation do appear in colleges of education and school districts around the country (see side-bars), but new frameworks are needed with funding to support them.

What follows are edited excerpts from a wide-ranging three-hour discussion that focused on how to build public and policy support for more effective ways to prepare teachers to give our youngest students the skills and resources they need to succeed in the Fourth Grade and beyond.

Child Development – Laying the Foundation for Teaching

What should teachers know and be able to do? How does that differ from what PK-3 teachers are currently taught?



Moyer: We have to talk about child development when we talk about young children. Early childhood practitioners seem to be very knowledgeable about child development and how children learn. They use their knowledge of child development to teach academic skills in a developmentally appropriate way.

Garcia: As a dean of a large college of education that produces about 300 to 400 early childhood educators a year, the challenge that confronts us is who the kids are. They're not the same kids that we had 20 or 30 years ago. In the Southwest, you're talking about kids who don't speak English, who come from immigrant backgrounds. We can't put a teacher out who doesn't understand development within that linguistic and cultural context. So what about language development? What about its link to cognition? What does that mean in this kind of a family? At Arizona State, we're emphasizing core knowledge about those issues and then providing actual experiences to observe others who are working in those contexts, so that you can see how development unfolds.

Horowitz: I agree with both Carole and Gene completely in emphasizing child development. But there is also variability within a given context of normal development. You have some children who learn to walk at six months and other children who learn to walk at 18 months, and they are both normal. Core knowledge has to involve a basic understanding of child development, variability, and individual differences, as well as techniques or strategies that match to those individual differences — what I call match-to-child techniques. You have to have an armamentarium of teaching techniques to be effective with different kinds of children. As a teacher, you are the architect of creating the conditions that engage the child and get the child's attention so that learning can occur.

Educating Effective PK-3 Teachers: Teaching as a Profession

What are effective strategies to restructure higher education to meet the vision for high-quality teachers in the early learning years?

Garcia: I'm a great fan of putting teachers in a place where they can learn to teach the clinical art. Our teachers now spend 900 hours in the field supervised. We think they should do more than that, but that's twice as much as some other schools of education do. This approach requires that you have good supervision, that you have a good clinical teacher. You don't want to put student teachers in bad places in an unsupervised situation. This also requires some additional resources. It requires partnerships, working with other schools; you can't do it alone.

Horowitz: Teaching is a clinical degree and it should be thought of as a clinical degree just as we think of it for doctors and nurses and speech pathologists. All those clinical degrees demand a tremendous amount of hands-on experience in the training process with very good supervision and high standards for certification.

School–University Partnership Remodels PK-3 Teacher Preparation

As part of an innovative college–school district partnership in Long Beach, California, Kindergarten “coaches” work collaboratively with PK teachers and university faculty to make sure that teachers are well-prepared for what Kindergarten students need to know and do.

“We have several outstanding Kindergarten teachers who work on special assignment with our PK instructors and the university faculty during the year to provide professional development and coaching to the PK teachers. This ensures there is great articulation between the PK and K programs,” says Long Beach Unified School District Superintendent Christopher Steinhauser.

“On the flip side, the Kindergarten coaches take information about the PK students back to the Kindergarten teachers. It’s a great reciprocal relationship.”

Launched in 1994, this college–school district partnership supports alignment of academic content standards, learning methodology, and assessment from PK through the master’s level of college. It is a nothing short of a rethinking of both the preparation and continued professional development of public school and college teachers.

The 90,000-plus students in the third-largest school district in California are 85 percent minority. Partners include the Long Beach Unified School District, California State University at Long Beach, and Long Beach City College.

Under the Integrated Teacher Education Program (ITEP), teacher candidates can finish in four years instead of the traditional five. The curriculum blends content and methods over the entire span. The partnership stresses cooperation between education faculty and other departments at the college level, and co-teaching by K-12 and higher education faculty.

Working side by side, educators built a system that aligns academic standards, teaching methods, and student assessment from preschool through the college years.

“You don’t have misalignments, so, for example, you don’t have folks in early childhood Pre-K programs not knowing what is expected of youngsters when they enter Kindergarten and vice versa,” adds Steinhauser. “Because of this hard work and collaboration, our kids are coming in much higher at all levels and able to do much more, and people see positive results. And you don’t see finger-pointing anymore. Early educators are really preparing youngsters for college.”



Garcia: Arizona State has shifted to a clinical mode beginning as soon as an individual identifies education as a major. A good preparation program, as we define it, is one that is highly clinical, highly supervised, and requires the identification of what we call experts. So the general thrust is not only going to be more clinical, but to use more clinical experts in the formal instruction. That's the kind of movement that I think is going on around the country.

But is it? The clinical model, which is based on direct observation of children and how they respond in different learning environments, is a fairly high-quality teacher preparation model. How far is the vision from reality?

Horowitz: We're schizophrenic about this. What Gene is describing is maybe the beginning of an ideal and yet the pressure to fill the classrooms, particularly in the content areas, is so enormous that they're just literally taking people out of offices, you know, "I've been a lawyer and I went to this summer course and now I'm teaching math."

Given these pressures, what should be in a teacher training curriculum and how well does the curriculum outlined by the National Board for Professional Teaching Standards reflect this?

Garcia: The key thing about the National Board is that they assess teaching in an effective way so you have to demonstrate teaching. In fact, the state of Arizona has adopted that same process for the permanent credentials. You have to actually do a videotape.

Horowitz: Cynthia Parsons, who used to be the education editor for the *Christian Science Monitor*, used to say, "Teaching is the only profession in which the novice and the super expert have exactly the same responsibilities." She said, "Would you make an entry-level banker the head of the bank?" But you're making novice teachers the head of the classroom. And that's the challenge.

