



FOUNDATION
FOR CHILD
DEVELOPMENT

ANNUAL REPORT
2018 - 2019

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 AND PRESIDENT/CEO

APRIL 1, 2018 - MARCH 31, 2019

For over 100 years, the work of the Foundation for Child Development has been guided by the principle of supporting research to enhance the well-being of young children and their families. Throughout a broad range of public policies and in economic depression and boom, our work has focused on promoting research and scholarship on the important issues related to the physical, social, emotional, and cognitive development of young children. In this 2018-2019 Annual Report, we hope to highlight the ways in which our current programmatic strategies and grantees continue that tradition. The Foundation's work is guided by our mission.

Regardless of the programmatic focus, we move our mission forward through three primary activities:

- Filling gaps in knowledge. We identify areas of child well-being and development where there is little to no research, and we provide funding to fill those gaps and build new fields of knowledge.
- Influencing policy. We use research, combined with targeted communications, to assist policymakers as they work to understand the implications of key policies and to make informed decisions that can benefit young children and their families.
- Exercising good stewardship. We care for the Foundation's human, financial, and reputational assets.

In addition, we utilize three types of tools to implement the Foundation's work, awarding research grants, informing public policy, and implementing strategic communications:

Research Support:

- We provide support to nonprofit research centers to generate and disseminate policy- and practice-relevant knowledge supportive of the Foundation's major programs and initiatives.
- We foster scholarship by providing funding, mentorship, and network-building skills and opportunities to promising scholars whose research projects are related to the Foundation's mission.

Public Policy/Advocacy:

- We use research to inform public policy and enhance public awareness around early care and education issues.

Strategic Communications:

- We highlight, synthesize, and translate research for a variety of audiences in order to drive knowledge into action. Our goal is to bring about social change for children and families by influencing public opinion and informing key stakeholders and decision-makers.

STATEMENT FROM THE CHAIR OF THE BOARD AND PRESIDENT/CEO

APRIL 1, 2018 - MARCH 31, 2019

We hope this annual report will demonstrate the ways in which we have used our tools to support our mission and goals. The Foundation is currently moving its mission forward through our programmatic strategy designed to support the early care and education workforce. As a small foundation with a big agenda, we actively seek collaborations with philanthropic colleagues. Our collaboration with seven other foundations in the Early Educator Investment Collaborative has been an important and rewarding endeavor.

We are delighted to present our programmatic strategy and to highlight some of our grantees and work they are conducting in the service of young children. As the work continues to be disseminated, we hope the findings, and their implications, will continue to increase our knowledge of the role of various members of the ECE workforce in enhancing program quality. We also hope that the work of our grantees will enhance our understanding of how implementation research can be used to broaden our knowledge of which early childhood program components are beneficial to specific subgroups of children and under what conditions.



H. Melvin Ming
Chair of the Board of Directors



Jacqueline Jones, Ph.D.
President/CEO

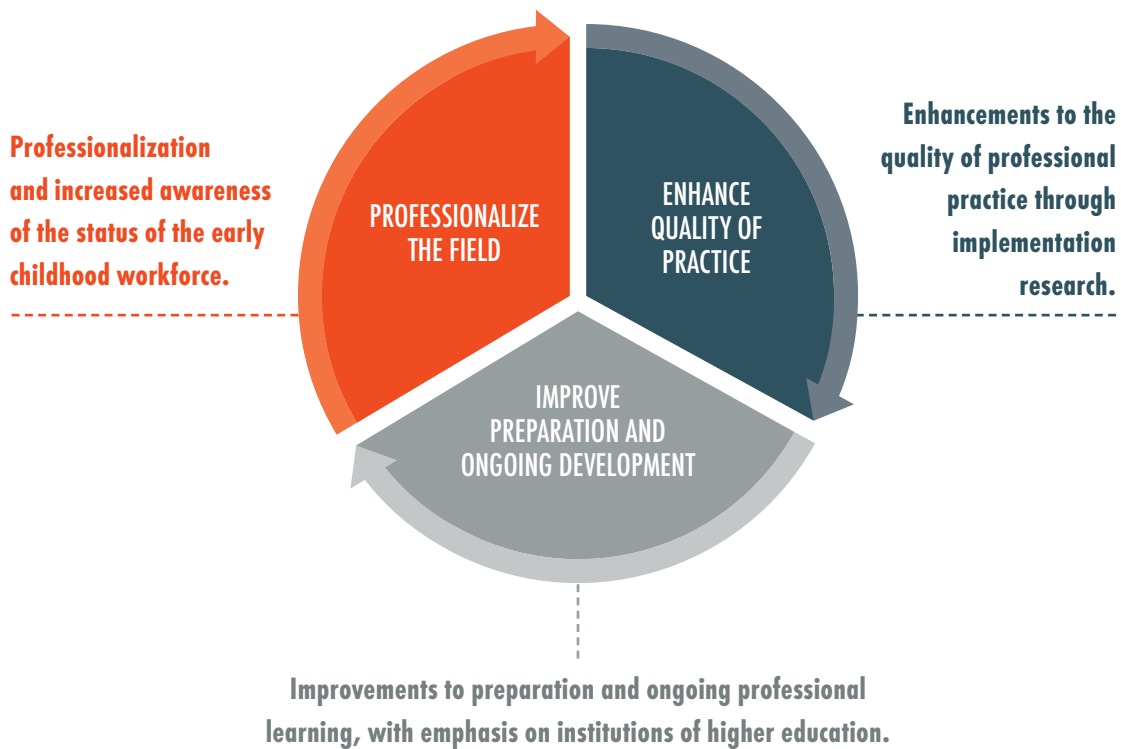
A close-up photograph of a woman with long dark hair smiling warmly at a young child. The child is looking down and to the side, wearing a dark green sweater. The background is softly blurred, suggesting an indoor setting.

