

FOUNDATION  
FOR CHILD  
DEVELOPMENT

®



# CONTINUITY & CHANGE

ANNUAL REPORT 2022-2023

# DEAR FRIENDS

“ The approaching final year of our 10-year ECE Workforce Initiative has provided further opportunities for reflection.

As the Foundation approaches its 125<sup>th</sup> anniversary in 2025, I am struck by its long history of evolving to meet the needs of the day and anticipating those to come. The accomplishments highlighted in this report exemplify that, as do our plans as we look ahead to the coming year. With new leadership joining the Foundation and the lessons learned from our decade-long Early Care and Education (ECE) Workforce Initiative, we head into the year from a place of continued strength and our unwavering commitment to young children and their families.

It is now a little more than a year since Dr. Vivian Tseng was appointed President and CEO in August of 2022 and officially began serving in this position on November 1, 2022. Her enthusiasm and excitement about the Foundation’s mission and her commitment to creating a more equitable and just society for young children, families, and their communities are palpable.

2022 also marked my ascension to Board Chair after serving for five years as a member of the Board of Directors. Both Dr. Tseng and I launched our leadership positions heralding a new era of vision and guidance for the future of the Foundation. In 2022, we also welcomed Dr. LaRue Allen and Dr. Alejandra Barraza to the Board, followed by Bill Moon in early 2023, and additional Directors, Dr. Linda M. Burton, Barbara Chow, Dr. Fabienne Doucet, Marissa Tirona, and Tracy Zimmerman, in November 2023. Such diverse perspectives and expertise will be instrumental in shaping the direction of our future work and initiatives.

Dr. Tseng, the Board, and staff embarked on a Year of Reflection and Exploration in 2023, with a review of the Foundation’s history, grantmaking strategies, and impact as we set our sights on the future. We discussed lessons learned from our prior initiative on Pre-K-3rd alignment (2003–2013) and the current ECE workforce strategy (2015–present). We also invited former Board leaders, Lindsay Chase-Lansdale and Margaret Beale Spencer, to join us at our June Board meeting to share their experiences at the Foundation.

The approaching final year of our 10-year ECE Workforce Initiative has provided further opportunities for reflection. In 2015, the Foundation embarked on the launch of a bold and ambitious initiative aimed at strengthening the capacity and status of the ECE workforce. Guided by a vision outlined by the National Academies of Sciences, Engineering, and Medicine report, *Transforming the Workforce for Children Birth*



*Through Age 8*, Dr. Jacqueline Jones set in motion a multi-pronged initiative. Anchored by strategic grantmaking and partnerships with other philanthropic leaders in the Early Educator Investment Collaborative (The Collaborative), the Foundation aimed to support research, policy, and practice aimed at strengthening ECE workforce preparation, ongoing professional learning opportunities, quality of practice, and compensation to enhance children’s learning and development.

I am filled with gratitude for the shared commitments of our philanthropic leaders in The Collaborative, in which the Foundation supported research, policy, and practice aimed at strengthening workforce preparation, practice, ongoing professional learning, and compensation to enhance children’s learning and development. The Collaborative, with its Steering Committee co-chaired by our former Vice President Sara Vecchiotti, supported the Raising Child Care Fund and awarded grants aimed at strengthening higher education institutions to build a qualified ECE workforce pipeline and at supporting state and local governments to develop equitable and systemic strategies to increase workforce wages and benefits.

The Foundation also supported the National League of Cities and the National Association of State Boards of Education to develop networks of states and localities aimed at elevating ECE issues. These networks have emerged as powerful catalysts for policy innovations and for enhancing the status of the workforce and compensation for early childhood educators.

Since 2015, the ECE landscape has undergone a significant shift. These efforts have catalyzed movement at federal, state, and local levels to stabilize and enhance the status of the ECE workforce. Acknowledgment of the fragility and instability of the ECE workforce has become a focal point in mobilization efforts, learning networks, and policy discussions. The infusion of federal, state, and local resources made available in response to the COVID-19 pandemic led to significant advances in bolstering compensation, preparation, and professional learning opportunities for the ECE workforce, albeit temporarily.

Recent years have also underscored the importance of prioritizing issues of social and economic justice, extending beyond the ECE workforce to encompass the parents of our young children. As Dr. Tseng thoughtfully articulates in the President’s Letter in this 2022–2023 Annual Report, today’s tumultuous social and political context elevates concerns for children marginalized by racism, xenophobia, and economic inequality and the need to advance a more just society so that all children can thrive.

It is this sense of purpose that we—the Foundation’s Board and staff—will use as our guiding compass as we seek to ensure that our future efforts continue to address critical issues at the intersection of research, policy, and practice in support of the development and well-being of all young children. We are excited and eager to launch the next chapter of the Foundation for Child Development’s journey with the leadership of President Vivian Tseng.

*Velma McBride Murry*

Velma McBride Murry, Ph.D.  
Chair of the Board of Directors

# ADVANCING SOCIAL JUSTICE FOR YOUNG CHILDREN

At the Foundation for Child Development (FCD), both the stark inequalities unveiled by the pandemic and the inspiration sparked by mass protests for racial justice compel us to work towards a more just world for the next generation. Children of color have become the [majority](#) of our child population, yet we are far from being a society that fully values them and enables them to reach their potential. Over the past year, our Board and staff have engaged in deep reflection and exploration as we consider how we will meet this moment. We are looking back at our history, looking out at the needs and opportunities for young children in this social and political moment, and looking forward to chart our future directions.