Garcia: Those of us who produce teachers realize they're novices. They're not experts. They don't leave with a credential or a degree as expert teachers. Arizona State has invested in an additional two-to-three-year program with partner districts so that we can have an ongoing relationship with our graduates. That's how the National Board fits in. That's more like a five-year partnership, where you try to develop expertise on the ground. Novices may actually have responsibility for teaching, but we recognize they may not have the repertoire to really make them good teachers. Making novices good teachers requires a partnership between universities and the PK-to-12 sector that will allow us to develop teachers even after they're "done" with their credentialing.

Recruiting and Training Teachers for Cultural Diversity

How do we design a retooled curriculum for teacher education programs recognizing the increasing diversity of students attending America's schools?

Garcia: In early education, if you're really serious about taking the child where they are and moving them forward in developmentally appropriate ways, you better be able to communicate, not only with the child, but with the family. That's why in our program at Arizona State, we will require all of our early educators to speak Spanish. And if you're working up on the Navajo reservation you've got to speak

Navajo. Because you not only have to communicate with the kids, you're going to have to communicate with Mom and Dad and *Tio* and *Tia*.



Wendorf: I want to see more attention paid to collaboration between classroom teachers and special educators. You're looking at 10 percent or so of kids with disabilities currently being taught by teachers who do not have credentials in special education. It's astonishing.

Moyer: We need not only to talk about diversity and to teach about diversity, but teachers need to be immersed in the culture of the children they are teaching. One way to do that is to have teachers actually go out to the homes of people that have different cultures. For instance, Columbus has the second largest population of Somalis in the country. I know Gene said we should all learn the language, but I tried to speak some Somali, and it didn't work very well! But by visiting the families, I could better understand the children.

What's the best approach to prepare teachers to meet the demographic of increasingly diverse students?

Garcia: I go back to the clinical setting. Understand it where it really happens, with the families and their kids. A teacher is going to have to deal with the diversity in their classroom.

But how do you embed that in pre-service and in curriculum with all the pressures that you're talking about from No Child Left Behind?

Garcia: One, make sure that teachers or candidates get experiences in these cultural milieus. Two, create the intellectual understanding of cultural diversity. You have students do their own analysis of themselves. You tie that analysis to their role as teachers and make it clear to them that unless you understand cultural diversity, you're not going to be successful. You're not going to be able to manage that class unless you understand the culture of that family and those kids. You're not going to be the best teacher, the best architect, because you won't be able to develop the right kind of learning environment. One great example we use is family journals. Communicate with the family on a weekly basis about you and about them. Get to know them.

Horowitz: I put it back in a human development context of the acquisition of complex language and of really understanding language development. The process is the same whether the child speaks Spanish or English or Somali.

How do we recruit and train teachers who reflect the ethnic diversity of the students that they teach?

Garcia: We've got something called the Urban Teacher Corps. It's basically "grow your own." You work with the inner city schools and say, look, we'll work with the community colleges and the universities so someone can move from being a teacher's aide in a classroom in the inner city to being a teacher. Take the individuals from those same neighborhoods, get them educated and trained, they will go back to those neighborhoods. That's a model that we're investing in.

Moyer: Children of color need to see more teachers of color, not only as role models, but also as someone who can understand what they're going through. That says a lot for going back to the universities and recruiting people.



Child development has to be the basis. The chances of you being an effective teacher are reduced if you don't have that as the foundation.

Garcia: We've worked with Head Start, Early Head Start, and the state-funded programs at the PK level to put them in as candidates for our Urban Teacher Corps. The community colleges are offering a lot of training already for those Head Start and state-funded PK. They are part of the pool that we capture.

A Balancing Act: Integrating Academic Content with Child Development

In the preparation of effective PK-3 teachers, how do we balance a child development focus with an academic focus?

Horowitz: Child development has to be the basis. The chances of you being an effective teacher are reduced if you don't have that as the foundation. Once you have child development as the foundation, which has to come out of clinical experience as well as book learning, then you've got to ratchet up what the goals are, what the curriculum is, what the standards are, what the expectations are because after all, this is what the business of schooling is all about. But unless you've got child development in your bones, I think it's very hard to be an effective teacher.

Garcia: I see a tension between what a developmental psychologist wants and what parents want. Parents send their kids to preschool so that they can learn. They don't talk about development. They see the early interventions as something that's going to help their kids get a leg up and they want them to achieve. There is also an achievement desire by the public and No Child Left Behind. But is it developmental or is it academic? We would argue from our data it's probably going to have to be a lot of both. That's the key — a lot of both.

How do you align the child development approach with this paradox of increasing pressure both from standards and from parents for achievement?



Horowitz: If you understand child development as an individual variability, you can pile on as much criterion learning characteristics as you want because then you'll know how to do it effectively.

Moyer: I don't see it as a paradox either, but a lot of teachers don't understand that and they think they have to abandon one for the other. They start using a lot of rote learning because in their mind that is what's going to help students pass that test. A lot of principals are putting pressure on teachers.

Wendorf: Sometimes it's looked at as an either/or situation. There's a new flavor *du jour* and you step in and you start serving that up and setting fire to everything else that used to be there. I think that's wrongheaded. The other problem is that the pressure coming from some of the academic expectations and requirements is causing — whether it's teachers or publishing companies or school systems — the development of inappropriate instructional materials that treat three- and four-year-olds as if they were 13-year-olds. They're doing instructional work that is not appropriate and probably is going to backfire.

