

A smiling woman with long dark hair, wearing a grey cardigan over a white top, is sitting at a wooden table with three young children. They are playing with colorful geometric blocks (red, green, blue, yellow, pink) on a wooden board. The woman is pointing at the blocks, and the children are looking at them with interest. The background shows a classroom setting with shelves, a whiteboard, and a blue sofa.

FOUNDATION  
FOR CHILD  
DEVELOPMENT

**ANNUAL REPORT**  
**2016 - 2017**

# FOUNDATION FOR CHILD DEVELOPMENT

Connecting  
research, policy  
and practice to  
create systems  
that work.

**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.**

## CHAIR'S STATEMENT 2016 - 2017

**The Foundation for Child Development connects research, policy, and practice to help build early childhood systems to improve the lives of young children. Although our current programs focus on supporting the early childhood workforce, our history is grounded in the larger goal of closing the achievement gap for children of color and for those living in poverty with the hope that all children can reach their full potential. As Chair of the Foundation for Child Development's Board of Directors, I am pleased to share with you the Foundation's 2016-2017 Annual Report detailing our efforts this past year.**

Our concentration on the early childhood workforce acknowledges the centrality of the professionals who, on a daily basis, intentionally use their knowledge and skills in the best interest of young children and their families. Research shows that quality early childhood education is critical to developing the foundational skills for success. To support young children's learning, you need highly dedicated and well-prepared lead teachers, teacher assistants, home-based providers, coaches, master teachers, and administrators—all of whom should be appropriately compensated.

The Foundation's Board is proud of its over 100-year-old history of commitment to the well-being of young children. We now look forward to a future in which all those who work with young children and their families receive the respect, professional learning, and compensation they so deserve.

H. Melvin Ming  
Chair of the Board of Directors

## PRESIDENT'S STATEMENT 2016 - 2017

**The Foundation for Child Development deepened its effort to support the early care and education (ECE) workforce in the 2016-2017 fiscal year. These professionals play a critical role in the lives of young children by promoting high-quality interactions and creating environments that stimulate children's learning and development. Through the work of our grantees, the Foundation remained focused on supporting the preparation, compensation, well-being, and ongoing professional learning of the ECE workforce.**

This has been an exciting year in which the Foundation's Board and staff set very ambitious goals for ourselves and for the early childhood field. Through general grantmaking and our Young Scholars Program, the Foundation advanced its goals to promote research, policy, and practice to:

- Professionalize of the early childhood field;
- Improve the preparation and ongoing professional learning of the early childhood workforce; and,
- Enhance the quality of professional practice through implementation research.

Since the Foundation adopted a new programmatic direction to support the ECE workforce during FY 2015-2016, 90% (over \$8M) of the Foundation's total grant funding in new commitments has been directed to achieving these goals. Table 1 represents the amount and percentage of total new grant funding commitments to each workforce programmatic area across the two most recent fiscal years. In the previous fiscal year, the Foundation committed 18% of its grantmaking funding to professionalizing the field, 70% to enhancing the quality of professional practice and 2% to improving preparation and the ongoing development of the ECE workforce.

Last year, the Foundation made a significant investment towards professionalizing the ECE workforce by funding NAEYC's *Power to the Profession* initiative, which brought 15 early childhood professional organizations together to establish a shared framework of knowledge and competencies, qualifications, standards of practice, and compensation for all early childhood educators.

The Foundation provided initial grant funding to many of the studies within the New York City Early Childhood Research Network as part of its goal to enhance the quality of professional practice. These now eight implementation studies examine the relationships among characteristics of ECE professionals, program components and supports, and optimal classroom instructional practices within the city's universal preschool program. To date, the Foundation has invested almost \$4 million dollars in this research.