GRANTEE HIGHLIGHTS
APRIL 2018 - MARCH 2019

OUR PROGRAMMATIC STRATEGY: SUPPORTING THE EARLY CARE AND EDUCATION WORKFORCE

In 2014, the Foundation for Child Development began developing a programmatic strategy focused on strengthening the early care and education (ECE) workforce, which we define as those professionals who educate and care for young children from birth through age eight across a variety of settings and systems, as well as those who function in support and leadership roles. The Foundation adopted a theory of action which proposed that investing in the professionalization, preparation, and ongoing support of the ECE workforce could lead to higher quality early learning experiences and a broad range of improved outcomes for all young children, especially those facing the challenges of poverty and racism. Three areas of focus for the (ECE) workforce were developed (see Figure 1):

Figure 1: Foundation for Child Development’s Grantmaking Goals.



The Foundation’s early efforts to support the ECE workforce were focused around two areas: 1) professionalizing the ECE workforce and, 2) improving the quality of practice through implementation research. On the following pages, the Foundation is excited to highlight a few of our grantees and to share the impact of their grants.

PROFESSIONALIZATION OF THE ECE FIELD

MEET OUR GRANTEES:

Meet the professionals doing the work and explore details about how they are leading efforts to strengthen and support the ECE workforce.

► Early Childhood Workforce Index



Marcy Whitebook, Co-Director and Founder, Center for the Study of Child Care Employment

Marcy began her professional life as an infant, toddler, and preschool teacher, but once she and a handful of other teachers understood the relationship between appropriate compensation for early educators and quality care for young children, she set out to improve early care and education services by securing rights, raises, and respect for the early childhood workforce. Her research documents the current status of the workforce and analyzes how workforce policies contribute to inequitable services for children, impede effective teaching practice, and often pose risks to the personal and familial well-being of the workforce itself.



Lea J.E. Austin, Co-Director, Center for the Study of Child Care Employment

Lea conducts research and analysis focused on early childhood educators and has more than 15 years of extensive experience in the areas of workforce development, racial equity, early childhood leadership competencies and curricula, and public policy and administration. Her specific interest in securing access and opportunities to leadership and decision-making roles in the field for early educators of color was spurred by her work with Mills College in Oakland, California and First 5 Alameda County (California).



Caitlin McLean, Workforce Research Specialist, Center for the Study of Child Care Employment

Caitlin coordinates and leads aspects of the development of the *Early Childhood Workforce Index*, which examines early childhood workforce policies and the economic status of the workforce across all 50 states and the District of Columbia. She also leads additional research and analysis related to early educator compensation initiatives and workforce data.

“Early educators’ skills, knowledge, and well-being are inseparable from the quality of children’s early learning experiences. At CSCCE, we are leading efforts to reshape both the discourse and policy reforms to realize a system that is equitable, efficient, and effective for children, their families, and educators. The *Early Childhood Workforce Index* is an essential resource to track, assess, and spur continued efforts to ensure that a generation from now we no longer echo a decades-long call-to-action.”

— Caitlin McLean, Center for the Study of Child Care Employment (CSCCE)

GRANTEE HIGHLIGHTS APRIL 1, 2018 - MARCH 31, 2019

The Foundation invested \$1.3 million to support the Center for the Study of Child Care Employment at the University of California-Berkeley to develop and disseminate the *Early Childhood Workforce Index (Index)*. Conceived as a biennial publication, the *Index* filled a research and knowledge gap by first documenting ECE workforce policies across all 50 states and secondly by tracking overtime progress, or lack thereof, of states in shaping policies to better support the ECE workforce. The first edition of the *Index* was published in 2016 and the second edition was released in 2018. Both reports summarize measurable indicators within three overarching topics: earnings and economic security, early childhood workforce policies, and family and income support policies. Each report also provides a national and individual state snapshot of the status and characteristics of the ECE workforce and comparisons to other occupations. State-level variations are revealed and specific state innovations are highlighted to promote promising research or policy developments. In addition to the report publications, a website was created to communicate the national and state profiles through interactive maps, media toolkits, and infographics, as well as to promote shorter topic-specific policy briefs. The 2016 *Early Childhood Workforce Index* included several key findings:

- ECE professionals are among the lowest-paid workers in the United States (U.S.), with 46% of child care workers participating in at least one public assistance program (e.g. Medicaid or Supplemental Nutrition Assistance Program) compared to 26% of the U.S. workforce.
- The 50 states have lackluster performance on several measurable indicators:
 - Just 11 states set a minimum requirement, including a demonstration of foundational knowledge, for some early educators working outside public pre-kindergarten systems. Only two states have such requirements for both center- and home-based providers.
 - Not one state made significant progress in all five ECE workforce policy categories: qualifications, compensation, work environments, public resources available for child care, and a survey/registry to identify/track ECE workforce characteristics. Twenty-two states demonstrated making progress in only one policy category.
- Data on the ECE workforce, if collected, is housed in disparate and limited state-level administrative databases preventing a comprehensive, longitudinal understanding of how specific state policies prepare, support, or hinder the ECE workforce.