Horowitz: The challenges are enormous because if you have 35 kids in a class, how does a teacher meet every child's needs, especially under the pressures for testing that we have? You have some very gifted teachers who can do that, but we really put teachers, especially the novices, at a tremendous disadvantage. This is especially true in poorer schools where you have the largest classes, the most diverse students, the poorest families, and the newest teachers. Classroom management techniques come into this in a very profound way because if the teacher doesn't have that, they essentially have chaos.

How does this balance shift as you progress from Prekindergarten along the continuum through the grades?

Horowitz: Content knowledge becomes increasingly important. But that touchstone of development, particularly of their individual variability, always has to be there, as well as this match-to-child technique. You program the learning experiences so they match that child's needs. It's like tending a garden. Different flowers need different kinds of attention. Teaching is a very complex business and I think we won't have respect for it as a profession until some of the things we're talking about get really institutionalized.

Garcia: If you look at the Early Childhood Longitudinal Study, you find that where students fall off in the Third Grade — particularly poor kids, ELL learners and African-American kids — are the complex skills, not the discreet skills. You can teach discreet skills, you know, A, B, C, D, 1, 2, 3, 4. But comprehension and numeracy are complex. Complex skills involve solving problems, reading a passage and understanding it, and talking about it. Unfortunately, No Child Left Behind pushes teachers to raise basic math and reading scores and neglects teaching how to combine the simple skills so that by Third or Fourth Grade they have the complex skills we all expect kids to have.



The B.A. Bugaboo

Another issue which has been particularly prominent in the state discussions is an overfocus on the college degree as evidence of teacher quality.

Horowitz: It depends what's in the degree. Some degrees are preparing you for teaching and other degrees are not.

Garcia: We're a credential-driven society. A B.A. is one where we've all said hmm... that's a good one. My kid ought to have one of those and your kid ought to have one of those. You ought to have one if you're going to be a teacher. My guess is that you can produce good teachers in a number of different ways, and a B.A. degree isn't the only way to produce them. But if you get a B.A. then they're going to pay you more so there's status to the B.A.

One of the biggest problems that we have in education, as Frances pointed out, is we're asking these folks to meet all these challenges and we're not paying them anything to do that. Do we consider the B.A. a way to enhance the status of early education? If you put all of this in the mix, then maybe the B.A. has some value that is not directly related just to the instructional piece.

Public University Teacher Education Program Cuts a New Path for Diversity

Arizona State University's Mary Lou Fulton College of Education is on the cutting edge of a movement to better prepare teachers culturally and linguistically for the demographic changes that are sweeping public education.

Arizona State produces some 1,500 teachers a year, including up to 400 early childhood educators capable of teaching PK-3. Since many of these teachers stay in the Southwest, the college wants its graduates to be conversationally proficient in Spanish or a Native American language. "We are concerned that the majority of students who will become teachers are European-American and are not bilingual, but fully 25 percent of Arizona students in public schools speak languages other than English, primarily Spanish," says Sarah Hudelson, the college's interim dean. "So the college committed itself to an initial goal that the teachers coming out of our undergraduate Initial Teacher Certification Program would at least be able to converse with parents who are speakers of Spanish. Our goal is to make this a requirement."

The undergraduate pilot program is still in the development phase but will likely include short-term programs in a Spanish-speaking foreign country that will provide immersion in both language and culture, along with continuing professional opportunities to keep using the language. "We are thinking about things we can do that are not simply just credit hours and course work but immersion programs that would really force in a positive way students to become speakers of the language," says Hudelson.

With 700 education students graduating every semester, trying to devise effective language education methods is a challenge. To start, the college decided to concentrate its pilot efforts on students who are in the Early Childhood Education Initial Teacher Certification Program. The college has begun implementing the state's new Early Childhood Education Teacher Certification and Endorsement, which will be required of teachers in public schools serving children birth through Kindergarten by 2009, and optional but recommended for teachers of Grades One to Three who meet other certifications.

"We are starting with early childhood because of the research that indicates that Hispanic families benefit more and feel more welcome in sites where someone can understand them and converse with them," says Elaine Surbeck, Associate Dean and Professor of Early Childhood Education.

College dean Eugene Garcia (who recently became the university's full-time Vice President for Education Partnerships) says a major concern of early education programs that serve the Hispanic population is the lack of Spanish-speaking professionals. In his own research, he cites a survey that showed only 20 percent of 167 early childhood education teacher programs at four-year universities in the United States require students to study a foreign language.





Horowitz: The probability that someone with a bachelor's has a greater range of content knowledge is going to be higher. I think PK has been hurt by the belief that the teacher doesn't need to know content knowledge in music, art, history, literature, and mathematics because these are just little kids. So I push for a bachelor's degree at the PK level simply to emphasize that there is content in the teaching.

Moyer: We have a few Prekindergarten classrooms in some of our Columbus public schools, and all of our teachers do have bachelor's degrees and some of them have master's degrees in the PK program. They're on the same salary scale as all the other teachers through 12th Grade, and it does make a big difference.

Garcia: We need to encourage a teacher to define what good teaching is over time and elongate judgments and credentials. In Arizona we just adopted a National Board-like process. In Arizona, you get your preliminary credential when you finish your four-year-program and your B.A. Then you get another five years to actually do a portfolio and demonstrate. Then you get the real credential, your formal credential. This encourages a teacher to define what good teaching is over time. The credential is also much more related to whether you can deliver teaching. We judge whether you've delivered teaching much like the National Boards try to do.

Getting Past the Silos

If it's so critical that this level of PK-3 be staffed with high-quality teachers, what do we need to do at schools of education to make that happen?