## PRESIDENT'S STATEMENT 2016 - 2017

**TABLE 1: AMOUNT AND PERCENTAGE OF NEW ECE WORKFORCE GRANT FUNDING BY FISCAL YEAR \***

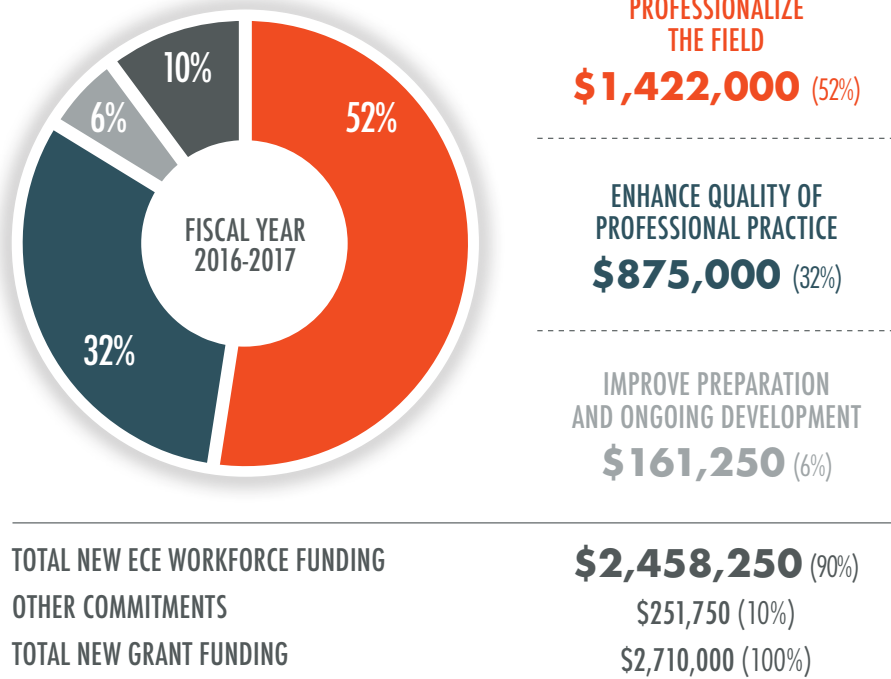
ECE WORKFORCE PROGRAMMATIC GOAL	FISCAL YEAR 2016-2017	FISCAL YEAR 2015-2016	FISCAL YEARS 15-16 & 16-17
Professionalize the Field	\$1,422,000   52%	\$1,173,800   18%	\$2,595,800   28%
Enhance Quality of Professional Practice	\$875,000   32%	\$4,537,000   70%	\$5,412,000   59%
Improve Preparation and Ongoing Development	\$161,250   6%	\$126,000   2%	\$287,250   3%
<b>TOTAL NEW ECE WORKFORCE FUNDING</b>	<b>\$2,458,250   90%</b>	<b>\$5,836,800   90%</b>	<b>\$8,295,050   90%</b>
<b>OTHER COMMITMENTS</b>	<b>\$251,750   10%</b>	<b>\$655,400   10%</b>	<b>\$907,150   10%</b>
<b>TOTAL NEW GRANT FUNDING</b>	<b>\$2,710,000   100%</b>	<b>\$6,492,200   100%</b>	<b>\$9,202,200   100%</b>

\*Please note this chart refers to funding reflected in new grant commitments, it does not refer to the actual annual expenditures within the grants budget which includes both new and previous grant commitments.

In this current fiscal year (FY 2016-2017), the Foundation expended \$4.3 million in grant funding for previous and newly approved grants, in which funding commitments may cross fiscal years. Within new grant commitments, the Foundation dedicated 52% of its new grant funding to professionalize the field, 32% to enhance the quality of professional practice, and 6% to improve the preparation and ongoing development of the ECE workforce (see Figure 1 on page six for total dollar amounts). This year also marked the first year that the Young Scholars Program required grant recipients to conduct research related to the ECE workforce; these grants are included within the Foundation's goal to enhance the quality of professional practice. The Foundation also contributed funding to a new consensus study through the Board on Children, Youth, and Families within the National Academies of Sciences to better understand the achievement gap for children living in poverty—and how to close it. This study will examine the societal costs of child poverty and current programs and policies aimed at reducing child poverty in the United States. For a full list of the grant awards made this year, see the Grants Awarded section on page eight.



**FIGURE 1: TOTAL NEW GRANT FUNDING COMMITTED BY ECE WORKFORCE PROGRAMMATIC GOALS FOR FY 2016 - 2017**



Since setting the Foundation’s new programmatic direction, **90% of the funding for grant commitments has directly aligned to focus on strengthening the ECE workforce.** We are committed to continuing this direction and dedicating resources across the three programmatic goals to respond to needs in the field to better support the ECE profession.