As we embark on FCD's next chapter, five principles will guide our journey:

1. Center children marginalized by racism, xenophobia, and economic inequality,
2. Work at the nexus of research, policy, and practice to benefit children,
3. Take a clear-eyed view of history and learn from it,
4. Navigate our journey through inclusive dialogue, and
5. Act with respect and care for our relationships.

Below, I share our observations from our look backward, discuss our initial insights as we look outward and forward, and invite readers to dialogue with us to improve our thinking and work in the years ahead.



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## LOOKING BACKWARD: FCD IN THE MODERN ERA

“You can’t really know where you’re going until you know where you have been.”

Author Maya Angelou’s words resonate as we reflect on FCD’s past work and seek inspiration for its future. This summer, I reviewed our Annual Reports from the past 50 years, and in the voices of our past leaders, I discovered a pattern of organizational development akin to child development—a delicate balance of continuity and change.

Our legacy as “a small foundation with big ideas” was articulated two decades ago by Board Chair Lindsay Chase-Lansdale and President Ruby Takanishi. “We identify new ideas for improving children’s lives, convene multiple stakeholders to pursue these ideas, and fund creative, budding initiatives.” Those words launched the Foundation’s commitment to PreK-3rd, a national movement to align systems of public education for children from early childhood through elementary school, an endeavor that continues to this day through the efforts of the National P-3 Center, New America Foundation, Campaign for Grade-level Reading, and many others including a recent call from the United States Department of Education to make “[Kindergarten a sturdy bridge](#)” for children’s educational transitions. While the Foundation’s big ideas have shifted over time, our leaders have consistently looked out onto the horizon to chart its course.

Partnership has been another hallmark of FCD’s work. In the late 1970s and 1980s, FCD President Orville “Bert” Brim partnered with the William T. Grant Foundation to establish SRCD’s Congressional Fellows Program and Washington, DC policy office, bridging developmental science with public policy. Bert was also a proponent of interdisciplinary and interprofessional collaborations well before it was popular. He “encourage[d] people from disciplines not traditionally concerned with children to bring their talents to bear on the major economic, legal, social, and political issues that impact children.”

FCD’s unique niche in philanthropy is bridging research with policy and practice. In the 1970s, President Robert Slater underscored the need to make research of practical use to benefit children. This concern has been consistently upheld by each successive president, most recently by Jacqueline Jones, who championed research to support and strengthen the early care and education workforce. The challenge of making research useful, used, and impactful persists today, but we are fortunate that the Foundation can leverage recent advancements in [democratizing evidence](#), [research on research use](#), and [engaged research](#) to accelerate our progress.

In today’s times when patience often runs thin, I take pride in leading a Foundation that embraces a sense of moral urgency while operating with a long time horizon. FCD’s leaders have tackled big problems over extended periods, evolving their strategies as they learn more and the context around them shifts. The Foundation learned its way into the PreK-3rd initiative, for example, by first focusing on transitional kindergarten, then universal Pre-K, and then the alignment of the early education and K-12 systems. Philanthropy is at its best when we can evolve and adapt to deliver more tomorrow given what we learn today.

## LOOKING OUTWARD AND FORWARD: SOCIAL JUSTICE FOR YOUNG CHILDREN

“Our ultimate objective in learning about anything is to try to create and develop a more just society.”

Activist Yuri Kochiyama inspires our future directions in today’s troubling social and political context. We are committing to young children marginalized by racism, xenophobia, and economic inequality and advancing a more just society for them. Centering children at the margins may seem intuitive, but while work is often conducted in their name, efforts are too seldom guided by their lived experiences and their parents’ hopes for them. Despite decades of critique, the research and policy communities are laden with deficit views of children of color and their parents. While research on communities of color has grown, [research agendas are too seldom guided by the goals that marginalized communities have for themselves](#) and instead are shaped by what others think should be studied. The same can be said for policy and advocacy agendas designed by policy elites and system leaders. Bringing impacted community perspectives from the margins to the center of our research, policy, and advocacy agendas can aid us in [“reimagining the possibilities.”](#)

Over the coming year, our new [Social Justice for Young Children Conversation Series](#) will feature guest bloggers and webinar speakers from diverse academic disciplines, social justice movements, and local, state, and national advocacy efforts. By forging connections between early childhood research, policy, and advocacy on one hand and immigrant, racial, and economic justice movements on the other, we hope to uncover powerful synergies to benefit the youngest in our communities.

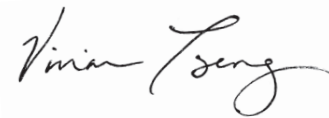
Amidst the bleak moments of the COVID-19 pandemic, the federal government passed a package of policies—covering childcare, health, nutrition, housing, and paid leave—that slashed child poverty nearly in half. In partnership with Olivia Golden, a distinguished child advocate, we are identifying lessons from the organizing and advocacy efforts that led to that historic, though temporary, success. Olivia has interviewed about 20 leaders spanning traditional early childhood advocates to parent leaders to social justice organizers. We are compiling those lessons for a co-authored 2024 FCD publication. A sneak preview is in Olivia’s FCD Conversation Series [blog post](#). Partnering with [The CARE Fund](#), we also co-hosted a convening to collectively reflect on the lessons learned and their implications for coalition-building and advocacy to cement the pandemic-era policies that benefited children and families as the status quo.