Garcia: PK-3 is a holistic approach, but I think in schools of education we haven't been attuned to that. We've been somewhat structured by the regulations. You've got your K certificate and a 1-3 certificate and I think we have to rethink that.

And how would you rethink it?

Garcia: We in the education colleges are at least partially at fault. We've been training people in these chimneys. You're going to teach Kindergarten to Third Grade now; well, it used to be just First to Third Grade. Oh, we do PK now? Wow, we've got to back up. But we have to think about development and education over this longer age range and we haven't yet in the education community come up with a way to do that.

What's pushing down is No Child Left Behind. School districts realize they are going to have to start at PK because the achievement gap already exists when the kids come to Kindergarten. As you are trying to make up even greater achievement gaps, what happens to alignment? What part of what we do in alignment is to get kids to succeed on their math tests at Fourth Grade as opposed to our being good architects of development?

We also need to break down the silos between general and special education. If you look at kids who struggle and look where the dollars are to support children who have special needs because of disabilities or because of socioeconomic issues, those two silos have to be broken down and that starts in teacher preparation.

Assessing and Addressing Individual Differences

We've talked about the implications for at risk children — the notion that children come from vastly different backgrounds, abilities, and needs. How do we better prepare teachers to address these needs?

Wendorf: I think one of the really promising ways to do it is through Response to Intervention. RTI is not just about special education, it's about all children, all education. We need to find ways to make sure that it is promoted, not just through implementation of IDEA [Individuals with Disabilities Education Act], but also through No Child Left Behind. How can we strengthen NCLB so that its combination of carrots and sticks can be used more effectively to support interventions for kids who struggle — whether it's because of lack of English-language background or because of socioeconomic issues or possible disabilities?

And this goes hand in hand with the importance of assessments and the role they play in this process.

Moyer: Assessment is extremely important. One of the things that the National Board found out a few years ago is that teachers really did not know how to use assessment to inform their practice. That's one of the reasons the National Board changed the model of the portfolio. The National Board talks about the architecture of accomplished teaching. Who are the children? Where are they right now at this time and this place? What kind of high, rigorous goals can you design for those children to move them where you want them to be? Then you assess them and you learn how to use that assessment to form your practice. You design instruction to meet those goals. Then you reassess them and you go through the whole process again.

Garcia: PK-3 is absolutely the critical point in education, where children are either going to move ahead, or struggle and fall behind and have years of frustration and failure. I think we must make sure that data-driven decision-making becomes part of teacher preparation so that teachers really know how to use information, how to assess in appropriate ways.

Horowitz: Because assessment has become so associated with high-stakes testing, there's a push back and that's very unfortunate, because assessment should be an ongoing process. Teachers need to see assessment as part of their job, as part of their own feedback process so that they know how to help this child.

Garcia: Assessment alone doesn't do it. Evaluation of students doesn't do it. You've got to say, "OK, that didn't work" and you have the professional dialogue with your colleagues and say, "OK, let's do this and assess it." It's really multiple assessments on a continuing basis that are linked to instruction.

Wendorf: In Response to Intervention, the focus is making sure that children who are showing signs of struggle are identified, that they receive appropriate kinds of supplementary instruction, that their progress is monitored. For those children who fail to make the kind of adequate progress that one would expect, there are more intensive kinds of interventions, again with constant monitoring of progress using assessment to drive instruction and change course. It's very effective in providing instruction at appropriate points of a child's school career so that they can get back up to speed in the general education curriculum and can stay there. That's really what its promise is.





PK-3 is absolutely the critical point in education, where children are either going to move ahead, or struggle and fall behind and have years of frustration and failure.

Garcia: At the college of education level we're teaching assessment in our curriculum so that it's pervasive in whatever you take. Our students not only learn how to teach reading, but how to assess reading skills on an ongoing basis.

Horowitz: This is what good teachers always have done. Formal schooling is an intervention. It's an intervention into the child's life. It's a setting up of a curriculum of a set of achievements, of expectations. Formal assessment processes make a lot of the intuitive good teaching you can see in schools systematic. This increases the probability that those people who don't have those intuitive gifts will acquire them.

Alignment: Training Teachers to Work as an Integrated Team Within the School

Alignment is a key component of PK-3. What do teachers need to know about alignment, particularly as this process requires them to coordinate their activities, to share their experiences, within and between grades?

Moyer: I see a couple of obstacles as far as alignment is concerned. One of those is giving teachers time to meet with one another. Years ago teachers just closed the doors and went into their classroom. Now they hear that they need to collaborate. But time for collaboration is not built into the schedule in a lot of elementary schools. Second, teachers need to learn how to collaborate so that when they get together they're not wasting time talking about this student or this family. They need to learn how to have professional conversations.

Wendorf: Alignment very much depends on the capacity of the teacher to use information wisely and use it well in order to achieve educational goals for different children with different kinds of learning styles and needs.

Gene, how are you approaching this attempt to collaborate within and between the grades?

Garcia: We've been pretty schizophrenic about alignment. We have child care, which has no academic standards. We have now turned PK to an educational format. Then we have Head Start. No alignment there. Then in Kindergarten you get very direct standards that are academically related. So we haven't yet, from a policy perspective, connected all of this.

How can professional development for PK-3 teachers be better integrated?

Horowitz: All clinical professions have continuing education and some of them have a recertification requirement. It should be no different for teaching. Expert teachers usually go out of the classroom. But the expert physician and the expert speech pathologist stay in their practice. Teachers do not have an infrastructure like the medical boards or the Speech and Hearing Association, which are concerned about continuing professional education and recertification. It reflects the way we've thought about teaching as kind of the nice, fuzzy thing to do for a few years before you have your own kids.