GRANTEE HIGHLIGHTS APRIL 1, 2018 - MARCH 31, 2019

The 2018 edition of the *Early Childhood Workforce Index* further found the following key findings:

- States continued to fail in providing the ECE workforce with a configuration of appropriate compensation, professional work environments, and training supports necessary to help them in their role of developing children’s learning. Efforts that were made to improve the education and training levels of the ECE workforce were not primarily linked to policies and resources that also address their economic well-being.
- ECE professionals continue to experience economic distress due to inadequate compensation and insufficient levels of public financing that cover the true costs of quality ECE for infants, toddlers, and preschoolers.
 - Particularly, women of color, who comprise about 40% of the ECE workforce, earn the least. For example, African American ECE professionals still earn \$0.78 per hour less than their White counterparts—even when controlling for educational attainment.
 - The younger the child served, the lower the salary. Overall, 86% of center-based teaching staff working with infants and toddlers earned less than \$15 an hour, compared to 67% of those working with three- to five-year-olds.
- Between 2015 and 2017, states that increased their minimum wage were also more likely to raise wages for child care workers than those that did not.

The findings of both reports have provided knowledge relevant to all three of the Foundation’s ECE workforce goals and have been utilized by key stakeholders focused on early care and education policy, such as the National Governors Association, the Hunt-Kean Leadership Fellowship Program, and The Creating Architects of Change Institute.



GRANTEE HIGHLIGHTS APRIL 1, 2018 - MARCH 31, 2019

MEET OUR GRANTEES:

Meet the professionals doing the work and explore details about how they are leading efforts to strengthen and support the ECE workforce.

► National Association of State Boards of Education (NASBE) and National League of Cities Institute (NLCI)



Robert Hull, President and CEO, NASBE

Robert started his career as an elementary school teacher in West Virginia's Putnam County School District, serving as a principal for eight years prior to moving to district administrative positions. In 2010, Robert joined the West Virginia Department of Education as assistant superintendent of schools in the division of teaching and learning. As the associate state superintendent of schools, Robert oversaw state programs on educator quality, early learning, career and technical innovation, federal programs, and policy development and deployment for Common Core State Standards and Smarter Balanced assessments.

“With the generous support of the Foundation for Child Development, NASBE has helped states use their powers of policy, convening, and questioning to strengthen the early care and education workforce through substantial policy change, collaborative agreements, and meaningful dialogue among stakeholders. Many state boards of education are keen to lead on this topic, as evidenced by the work of NASBE’s Early Learning Workgroup, which is recommending actions for all state boards to raise the profile of early learning in their states.”— Robert Hull, President and CEO, NASBE



Winona Hao, Director of Early Learning, NASBE

Winona directs NASBE's Early Childhood Education work. She provides state policymakers with related policy trends, analyses, and technical assistance. Winona oversees NASBE's ECE State Network where she supports state teams and works with national partners to advance the workforce for children from birth through age eight. Winona also worked at Save the Children and the Institute of Public Policy at the George Washington University, from which she earned a master's degree in international education policy.



Tonja Rucker, Director, Early Childhood Success at the Institute for Youth Education and Families, NLCI

Tonja is responsible for developing and overseeing implementation of the Institute’s work plans and long-term strategies for early education. Tonja also contributes to the overall management of the Institute, including strategic planning, coordination of cross-program initiatives, and identification and cultivation of prospective funders.

“Out of all the early childhood projects that are funded, supporting the early childhood workforce has the greatest momentum and potential to gain traction in aligning with our larger citywide Future of Work Initiative.” — Tonja Rucker, Director, Early Childhood Success at NLCI



Alana Eichner, Former Senior Associate, Early Childhood Success at the Institute for Youth Education and Families, NLCI

During her time at NLCI, Alana helped implement initiatives to highlight innovative practices at the city level to support young children and provide technical assistance to local leaders to help cities build better systems to support young children and their families. Prior to joining NLCI, Alana served as the Program Assistant for the Income Security and Education department at the National Women’s Law Center.

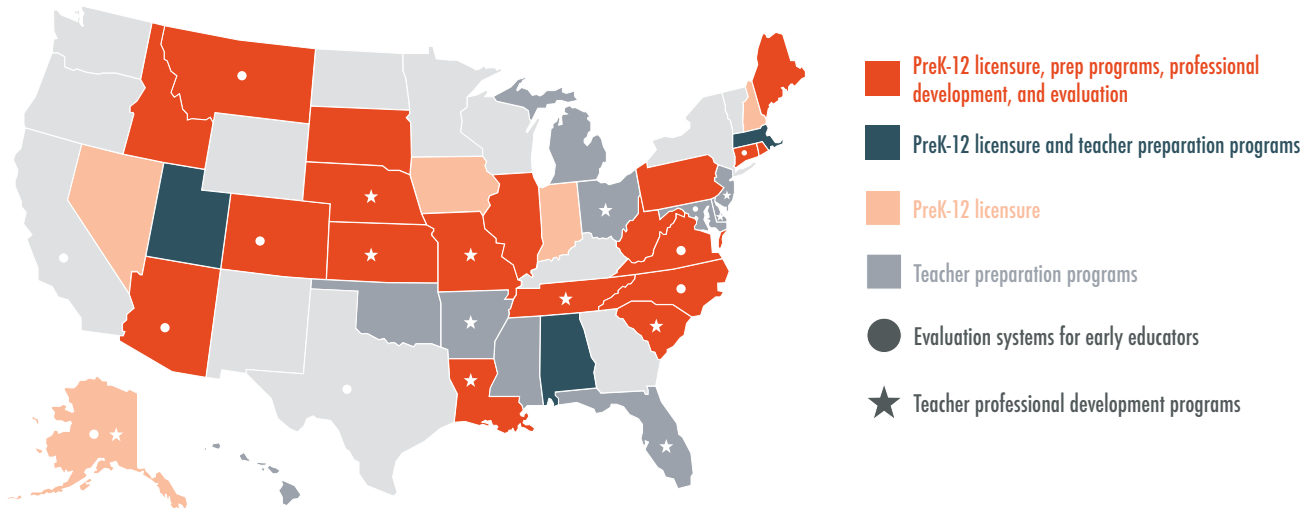
In 2016, the Foundation made grants of \$400,000 each to the National Association of State Boards of Education (NASBE) and the National League of Cities Institute (NLCI), to work in partnership with a prior grantee, the National Association for the Education of Young Children (NAEYC), to focus on the ECE workforce policies. All three grants were shaped to work collaboratively in setting the stage to build state and local infrastructure systems needed to improve policies that support ECE professionals. The grants created a multi-pronged approach to better target and influence policymaking by leveraging opportunities to support the ECE workforce across various levels of government. The work enabled state and municipal leaders to examine compensation, licensing/certification systems, early childhood teacher preparation program accreditation, and other accountability systems. The collaboration also grounded their thinking, using the 2015 National Academies’ report, *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation*, as a guide. In 2018, as seen in this report, the Foundation made additional \$200,000 grants to NASBE and the NLCI to continue this work.