Jacqueline Jones  
President and CEO



**GRANTS SUMMARY**  
**APRIL 2016 - MARCH 2017**

## **NEW GRANTS AWARDED APRIL 1, 2016 - MARCH 31, 2017**

**It is through the work of our grantees that the Foundation for Child Development fulfills its mission to support research that will lead to sound policies and practices that ensure all children benefit from high-quality early learning experiences that strengthen their developmental potential. The Foundation's current program strategy focuses on supporting the preparation, competence, compensation, and well-being of the ECE workforce.**

In this fiscal year, awards aimed at advancing the ECE profession engage policymakers across varying government levels to address ECE workforce issues. Awards also focus on state/local contexts in policy analysis and case studies of communities establishing or rethinking policies related to the workforce.

Two awards focused on enhancing the quality of professional practice. One award includes the creation of communications materials to highlight a model preschool through second grade program. Another award supports research examining instructional practices within preschool classrooms serving dual language learners (part of the New York City Early Childhood Research Network). An award to improve the preparation and ongoing professional learning provides support to a higher education institution to re-envision their teacher preparation program.

Within the Young Scholars Program, the research awards relate to the professionalization of the field and to improving professional practice. Towards strengthening the profession, one study investigates relationships between workforce supports and the well-being of preschool teachers. To enhance practice, one award studies the effectiveness of professional development for preschool teachers and the other, examines whether and how family engagement practices of preschool teachers, especially during the transition to Kindergarten, affect child outcomes. The following is a summary of our 2016-2017 grantees and their work:

### **EARLY CARE AND EDUCATION GRANTS**

#### **Boston Educational Development Foundation, Boston, MA**

\$150,000 over one year to create and disseminate materials to publicize their preschool through second grade program model by highlighting instructional practices, professional development, and assessment systems to improve early childhood programs, locally, and nationally through successful replication.

#### **National Academy of Sciences, Washington, D.C.**

\$150,000 over two years for a new consensus study within the Board on Children, Youth, and Families to examine societal costs of child poverty and current programs and policies aimed at reducing child poverty. Recommendations for federal investment will be made for how to reduce the number of children living in poverty in the United States by half in 10 years.



## **NEW GRANTS AWARDED APRIL 1, 2016 - MARCH 31, 2017**

### **National Association of State Boards of Education, Alexandria, VA**

\$400,000 over two years to support State Boards' understanding of and engagement in early care and education workforce issues. The grant supports strategic planning efforts aimed at strengthening professional competencies, improving professional development opportunities, and advancing workforce credentialing and preparation through higher education systems.

### **National League of Cities Institute, Inc., Washington, D.C.**

\$400,000 over two years to support municipal leaders' understanding of and engagement in early care and education workforce issues. The grant supports strategic planning efforts aimed at strengthening ECE professional competencies and professional development support systems.

### **New America Foundation, Washington, D.C.**

\$400,000 over two years to create and disseminate materials, conduct policy analysis, and produce case studies that will help implement the policy and practice recommendations outlined in the 2015 Institute of Medicine and National Research Council report, *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation*.

### **University of Mississippi, University, MS**

\$101,250 over nine months to redesign the School of Education's early care and education teacher preparation program by creating two new early childhood degree programs. The aim is to prepare high-quality early care and education teachers who understand the implications of deep poverty in the development and education of young children age birth to eight years, especially those with early developmental delays and disabilities.

**TOTAL EARLY CARE AND EDUCATION GRANTS: \$1,601,250**

## **NEW YORK CITY EARLY CHILDHOOD RESEARCH NETWORK**

### **Fordham University, New York, NY**

\$365,000 over two years to examine teaching staff characteristics, professional development, and instructional practice and supports provided in classrooms serving varying concentrations of dual language learners in the New York City Universal Prekindergarten program.

**TOTAL NEW YORK CITY EARLY CHILDHOOD RESEARCH NETWORK GRANTS: \$365,000**

## **NEW GRANTS AWARDED** APRIL 1, 2016 - MARCH 31, 2017

### **YOUNG SCHOLARS PROGRAM**

#### **Equal Measure, Philadelphia, PA**

\$34,000 over one year to recruit qualified applicants from underrepresented backgrounds, particularly African-American scholars, for the Young Scholars Program (YSP) by providing strategic, intensive outreach and preparatory webinars.