Garcia: We have to elongate the notion of professional development so that it's not done when you've got your credential or your preliminary credential. At Arizona State, we've invested in professional development partnerships. The first three or four months of a teacher's life in the classroom is filled with chaos. Novice teachers



are figuring out the culture. You don't try to teach them, you help them with classroom management. We look at our professional development partnerships lasting for a minimum of three years. We have to invest dollars into making sure those teachers turn into good teachers.

We've got research that shows that teachers who get into that partnership are three times more likely to stay in the school than to leave. We have about 25 percent of our teachers leaving in our state. We've spent all these resources, they're in there for two years and then they're gone. That's a real problem. We make the argument that we've got to invest in this professional development, not only for kids' achievement, but to keep the teachers.



Wendorf: There's a real opportunity and role for corporate and private foundation philanthropy to play by raising the profile and saying, "We so highly value the teachers who are being prepared at this university that we will create scholarships, fellowships, mentorships," you name it. That raises the prestige level and also shows the community how teaching is highly valued by leaders in the state or in the community.

Garcia: At Arizona State, we've had to go out and get resources from donors. Where do you get them if you don't get the resources you need from the state? You go out and you hustle them.



The New Jersey Abbott model requires teachers to be certified to teach from PK through Third Grade, enabling teachers and administrators to communicate and coordinate and integrate curriculum more effectively. Are there other models of teacher education that fit the PK-3 approach?

Garcia: The State Board of Education in Arizona is considering a credential that would be PK to 3. It's a proposal that probably will be adopted. We're doing it without that requirement because we've got a faculty who understand this.

Moyer: Licensing in Ohio now has changed. When I went through, it was K through 8, but now all of the certificates are PK through 3 or 4, and then through 8. There is more concentration on preparing teachers to be experts at the level of educating younger children.

Far to Go: Getting There

In this discussion, you've described a mix of sort of current practice and slightly utopian hopes. How close are we to this goal?

Garcia: Looking at the demographics of the United States and then achievement gaps, we're not doing very well. If you look at the Fourth Grade National Assessment of Educational Progress [NAEP], you find that Latino kids, African-American kids, and poor kids in our early education environments are frequently not doing well. We've got a long way to go if we expect not only to provide good social, cognitive, and linguistic development but also good academic development.

Study Recommends Stronger Diversity Focus In Early Childhood Teacher Standards

How well are early childhood teachers prepared for new classroom realities? A new research study suggests that diversity in all its forms is not a strong focus of early childhood teacher preparation standards.

The survey of state boards of higher education and national professional accreditation organizations by the Erikson Institute found that early childhood teacher standards are “uneven and poorly defined,” according to Aisha Ray, a principal investigator on the study.

“We know that race, class, culture, language, and special needs are factors that affect young children’s school success and developmental trajectories,” says Ray. “Addressing very specifically what teachers need to do with children who have those characteristics is absolutely essential in effective teaching.

The study found that 30 states have early childhood teacher standards of some type, and all of them address at least some dimensions of diversity. But few standards included content that clearly described the competencies that early childhood teachers must have to address the needs of diverse children.

In addition, states generally do not refer to diversity in all of the teacher competency areas. This sends a confusing message to teachers that they need to pay attention to certain aspects of diversity in some areas of teaching and learning but not in others, says Ray.

What’s more, says Ray, though state standards may refer to culturally and linguistically diverse children or children with special needs, “they rarely define what those terms mean and do not indicate to teachers what they are really supposed to do that’s different with those children than children who don’t have those characteristics.”

“The study underscores how problematic is the way we discuss diversity in early childhood education,” concludes Ray. “Standards do not reflect the complexity of what teachers are really encountering in their classrooms, and the absence of guidance about what teachers should be able to do in their classrooms with diverse students means that teachers are really just out there on their own.”



What are the challenges inherent in creating good teacher preparation programs on a much wider scale?



Horowitz: Leadership is critical at the dean's level and at the level of department heads, who can make the changes in curriculum that have to be made and fight the forces for stasis. It is critical to produce individuals who regard themselves as professionals and who are respected as professionals by other people. There's a certain level of respect that exists for most professions that doesn't exist for teachers.

Wendorf: The issue of accountability is still driving the train at the state and federal policy level.

Horowitz: It's being driven by people who don't know anything about education.

Garcia: It *is* about accountability because public dollars are involved, and there is a demand that schools be held accountable for the kind of education they provide for children. That's not going away.

What is the biggest misperception that policymakers and the public have about teaching that may get in the way of where we need to go?

Horowitz: There's a lack of respect for the depth of knowledge that a well trained teacher needs in order to be effective. This has become so political and people make their political careers on bashing education. It's so counterproductive for our society.

Garcia: The biggest problem I have is that policymakers really do believe anybody can teach. They think, "If you've got a B.A. degree, if you've been a successful businessman, if you've been a sergeant in the Army — you can go be a teacher." They don't realize depth of knowledge, cultural diversity, academics, and accountability that's necessary. There is also a perception by policymakers that they're putting money down a rat hole because schools are not doing well, and colleges of education must be to blame for that. I have a much better time with the private sector where I can go to somebody who cares and say to them this is what our investments will do.

What will it take to do something new and more effectively?

Wendorf: Consistent policy is absolutely essential. Federal policy is absolutely essential. The other thing that's important is parents as advocates for their children in their home, in their school, in their community, and at the national level.