GRANTEE HIGHLIGHTS APRIL 1, 2018 - MARCH 31, 2019

National Association of State Boards of Education

State boards of education are important decision-making entities with certain authorities within educational policy (see Figure 2). NASBE utilized the Foundation grant to establish a cohort of states, including New York, Michigan, Nebraska, and Iowa, to focus on rethinking ECE workforce policies. Much of the work focused on advancing the ECE workforce through changes in four key policy areas: core knowledge and competencies, licensure and certification, preparation programs, and professional development. NASBE works closely with states by providing state stipends and technical assistance, such as research and policy analysis within a state context.

Figure 2: State Board Authorities on the ECE Workforce.¹



In-depth examples of policy results of the state work supported by NASBE include:

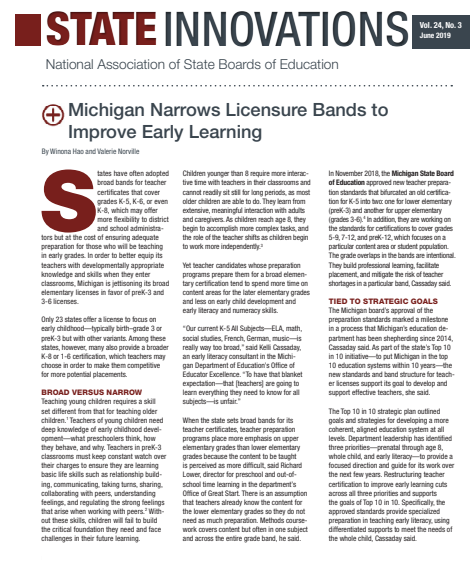
The New York State Board of Regents created a Blue Ribbon Committee, which in 2018 proposed ECE policy recommendations to the state education department and legislative and budget recommendations to the state legislature, including a \$37 million proposed increase in spending for ECE. Several policy and budget recommendations were specific to strengthening the ECE workforce:

- o *Recruit a high-quality workforce from diverse backgrounds by creating partnerships such as requiring higher education programs to work with high schools and local agencies to recruit and incentivize a diverse workforce.*

¹ National Association of State Boards of Education

GRANTEE HIGHLIGHTS APRIL 1, 2018 - MARCH 31, 2019

- o Collaborate with the New York State Education Department's teacher and leadership preparation programs to include culturally-responsive family and community engagement principles and practices.
 - o Change teacher certification requirements to allow candidates to choose concentrations in any combination of infant/toddler, pre-K-kindergarten, kindergarten-second grade, or special education.
 - o Require that all school leaders complete eight hours in special education, multilingual strategies, developmentally appropriate practice, and trauma-informed support.
 - o Require institutions of higher education to use standards set forth by the New York State Core Competencies for Early Childhood Educators, incorporating typical child development, early childhood mental health, and cultural competencies into existing core competencies.
- In 2018, the Michigan State Board of Education approved new teacher preparation standards which narrowed the previous certification for kindergarten-fifth grade into two bands. Now, two intentionally overlapping certifications are in place with one for lower elementary, pre-kindergarten-third grade, and the other for upper elementary, third-sixth grade. The overlap will "help build professional learning, facilitate placement, and mitigate the risk of teacher shortages in a particular band" (Hao & Norville, 2019).² The revision in licensure reflects an expanded interest in the transition to kindergarten, and the pre-kindergarten-third grade band specifically links the traditionally disparate fields of ECE and elementary education (Hao & Norville, 2019).³



2 Hao, W., & Norville, V. (2019). Michigan Narrows Licensure Bands to Improve Early Learning. *State Innovations*, 24(3), 1. Retrieved from http://www.nasbe.org/wp-content/uploads/2019/06/Hao-Norville_Michigan-Licensure_Final.pdf

3 Ibid.

GRANTEE HIGHLIGHTS APRIL 1, 2018 - MARCH 31, 2019

National League of Cities Institute (NLCI)

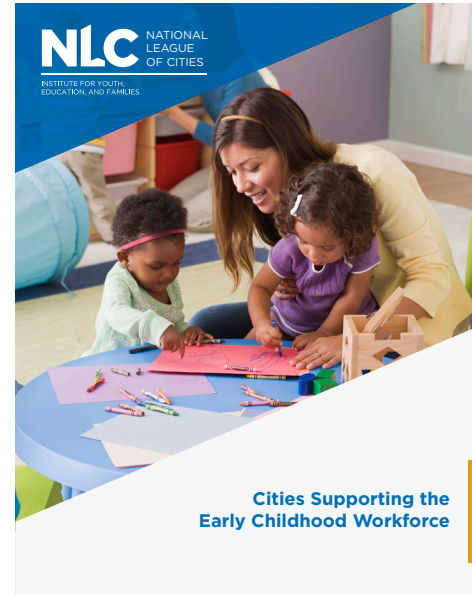
Municipal leaders of local governments are beginning to understand that the preparation and work environments of the ECE workforce are an important factor in influencing the quality of services for young children. Therefore, the Foundation supported NLCI to specifically engage city leaders to help them learn about ECE workforce issues and the status of the profession to better align professional development systems for early educators and move towards professional competencies for early educators. Leaders in Jacksonville, Florida; Hartford, Connecticut; Rochester, New York; Richmond, Virginia and Kansas City, Missouri, received technical assistance from NLCI and were further supported through site visits, convenings, and peer learning activities to generate and exchange ideas.

