

FOUNDATION
FOR CHILD
DEVELOPMENT

ANNUAL REPORT 2017 - 2018

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.

STATEMENT FROM THE CHAIR OF THE BOARD OF DIRECTORS AND PRESIDENT/CEO APRIL 2017 - MARCH 2018

These times are tumultuous but one thing has remained constant: the urgent need to invest more in the development and well-being of America's youngest children. The Board of Directors and staff of the Foundation for Child Development have held tightly to almost 120 years of commitment to the well-being of young children by promoting scholarship that can inform policy and practice. The 2017-2018 fiscal year marked a continuation of our priority program intended to achieve stronger outcomes for young children by supporting the early care and education (ECE) workforce. Our ECE workforce agenda addresses three major program areas: professionalization of the ECE workforce, enhancing the quality of professional practice, and improving ECE educator preparation.

The scope and complexity of this ambitious agenda requires collaboration and the strategic leveraging of resources. No single initiative or individual foundation can solve the interrelated issues associated with building a stronger ECE workforce to provide opportunities for the success of all young children. We believe the potential for maximum impact can be achieved by strategically fostering synergistic relationships across our grantees and across foundations.

To that end, during the 2017-2018 fiscal year we have worked with seven other philanthropic organizations to leverage our collective resources to develop and commit to a common vision around the professionalization of the ECE workforce and the improvement of the quality of ECE teacher preparation. We solidified this funder collaboration with the creation of a pooled fund housed at Third Sector New England: MissionWorks.

The Foundation continues to work with our grantees to support synergy and collaboration across projects. The tradition of collaboration was present in past grants made to the National Association of State Boards of Education (NASBE), the National League of Cities Institute (NLCI), and the National Association for the Education of Young Children (NAEYC) to work together to highlight early childhood issues at state and local levels. It continues with a recent grant to the Council of Chief State School Officers (CCSSO) working in partnership with the National Governors Association (NGA) to achieve similar goals.

Our funded research is only worthwhile if it has an impact on policy and practice. In response to current political policies related to immigration and deportation, the Foundation commissioned Dr. Lisbeth Rojas-Flores, a former Young Scholars Program (YSP) scholar, to summarize foundational, relevant YSP research on children from immigrant families. In October 2017, the Foundation released her report, *"Latino U.S.-Citizen Children of Immigrants: A Generation at High Risk,"* emphasizing the work of several YSP scholars. Additionally, through a series of three webinars, twelve former Young

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Scholars presented their YSP research to shed light on the impact of parental detention and separation on child outcomes and on the impact of immigration status on child outcomes across mental health, health, and education domains:

- 1) *Parental Detention, Deportation, and the Psychosocial Well-Being of Latino Children* (October 19, 2017)
- 2) *Navigating the Health and Well-Being of Children of Immigrants: Access, Systems, and Outcomes* (November 9, 2017)
- 3) *Understanding Immigration Status, Community Support Systems, and Pedagogical Approaches as Key Factors in Supporting Children's Learning* (December 7, 2017)

In addition to the professionalization of the ECE field and improving the quality of ECE teacher education, we have focused on enhancing the quality of professional practice through implementation research. We connect research to policy and practice through the work of the New York City (NYC) Early Childhood Research Network, a research-to-practitioner partnership in which researchers and policymakers are engaged in implementation studies designed to support continuous quality improvement of New York City's universal prekindergarten program. In February 2018, the Foundation released the report, *"The New York City Early Childhood Research Network: A Model for Integrating Research, Policy, and Practice,"* highlighting the formation and beginning work of the network.

Our communications work included successfully hosting our November 30, 2017 convening on implementation research in early care and education to support the work of our newly formed Implementation Study Advisory Group. The Group is working to craft an upcoming Foundation publication examining the role of implementation research to inform ECE program development and quality. Over 60 attendees, including representatives from the NYC Early Childhood Research Network, engaged in productive discussion with our Advisory Group and provided the first opportunity for the Group to receive external feedback on their draft publication chapters.

As we move forward, we have also realized the need to better understand the roles that gender, race, class, and linguistic diversity have played in the development of the current early childhood workforce and how these factors must be addressed if we are to achieve success in the future. The Foundation is planning a follow-up implementation convening including an expanded set of researchers for the forthcoming publication who will add a strong equity perspective to this work.

We are proud of our accomplishments during the past year and look forward to continued progress.

