

A young girl with dark hair, wearing a pink top with lace trim, is smiling brightly at the camera. To her right, a woman with dark hair is looking down at something she is holding, possibly a book or a toy. The background is a blurred indoor setting with colorful elements.

FOUNDATION  
FOR CHILD  
DEVELOPMENT

**ANNUAL REPORT**  
**2021 - 2022**

# 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 poverty, racism, prejudice, and discrimination; and strengthen their developmental potential.**

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## STATEMENT FROM THE CHAIR OF THE BOARD

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We believe the worst days of the pandemic are behind us, but the crisis in early care and education (ECE) persists. The ECE field continues to contend with the uncertainties of the safety of the learning environments of children and their caregivers, as well as the spaces and practices defined in part by the disruptions of COVID-19. Our experience as a nation has affected how our country thinks about what families, children, and the labor force need to be successful. That includes our country's approach to supporting the professionals who work every day to ensure high-quality education and care, especially for our youngest learners. We are driving toward a moment of significant change that can be achieved by continuing to amplify the needs and voice of the ECE workforce and by facilitating research that shapes effective ECE policies, practices, and funding.

We are at a tipping point. While early childhood educators have been historically neglected and marginalized, the public is coming to understand the complexity and value of their work and the need to elevate the profession for the sake and well-being of the workforce, children, families, and the national economy. It is imperative to tip the moment toward progress.

The Foundation continues its commitment to working at the intersection of research, policy, and practice to improve ECE systems, leading to stronger outcomes for all young children and the early educators who guide their development. We remain steadfast in the work necessary for meaningful exploration of what works, for whom, and under what conditions to improve programs and policies. The grants awarded during our 2021-2022 fiscal year reflect our commitment to supporting early educators and the children in their classrooms, centers, and homes. So, too, does our ongoing work to amplify the research-driven policy solutions that should be enacted to advance equitable, systemic improvements in ECE.

We utilize a multifaceted, on-the-ground approach in our ECE workforce grants to provide technical assistance and support focused on short- and long-term policy change to help strengthen and provide the ECE workforce with the respect and just compensation that is long overdue. This work, though complex and challenging, is achievable. We make progress by supporting key decision-makers to take action on the most critical workforce issues—especially financing and compensation. We support grassroots organizing among early educators, particularly those of color, to ensure that the dialogue is driven by early educator voices above all else. We aim to amplify their voices, so they have input in policy decisions across various levels of government and in building the public will necessary to increase compensation in the field.

Our goal to enhance the quality of professional practice reflects our longstanding commitment to fighting against racism and for inclusion and economic justice, particularly through research grants to support

## ANNUAL STATEMENT APRIL 1, 2021 - MARCH 31, 2022

the growth and development of research-practice partnerships and in support of the Foundation's Young and Promising Scholars. We continue to coordinate and amplify much of our work through the Early Educator Investment Collaborative, fostering collaboration in philanthropy to support the preparation and compensation of ECE professionals.

There is no doubt that change is desperately needed now. We can shape and speed change by working tirelessly and sticking to our strategy of achieving both incremental and bold, transformational wins that add up to lasting change for diverse children and families—and social and economic justice for early educators.

These goals can be achieved through the Foundation's work with its grantees. Let's move forward together.



H. Melvin Ming  
Chair of the Board of Directors



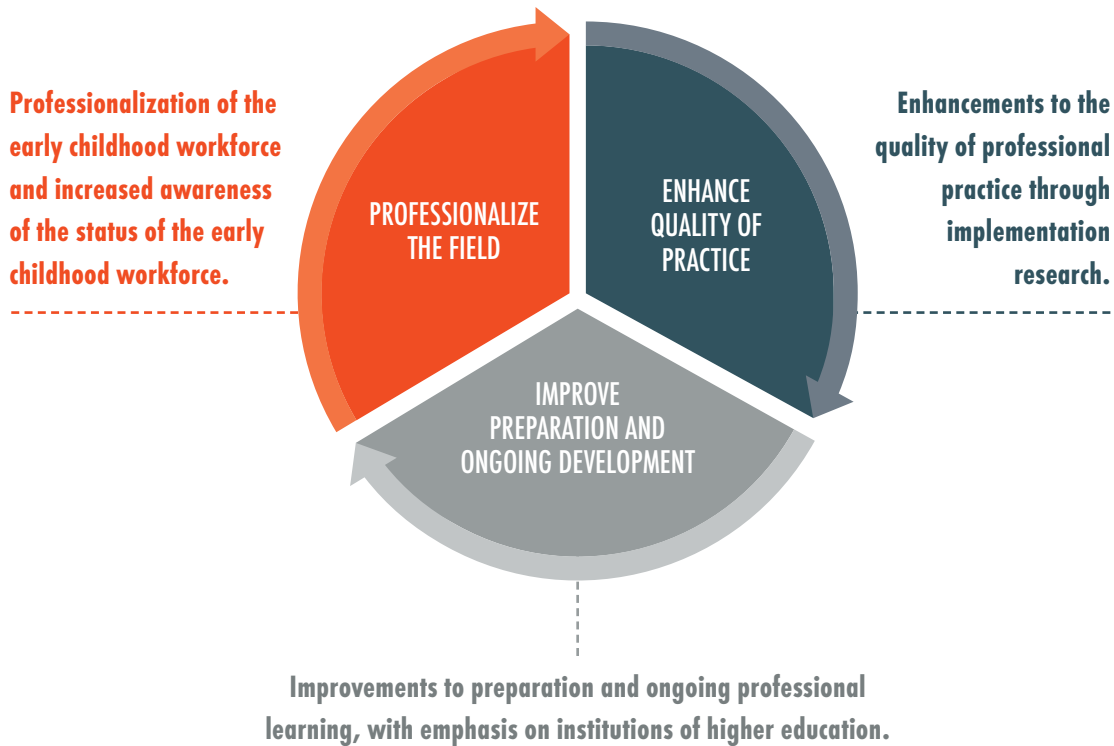


**GRANTEE HIGHLIGHTS**  
**APRIL 2021 - MARCH 2022**

## STATE STRATEGY: INFLUENCING SYSTEMS CHANGE FOR THE ECE WORKFORCE

Steady, incremental, and bold transformational policy wins are necessary to achieve social and economic justice for the ECE workforce, and this remains a steadfast component of the Foundation’s strategy. To achieve our three ECE workforce goals (see Figure 1), the Foundation utilizes a multipronged approach to influence policymaking across various levels of government by targeting policymakers who can improve ECE systems through sustained support.