In these efforts, the cities also utilized two peer advisor cities, San Francisco, California and Seattle, Washington, for additional support. Through these activities, the leaders made important progress in increasing the visibility and recognition of the ECE workforce in their cities. They increased support and buy-in from local elected officials, forged new partnerships, and created new initiatives and collaborations to increase the preparation of and support for the ECE workforce.

Below are in-depth examples of results within the city cohort, with the support of NLCI:

- Hartford, Connecticut Mayor Luke Bronin commissioned a survey and report on the status of the ECE workforce and held two summits focusing on the role of the city in supporting the ECE workforce.
- Rochester, New York Mayor Ann Warren held several cross-sector meetings, began planning for pre-service training curricula to better prepare the ECE workforce, and is considering a city-wide housing policy to offer affordable housing to the ECE workforce.
- Kansas City, Missouri Mayor Sly James is improving career pathways by creating smoother transitions between two- and four-year institutions using the EarlyEdU curricula and is considering ways to better support the workforce with a ballot initiative focused on expanding preschool.

While the Foundation primarily viewed the NASBE and NLCI work as most relevant to the first goal of professionalizing the field, it is also true that the work the cities and states engaged in is tied to all three workforce goals.

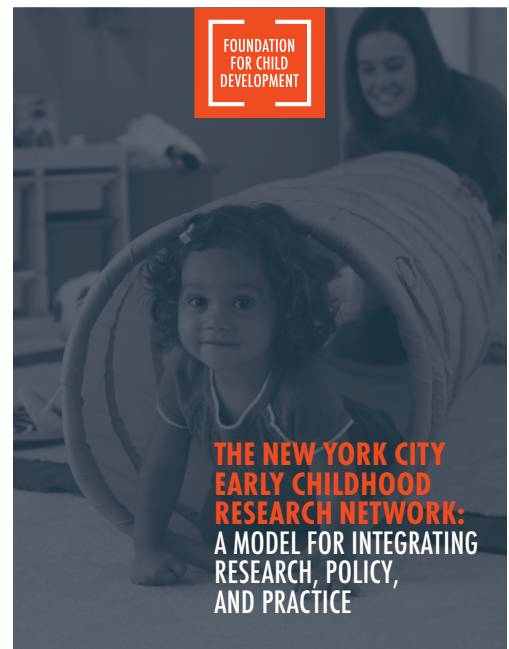


ENHANCING THE QUALITY OF PROFESSIONAL PRACTICE THROUGH IMPLEMENTATION RESEARCH

The Foundation's second area of focus was enhancing program quality through implementation research. Implementation research is an approach to scientific inquiry which examines the what, how, and how well questions as programs and policies are carried out in real-time settings. At the same time, the approach seeks to understand the complex ways that contextual factors and conditions influence implementation, especially to answer the questions of why and for whom a particular program or policy benefits or not. Such research is an under-used but effective tool in understanding the ways in which components of ECE programs were implemented and the impact on specific subgroups of young children. Much of the Foundation's work within this area refers to the formation of the New York City Early Childhood Research Network to examine the city's full-day preschool program, in addition to a recent grant made this year to further examine the effects of the New Jersey Abbott Preschool Program.

► **New York City Early Childhood Research Network**

In the summer of 2015, the Foundation convened a group of researchers and policymakers in New York City (NYC) and proposed funding to support a set of implementation studies that inform city agency representatives as they initiated the implementation of a new universal preschool initiative, Pre-K for All. The goal was to have researchers and policymakers think together about how to better understand Pre-K for All's implementation and build a culture of continuous quality improvement. The result was the formation of the New York City Early Childhood Research Network (Research Network), a research-to-practice partnership intended to bring together multiple perspectives and produce useful information on questions of importance to policymakers. The Foundation invested over \$4 million to support eight implementation studies, all focused on developing a better sense of how Pre-K for All's ECE workforce was operating, what was going well, and what might benefit from a few tweaks. Since inception, the Foundation engaged Executive Director Sherry Cleary and Director of Research and Evaluation Kate Tarrant from the New York Early Childhood Professional Development Institute at the City University of New York to support, convene, and manage the Research Network.



