

FOUNDATIONFOR**CHILD**DEVELOPMENT

CONNECTING
RESEARCH WITH POLICY
FOR SOCIAL CHANGE
SINCE 1900

2010-2011 ANNUAL REPORT

JOINT CHAIR AND PRESIDENT'S MESSAGE

Changes in leadership of the Foundation for Child Development (FCD) occurred in 2010-2011. Both board and presidential leadership transitions were initiated, and will be completed by the end of 2012.

As we leave FCD, we share what we have learned as stewards of a small foundation seeking to enhance the life prospects of children.

Think Ahead of the Curve. The most valuable asset that a private independent foundation like FCD has is its ideas. FCD strives to use its resources to cultivate new ways of thinking about existing conditions that are created by public policies, history, professional cultures and practice that are not as supportive of children's well-being as they could be.

We ask questions like: What is not on the agenda that should be? Are there better ways to support children and families, given existing evidence and program experiences?

The Foundation's PreK-3rd initiative, launched in June 2003, has contributed to a growing number of local and state efforts to connect better early learning and PreKindergarten programs with the K-12 education system. Unlike most of our peer nations, the United States is unique in not having a universal early learning system that begins by three years of age, and that is well-integrated with its universal public education system.

American children who face many disadvantages such as family economic insecurity, poor health, and low neighborhood resources would benefit from new ways of organizing their educational experiences, by starting early and building steadily on those early gains. While there is encouraging movement in states and localities, this work is far from finished.

Build New Fields by Investing in People. FCD has a tradition of investing in people at the beginning of their research careers. The current Young Scholars Program supports individuals from many disciplines who focus on understanding the ecology of human development for children living in immigrant and refugee families. In this way, both field-building and human capital investments are closely linked. We believe that investing in young leaders from many sectors should be a high priority.

Focus on Policy. Foundations, especially small ones, are finding that their resources can have a larger impact by investing in policy-relevant research and by working hard so that the policy ramifications are effectively communicated to the right audiences. The late Julius B. Richmond, a long-time FCD Board member and former U.S. Surgeon General, always reminded us that our efforts should be focused on affecting the largest number of children possible through a well-crafted, evidence-based social strategy that leads to legislation and policy.

JOINT CHAIR AND PRESIDENT'S MESSAGE

Take a Long-term View. Patience and persistence are not virtues in today's 24/7-connected society. Foundations do not take enough advantage of their potential to invest long-term in a field or set of ideas. Thanks to the wisdom of our fellow FCD Board members, FCD has made long-term commitments to the Young Scholars Program, now in its Tenth Cohort; the development and use of the FCD Index of Child Well-Being (CWI), first funded in 1999, and which highlights the status of children since 1975; and PreK-3rd initiative is a ten-year commitment, launched in June 2003, to transform universal public education by creating a seamless learning continuum beginning at age three through Third Grade.

Similar to FCD's case studies of education change, we have learned that it takes between five to ten years to see some concrete outcomes of FCD's continuing investments. More importantly, if FCD had stopped its work in any of these programs in less than five years, we would never have seen the influence these efforts have subsequently had.

Use Communications to Document and Influence Change. We like to say that FCD is a small foundation with a big voice. This has only been possible by building a strong communications capacity inside the foundation, starting in 2003. Three websites later, www.fcd-us.org is a go-to resource on PreK-3rd approaches and on research about young children in immigrant families. FCD's Policy to Action briefs and case studies of education reform and advocacy for children illustrate how ideas are translated into concrete policies and practices. Through our communications and use of social media, we achieve a wider reach than our resources would ordinarily permit.

We wish our successors, Ruth Ann Burns who became FCD Board Chair in June 2011, and a new FCD President who will be selected in 2012, courage and wisdom to guide the Foundation in the challenging times ahead.

P. Lindsay Chase-Lansdale
Chair

Ruby Takanishi
President

FUNDING GUIDELINES

The Foundation for Child Development does not accept unsolicited proposals.

What We Fund

The Foundation for Child Development, through its PreK-3rd Initiative, supports the restructuring of PreKindergarten, Kindergarten, and Grades 1 to 3 into a well-aligned first level of public education for children (ages three to eight) in the United States. FCD supports research, policy development, advocacy, and communications strategies related to our PreK-3rd Initiative.