This year, we extend our warmest congratulations to the Children’s Defense Fund (CDF) on its 50th anniversary. FCD, an early funder of CDF in 1973 when it was known as the Washington Research Project, is pleased to support the next era of CDF’s work to safeguard child well-being under Reverend Dr. Starksy Wilson’s leadership. As we observe the evolving landscape of child advocacy, we particularly appreciate CDF’s

commitment to organizing and power-building alongside its policy activities. A crucial goal of both our organizations is elevating the voices of those most impacted by systemic inequality, and we look forward to learning alongside CDF as it positions children and youth more firmly at the center of policy advocacy.

Because young children’s well-being is intimately tied to that of their parents, child advocacy should be more attuned to the racial and economic realities faced by their families. Parents’ expertise on their children’s lives and their policy priorities deserves greater amplification in advocacy agendas. As we learn our way into a social justice frame that includes immigrants at the center, we’re proud to support the Center for Law and Social Policy, United Parent Leaders Action Network, and Children Thrive Action Network (CTAN) in developing a parent leadership program to inform policy advocacy agendas. They are building on their [prior work](#) to identify parents’ immigration policy priorities and incorporate them into CTAN’s strategic advocacy plans.

I am heartened by the dedication and collective wisdom that serve as guideposts for the Foundation’s continued evolution. Organizations are—at their heart—people, and I wish to end by expressing my gratitude to our committed staff, wonderful Board of Directors, and the terrific consultants who have been instrumental in our work this past year.



Vivian Tseng, Ph.D.  
President & CEO



The logo for the Foundation for Child Development is located in the top left corner. It consists of a white square with rounded corners, containing the text "FOUNDATION FOR CHILD DEVELOPMENT" in white, uppercase, sans-serif font. A small registered trademark symbol (®) is positioned to the upper right of the square.

FOUNDATION  
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## **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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**REFLECTIONS**

*on a*

**JOURNEY**

*to*

**CATALYZE CHANGE**

THE FOUNDATION'S EARLY CARE AND  
EDUCATION WORKFORCE INITIATIVE

## IN 2015, THE FOUNDATION LAUNCHED AN AMBITIOUS 10-YEAR INITIATIVE to strengthen the capacity and status of the early childhood workforce, aiming to enhance learning opportunities for young children. As we approach the ninth year of this initiative, we are reflecting on what we've learned and how these lessons can inform our future work.

There has been an undeniable shift in the early childhood landscape over the past eight years. The policy attention and national awareness directed towards ECE professionals have significantly surpassed what we witnessed at the initiative's inception. We have observed a significant influx of resources flowing toward the ECE workforce, bolstering sustainability and furthering the collaborative efforts of our partners and colleagues for the future. Notably, a recent \$30 million investment by the United States Department of Health and Human Services to establish the National Early Care and Education Workforce Center signifies the growing recognition of the importance of an appropriately compensated and respected workforce. A sustained and concerted effort at the state and local levels played a pivotal role in paving the way for this significant federal investment. Details about the establishment of the National ECE Workforce Center will be discussed in our Spotlights feature ahead.


Throughout the initiative, the Foundation invested in organizations such as the National League of Cities (NLC) and the National Association of State Boards of Education (NASBE) to foster cross-state and city exchanges focused on strengthening the workforce. These learning and action networks have proved to be a powerful mechanism for the development and spread of policy innovations. States and cities like Michigan, New Mexico, and the District of Columbia have taken decisive steps to increase compensation for early childhood educators, recognizing and supporting their competencies. These and numerous other compensation and policy innovations fuel our optimism for the future.

### EARLY EDUCATORS BY THE NUMBERS



Through this initiative, we have sought to highlight pervasive but often overlooked issues of inequity in ECE. The pandemic and the national focus on racial justice have brought these disparities into sharp focus, illuminating the systemic oppression and challenges faced by early educators, families, and the children in their care. Despite their vital roles, [53%](#) of early educators live in families that utilize public health care and income supports (like the federal Earned Income Tax Credit), more than double that of workers across all occupations. Women constitute [96.7%](#) of this workforce, [40%](#) of whom are people of color. Racial and ethnic wage disparities persist within the ECE workforce, with [Black women earning less than their White counterparts](#).

Now, the growing influence of the care workers movement serves as a beacon for the early childhood field in improving the status of the ECE workforce. It is amplifying the voices of educators and exposing the exploitative working conditions and inadequate compensation experienced by individuals working in the care industry—such as caregivers, nurses, aides, and other professionals—especially women of color.

 **We are mindful of the voices that need amplification, the injustices that demand rectification, and the futures that deserve our dedicated advocacy.**

Our work over the past eight years has evolved to highlight these economic justice issues for the ECE workforce. The equity concerns for the ECE workforce parallel the challenges faced by the young children at the core of FCD’s mission. These children have been marginalized by racism, xenophobia, and economic inequality. We are acutely aware of the interconnectedness of their well-being with the broader justice issues affecting the individuals who care for them. Considering today’s social and political context, we are mindful of the voices that need amplification, the injustices that demand rectification, and the futures that deserve our dedicated advocacy. Our lens will sharpen with a renewed child-centered focus in pursuit of social justice for young children.