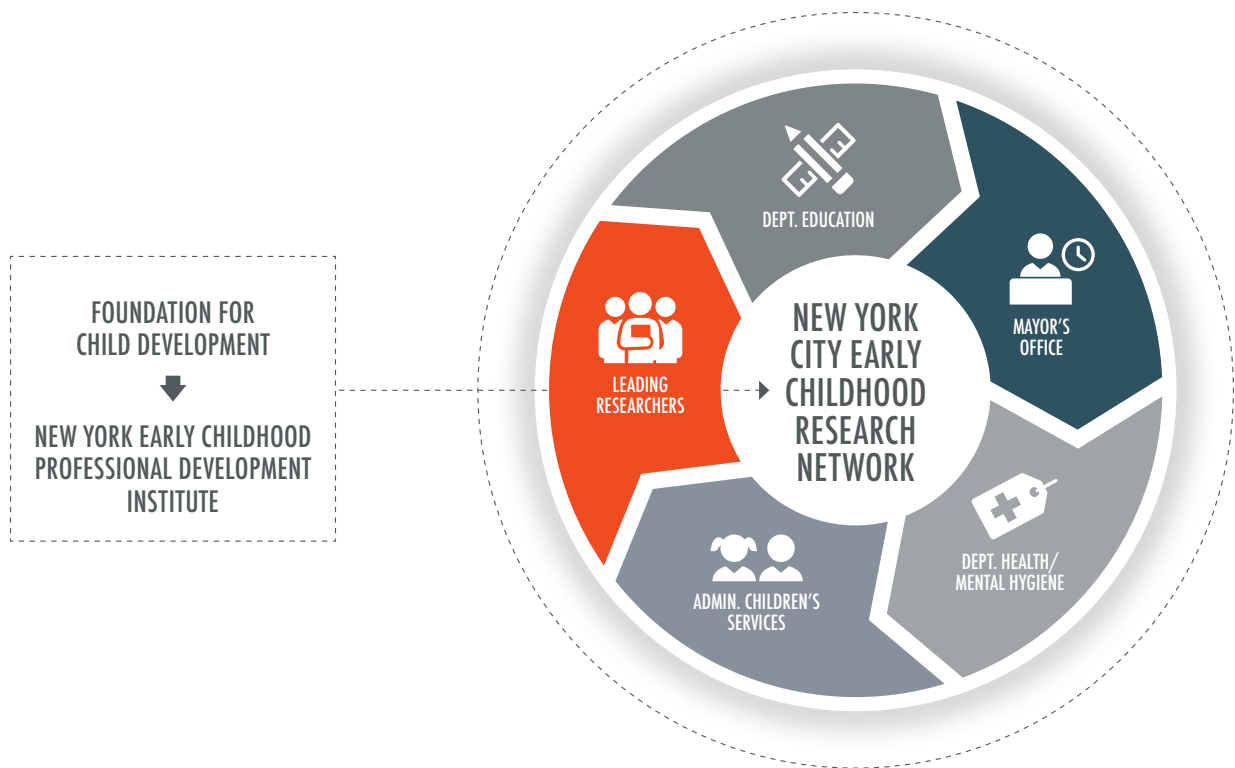
GRANTEE HIGHLIGHTS APRIL 1, 2018 - MARCH 31, 2019

The Research Network includes researchers from 10 institutions of higher education within the NYC metropolitan area and policymakers from four city agencies participating in the Pre-K for All roll-out. The studies are designed to provide a critical understanding of the relationships among characteristics of ECE professionals, program components and supports, and classroom instructional practices as the preschool program is brought to scale across the city. In addition, the Research Network provides continuous and timely feedback through regular meetings in which study design and progress are discussed between researchers and policymakers. Researchers share interim and final results with city agency representatives, and ideas on maximizing the impact of the program are exchanged.



The Research Network brings together researchers, policymakers, funders, and others to promote actionable research that will inform public policy for children from birth through age eight.

Figure 3: The Phases of Building the NYC Early Childhood Research Network.⁴



⁴ Foundation for Child Development. (2018). *The New York City Early Childhood Research Network: A Model for Integrating Research, Policy, and Practice* (p. 12). New York, NY. Retrieved from https://www.fcd-us.org/assets/2018/02/F_FCD_NYCEarlyChildhoodResearchNetwork_031919.pdf

GRANTEE HIGHLIGHTS APRIL 1, 2018 - MARCH 31, 2019

The Foundation hopes that the lessons we learn from NYC's experience will help to inform such efforts at state and local levels across the country. Thus far, two of the eight studies are complete:

- **National Center for Children and Families (NCCF), Teachers College, Columbia University**
The study, *Building a Unified System for Universal Pre-K in New York City: The Implementation of Pre-K for All by Setting and Auspice*, by Jeanne L. Reid, Sharon Lynn Kagan, Samantha A. Melvin, Bridget F. Healey, and Jeanne Brooks-Gunn compared the implementation of Pre-K for All in community-based programs and in public schools, which, at the time, were overseen by the different city government entities with different resources.
- **Bank Street College, Center on Culture, Race, and Equity and the National Center for Children in Poverty, Columbia University**
The *New York City Pre-Kindergarten Leadership Study*, by Veronica Benavides, Faith Lamb-Parker, and Sheila Smith centered on examining the ways in which instructional leaders in both schools and community-based ECE settings work to improve the quality of teaching.

For more information about all eight studies or recent activities for the Research Network, please visit www.earlychildhoodresearchny.org.

The Foundation is pleased to share outcomes of how initial grants awarded focused on one or more of the three ECE workforce goals, increased knowledge for the field or influenced policy and practice. As the work continues to be disseminated, the findings will continue to increase knowledge about the ECE workforce for researchers, policymakers, practitioners, and advocates. Its implications serve to further build the research agenda for the field and to stimulate legislative, regulatory, and budgetary actions to change policy and practice to better support the ECE workforce.

► YOUNG SCHOLARS PROGRAM

From 2016-2018 the Foundation transitioned its Young Scholars Program (YSP) to align with the current programmatic focus on supporting the preparation, compensation, well-being, and ongoing professional learning of the ECE workforce through policy- and practice-relevant implementation research studies. During this period, the Foundation also piloted several strategies to improve outreach to potential applicants, particularly scholars of color, and better assist applicants in developing high-quality proposals. The Foundation devoted the 2018-2019 fiscal year to re-designing YSP. A new cycle of grants will be awarded in the 2019-2020 fiscal year.