#### **Georgetown University, Washington, D.C.**

\$222,000 over three years to examine workforce supports and ECE teachers' well-being in public school and community-based centers within the Tulsa, Oklahoma public school prekindergarten program. The study will investigate the relationships between ECE workforce supports and teacher well-being, children's school readiness skills in prekindergarten and Kindergarten, and preschool classroom quality.

#### **MDRC, New York, NY**

\$180,000 over two years to investigate how specific teacher classroom practices are predictive of child outcomes and how effective professional development supports are for teachers in preschool classrooms implementing the Building Blocks math curriculum in New York City as part of the *Making Pre-K Count* study.

#### **Research Foundation for the State University of New York, Albany, NY**

\$180,000 over three years to examine the effects of preschool teachers' outreach efforts on children's outcomes during the transition Kindergarten using the nationally, representative Early Childhood Longitudinal Study-Birth Cohort dataset. The study also examines if children from low-income families benefit more from preschool teachers' outreach efforts by way of increased parental involvement.

**TOTAL YOUNG SCHOLARS PROGRAM GRANTS: \$616,000**

**TOTAL DISCRETIONARY GRANTS (less than \$30,000 each): \$127,750**

**TOTAL NEW GRANTS AWARDED FY 2016-2017: \$2,710,000\***

\*Please note that some grant awards cross multiple fiscal years.



A young child with curly hair and glasses, wearing a white dress, is focused on playing with colorful candies on a wooden table. The child is looking down at the candies, which are scattered on the table. The background is a plain, light-colored wall.

**FINANCIAL  
STATEMENTS  
2016 - 2017**

## STATEMENTS OF REVENUE, EXPENSES, AND CHANGE IN NET ASSETS

### MODIFIED CASH BASIS

	Year Ending 03/31/2017	Year Ending 03/31/2016
<b>SUPPORT AND REVENUE</b>		
<b>Investment Income</b>		
Dividends and interest	549,458	729,200
Realized gain on sale of investments	2,099,764	2,976,767
Unrealized gain on investments	7,200,866	(5,725,468)
Capital gain distributions from mutual funds	160,988	337,600
<i>Total Investment Income</i>	10,011,076	(1,681,901)
<b>Investment Expenses</b>		
Current federal excise tax and other tax payments	(15,000)	(50,000)
<i>Net Investment Income</i>	9,309,278	(2,460,723)
<b>Contributions and Other Income</b>		
	110	37
<b>TOTAL SUPPORT AND REVENUE</b>	<b>\$9,309,388</b>	<b>(\$2,460,686)</b>
<b>EXPENSES</b>		
<b>Program Services</b>		
Grants paid, net of grant refund of \$21,713 in 2016	4,300,000	4,261,143
Program development and direct charitable activities	841,155	859,478
Grants administration	107,708	124,111
<i>Total Program Services</i>	5,248,863	5,244,732
<b>Operations and Governance</b>		
<i>Total Expenses</i>	706,205	669,492
	5,955,068	5,914,224
<i>Change in Net Assets</i>	3,354,320	(8,374,910)
<b>NET ASSETS</b>		
<b>Beginning of Year</b>	<b>\$97,733,414</b>	<b>\$106,108,324</b>
<b>End of Year</b>	<b>\$101,087,73</b>	<b>\$97,733,414</b>

## BOARD OF DIRECTORS APRIL 2016 - MARCH 2017

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School of Culture, Education and Human  
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**President and CEO—Jaqueline Jones**  
Foundation for Child Development  
(New York, NY)

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University of Pennsylvania (Philadelphia, PA)

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& Education Adjunct Professor, College of  
Education and Human Development, University  
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## STAFF & CONSULTANTS APRIL 2016 - MARCH 2017

### STAFF

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President and CEO

**Jessica Chao** (Until Nov. 2016)  
Chief Operating Officer

**Usman Gulzar**  
Manager of Finance and Administration

**Annette M.L. Chin** (Until May 2016)  
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Program Officer

**Dorothy Pflager**  
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**Juliana Shadlen**  
Administrative Assistant

**Sara Vecchiotti**  
Chief Program Officer

### CONSULTANTS

Anya S. Bailey (Until May 2016)



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