In this annual report, we are pleased to showcase the work of the recently launched National Early Care and Education Workforce Center. The National ECE Workforce Center Steering Committee Chair, Dr. Lea Austin, and Co-Director, Dr. Chishana Lloyd, delve into the extensive history of underinvestment in the workforce. They describe how the groundbreaking federal investment in the National ECE Workforce Center positions it as a hub for research and technical assistance for ECE systems and programs to create transformative change in service of early educators across diverse settings. We also feature two longstanding grantees of our ECE Workforce Initiative who discuss their collaborative work to support policy and practice in early care and education. NLC’s Director, Dr. Tonja Rucker, and NASBE’s Director of Early Learning, Winona Hao, share insights into the ongoing generation of new possibilities through networks and partnerships at the state and local levels. In the following Spotlights, their experiences will reveal advancements in the early childhood landscape, offering glimpses into what is promising and what is on the horizon for their endeavors.





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## NATIONAL EARLY CARE AND EDUCATION WORKFORCE (ECE) CENTER



**Lea J.E. Austin, Ed.D.**

Executive Director, Center for the Study of Child Care Employment at the University of California, Berkeley  
**Steering Committee Chair,  
 National ECE Workforce Center**



**Chrishana M. Lloyd, Ph.D.**

Research Scholar, Early Childhood Development, Child Trends  
**Co-Director (Research),  
 National ECE Workforce Center**

**Over 50 years ago the nation was on the precipice of having a national child care system.** The system was based in part on the passage of the 1971 [Comprehensive Child Development Act](#), a bipartisan bill that would have laid the foundation for the provision of permanent and universal government-funded preschool services. The bill was ultimately vetoed by President Richard Nixon, who noted the legislation was akin to communist “approaches to child rearing” and was not family-centered. Underlying his rejection and commentary were issues related to the [role of government in family policy and child care as well as ideological debates regarding the role of women](#) (White women in particular) and their participation in work.

These debates continue today. Reactions to [President Biden’s 2021 American Family Plan](#) which included plans to invest in universal preschool and expanded access to child care reflect the ideological debates. For instance, Marsha Blackburn, a senator from Tennessee, stated that the American Family Plan would “[incentivize women to rely on the federal government to organize their lives.](#)” She also compared the Plan to [Soviet-style child care](#). Others feel differently. Senate Majority Leader Chuck Schumer, a senator from New York, noted in his response to [recently proposed legislation](#) to extend the provision of government dollars to support child care post-pandemic, the importance of ensuring that “all Americans—especially women—can access the workforce, a critical aspect of which is reliable access to dependable child care.”

Despite varying perspectives and philosophical divisions across the country, data clearly show the challenges the country is facing. An examination of the [employment characteristics of families](#) shows that the vast majority of parents—a range of 93.7% to 76.9% depending on gender and marital status—are actively engaged in the labor market. These high levels of labor force participation reflect the reality that it is [increasingly difficult for American families to survive on one income](#). Food, housing, utilities, healthcare, transportation, education, and

childcare costs are all on the rise, making it difficult to make ends meet. And when parents must work, children need care. [Research](#) tells us that when children are connected to high-quality early care and education (ECE), which includes [well-prepared, supported, and compensated early care and education professionals](#), they have better experiences and long-term outcomes across a range of cognitive and social-emotional indicators. Society as a whole also benefits.

**“ To ensure that early care and education professionals can support children’s development, we must look backward to move forward.**

To ensure that early care and education professionals can support children’s development, we must look backward to move forward. When, in 1989, the [National Child Care Staffing Study](#) (NCCSS) was released, documenting the connection between the low wages paid to educators, high rates of turnover, and the quality of care, many assumed this would motivate public investments to transform early educator wages and working conditions. Yet, in 2014, when Marcy Whitebook and her colleagues Deborah Phillips and Carollee Howes took advantage of new data from the [National Survey of Early Care and Education](#) to answer the question, “How have early educator wages changed in the 25 years since we first conducted the NCCSS?,” the title of their report, [Worthy Work, STILL Unlivable Wages](#), provided a clear answer. For the most part, wages remained stagnant.

*Worthy Work, STILL Unlivable Wages* was the start of a turning point. Just months after its release, the much anticipated [Transforming the Workforce for Children from Birth to Age 8](#) was released, laying out a comprehensive set of recommendations to improve conditions for the ECE workforce. This was followed in short order by [Transforming the Financing of Early Care and Education](#), which was clear and unapologetic about the amount of money needed to reach pay parity for early educators with K-12 teachers. These seminal reports were mutually reinforcing and helped to usher in a new era of advocacy, policy, and most recently, investments in early educators.