GRANTEE HIGHLIGHTS APRIL 1, 2018 - MARCH 31, 2019

MEET THE FOUNDATION'S YOUNG SCHOLARS (2016-2018)

The Foundation is proud to support the work of all our YSP researchers. Below are our most recent YSP scholars and their work.

R. Gabriela Barajas-Gonzalez, Ph.D., New York University, *Navigating Uncertainty: Understanding the Impact of Immigration-Related Stressors on the Well-being and Work of Pre-K-3rd Grade Teachers and Social Workers Working with Immigrant Families*

North Cooc, Ed.D., The University of Texas at Austin, *The Role of Early Childhood Teacher Qualifications and Kindergarten Transition Practices in the Developmental Trajectories of Young Children with Disabilities*



Young Scholars professional development convening at Urban Institute, Washington, D.C., April 30, 2019.

Michael Gottfried, Ph.D., University of California, Santa Barbara, *The Role of Full-Day Kindergarten for Children with Disabilities: Effects on Achievement and Socioemotional Development*

Anna Johnson, Ph.D., Georgetown University, *Understanding Publicly Funded Early Care and Education Workforce Supports and Well-being: Implications for Vulnerable Children's School Readiness*

Michelle Maier, Ph.D., MDRC, *What Matters Most for Teachers and Young Children? An Examination of Teacher Practices, Child Outcomes, and Teacher Professional Development in Low-income Preschool Programs*

Carola Oliva-Olson, Ph.D., California State University, Channel Islands, *Early Childhood Classroom Quality Assessment for Dual Language Learners: Implications for Improving Teaching Practices*

Jaime Puccioni, Ph.D., State University of New York at Albany, *Estimating the Differential Impact of Preschool Teachers' Outreach Efforts on Measures of School Readiness for Children from Economically Disadvantaged Backgrounds: The Mediating Role of Parental Involvement*

Kelly Purtell, Ph.D., The Ohio State University, *The Role of Center Directors in Producing High-Quality Preschool Experiences for Young Children*

Holly Schindler, Ph.D., University of Washington, *Filming Interactions to Nurture Development: A Randomized Controlled Trial of a Strength-Based Video-Coaching Program for Mexican American Fathers*

Jennifer Wallace Jacoby, Ed.D., Mount Holyoke College, *The Other Teachers in the Room: Foregrounding the Roles and Contributions of Assistant Teachers in Early Childhood Classrooms*

A young child with a large, voluminous afro hairstyle is the central focus of the image. The child is wearing a long-sleeved shirt with thin, horizontal grey and white stripes and dark blue denim jeans. They are sitting at a light-colored wooden table. On the table, there are several colorful plastic toys, including a pink cup, a blue pot, and a red teapot. In the background, other children and adults are partially visible, suggesting a classroom or playroom setting. The overall atmosphere is bright and cheerful.

GRANTS SUMMARY
APRIL 2018 - MARCH 2019

NEW GRANTS AWARDED APRIL 1, 2018 - MARCH 31, 2019

To achieve our ECE workforce goals, this fiscal year, one grant award focusing on professionalizing the field includes a qualitative study examining the entry, engagement, and retention of family child care providers within a context of national decline in licensed, regulated family child care. Further, two grant awards continue the Foundation’s approach of highlighting ECE issues across multiple levels of government to achieve systems change. Ongoing support was provided for municipal leaders and state boards of education members to address ECE workforce issues strategically in their local work.

An additional award, focusing on implementation research to identify effective ECE programs and practice and the effect on child outcomes, examines the long-term impact on young children’s achievement as a result of participation in the New Jersey Abbott Preschool Program. Finally, the Foundation supported several communications awards to: 1) highlight the potential of research-to-practice partnerships to influence early care and education policy and practice, 2) further public discourse and deepen understanding of effective approaches for ECE and the workforce, and 3) promote the implementation of the fiscal policy and practice recommendations within the National Academies of Sciences, Engineering, and Medicine report on financing ECE. The following is a summary of our 2018-2019 grantees and their work.

EARLY CARE AND EDUCATION WORKFORCE GRANTS

► PROFESSIONALIZING THE ECE FIELD

Erikson Institute, Chicago, IL

\$419,000 over two years to conduct a qualitative, descriptive study examining factors that contribute to family child care provider entry, engagement, and retention in ECE within a context of a national decline of licensed, regulated family child care providers.

Greater Washington Educational Telecommunications Association, Arlington, VA

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



NEW GRANTS AWARDED APRIL 1, 2018 - MARCH 31, 2019

National Association of State Boards of Education (NASBE), Alexandria, VA

\$200,000 over one year to support a stronger understanding of and engagement in early care and education workforce issues by members of the state boards of education. The grant supports the provision of technical assistance for strategic planning efforts that will continue the work of the state cohorts from a prior grant. Additionally, materials and resources will be developed to establish a national platform and network focused on the early care and education workforce to also further amplify the work of the state cohorts.

National League of Cities Institute Inc. (NLCI), Washington, D.C.

\$200,000 over one year to support a deeper understanding of and engagement in ECE workforce issues by municipal leaders. The grant supports the provision of technical assistance to cities and the development of resources and materials built from lessons learned in previous work supported by the Foundation. Both bodies of work will support additional strategic planning efforts aimed at strengthening the ECE profession across multiple NLCI city initiatives and cohorts.

New America Foundation, Washington, D.C.

\$100,000 over one year to create an online guidebook and to curate and disseminate materials to promote the implementation of the fiscal policy and practice recommendations outlined in the 2018 National Academies of Sciences, Engineering, and Medicine report, *Transforming the Financing of Early Care and Education*.