Figure 1: Foundation for Child Development’s grantmaking goals



The Foundation has supported the National Association of State Boards of Education (NASBE), state education board members, and the National League of Cities (NLC, municipal leaders) since 2016, and in 2020 added the National Conference of State Legislatures (NCSL) as a grantee. Our grants helped policymakers set the stage and create conditions leading to policy change to better support ECE professionals. Grantees built relationships, fostered collaboration, increased ECE workforce knowledge, and provided technical assistance to enhance the capacity of local policymakers to address ECE workforce issues. Their work focuses on advancing the ECE workforce through lasting changes in key policy areas: preparation, licensure and certification, professional development and

# GRANTEE HIGHLIGHTS APRIL 1, 2021 - MARCH 31, 2022

supports, and compensation. Recent grants specifically focus on increasing compensation to professional levels as part of the Foundation’s work to advance racial, economic, and social justice. Please see the [FY 2018-2019 Annual Report](#) for more information about NASBE’s and NCLI’s prior grant progress and accomplishments. The Foundation is pleased to highlight the work of our grantees and their efforts to create conditions for policy change that lead to improvements that better support the ECE workforce long term.



## ► National Association of State Boards of Education

**NASBE** | National Association of State Boards of Education

State boards of education are important decision-making entities within educational policy. NASBE established a cohort of states

to help state board members focus on rethinking ECE workforce policies. While some states are still early on in their work, others have been part of the cohort for several years. Below are a few examples of policy actions the work has supported:

The Illinois State Board of Education commissioned a research project on licensure and teacher shortage issues in ECE. This project laid the groundwork to address a teacher shortage problem that existed even before the COVID-19 pandemic. After the research, State Senator Cristina Pacione-Zayas, also a former state board member, drafted and passed a bill in 2021 that created a new pathway for early educators to attain higher degrees. Subsequently, the Early Childhood Access for Equity Consortium, a broad coalition between all public universities, community colleges, and private institutions in Illinois that choose to participate, was formed. The Consortium aims to improve access to degrees, certificates, and other licensure options for early educators. In these efforts, special priority is given to the existing ECE workforce who often need flexibility in scheduling, location, and format for professional preparation and advancement opportunities. The Illinois State Board of Education plays a critical role on the Consortium’s advisory committee.

The Michigan State Board of Education adopted a new birth to kindergarten teacher license in 2020 during four years of working with NASBE. It formerly had a K-8th grade teacher license with no specification on child care or early elementary levels. The Michigan State Board of Education worked closely with the Michigan Department of Education to restructure and create the birth to kindergarten certification. The groundwork Michigan created in the past has led to desirable pathways for ECE educators to move up the career ladder and earn salaries comparable to their K-12 peers.

In 2021, Michigan started another project called Future Proud Michigan Educator, which is a grow-your-own program for students who are interested

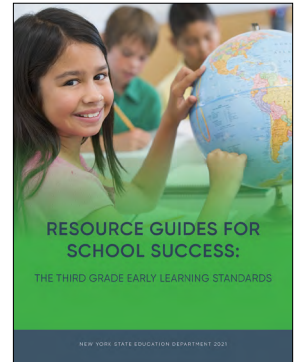




## GRANTEE HIGHLIGHTS APRIL 1, 2021 - MARCH 31, 2022

in careers in education or other fields related to children. Students in the program can earn a Child Development Associate (CDA®) credential or a Michigan School-Age Youth Development Associate credential. They take specialized coursework, develop portfolios, and participate in practical field and clinical experiences. In less than a year, more than 1,000 students enrolled in the program. They are on track to become educators in the birth to 3rd grade field.

In 2021, the New York State Department of Education released Resource Guides for School Success: The Third Grade Early Learning Standards to support third-grade teachers after approval by the Early Childhood Blue Ribbon Committee, chaired by members of the Board of Regents. Post release, New York provided free professional development to continue teacher and leader education credits on the standards resource guides at all grade levels between prekindergarten to 3rd grade. The New York Board of Regents proposed a \$2.1 billion state aid request, and budget and legislative priorities for the 2022–2023 school year to focus on diversity, equity, and inclusion. Highlights of the budget priorities that specifically target the ECE workforce include:



**Create Culturally Responsive-Sustaining Education Resources:**

**\$250,000**

to develop racially and culturally inclusive education resources to support teaching and learning.

**Increase Access to a Highly Qualified Diverse Teaching Workforce:**

**\$5 million**

to increase the participation rate of individuals from under-represented and low-income communities in teaching careers through the Teacher Opportunity Corps (TOC) II program.

**Redesign Tuition Rate-Setting:**

**\$1.25 million**

to design a new tuition rate-setting methodology to appropriately resource preschool and school-age special education providers.

### MEET OUR GRANTEES:



**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 George Washington University, from which she earned a master’s degree in international education policy.