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

The Foundation for Child Development 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

Foundation for Child Development

Condensed Statement of Financial Position*Fiscal years ending March 31*

Assets	2011	2010
Cash and cash equivalents	\$ 1,128,192	\$ 702,086
Investment interest income receivable	13,171	13,200
Prepaid expenses and other assets	97,246	132,996
Prepaid federal excise tax	—	22,219
Investments	97,293,559	92,773,052
Property and equipment, net	75,611	88,768
Total Assets	\$ 98,607,779	\$ 93,732,321
Liabilities and Net Assets		
Liabilities:		
Grants payable	\$ 2,919,755	\$ 1,731,098
Accounts payable and accrued expenses	141,359	115,187
Current federal excise tax liability	9,000	250,000
Deferred federal excise tax liability	340,000	250,000
Total liabilities	\$ 3,410,115	\$ 2,096,285
Net assets:		
Unrestricted general funds	92,139,126	88,577,498
Permanently restricted	3,058,538	3,058,538
Total net assets	\$ 95,197,664	\$ 91,636,036
Total Liabilities and Net Assets	\$ 98,607,779	\$ 93,732,321

Condensed Statement of Activities*Fiscal years ending March 31*

Changes in Net Assets	2011	2010
Investment return:		
Dividend and interest	\$ 1,037,221	\$ 1,086,687
Net realized (loss) gain on investments	3,494,521	8,279,473
Net unrealized gain (loss) on investments	4,414,129	14,115,915
	\$ 8,945,871	\$ 23,482,075
Less: Costs attributable to investments	621,994	532,293
Net investment return	\$ 8,323,877	\$ 22,949,782
Contributions	102,195	11,877
Other income	3,845	1,092
Total revenue (deficit)	\$ 8,429,917	\$ 22,962,751
Expenses:		
Grants to institutions	\$ 2,464,520	\$ 2,556,925
Internally administered programs	601,637	641,000
Direct charitable activities	990,313	991,949
Operations and governance	580,329	1,151,089
Grants administration	152,271	139,343
Federal excise tax	79,219	176,678
Total expenses	\$ 4,868,289	\$ 5,656,984
Change in net assets	\$ 3,561,628	\$ 17,305,767
Net assets at beginning of year	91,636,036	74,330,269
Net Assets at End of Year	\$ 95,197,664	\$ 91,636,036

OFFICERS**Chair – P. Lindsay Chase-Lansdale**

Professor, School of Education and Social Policy
Faculty Fellow, Institute for Policy Research
Northwestern University (Evanston, IL)

Vice Chair/Chair Elect – Ruth Ann Burns

Vice President of Marketing and External Affairs
Georgian Court University (Lakewood, NJ)

Secretary – Margaret Beale Spencer

Marshall Field IV Professor of Urban Education
Department of Comparative Human Development
and Committee on Education
University of Chicago (Chicago, IL)

Treasurer – Ellen Berland Gibbs

President, EBG, Inc. (New York, NY)

Assistant Treasurer – John L. Furth

Vice Chairman and Managing Director
Klingenstein, Fields & Co., L.L.C.

President – Ruby Takanishi

Foundation for Child Development (New York, NY)

MEMBERS**Norma Cantú**

Professor of Law and Chair
Department of Curriculum and Instruction
College of Education
University of Texas at Austin (Austin, TX)

Michael Cohen

Chairman Emeritus, Department of Pediatrics
Albert Einstein College of Medicine (New York, NY)

Nancy Folbre

Professor of Economics
University of Massachusetts (Amherst, MA)

Walter Giles

Partner, Beck, Mack & Oliver, LLC (New York, NY)

Arthur Greenberg

(Hollywood, FL)

Karen Hill Scott

President
Karen Hill Scott & Company (Los Angeles, CA)

David Lawrence Jr.

President
The Early Childhood Initiative Foundation, Inc. (Miami, FL)

Ian B. MacCallum, Jr.

Senior Vice President
Klingenstein, Fields, & Co., L.L.C. (New York, NY)

Margarita Rosa

Executive Director
Grand Street Settlement House (New York, NY)

Joseph Youngblood, II

Associate Vice President/Dean
The John S. Watson School
of Public Service and Continuing Studies
Thomas Edison State College (Trenton, NJ)

STAFF

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Barbara Gomez

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Zachary R. Seely

Communications and Program Assistant

Ruby Takanishi

President and CEO

Fasaha M. Traylor

Senior Program Officer (until August 31, 2010)

CONSULTANTS

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Senior Advisor

Arie Weissmann

Financial Consultant

For media inquiries,
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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.

FOUNDATIONFORCHILDDEVELOPMENT

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