While the COVID-19 crisis exposed the early childhood jobs crisis to a wider audience and spurred historic levels of federal investment in ECE, change had been afoot in the years between the seminal reports and the pandemic. Washington D.C. was already laying the groundwork for the [Pay Equity Fund](#), a locally funded initiative designed to ensure early educators working in licensed child care facilities receive a living wage on par with the DC’s public school system. Also, New Mexico, which has made some of the most significant policy changes since the onset of the pandemic, has moved to make child care a right and is using [voter-approved public funding and investments](#) to support, among other things, pay increases for early educators. [The Early Childhood Workforce Index](#), launched in 2016, is a critical tool for tracking the status of efforts such as these and changes in workforce pay and policies across states.

To be clear, however, it is not just reports, policy leaders, researchers, or the pandemic for that matter, that have spurred progress. The momentum we are witnessing today is rooted in the labor, resistance, and leadership of the people who have worked at providing early care

and education since slavery. These have been almost exclusively women, and today are often Black, Latina, Asian, Indigenous, and other women of color. As told in beautiful detail in the [Mary Pauper Papers](#) and the [ECHOES](#) multimedia learning site, there is a long tradition of early educators engaging in resistance against systems of patriarchy, racism, and misogyny that have, for centuries, been the driving force undervaluing their skill and labor. The recent wins in [Washington, DC](#) and [New Mexico](#) were spurred by the workforce as they organized into advocacy groups, coalitions, and alliances to build collective power. In [California](#), home-based educators, most of whom are Latina and nearly all of whom are women of color, voted to unionize, won the right to bargain with the state on rates they will be paid to provide ECE services, and have secured historic access to health coverage and retirement benefits.

There is a throughline from early educators' activism today, to the [Worthy Wagers](#) a generation ago, to the [Black Women's Clubs](#) that emerged post-reconstruction, to the everyday resistance of enslaved women who came before them. As we look forward and begin to emerge from the COVID-19 pandemic crisis, we have an unprecedented opportunity to continue this work. The new federally funded [National Early Care and Education Workforce Center](#) is the right initiative, at the right moment, to support change in service of early educators. The center launched in January 2023 and is positioning itself to use key activities such as convening and drawing on the expertise and experiences of early care professionals and stakeholders, conducting and synthesizing research, providing technical assistance, and publicizing its work through varied communication and dissemination strategies to motivate, innovate, and influence regions, states, locals, tribes, and territories to continue disrupting and strengthening systems that have disadvantaged the early care and education workforce for centuries. The National ECE Workforce Center activities, combined with other efforts across the country, symbolize the passing of the torch - a continuation of past efforts to the present and continued recognition of the need to value, fight for, and support the ECE workforce.





## NATIONAL LEAGUE OF CITIES



**Tonja Rucker, Ph.D.**  
Program Director,  
Early Childhood Success,  
National League of Cities

**For nearly 100 years, the National League of Cities (NLC) has been** the voice of America’s cities, towns, and villages, representing more than 200 million people across the country and territories. NLC has a direct connection to the city officials who are on the frontline and need to deliver results in real time for all residents in their community. These elected officials and their senior staff have the power and authority to change policies and practices, allocate public funding, set laws, regulate actions, deliver services, and establish programs that impact families, children, and the

early childhood workforce. With the passage of the American Rescue Plan Act, the Bipartisan Infrastructure Law, and the Inflation Reduction Act, NLC delivered for cities. Across the nation, Americans are now looking to government for stability and solutions that include coordination between all levels of government. NLC is working with its members to help the nation recover from a myriad of life-changing events and find solutions to rebuilding policies and programs that work for all Americans.

By placing children, families, and the early childhood workforce at the center of local policies, programs, and practices, NLC’s technical assistance with cities has helped elevate the important role of the workforce and deepened buy-in from mayors, city councilmembers, and senior city staff to support early childhood. The Institute for Youth, Education, and Families relies upon a combination of in-depth technical assistance, peer learning strategies, and identification and documentation of best practices to advance and accelerate city-level progress. We are committed to deep, on-the-ground work as a way of developing a thorough understanding of the opportunities and challenges that mayors and other city leaders face. We are convinced of the power of peer learning that occurs through both in-person convenings and virtual networks that bring together city officials with common roles and/or shared interests. A broad range of web forums and conference calls, action guides and toolkits, resources posted to the [NLC website](#) and [CitiesSpeak blog](#), and presentations and events at NLC’s national conferences supplement and support these various efforts.

**“ We are committed to deep, on-the-ground work as a way of developing a thorough understanding of the opportunities and challenges...”**

NLC has seen a shift in priorities among city leaders. When TA for cities started, the early childhood workforce was not top of mind for municipal leaders. Now, however, leaders understand that this sector is critical to the well-being of businesses and families in their cities. This work has deepened their understanding of the important connection between having affordable and quality care and achieving broader economic goals for development and financial empowerment and mobility for families. Additional ways the work has changed include:

- After years of work, mayors are now consistently using the bully pulpit to promote and elevate early childhood providers and connect this sector to the city's overall economic growth and development. There is greater awareness of the role this workforce plays in ensuring that parents can return to work, knowing that their child is safe and in a high-quality learning environment. For example, in the City of San Francisco, efforts to support early childhood and the early childhood workforce have resulted in the creation of the Department of Early Childhood and improved compensation for the early childhood workforce.
- Early childhood providers have become an integral part of the Early Childhood, Economic Development, and Workforce narratives at the city level. For example, city departments like Commerce and Economic and Business Development are aligning efforts to include programs and provisions that support this sector. In the City of Albuquerque, the Economic Development Department plays a strategic role in meeting the needs of the early childhood workforce through its Early Childhood Navigator Program. Prior to these investments, most local efforts to support this workforce only occurred in human service departments.
- There is an increase in partnerships and collaboration with school districts and community colleges to create career pathways that include multiple entry and exit points, and alternative degree and credential programs for working educators and nontraditional learners.
- NLC has seen a shift in local efforts to support equity within the workforce, and we have seen more of a focus to include family, friend, and neighbor care and home-based providers in accessing professional development opportunities. For example, in the City of Richmond, new partnerships with city departments and local stakeholders created opportunities for informal providers to boost quality.
- We have also seen more partnerships with local workforce boards and community partners to collect local data about the city's early childhood workforce and better understand the needs of providers in all forms of care. The City of Hartford conducted a workforce analysis to understand the conditions, needs, and opportunities for the early childhood workforce, and it continues to use this data.



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Now that communities have federal funds in hand, there is a pressing need to harness these hard-won investments and ensure sufficient support is available to America's cities, towns, and villages. Policy changes related to childcare and the early childhood workforce can occur via municipal services associated with Land Use/Building Regulations; Planning and Zoning; Public Safety; Business Regulations and Licensing. With the lessons learned from the pandemic and the opportunities brought on by federal funding and recognition of the importance of the early childhood workforce, our nation is in a unique moment to continue to build local policies, programs, and practices that support the needs of the early childhood workforce.

The success and impact of NLC's initiatives demonstrate the profound influence of investing in the early childhood landscape. NLC invites funders and stakeholders to join us in sustaining and expanding this essential progress. With additional support, NLC can meet the moment and help to continue shaping policies and programs that empower and uplift the early childhood workforce, ensuring the well-being and success of our communities for years to come.





## NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION



**Winona Hao**

Director of Early Learning,  
National Association of  
State Boards of Education

**State boards of education often underutilize their authority for** driving early childhood education policy. Yet state policymakers such as board members require a strong understanding of the importance and unique features of the early childhood education (ECE) field to best examine and strengthen policies that promote high-quality education for the nation's youngest learners. High-quality ECE in a child's learning experience is directly connected to college and career readiness, yet current state policies lack adequate support for the ECE field. By investigating

and applying state boards' authority and collaborative impact, states can develop more effective policies that strengthen the ECE system and ensure more equitable access to high-quality learning for young children.

With a starter investment from the Foundation for Child Development (the Foundation), NASBE revitalized its ECE program in 2015 by establishing an advisory group of 10 national experts who developed a strategic plan for the ECE program moving forward.

In 2016, with the Foundation's increased funding, NASBE created the ECE State Network, which began with a first cohort of four states over two years to study and address ECE workforce issues, including improving educator qualification and licensure, preparation, professional development, and compensation. NASBE's ECE Network developed state-driven activities and aided state boards of education in revising, adopting, and developing policies that strengthened their ECE workforce systems. In joining the network, each state board of education committed to addressing a workforce policy area and receiving NASBE-driven technical assistance and collaborative support to make progress.

Through cohorts of ECE Networks, state boards have been able to support and adopt research-based standards, curricula, assessments, and teaching practices. They have also strengthened teacher preparation and professional development in line with research and worked toward building systems for evaluation and accountability that improve student outcomes. As NASBE enters the ninth year of the workforce initiative, the ECE Network has grown into a cohort of 10 states plus the District of Columbia and Guam, led by their state boards, to advance policies that promote high-quality ECE for all children.



## STATE BOARD AUTHORITY, INTEREST, INFLUENCE, AND COMMITMENT

For the ECE workforce project to evolve beyond the initial awareness-raising to its current in-depth state system alignment and improvement strategies, NASBE underwent strategic planning and developed state activities and technical assistance. These included policy scans, policy audits, and cross-agency collaborations to support state board members in leading conversations and becoming champions for ECE. Over the years, an increasing number of state board members have shown interest in continuous collaboration with NASBE in pursuing effective state policies around the ECE workforce.

### ECE Achieves Prominence in State Boards' Strategic Plans

Periodically, state boards adopt strategic plans that guide their work as well as the work of the state education agency. Based on recent research by NASBE, state boards have increasingly recognized the importance of high-quality early childhood education and its effect on children's achievement in school and life. As of early 2023, at least 12 states included early learning or expanded/universal preschool as a goal or priority in their strategic plan.

“ Equity also permeates state education strategic plans in various ways.

For example, Maryland's Strategic Plan to Transform Education, which was approved by the state board of education in June 2023, elevates ECE as the first of five pillars for anchoring the state education system's work. Within the goal, the state plan commits to expanding full-day pre-K access so that all children are ready to learn and be successful when they enter kindergarten. Michigan's Top 10 Strategic Plan lists expanding early childhood learning opportunities as its first goal.