## GRANTEE HIGHLIGHTS APRIL 1, 2021 - MARCH 31, 2022

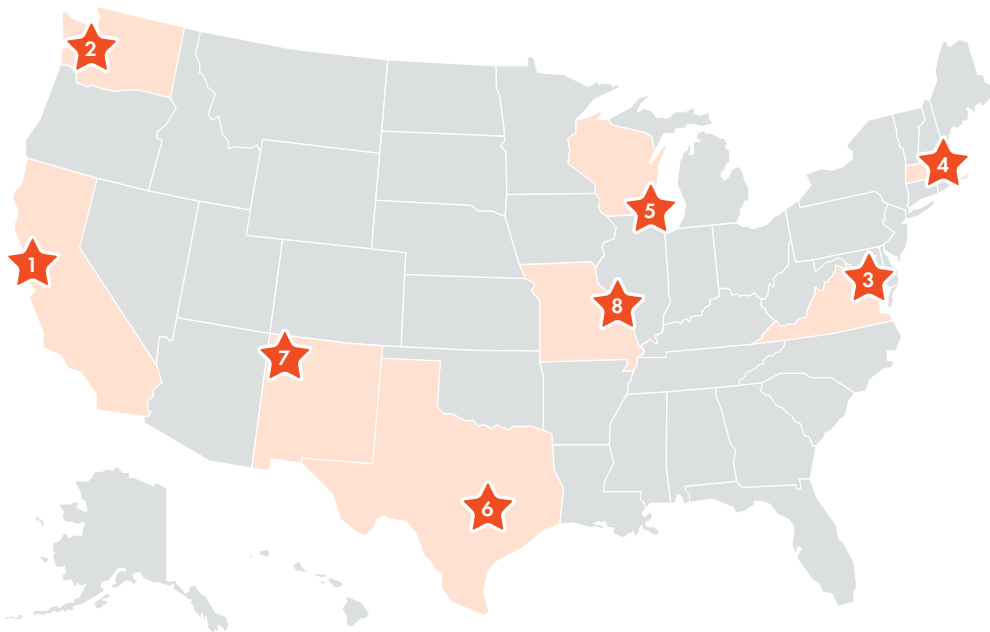
**“NASBE is grateful for the Foundation for Child Development’s continuous support for state boards of education. State boards of education serve as citizen leaders to provide stability and continuity in education decision-making. In the past six years, NASBE raised awareness of ECE issues and enabled state board members to engage in constructive conversations and actions to improve teacher licensing, professional development, teacher prep programs, and compensation. Early care and education became one of the top priorities on state boards’ agendas, and more state board member champions emerged to join the force to support ECE educators.” –Winona Hao, Director of Early Learning, NASBE**

### ► National League of Cities



NLC is working with municipal leaders to understand how city leaders recover from the COVID-19 pandemic and equitably rebuild by leveraging investments to better align early learning partnerships, programs, and policies to support the ECE workforce, including compensation. Part of NLC’s work connects ECE systems with broader city-wide economic development agendas. City leaders are well-positioned to connect ECE with access to the necessary infrastructure tools and resources needed to stay in business and ensure the ECE workforce is available to support families as they return to work and local economies. A few examples of how NLC is working with cities to promote economic stability and increase compensation utilizing the American Rescue Plan Act funds are below:

Figure 2: Eight cities working with NLC to utilize the American Rescue Plan Act funds



## GRANTEE HIGHLIGHTS APRIL 1, 2021 - MARCH 31, 2022

- 1. San Francisco, CA:** Building on the prior subsidy system, San Francisco is working on a pathway to compensation parity for the ECE workforce.
- 2. Seattle, WA:** Recognizing the importance of the workforce and the consistently low wages, Seattle has set \$3 million for appreciation stipends and continues to think about stabilization grants that go beyond bonuses.
- 3. Alexandria, VA:** Alexandria allotted \$2.83 million for the Unified Early Childhood Workforce Stabilization Initiative. The initiative will support hundreds of child care providers and early childhood educators; provide a safe and healthy learning environment for thousands of children; and help parents, especially women, return to work.
- 4. Boston, MA:** Boston will put \$2 million toward the ECE workforce, with \$430,000 for training and grants for family child care businesses. This project intends to focus on training these small-business owners in technology and marketing and conducting developmental screenings. An additional \$1.57 million was provided for the hiring and retention of child care workers.
- 5. Milwaukee, WI:** In its efforts to strengthen the ECE pipeline, Milwaukee set aside \$1.2 million to support an early childhood fellowship program for young men of color in ECE settings. The program provides opportunities for young men of color to participate in an early childhood residency by working alongside a veteran lead or certified teacher, coupled with a culturally responsive pedagogical approach to drive success among students in ECE settings.
- 6. Austin, TX:** The city of Austin continues to support the ECE sector in its community. Austin dedicated \$1 million to stabilize the ECE workforce by expanding wage supplements and tuition support to recruit and retain qualified early childhood educators. Through its Public Health and Economic Development Department, the city has partnered on a range of efforts, from providing technical assistance for child care programs to developing funding formulas and eligibility criteria for COVID-19 relief grants.
- 7. Albuquerque, NM:** Albuquerque's Economic Development Department hired an early childhood education navigator to build a pipeline of ECE providers.
- 8. St. Louis, MO:** Through its Community Development Administration, St. Louis set aside \$2 million to support ECE providers.

Effectively working toward policy change requires trusted, strong relationships, especially those developed over several years, as demonstrated in NLC's partnership with municipal and early childhood leaders in Jacksonville, FL, for more than 15 years. With Foundation support, in 2016 NLC built on these prior relationships to encourage city leaders to focus on the workforce. The success of these initiatives

## GRANTEE HIGHLIGHTS APRIL 1, 2021 - MARCH 31, 2022

is highlighted in the [Cities Supporting the Early Childhood Workforce](#) report. Since then, NLC has provided additional technical assistance to help the city focus on professionalizing the workforce by providing job-embedded training, supporting CDA® credentialing, and exploring opportunities to embed wage incentives in new policies. The city also formed the Kids Hope Alliance to support coaching efforts to increase professional development and seek additional ways to align early childhood opportunities. Now Jacksonville serves as a faculty city for other cities NLC is working with to align local stakeholders as they support the early childhood workforce and, in turn, the community.

### MEET OUR GRANTEES:



**Kathryn Shibuya**, Senior Program Specialist, Early Childhood Success at the Institute for Youth Education and Families, NLC

Senior Program Specialist, Kathryn, works with cities to implement programs and policies which improve the quality of training and supports for the early childhood workforce. She also supports implementation efforts on grants and provides support to the Director.