H. Melvin Ming
Chair of the Board of Directors

Jacqueline Jones
President and CEO

GRANTS SUMMARY

APRIL 2017 - MARCH 2018



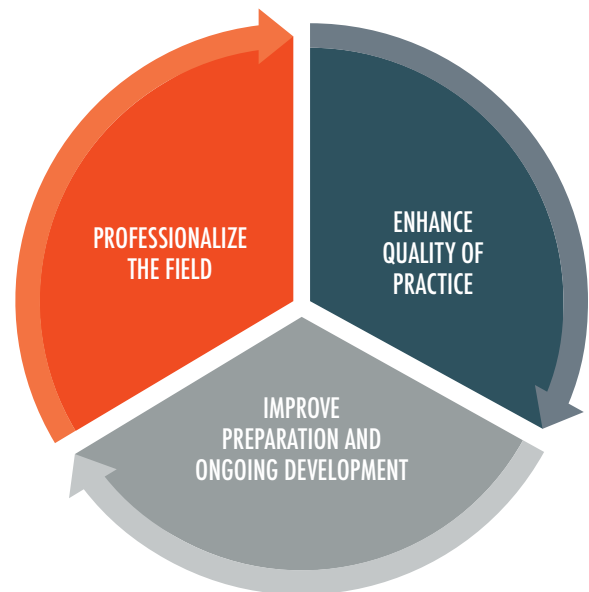
NEW GRANTS AWARDED APRIL 1, 2017 - MARCH 31, 2018

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.

Within this mission, the current program strategy for the Foundation is focused on supporting the ECE workforce: those professionals who educate and care for young children from birth to age eight across a variety of settings and systems and those who function in support and leadership roles. Supporting the preparation, competency, well-being, compensation, and ongoing professional learning of the ECE workforce has the potential to enhance the quality of early learning experiences and lead to stronger outcomes for young children.

The Foundation's grantmaking goals for the ECE workforce are intended to identify and promote research, policy, and practice that can support and enhance:

- Professionalization of the early childhood field and increased awareness of the status of the early childhood workforce;
- Improvements to preparation and ongoing professional learning, with special attention to the influence and role of institutions of higher education; and,
- Enhancements to the quality of professional practice through implementation research.



This fiscal year, awards focused on professionalizing the field by examining definitions of a high-quality ECE workforce and by promoting public discourse and understanding of issues surrounding the workforce. Further, awards continued the Foundation's approach of leveraging multiple levels of government to achieve systems change. These grants provide expert guidance and technical assistance to policymakers and equip states with tools to better estimate implementation costs required to improve ECE workforce policies. As mentioned previously, as part of our collaborative approach, the Foundation is supporting an eight-member funder collaborative aimed at professionalizing the ECE workforce and improving teacher preparation programs.

NEW GRANTS AWARDED APRIL 1, 2017 - MARCH 31, 2018

As part of our grantmaking strategy, the Foundation has several implementation research goals for early care and education, including:

- Assessing the fidelity and quality of ECE program and policy implementation;
- Identifying the effectiveness of ECE program and policy components and their impact on a range of outcomes for children and specific subgroups of children;
- Determining how programs and policy systems can be effectively brought to scale and maintained at scale; and,
- Informing continuous program and policy improvement.

Focusing on implementation research and practice, awards were made to examine whether children have differential access to a high-quality ECE workforce based on community factors and geographic disparities. A grant award was also made to improve educator preparation and ongoing professional learning by examining effective coaching supports for family child care settings. Research awards funded this year within the Young Scholars Program seek to advance the profession by investigating two often under-researched populations in the ECE workforce—center directors and assistant teachers. Finally, another study explores beliefs and professional development needs of ECE professionals working with immigrant families within New York City public schools affected by the current federal immigration policies.

The following is a summary of our 2017-2018 grantees and their work.

EARLY CARE AND EDUCATION GRANTS

Child Trends, Inc., Bethesda, MD

\$283,000 over two years to investigate children's access to highly qualified ECE professionals and identify potential disparities in certain geographic areas, analyze the effects of recent state-level workforce policies and funding decisions on the ECE workforce in two states, and develop a forecasting tool that state leaders can use to estimate the potential cost/time factors required to implement ECE workforce development policies.



NEW GRANTS AWARDED APRIL 1, 2017 - MARCH 31, 2018

Child Trends, Inc., Bethesda, MD

\$250,000 over one year to examine the feasibility of implementing and scaling coaching approaches to strengthen the quality of home-based child care by using evidence-based home visiting curricula as a framework to provide professional development.