► ENHANCING THE QUALITY OF PROFESSIONAL PRACTICE

HighScope Educational Research Foundation, Ypsilanti, MI

\$30,000 over one year to fund a network of Black scholars to form a collaborative, interdisciplinary, research consortium to examine how to provide optimal support for the positive development of Black children.

Michigan State University, East Lansing, MI

\$30,000 over one year to examine how interactions between sport coaches, in after-school sports programs, and young children, under age eight, might promote children's social competence and self-regulation skills.

Rutgers, The State University of New Jersey, New Brunswick, NJ

\$45,000 over one year for the National Institute of Early Education Research to investigate the long-term effects of participation in the New Jersey Abbott Preschool Program on student achievement and school outcomes through middle and high school.

NEW GRANTS AWARDED APRIL 1, 2018 - MARCH 31, 2019

Trustees of Boston University, Boston, MA

\$30,000 over one year to support the development of the Assessing Classroom Sociocultural Equity Scale and to investigate the reliability and validity of the measure.

The Trustees of Princeton University, Princeton, NJ

\$50,000 over two years to produce and disseminate an issue of the *Future of Children* focused on research-to-practice partnerships that provide policymakers with empirical evidence supporting continuous quality improvement efforts for early care and education programs.

Urban Institute, Washington, D.C. and Child Trends, Inc., Bethesda, MD

\$60,000 over one year to convene a meeting and a webinar series focused on incorporating an equity lens within the shaping of a future early care and education implementation research agenda. The activities will provide support to the Foundation's Implementation Study Advisory Group as they craft chapters for a forthcoming publication related to this topic.

► IMPROVING PREPARATION AND PROFESSIONAL LEARNING

Child Care Services Administration, Chapel Hill, NC

\$20,000 over one year to T.E.A.C.H. Early Childhood® National Center to support two-state efforts to develop implementation plans to enhance access to higher education and reduce barriers that diverse early educators encounter as they work towards degree completion.

TOTAL EARLY CARE AND EDUCATION WORKFORCE GRANTS:	\$1,284,000
ADDITIONAL DISCRETIONARY GRANTS (less than \$30,000 each):	\$66,436
<hr/>	
TOTAL GRANTS AWARDED FY 2018-2019:	\$1,350,436*

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



**FINANCIAL
STATEMENTS
2018-2019**

STATEMENTS OF REVENUE, EXPENSES, AND CHANGE IN NET ASSETS

MODIFIED CASH BASIS

YEAR ENDING 03/31/2019

SUPPORT AND REVENUE	Without Donor Restrictions	With Donor Restrictions	Total
Investment return			
Dividends and interest	\$ 2,386,055	\$ —	\$ 2,386,055
Realized gain on sale of investments	11,337,606	—	11,337,606
Unrealized loss on investments	(10,189,451)	—	(10,189,451)
Capital gain distribution from mutual funds	625,463	—	625,463
<i>Total Investment Income</i>	4,159,673	—	4,159,673
Direct investment expenses	(214,008)	—	(214,008)
Current federal excise tax and other tax payments	(111,250)	—	(111,250)
<i>Net Investment Return</i>	3,834,415	—	3,834,415
Other income	43	—	43
<i>Total Support and Revenue</i>	3,834,458	—	3,834,458
EXPENSES			
Program services			
Grants	4,300,000	—	4,300,000
Program development and direct charitable activities	771,160	—	771,160
Grants administration	97,568	—	97,568
<i>Total Program Services</i>	5,168,728	—	5,168,728
Operations and governance	834,573	—	834,573
Indirect investment management	54,625	—	54,625
<i>Total Expenses</i>	6,057,926	—	6,057,926
<i>Changes in Net Assets</i>	(2,223,468)	—	(2,223,468)
NET ASSETS			
Beginning of the year	101,894,017	3,058,538	104,952,555
End of the year	99,670,549	3,058,538	102,729,087

From Independent Auditors' Report, PKF O'Connor Davies, LLP, October 21, 2019

STATEMENTS OF REVENUE, EXPENSES, AND CHANGE IN NET ASSETS

MODIFIED CASH BASIS

YEAR ENDING 03/31/2018

SUPPORT AND REVENUE	Without Donor Restrictions	With Donor Restrictions	Total
Investment return			
Dividends and interest	\$ 737,272	\$ —	\$ 737,272
Realized gain on sale of investments	23,226,759	—	23,226,759
Unrealized loss on investments	(13,807,966)	—	(13,807,966)
Capital gain distribution from mutual funds	749,560	—	749,560
<i>Total Investment Income</i>	10,905,625	—	10,905,625
Direct investment expenses	(617,781)	—	(617,781)
Current federal excise tax and other tax payments	(310,000)	—	(310,000)
<i>Net Investment Return</i>	9,977,844	—	9,977,844
Other income	74	—	74
<i>Total Support and Revenue</i>	9,977,918	—	9,977,918
EXPENSES			
Program services			
Grants	4,300,000	—	4,300,000
Program development and direct charitable activities	835,681	—	835,681
Grants administration	107,882	—	107,882
<i>Total Program Services</i>	5,243,563	—	5,243,563
Operations and governance	814,646	—	814,646
Indirect investment management	54,888	—	54,888
<i>Total Expenses</i>	6,113,097	—	6,113,097
<i>Changes in Net Assets</i>	3,864,821	—	3,864,821
NET ASSETS			
Beginning of the year	98,029,196	3,058,538	101,087,734
End of the year	101,894,017	3,058,538	104,952,555

From Independent Auditors' Report, PKF O'Connor Davies, LLP, October 21, 2019

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