**Tonja Rucker, Ph.D.**, Director, Early Childhood Success at the Institute for Youth Education and Families, NLC

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.

**"This grant has afforded NLC with the opportunity to go deep with city leaders on the important role that the early childhood workforce plays in promoting the economic growth and development of a city and how local leaders can support policies and practices to ensure the well-being of this essential workforce." –Tonja Rucker, Ph.D., Director, Early Childhood Success at the Institute for Youth Education and Families, NLC**

### ► National Conference of State Legislatures



In the first grant and initial phase of the work, NCSL focused on building awareness among state legislators about the issues impacting the ECE workforce and the implications for children and families of not addressing these issues, and shared various strategies and solutions they could consider in their own states. The first stage of knowledge building occurred through several virtual meetings, during which information on the status of the ECE workforce, opportunities to professionalize the field, and how to develop and

## GRANTEE HIGHLIGHTS APRIL 1, 2021 - MARCH 31, 2022

retain a high-quality workforce was shared. Attendees had opportunities to ask questions of experts and brainstorm, and learn about challenges, opportunities, and how state governance of ECE systems can impact the workforce.

State legislators are increasingly coming to understand that ECE plays a significant role in the health of the economy and enabling workforce participation, leading to their concern about the stability of the ECE workforce. While there is divided attention among state legislators in educational policy due to teacher shortages in K-12 education, many are now focusing attention on the same shortages in child care and prekindergarten programs as well, given the importance of such programs to support working parents. As efforts addressing ECE workforce issues gain momentum, it is critical to include state legislators from the start in developing state and local strategies to respond to workforce challenges, especially within the context of the COVID-19 pandemic. Since policy and practice solutions often require significant legislative support and resources to become a reality, state legislators are increasingly engaging in shaping action plans to improve ECE workforce policies.

Helping such planning, the next stage of NCSL's work is focused on working directly with state legislatures by developing state working groups that include representatives from across state government to meet and delve into specific ECE policy areas. Meetings, retreats, and summits will provide opportunities for direct, customized technical assistance to help state legislators plan and implement improved policies to better support the ECE workforce now and in the future.

### MEET OUR GRANTEES:



**Michelle Exstrom, Director, National Conference of State Legislatures**

Michelle oversees NCSL's work with state legislators on education policy. Her areas of expertise include educator effectiveness, standards, accountability, assessment, international comparisons, and federal education law. She also serves as staff to NCSL's Education Standing Committee. During the past 21 years at NCSL, she has provided research and testimony to state legislatures, led legislative study groups, published annual reports on education legislation in all 50 states and numerous reports, legislative guides, and magazine articles on education policy.



**Patrick Lyons, Senior Policy Specialist, National Conference of State Legislatures**

Patrick manages early education work for the conference including conducting and directing research, providing technical assistance to legislators and legislative staff, and facilitating working groups focused on early education policy. He is also a liaison to the Michigan State Legislature. Previously, Patrick worked for a consulting firm in Lansing, Michigan where he completed projects for numerous state and local clients including the Michigan Department of Education and the Michigan Economic Development Corporation.

## GRANTEE HIGHLIGHTS APRIL 1, 2021 - MARCH 31, 2022

**“Our grant has been vital in meeting the needs of legislators navigating teacher shortages and learning loss in states. First, we provided research, policy examples from the states, and workforce-related reports through virtual and in-person meetings. Second, we have resources to offer customized in-state technical assistance that meets their unique needs and perspectives. Technical assistance could include state-specific research, meeting facilitation, or committee testimony. This allows us to broadly help all states strengthen their early childhood workforce while diving deep with those that are ready to make larger-scale changes and investments.”** —Patrick Lyons, Senior Policy Specialist, National Conference of State Legislatures



**Jennifer Palmer**, Senior Policy Specialist, National Conference of State Legislatures

Jennifer works on a range of early childhood policies with a special focus on child care and the early childhood workforce. Prior to joining NCSL, she worked in political communications and in the Iowa House of Representatives.

## EARLY EDUCATOR INVESTMENT COLLABORATIVE: FUNDER COLLABORATION TO ADVANCE EQUITY

### EARLY EDUCATOR INVESTMENT COLLABORATIVE

Collaborative funding is critical to creating large-scale change for the ECE workforce. No single funder can do it alone, and a field of funders working in isolation can duplicate efforts, lead to dead ends, and slow progress. As a member of the [Early Educator Investment Collaborative](#) (The Collaborative), the Foundation contributes to The Collaborative’s recent work to address longstanding systemic inequities in ECE systems that impact ECE professionals of color, especially Black, Indigenous, and Latinx early educators. The Collaborative has many initiatives working to help ECE professionals achieve their full potential as they facilitate stronger outcomes for children. Investments here include transforming early educator preparation, amplifying early educator voices, and documenting how historical racism is entrenched in current ECE systems.

The Collaborative continues to support the Raising Child Care Fund (RCCF) and its grassroots work to elevate the perspectives and voices of the ECE workforce to address the longstanding structural inequities and hardships they experience, including the ongoing ramifications of the COVID-19 pandemic. Center-based and home-based early educators and their allies urge systems change to build enduring, effective, and equitable solutions for ECE systems in states and localities.

## GRANTEE HIGHLIGHTS APRIL 1, 2021 - MARCH 31, 2022

Two examples of efforts underway are:

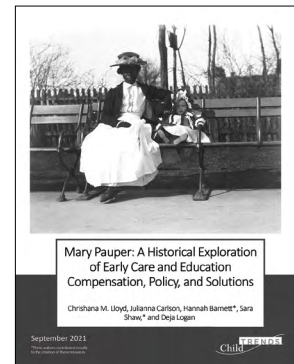
### Strengthening Home-Based Care in Georgia

RCCF is working with grantees in Georgia to hear from home-based child care providers in the Atlanta metro area and beyond. [Georgia 9to5](#) and its partners are elevating provider voices to ensure that their concerns about issues such as zoning requirements, licensing, and quality rating and improvement systems are heard and that they can contribute to the local decision-making processes.