Council of Chief State School Officers, Washington, DC

\$294,000 over one year to help chief state school officers in four states to rethink ECE workforce policies. Specified states will receive a stipend to develop a vision, strategies, and work plans to improve their ECE workforce policies. CCSSO will work independently and collaboratively with the NGA on policy initiatives, foster peer to peer learning, convene joint meetings, and provide technical expertise on policy options.

Greater Washington Educational Telecommunications Association, Inc., Arlington, VA

\$100,000 over one year to support PBS NewsHour to develop news stories to grow public discourse and deepen the understanding of citizens and policymakers around effective approaches to strengthen early care and education systems and the workforce.

Third Sector New England, Inc., Boston, MA

\$4,000,000 over three years to establish an eight-member funder collaborative and a restricted pooled fund focused on the ECE workforce. Third Sector New England will be the fiscal sponsor providing administrative supports such as financial and accounting services, grants management, and legal compliance for the initiative.

University of Chicago, Chicago, IL

\$202,000 over one year to examine children's access to a high-quality ECE workforce within low-income and affluent communities. Dimensions of ECE workforce quality studied include education, credentials, beliefs, job satisfaction, classroom organization, and motivation for working in ECE in center-based and home-based settings.

TOTAL EARLY CARE AND EDUCATION GRANTS: \$5,129,000

YOUNG SCHOLARS PROGRAM

New York University, New York, NY

\$225,000 over three years to examine prekindergarten through third grade teachers' and social workers' perceived responsibilities, stressors, and supports in their work with children from immigrant families in New York City public schools and within a context of heightened enforcement of federal immigration policies.

The Trustees of Mount Holyoke College, South Hadley, MA

\$225,000 over three years to investigate the unique contributions assistant teachers make to quality within prekindergarten Head Start program classes that enroll Latino children who are dual language learners.

The Ohio State University Foundation, Columbus, OH

\$180,000 over two years to conduct a comprehensive examination of the role of center-level processes, including center director education, leadership, and challenges, in shaping the quality of young children's classroom experiences and learning during preschool.

Urban Institute, Washington, DC

\$265,000 over two years to support the ongoing professional learning of scholars within the Foundation's Young Scholars Program. In partnership with Child Trends, the Urban Institute will provide opportunities such as organized discourse with policymakers and practitioners, sharpening of implementation research skills, opportunities to author publications, and enhancing general knowledge acquisition regarding issues related to the early care and education workforce.

TOTAL YOUNG SCHOLARS PROGRAM GRANTS: \$895,000

TOTAL DISCRETIONARY GRANTS (less than \$30,000 each): \$205,189

TOTAL GRANTS AWARDED FY 2017-2018: \$6,229,189*



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

A young child with curly brown hair and black-rimmed glasses is looking down at several yellow candies on a light-colored wooden table. The child is wearing a white, short-sleeved dress with a ruffled neckline and eyelet patterns. The background is a soft, out-of-focus grey.

**FINANCIAL
STATEMENTS
2017 - 2018**

STATEMENTS OF REVENUE, EXPENSES, AND CHANGE IN NET ASSETS

MODIFIED CASH BASIS

	Year Ending 03/31/2018	Year Ending 03/31/2017
SUPPORT AND REVENUE		
Investment Income		
Dividends and interest	737,272	549,458
Realized gain on sale of investments	23,226,759	2,099,764
Unrealized gain on sale of investments	(13,807,966)	7,200,866
Capital gain distribution from mutual funds	749,560	160,988
<i>Total Investment Income</i>	10,905,625	10,011,076
Investment Expenses		
Current federal excise tax and other tax payments	(672,669)	(686,798)
	(310,000)	(15,000)
<i>Net Investment Income</i>	9,922,956	9,309,278
Contributions and Other Income		
	74	110
TOTAL SUPPORT AND REVENUE	9,923,030	9,309,388
EXPENSES		
Program Services		
Grants paid	4,300,000	4,300,000
Program development and direct charitable activities	835,681	841,155
Grants administration	107,882	107,708
<i>Total Program Services</i>	5,243,563	5,248,863
Operations and Governance		
<i>Total Expenses</i>	6,058,209	5,955,068
<i>Change in Net Assets</i>	3,864,821	3,354,320
NET ASSETS		
Beginning of the Year	101,087,734	97,733,414
End of the Year	104,952,555	101,087,734

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