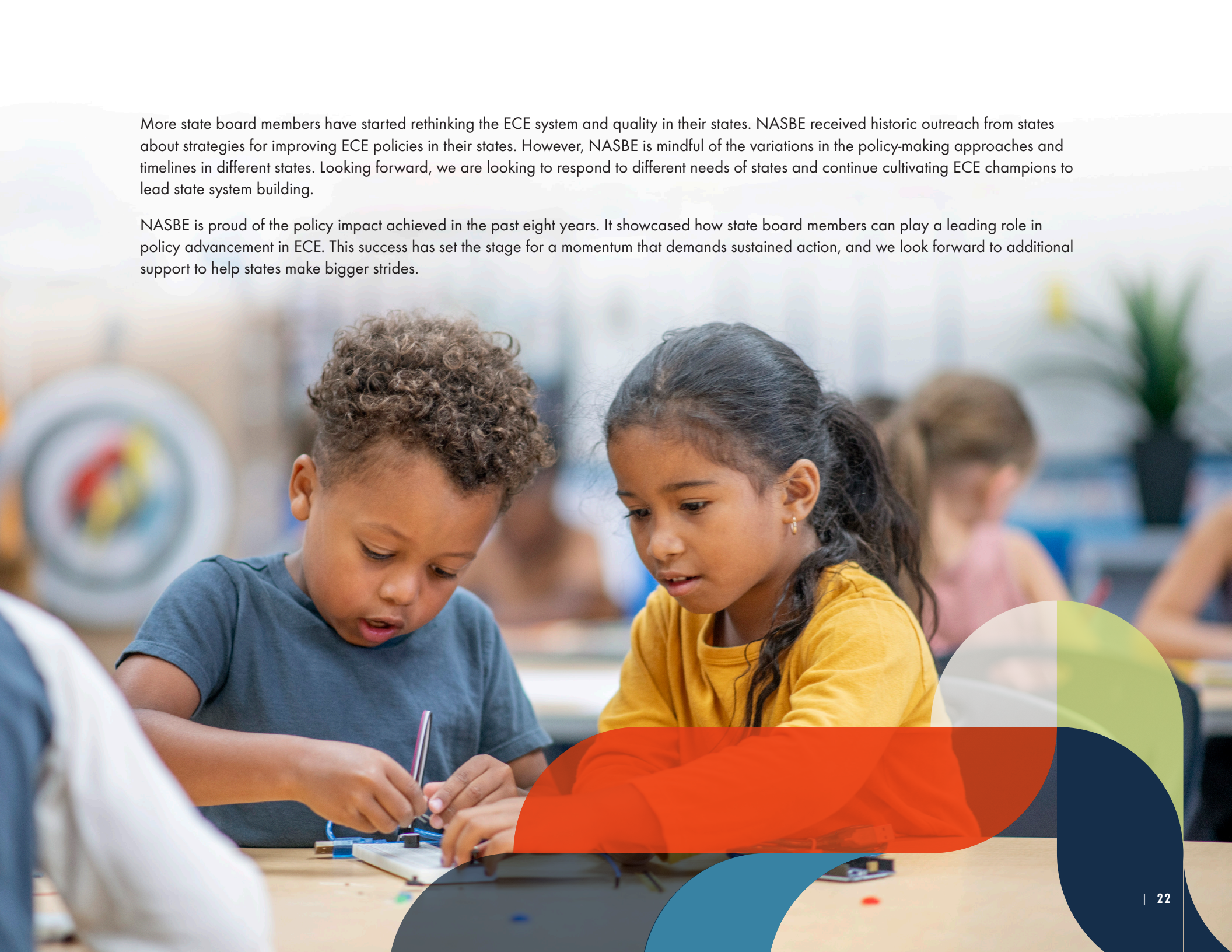
Equity also permeates state education strategic plans in various ways. NASBE found that at least 14 states specifically included access and inclusion to quality education as a key goal or priority. Twelve states focused on closing achievement or opportunity gaps, and 11 states addressed equitable resource allocation in their plans.

### Increased States Outreach

Over the past eight years, NASBE's ECE projects achieved significant policy impact in the early childhood workforce arena. We have seen the ECE field go from a misunderstood policy topic to one that is discussed constantly among our members and prioritized in our conference planning work.

More state board members have started rethinking the ECE system and quality in their states. NASBE received historic outreach from states about strategies for improving ECE policies in their states. However, NASBE is mindful of the variations in the policy-making approaches and timelines in different states. Looking forward, we are looking to respond to different needs of states and continue cultivating ECE champions to lead state system building.

NASBE is proud of the policy impact achieved in the past eight years. It showcased how state board members can play a leading role in policy advancement in ECE. This success has set the stage for a momentum that demands sustained action, and we look forward to additional support to help states make bigger strides.



# NEW GRANTS AWARDED

**APRIL 1, 2022 – MARCH 31, 2023**

Since 2015, the Foundation has focused its efforts on supporting the early care and education (ECE) workforce to increase the likelihood that all young children have access to high-quality early learning experiences. Our grantees aimed to bring greater policy attention and awareness to the ECE workforce and the challenges resulting from inadequate compensation and access to professional development. They employ diverse approaches, such as enhancing the richness of data to understand ECE workforce experiences and supporting states and cities in mobilizing efforts to gather data to illuminate these factors. In the summaries below, we detail how the 2022–2023 fiscal year grant awards support early educators and the children in their classrooms, centers, and homes, shedding light on working conditions, compensation, and equity issues within the ECE workforce.