### Increasing ECE Compensation in New Mexico

The [OLÉ Education Fund](#) in New Mexico is leveraging funds from The Collaborative to advance issues tied to the career ladder and provider wages. In the wake of the pandemic, OLÉ worked to secure hazard pay for ECE providers and policy changes such as state legislation for greater investments in education. OLÉ engages with activists and continues to build partnerships with elected officials, advocates, and immigrant-led organizations in this work.

The Foundation is also proud to spotlight The Collaborative's commissioned work, [Mary Pauper: A Historical Exploration of Early Care and Education Compensation, Policy, and Solutions](#), a Child Trends report that traces the history of systemic racism and sexism in the United States and how it has influenced current ECE policy and practice, especially the endurance of inadequate compensation and preparation. In March 2022, the report was published and disseminated with the intent to inform the ECE field's appreciation of major equity issues affecting early educators. The report provides recommendations for a research-to-action plan that can advance racial, economic, and social justice in ECE workforce policies. It also identifies state, federal, and local policies and practices that should undergo transformative change to address inequities.



### MEET OUR GRANTEEES:



#### **Ola J. Friday, Ed.L.D., Director, The Early Educator Investment Collaborative**

Ola is the inaugural Director of the Early Educator Investment Collaborative. She has held multiple other roles in early childhood education policy and workforce development systems design and implementation. Most recently, she led statewide professional development efforts in Massachusetts. As a child of immigrant educators, she was raised with an appreciation for the power of education to change lives. Initially drawn to the classroom, the urge to impact systemic issues compelled her to pursue work at the early childhood education policy level.

## GRANTEE HIGHLIGHTS APRIL 1, 2021 - MARCH 31, 2022

**“It’s an honor for The Collaborative to support the early care and education workforce through our partnerships with educator preparatory programs, grassroots organizers, policy experts, and researchers. The pandemic has only emphasized the importance of supporting early education professionals, many of whom continue to be undervalued despite the complex and skilled work they do. We are at a crucial time in our nation’s history, where an all-hands-on-deck approach is needed to support a groundswell of research, policy, and funding towards better workforce compensation, preparation, and competency development.”** —Ola J. Friday, Ed.L.D., Director, The Early Educator Investment Collaborative



**Chrishana Lloyd, Ph.D.,** Senior Research Scientist and Lead Author of the Mary Pauper papers, Child Trends

Chrishana is a nationally recognized expert on the study and implementation of interventions to support early childhood professionals in environments such as home-based and community-based child care settings and Head Start. She has more than 20 years of experience in the social science and education fields and considerable experience with applied community-based research and technical assistance using a racial equity lens.

**“The Mary Pauper papers have been, to date, some of the most important and influential work I have undertaken in my 20-plus years as a researcher. I am thankful to the Foundation for Child Development for partnering with the Early Educator Investment Collaborative and entrusting me and my team with this important task. I look forward to seeing movement toward compensation justice for the early care and education workforce as we and others draw on the papers in support of the field.”**

—Chrishana Lloyd, Ph.D., Senior Research Scientist and Lead Author of the Mary Pauper papers, Child Trends

## COMMUNICATIONS: AMPLIFYING THOUGHT LEADERSHIP FOR THE ECE FIELD

The Foundation funds rigorous, high-quality research to serve as the basis for continuous quality improvement efforts for ECE policy and practice. Research is and always has been the driving factor of our grantmaking strategy, providing an evidence-based, policy-relevant roadmap to better outcomes and solutions. While our grants help shape the research field, the Foundation also works to ensure that key audiences of researchers, policymakers, and practitioners are aware of and use the research in their work.

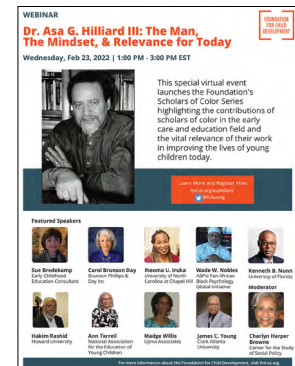
In November 2021, the Foundation released [\*Getting it Right: The Conversation Guide for Preparing the Next Generation of Implementation Researchers\*](#), a conversation guide tailored for faculty in institutions of higher





## GRANTEE HIGHLIGHTS APRIL 1, 2021 - MARCH 31, 2022

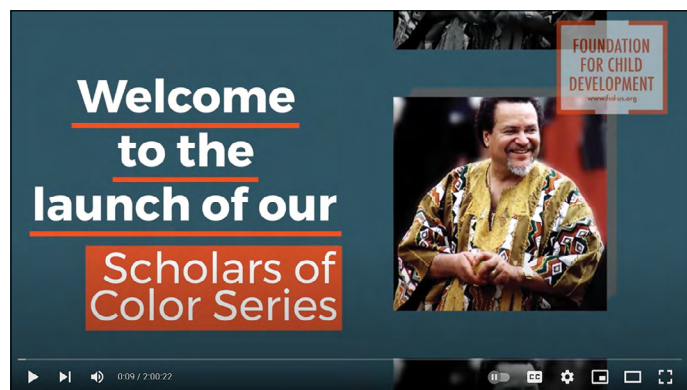
education preparing future researchers. It is a companion piece to the Foundation’s 2020 publication [Getting it Right: Using Implementation Research to Improve Outcomes in Early Care and Education](#), which highlights the value of implementation research and its potential to strengthen quality and outcomes for young children. This conversation guide provides an overview of implementation research, discussion questions, reflections on advancing implementation research, and suggestions for small group activities to support faculty to initiate and sustain conversations about ECE implementation research with student researchers. In December 2021, the Foundation hosted a *Getting it Right* webinar, [Roundtable Discussion: Preparing Future Early Care and Education Implementation Researchers](#). Higher education faculty discussed how to prepare researchers, particularly researchers of color, and the opportunities and challenges related to conducting ECE implementation research.