Horowitz: I've likened our approach to education in this country to planting a stand of trees and then every four or five years pulling them up by their roots and wondering why you don't get a forest. The other thing is the economics. If IBM needed a slew of creative programmers, they would raise the salaries and they'd go out and recruit the best people. It is sad that Gene has to go to private donors to do what we should be doing as a society. We need a hard-nosed economic analysis of the challenges and the solutions. Unless we ultimately make the commitment with resources, we're not going to solve this problem.

Roundtable Participants



Eugene Garcia

is Vice President for Education Partnerships at Arizona State University. Until recently, he was Dean of the School of Education at Arizona State. He chairs the FCD-funded National Task Force on Early Education for Hispanics. Before coming to Arizona State, Dr. Garcia served as Dean of the Graduate School of Education at the University of California, Berkeley. From 1993 to 1995, he directed the Office of Bilingual Education and Minority Languages Affairs at the U.S. Department of Education. In 2005, Garcia was named to the Aspen Institute Commission on No Child Left Behind.



Frances Degen Horowitz

is a distinguished developmental psychologist acclaimed for her research, particularly in infant behavior and development. She is a fellow of both the American Association for the Advancement of Science and the Division of Developmental Psychology of the American Psychological Association. In 2004, Dr. Horowitz was elected a member of the American Academy of Arts and Sciences. She recently retired as the President of the Graduate Center at the City University of New York.



Carole Moyer

is an Early Childhood Coordinator for the Columbus (Ohio) Public Schools. She trains and supervises Kindergarten paraprofessionals and offers mentoring to early childhood teachers in this urban school district. A 38-year veteran of the Columbus Public Schools, Ms. Moyer spent 34 of those years as a Kindergarten teacher. She was Educator of the Year for the Columbus Public Schools and won a Disney American Teacher Award as Early Childhood Educator of the Year in 1998. She has been an expert presenter, scoring director and assessment developer for the National Board for Professional Teaching Standards.



James Wendorf

is the Executive Director of the National Center for Learning Disabilities. Before joining NCLD in 1999, Mr. Wendorf served as Vice President and Chief Operating Officer of Reading Is Fundamental, Inc., the nation's largest nonprofit children's literacy organization. Mr. Wendorf serves on the advisory boards of the National Association for the Education of African-American Children with Learning Disabilities and the Home School Institute.



Cathy Trost,

a longtime journalist, covered family policy in *The Wall Street Journal's* Washington bureau. She was interim director of the FCD-funded Journalism Fellowships in Child and Family Policy and founding director of the Casey Journalism Center on Children and Families, both based at the University of Maryland College of Journalism.

Online Resources — PK-3 Teacher Preparation

Organizations

Association for Children of New Jersey (ACNJ)

The ACNJ web site contains several reports discussing the importance of a highly qualified teaching force for young children in New Jersey, and recommendations on how to prepare and retain these teachers.

www.acnj.org

FirstSchool

FirstSchool is an effort to implement the PK-3 vision for educating three- to eight-year-old children by designing a new public school.

www.fpg.unc.edu/~firstschool/

Harvard Education Letter

The *Harvard Education Letter's* special web page on the education of children from PK to Third Grade includes articles about PK-3 teacher preparation and links to organizations and research related to connecting PK to early elementary education.

www.edletter.org/fcd/index.shtml

National Association for the Education of Young Children (NAEYC)

NAEYC provides resources for teachers and administrators in early childhood programs, including model professional standards for teachers and programs.

www.naeyc.org

National Association of Elementary School Principals (NAESP)

The NAESP web page devoted to early childhood includes a report encouraging principals on *Leading Early Childhood Learning Communities: What Principals Should Know and Be Able to Do*, as well as PK-3 case studies that focus on the role of principals and teachers in PK-3 schools.

www.naesp.org/ContentLoad.do?contentId=49

National Board for Professional Teaching Standards (NBPTS)

NBPTS has developed comprehensive Early Childhood Generalist Standards for teachers of children three- to eight-years-old.

www.nbpts.org/the_standards/standards_by_cert?ID=17&x=62&y=10

New America Foundation

The New America Foundation's Early Education Initiative advocates a comprehensive, coordinated education system beginning at age three. Policy recommendations include supporting and expanding a highly qualified PK-3 workforce.

www.newamerica.net/index.cfm?pg=sec_home&secID=45&SubID=44

Reports

Early Academic Achievement of Hispanics in the United States: Implications for Teacher Preparation

This paper from *La Comisión Nacional para la Educación de la Niñez Hispana*, the National Task Force on Early Childhood Education for Hispanics, summarizes what is known about the preparation of teachers who teach Hispanic children.

www.ecehispanic.org/work/TheNewEducator.pdf

From Capitols to Classrooms, Policies to Practice: State-Funded Prekindergarten at the Classroom Level

This report is the first in a series using data from The National Prekindergarten Study (NPS). The NPS is the first large-sample study based on teacher reports about the implementation of state-funded Prekindergarten programs across all the states that fund them. This report focuses on the characteristics of teachers and assistant teachers who work in state-funded programs.

nieer.org/resources/files/NPSTEACHERS.pdf

Losing Ground in Early Childhood Education: Declining Workforce Qualifications in an Expanding Industry, 1979-2004

This report, published by The Economic Policy Institute, The Keystone Research Center, and The Foundation for Child Development, documents how the decline in wages of early childhood educators parallels the precipitous decline in qualifications among these teachers.

www.epi.org/content.cfm/ece

Preparing Quality Teachers for PK-3: A Meeting Summary

In July 2005, the Foundation for Child Development convened a group of stakeholders to discuss how to prepare teachers who educate children from PK to Third Grade. The meeting examined current research on teacher preparation, and identified areas for further research.