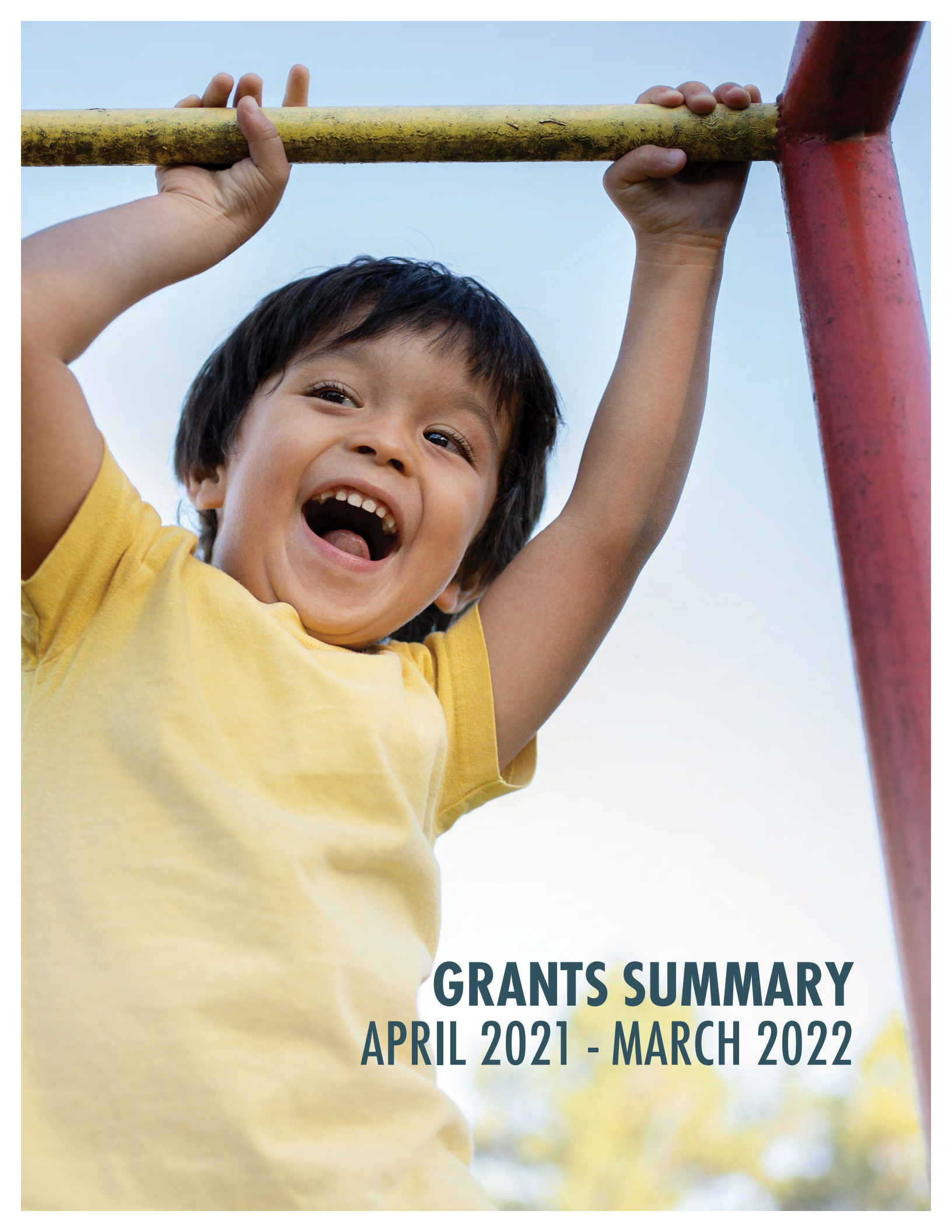


The Foundation also uplifts and amplifies the scholarship of prominent scholars of color who have made significant contributions to ECE research, policy, and practice. In February 2022, the Foundation launched its Scholars of Color Series by first featuring Dr. Asa Grant Hilliard III (1933–2007), a renowned psychologist, teacher, and historian. His pioneering work on child assessment, teaching and curriculum, and African culture was grounded in his commitment to promoting the genius and excellence of all children. Through a special virtual event, [Dr. Asa G. Hilliard III: The Man, The Mindset, & Relevance for Today](#), and a forthcoming working paper, *The Timeless Contributions of Dr. Asa Grant Hilliard III: Scholar, Educator, Psychologist, Historian*, the Foundation draws attention to Dr. Hilliard’s work and its continued relevance in improving the lives of young children today and in strengthening the preparation and practice of early educators.

Figure 7: Scholars of Color virtual launch highlights from February - October 2022

**981** Registrants  
**495** Attendees  
**6,613** Recording views





**GRANTS SUMMARY**  
**APRIL 2021 - MARCH 2022**

## NEW GRANTS AWARDED APRIL 1, 2021 - MARCH 31, 2022

### **Working towards achieving the Foundation’s goal to strengthen the early care and education workforce, grants awarded this fiscal year were centered on our ECE workforce priorities to professionalize the field and enhance the quality of professional practice.**

Awards that were focused on professionalizing the field further implemented the Foundation’s approach of highlighting ECE workforce priorities across various levels of government to achieve systems change by providing technical assistance to state education board members and municipal leaders, and by adding a new group of elementary school principals. As decision-makers, school leaders can influence every aspect of the educational programming young children experience in prekindergarten–3rd grade programs. Two additional awards seek to help teams of state administrators develop financing strategies and policy solutions to implement a sustainable increase in compensation for the ECE workforce. Another amplifies the perspective of early educators themselves in policy decisions and debates surrounding ECE workforce issues, especially regarding increased compensation. A final award supports sustaining national attention on ECE by increasing the knowledge and skills of journalists covering ECE workforce issues.

Awards made to enhance the quality of professional practice support the growth and development of research-practice partnerships (RPPs) to support ECE implementation research to advance equity. One of two RPP models funded is a collaborative inquiry project designed and implemented by practitioner researchers from the Wiikwedong Early Childhood Development Collaborative to examine how to deliver home visiting services rooted in Ojibwe culture and systems. The other is a partnership between researchers and city officials in the [New York City Early Childhood Research Network](#) to answer questions regarding early educators’ understanding and awareness of race and racism, and investigate how racism and bias influence the implementation of anti-racist and culturally relevant practice in preschool classrooms. A final grant will help inform state administrators about how to include family child care providers and networks within state prekindergarten initiatives and programs.

Additionally, four [Young Scholars Program](#) (YSP) research grants were awarded. Each addresses equity issues by focusing on the following: professional preparation pathways for Indigenous ECE students, the practice of early childhood mental health consultants, the characteristics and perspectives of home-based providers, and teachers’ and administrators’ discipline referral and decision processes. The Foundation also supported a third cohort of [Promising Scholars](#)—YSP applicants who demonstrate exceptional potential to conduct rigorous, high-quality implementation research focused on the ECE workforce.

#### ► **Professionalizing the ECE Field**

##### **Center for Community Change, Washington, D.C.**

\$400,000 over two years to support grassroots community organizing of community-based organizations to increase ECE compensation through the provision of technical assistance and

## **NEW GRANTS AWARDED** APRIL 1, 2021 - MARCH 31, 2022

on-the-ground work with early educators, particularly educators of color. The grant will also enhance innovative digital organizing tactics designed to mobilize and directly impact a base of early educators and parents who will also drive policy change.

### **Education Writers Association, Washington, D.C.**

\$240,000 over two years to develop multimedia content, including meetings and webinars, and provide one-on-one coaching to equip journalists with the knowledge and skills needed to produce high-quality coverage of ECE, particularly of the workforce, and to better inform the public and policymakers.

### **National Association of Elementary School Principals Foundation, Alexandria, VA**

\$200,000 over one year to support the planning and execution of a virtual, multiday convening and half-day follow-up sessions, as well as the development of briefs and resources, to equip school leaders with the knowledge, tools, and strategies to be successful in leading prekindergarten–3rd grade continuums in their schools. A year-round virtual community will also be created to sustain conversation and share lessons learned among a network of school leaders across the country.

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

\$100,000 over one year to support the continued implementation of strategic plans toward using the influence and authority of State Boards of Education to effect policy changes intended to strengthen the early care and education workforce, including increasing compensation. NASBE will provide technical assistance, resources, and content to further enhance and expand the ECE state cohort network and the national ECE networks.

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

\$100,000 over one year to support municipal leaders in the continued implementation of their strategic plans toward achieving their identified ECE workforce policy goals, including increasing ECE financing and compensation. NLC will host two national roundtables, convene quarterly sessions on priority topics, provide technical assistance, and develop content for the 10-city cohort.

### **Regents of the University of California at Berkeley, Berkeley, CA**

\$216,000 over one year for the Center for the Study of Child Care Employment (CSCCE) to help prepare state administrators and budget officers to implement sustainable increased compensation, particularly for child care workers. CSCCE will organize and execute virtual convenings for five to seven state teams. Resource sharing, technical assistance, and peer learning will assist policymakers in developing and implementing strategies to increase compensation. Policy and issue briefs and infographics summarizing lessons learned will be publicly disseminated.

### **The Urban Institute, Washington, D.C.**

\$222,000 over one year to conduct key stakeholder interviews to increase understanding of state

## **NEW GRANTS AWARDED** APRIL 1, 2021 - MARCH 31, 2022

decision-making in accessing federal funds to finance ECE systems and support the workforce. State policymakers will also be supported in virtual convenings to strategize how to better utilize federal and state dollars to increase ECE financing, with a focus on increasing workforce compensation. Summary papers will be produced to share insights and lessons learned.

### ► **Enhancing the Quality of Professional Practice**

#### **Brazelton Touchpoints Center, Inc., Boston, MA**

\$573,000 over two years, on behalf of the Wicwedong Early Childhood Development Collaborative, to establish a research-practice partnership examining strategies to improve home and family visits that build sustainable ECE knowledge and practices rooted in Ojibwe culture and systems.

#### **Erikson Institute, Chicago, IL**

\$200,000 over two years to examine the challenges and opportunities present in the implementation of state initiatives to include family child care within state prekindergarten programs; provide insights and lessons learned using a rapid-response approach to answer policymaker questions; and facilitate peer learning among local, state, and federal policymakers.

#### **Research Foundation of the City University of New York, New York, NY**

\$408,000 over two and a half years to support the New York Early Childhood Professional Development Institute to continue to grow and manage the New York City Early Childhood Research Network. The grant will also support new research co-designed with the New York City Department of Education that will explore early educators' understanding and awareness of race and racism and investigate how racism and bias influence implementation of anti-racist and culturally relevant practice in preschool classrooms.

### ► **Young Scholars Program**

#### **Evandra Catherine, Ph.D., Arizona State University Foundation for a New American University, Tempe, AZ**

\$225,000 over two years to study the influence of early childhood mental health consultants on improving the quality of early educator practice in implementing cultural approaches in their interactions with children from racially, culturally, and linguistically diverse backgrounds.

#### **Jayanti Owens, Ph.D., Brown University, Providence, RI**

\$225,000 over three years to investigate racial and ethnic disparities that exist in kindergarten–3rd grade teachers' discipline referrals and administrators' disciplinary sanction decisions. Mechanisms within teacher and administrator practice that drive these disparities will be identified, as well as school contextual factors that exacerbate or ameliorate them.

## **NEW GRANTS AWARDED** APRIL 1, 2021 - MARCH 31, 2022

### **Zoelene Hill, Ph.D., New York Academy of Medicine, New York, NY**

\$225,000 over three years to examine national and local characteristics of home-based providers unaffiliated with licensing, regulatory, or registration systems and the children for whom they care, as well as elevate the perspectives of such providers regarding improving policies to better support their work.

### **Ingrid Anderson, Ed.D., Portland State University Foundation, Portland, OR**

\$225,000 over three years to examine both the development and implementation of teaching practices in an online ECE teacher preparation program based on Indigenous knowledge to better prepare and retain Native teachers in online learning environments in Oregon.