www.fcd-us.org/news/preparteachers.html

Standardized Classroom Observations from Pre-K to Third Grade: A Mechanism for Improving Quality Classroom Experiences During the P-3 Years

This paper describes the development of the Classroom Assessment Scoring System (CLASS). Based on classroom observation, CLASS describes and measures classroom quality from PK-3. It reflects organizational, instructional, and socio-emotional aspects of the classroom environment.

www.fcd-us.org/uploaddocs/standardizedclrmobsfrompre-kto3rdfinal.doc

FCD PK-3 Workforce Grants 1998–2006

Communications

HARVARD UNIVERSITY	\$120,750; for a series of articles in the <i>Harvard Education Letter</i> on effective ways to educate children from Prekindergarten through Third Grade (2004–2007)
HARVARD UNIVERSITY	\$20,000; for a series of articles in the <i>Harvard Education Letter</i> on teaching children living in immigrant families (2003–2004)
NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS FOUNDATION	\$82,800; for <i>Leading Early Learning Communities: Expanding the Continuum</i> , and to identify 20 to 30 schools throughout the country implementing PK-3 (2005–2006)
NATIONAL GOVERNORS ASSOCIATION CENTER FOR BEST PRACTICES	\$5,000; for the reprinting of <i>Building the Foundation for Bright Futures: Final Report of the NGA Task Force on School Readiness</i> (2005–2006)
NEW AMERICA FOUNDATION	\$400,000; for creating a PK-3 agenda among federal policymakers, including briefings and op-ed placements (2005–2007)

Leadership Development

CAMBRIDGE COLLEGE	\$86,215; for The Schott Principals' Institute to prepare principals to advocate for state policies supporting PK-3 (2006–2007)
LESLEY UNIVERSITY	\$15,000; to support focus groups and interviews for the book <i>Choosing a Different Pathway: The Leadership Challenge for Early Care and Education</i> (2005–2006)

Policy and Advocacy

ASSOCIATION FOR CHILDREN OF NEW JERSEY	\$189,865; for four policy briefs on PK-3 in New Jersey (2005–2007)
ASSOCIATION FOR CHILDREN OF NEW JERSEY	\$180,000; for its advocacy campaign to build public and policy support for recruiting, educating, and retaining a highly qualified Prekindergarten teaching force in New Jersey (2002–2005)
CORNELL UNIVERSITY	\$4,400; for support of its work in preparing a paper, <i>ECE Workforce Recruitment and Preparation in New York</i> (2002)
FRENCH-AMERICAN FOUNDATION	\$316,000; for partial support of continuing education activities on the French pre-primary education systems and its focus on immigrant communities (2001–2004)
FRENCH-AMERICAN FOUNDATION	\$129,000; for a study tour delegation to examine the Ecole Maternelle as an approach for universal Prekindergarten (1998–2000)
THE NEA FOUNDATION FOR THE IMPROVEMENT OF EDUCATION	\$104,479; to identify and promote provisions in collective bargaining agreements that support a well-aligned system of PK-3 education (2004–2006)
TRUST FOR EARLY EDUCATION, INC.	\$67,848; for advocacy efforts to highlight the importance of Prekindergarten teacher qualifications for children's learning (2003–2005)
TRUST FOR EARLY EDUCATION, INC.	\$20,000; for partial support of the March 2003 meeting on Title II of the Higher Education Act to include Prekindergarten teachers (2003)
UNIVERSITY OF CALIFORNIA, BERKELEY	\$20,000; for a policy brief focused on the Keystone Research Center report, <i>Losing Ground in Early Childhood Education: Declining Workforce Qualifications in an Expanding Industry</i> , 1979–2004 (2005–2006)
UNIVERSITY OF ILLINOIS	\$4,000; for partial support of the report of a June 2002 meeting, <i>Joining Forces: The Role of Higher Education in Preparing the Early Childhood Workforce</i> (2002)
UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL	\$200,000; for support of planning for FirstSchool, a new PK-3 public school in Chapel Hill, North Carolina (2006–2007)

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL	\$1,100,000; for the National Prekindergarten Center at the Frank Porter Graham Child Development Institute (2002–2005)
WESTED	\$20,000; for support of a planning process to move the Bridging Cultures Project from elementary schools to the early childhood education and care arena (2002)
Policy-Based Research	
CENTER FOR THE CHILD CARE WORKFORCE	\$200,000; to study staffing, qualifications, and compensation in selected state Prekindergarten programs (2000–2002)
ERIKSON INSTITUTE	\$250,595; for a national study of the preparation of early childhood teachers for children from diverse backgrounds (2003–2005)
FORDHAM UNIVERSITY	\$9,200; to study a PK-3 model in one New York City public school serving low-income children (2004–2005)
FOUNDATION FOR CHILD DEVELOPMENT	\$506,000; to support the creation of the FCD PK-3 Research and Evaluation Forum (2006–2008)
GEORGETOWN UNIVERSITY	\$50,950; to augment FCD’s partial support of a continuing longitudinal study of the impact of the Tulsa (Oklahoma) Universal Prekindergarten program on children from PK-Grade Three (2006)
GEORGETOWN UNIVERSITY	\$403,999; for partial support of a continuing longitudinal study of the impact of the Tulsa (Oklahoma) Universal Prekindergarten (PK) program on children from PK-Grade Three (2005–2007)
INSTITUTE FOR EDUCATIONAL LEADERSHIP	\$85,000; for Gene Maeroff to write a book supporting PK-3 alignment to educate young children in the United States (2004–2006)
KEYSTONE RESEARCH CENTER, INC.	\$6,000; for the feasibility study <i>Profiling the PK-3 Workforce with a Focus on Race and Ethnicity</i> (2006)
KEYSTONE RESEARCH CENTER, INC.	\$70,331; for a national study of the educational qualifications of the early care and education workforce (2003–2005)
NATIONAL ACADEMY OF SCIENCES	\$10,000; for an international workshop on early childhood pedagogy (1999–2000)
RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY	\$193,133; for the Graduate School of Education’s <i>Finding the Gaps, Creating Opportunities</i> , a study to inform teacher education reform in New Jersey’s Abbott preschool districts (2002–2005)
UNIVERSITY OF CALIFORNIA, BERKELEY	\$20,000; for a paper on the history of child care staff compensation efforts and initiatives (2000–2002)
UNIVERSITY OF VIRGINIA	\$239,024; for continued development of the CLASS observational instrument, and training and technical assistance in its use spanning PK-3 (2004–2007)
YALE UNIVERSITY	\$169,594; for additional analyses of topics related to PK-3 from the National Prekindergarten Study (2004–2005)
YALE UNIVERSITY	\$418,680; for partial support of a national survey of Prekindergarten teachers (2002–2004)
YALE UNIVERSITY	\$19,625; for support of a single-state pilot project of a national survey of lead teachers in state-funded Prekindergarten programs (2001–2002)

Program Development

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN	\$20,000; for support of <i>The Rearview Mirror Project: Engaging Young Children’s Minds</i> , a videotape for distribution to early childhood educators (2003)
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Funding Guidelines

The Foundation for Child Development does not accept unsolicited proposals.

Our Funding Priorities

The Foundation for Child Development, through its PK-3 Initiative, supports the restructuring of Pre-Kindergarten, Kindergarten, and Grades One to Three into a well-aligned first level of public education for children (ages three to eight) in the United States.

The Foundation's New American Children grants focus on stimulating basic and applied research on children (birth through age 10), particularly those living in low-income immigrant families.

What We Fund

The Foundation for Child Development supports research, policy development, advocacy, and communications strategies related to our PK-3 Initiative.

FCD awards an average of 14 grants each year. Please see our complete listing of grants for details about specific grant-funded projects.

What We Do Not Fund

- The direct provision of Prekindergarten education, child care, or health care
- Capital campaigns and endowments
- The purchase, construction, or renovation of buildings
- Grants for projects outside the United States



Financial Statements April 1, 2005–March 31, 2006

(Condensed from Audited Financial Statements)

Foundation for Child Development Condensed Statement of Financial Position

	<i>Fiscal years ending March 31</i>	
	2006	2005
Assets		
Cash and cash equivalents	\$ 828,772	\$ 1,439,105
Investments at fair value	112,699,648	102,408,789
Interest receivable from investments	156,938	179,041
Other accounts receivable and assets	90,692	103,309
Fixed assets net of depreciation	345,838	428,483
Total Assets	\$114,121,888	\$104,558,727
Liabilities and Net Assets		
Liabilities:		
Grants payable	\$ 2,993,203	\$ 3,799,804
Accounts and accrued expenses payable	151,387	172,331
Federal excise tax payable	22,085	—
Deferred Federal excise tax liability	384,000	364,000
Total liabilities	3,550,675	4,336,135
Net assets:		
Unrestricted	108,581,011	98,192,912
Temporarily restricted	5,646	—
Permanently restricted	1,984,556	2,029,680
Total net assets	110,571,213	100,222,592
Total Liabilities and Net Assets	\$114,121,888	\$104,558,727

Condensed Statement of Activities

	<i>Fiscal years ending March 31</i>	
	2006	2005
Changes in Net Assets		
Investment return:		
Interest and dividends	\$ 1,766,173	\$ 1,447,118
Net realized gain on investments	10,881,039	2,319,603
Net change in unrealized appreciation (depreciation) on investments	2,123,501	1,853,875
	14,770,713	5,620,596
Less: investment-related expenses	264,242	227,263
Net investment return (deficiency)	14,506,471	5,393,333
Other income	54,215	104,482
Total Revenue (deficiency)	14,560,686	5,497,815
Expenses:		
Grants to institutions	2,244,769	2,652,756
Direct charitable activities	985,215	839,501
Administrative expenses	586,925	593,013
Grants administration	127,231	115,475
Federal excise tax	267,925	89,789
Total expenses	4,212,065	4,290,534
Change in net assets	10,348,621	1,207,281
Net assets at beginning of year	100,222,592	99,015,311
Net Assets at End of Year	\$ 110,571,213	\$ 100,222,592

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Staff, Consultant, and Young Scholars 2005–2006

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Consultant

ANNETTE M.L. CHIN

Changing Faces of America's Children: Young Scholars Program

2003 Scholars

ROBERT CROSNOE, *University of Texas at Austin*

ELENA GRIGORENKO, *Yale University*

WEN-JUI HAN, *Columbia University*

KRISTA PERREIRA, *University of North Carolina at Chapel Hill*

2004 Scholars

NEERAJ KAUSHAL, *Columbia University*

ILIANA REYES, *University of Arizona*

2005 Scholars

ARIEL KALIL, *University of Chicago*

YUUKO UCHIKOSHI, *University of California at Davis*

JENNIFER VAN HOOK, *Bowling Green State University*

2006 Scholars

CHARISSA CHEAH, *University of Maryland at Baltimore County*

JIN LI, *Brown University*

SELCUK SIRIN, *New York University*

¹Part-time staff





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