### **Regents of the University of Michigan, Ann Arbor, MI**

\$30,000 over one year to support the provision of technical assistance to Young Scholars Program applicants to help them strengthen the quality and rigor of their proposed mixed-method research designs in YSP full application submissions.

### **The Urban Institute, Washington, D.C.**

\$222,000 over one and a half years to support the ongoing professional learning of the Foundation's Young and Promising Scholar awardees. In partnership with Child Trends, planned opportunities will enable the scholars to engage in discourse with policymakers and practitioners, sharpen their implementation research skills, and enhance general knowledge regarding issues related to the early care and education workforce.

## **► Promising Scholars Program**

### **Naomi Jessup, Ph.D., Georgia State University Research Foundation, Atlanta, GA**

\$15,000 over one year to further develop a research proposal to explore ECE teachers' perceptions and mathematics teaching practices that foster a culturally responsive classroom and promote mathematical reasoning and equitable mathematics discourse in ECE classrooms.

### **Alison Hooper, Ph.D., The Board of Trustees of the University of Alabama, Tuscaloosa, AL**

\$15,000 over one year to further develop a research proposal to study the characteristics and experiences of home-based childcare providers caring for a relative's children in Alabama, as well as to identify ways to effectively engage providers in quality improvement efforts.

### **Katherine K. Delaney, Ph.D., The University of Toledo Foundation, Toledo, OH**

\$15,000 over one year to further develop a research proposal to examine the preparation and competency of ECE teachers in identifying young children with developmental delays or disabilities through early intervention referral systems in Ohio and Michigan.

## **NEW GRANTS AWARDED** APRIL 1, 2021 - MARCH 31, 2022

<b>TOTAL EARLY CARE AND EDUCATION WORKFORCE GRANTS</b>	<b>\$2,659,000</b>
<b>TOTAL YOUNG AND PROMISING SCHOLARS PROGRAM GRANTS</b>	<b>\$1,197,000</b>
<b>TOTAL ADDITIONAL DISCRETIONARY GRANTS (less than \$30,000 each)</b>	<b>\$182,390</b>
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<b>TOTAL GRANTS AWARDED FY 2021-2022</b>	<b>\$4,038,390*</b>

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





**FINANCIAL  
STATEMENTS  
2021 - 2022**



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

## MODIFIED CASH BASIS

YEAR ENDING 03/31/2022

<b>SUPPORT AND REVENUE</b>	<b>Without Donor Restrictions</b>	<b>With Donor Restrictions</b>	<b>Total</b>
<b>Investment return</b>			
Dividends and interest	\$ 2,238,205	\$ —	\$ 2,238,205
Realized gain on sale of investments	3,291,093	—	3,291,093
Unrealized loss on investments	987,404	(94,673)	892,731
Capital gain distributions from mutual funds	2,086,977	—	2,086,977
<i>Total Investment Return</i>	8,603,679	(94,673)	8,509,006
Direct investment expenses	(366,331)	—	(366,331)
Current federal excise tax and other tax payments	(110,500)	—	(110,500)
<i>Net Investment Return</i>	8,126,848	(94,673)	8,032,175
<b>Other income</b>	—	—	—
<i>Total Support and Revenue</i>	8,126,848	(94,673)	8,032,175
<b>EXPENSES</b>			
<b>Program services</b>			
Grants	3,500,000	—	3,500,000
Program development and direct charitable activities	872,546	—	872,546
Grants administration	37,082	—	37,082
<i>Total Program Services</i>	4,409,628	—	4,409,628
<b>Operations and governance</b>	846,984	—	846,984
<b>Indirect investment management</b>	42,920	—	42,920
<i>Total Expenses</i>	5,299,532	—	5,299,532
<i>Changes in Net Assets</i>	2,827,316	(94,673)	2,732,643
<b>NET ASSETS</b>			
<b>Beginning of the year</b>	113,952,846	3,058,538	117,011,384
<b>End of the year</b>	116,780,162	2,963,865	119,744,027

From Independent Auditors' Report, PKF O'Connor Davies, LLP, November 3, 2022

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

## MODIFIED CASH BASIS

YEAR ENDING 03/31/2021

<b>SUPPORT AND REVENUE</b>	<b>Without Donor Restrictions</b>	<b>With Donor Restrictions</b>	<b>Total</b>
<b>Investment return</b>			
Dividends and interest	\$ 2,027,739	\$ —	\$ 2,027,739
Realized gain on sale of investments	286,074	—	286,074
Unrealized loss on investments	30,762,440	—	30,762,440
Capital gain distributions from mutual funds	84,600	—	84,600
<i>Total Investment Return</i>	33,160,853	—	33,160,853
Direct investment expenses	(311,547)	—	(311,547)
Current federal excise tax and other tax payments	(19,649)	—	(19,649)
<i>Net Investment Return</i>	32,829,657	—	32,829,657
<b>Other income</b>	25,000	—	25,000
<i>Total Support and Revenue</i>	32,854,657	—	32,854,657
<b>EXPENSES</b>			
<b>Program services</b>			
Grants	3,000,000	—	3,000,000
Program development and direct charitable activities	1,047,739	—	1,047,739
Grants administration	55,528	—	55,528
<i>Total Program Services</i>	4,103,267	—	4,103,267
<b>Operations and governance</b>	698,818	—	698,818
<b>Indirect investment management</b>	57,215	—	57,215
<i>Total Expenses</i>	4,859,300	—	4,859,300
<i>Changes in Net Assets</i>	27,995,357	—	27,995,357
<b>NET ASSETS</b>			
<b>Beginning of the year</b>	85,957,489	3,058,538	89,016,027
<b>End of the year</b>	113,952,846	3,058,538	117,011,384

From Independent Auditors' Report, PKF O'Connor Davies, LLP, October 8, 2021

## BOARD OF DIRECTORS APRIL 1, 2021 - MARCH 31, 2022

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President & CEO

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**Tim Murray**  
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**Dorothy Pflager**  
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