## **RUPA DATTA, Ph.D.**

**Vice President & Distinguished Senior Fellow, National Opinion Research Center (NORC), Chicago, IL**

\$650,000 over three years to enhance the ECE workforce data presented in the 2024 National Survey of Early Care and Education. Data gathered will expand one of the largest and most frequently referenced research data archives in the country, historically used by federal and state agencies, academic researchers, policy researchers, and advocacy organizations to make decisions on behalf of the workforce and the children they support. This enhancement will expand the survey by approximately 50% by including a second worker in each surveyed classroom. Available data will explore how teachers and assistants/aides interact within the classroom, and how skills, attitudes, compensation, and working conditions vary across professional roles and settings. Survey expansion will also increase data on center- and home-based providers in areas with limited ECE supply, allowing for an examination of how the quality and financing of centers can vary by location.

**LEA AUSTIN, Ed.D. Executive Director AND CAITLIN MCLEAN, Ph.D. Director of Multi-State & International Programs  
Regents of the University of California at Berkeley, Berkeley, CA**

\$250,000 over one year to support several states collaboratively investigating solutions to overcome barriers to increasing compensation for the ECE workforce. This grant builds on work completed the year prior and will continue to identify issues and develop policy solutions to be shared with the broader ECE field to support states at varying stages of readiness to increase compensation.

## **DISCRETIONARY GRANTS**

The Foundation's discretionary grants aim to bolster the early childhood field, elevate the standards of professional practice, and foster collaborative philanthropic efforts.

## **FELICE J. LEVINE, Ph.D., A.B., A.M.**

**Executive Director, American Educational Research Association, Washington, DC**

\$2,500 to sponsor the November 3, 2022, lecture with Dr. John B. Diamond, professor of sociology and public policy at Brown University, presenting "Defending the Color Line: White Supremacy, Opportunity Hoarding and the Legacy of Brown." In 2004, the American Educational Research Association established the Annual Brown Lecture in Education Research to commemorate the United States Supreme Court decision, *Brown v. Board of Education*. The court's decision demonstrated the power of research to advance education equity.



## **KATORRA ENOCH-LONGSHORE**

### **Manager, Credentialing Academy, Council for Professional Recognition, Washington, DC**

\$10,000 to support the Council's Annual Early Educators Leadership Conference on October 5–8, 2022 in Orlando, FL. Various leaders and decision-makers from state departments of education, community colleges, institutions of higher education, state and local childcare agencies, and school districts participated. This event included an inaugural Early Care and Education Practitioner Day for individuals pursuing a Child Development Associate credential to attend various professional development trainings and workshops.

## **PATRICIA MCILREAVY**

### **President and CEO, Center for Disaster Philanthropy, Washington, DC**

\$20,000 for general operating support to the Center for Disaster Philanthropy (CDP) in its mission to help donors make more strategic and thoughtful disaster-related giving decisions, especially considering the need for continued recovery efforts in response to the recent natural disasters of Hurricanes Fiona and Ian affecting the United States and its territories. CDP's grantmaking efforts focus on immediate and long-term recovery and risk reduction.

## **PATRICIA (AKOSUA) LESESNE, Ed.D.**

### **Chair & CEO, Lesesne Collective Corp dba Sisters in Education Circle, Charlotte, NC**

\$30,000 for general operating support to the Sisters in Education Circle (SIEC) which is an intergenerational community of Black women educators influencing preschool through college education. SIEC creates space for intimate, learning, and supportive relationships with pioneering Black women educators and exposes them to Black women's ways of knowing and being. Gatherings and conversation also provide a model for leadership development among scholars, practitioners, and activists, especially by emphasizing Black Teaching Traditions.

## **JAMES CLAYTON YOUNG, Ph.D.**

### **Professor of Early Childhood Education, Clark Atlanta University, Atlanta, GA**

\$30,000 to support efforts to promote the work of Dr. Asa G. Hilliard III (1933–2007), a psychologist, teacher, and historian whose research influenced the fields of education, child development, and social policy. Building from the Foundation's Scholars of Color Series [webinar](#), and in partnership with W.K. Kellogg Foundation (\$75,000) and the Bill and Melinda Gates Foundation (\$55,000), Dr. James Young will organize Dr. Hilliard's archives and develop several publications on key topics such as child assessment, child development, and early educator preparation.

## YOUNG SCHOLARS PROGRAM

The [Young Scholars Program](#) (YSP) supports early-career scholars whose research has the potential to inform policy or practice. YSP's current focus funds implementation research that examines the preparation, competency, compensation, well-being, and ongoing professional learning of the ECE workforce.

In 2023, three Young Scholars were awarded. Their research projects aim to elevate the experiences and perspectives of the ECE workforce in the design and implementation of preparatory, professional development, and other instructional supports. In doing so, their collective work seeks to enrich the field's understanding of how these types of supports can be authentically tailored and responsive to the strengths and needs of a diverse, qualified ECE workforce to improve the quality of services provided to all young children and their families. The most recent Young Scholar awardees are:

### **MORGAN FAISON, Ph.D.**

***University of Georgia Research Foundation, Athens, GA***

\$225,000 over three years to investigate if and how existing ECE high school career pathway programs are culturally responsive to the needs of Black youth and their racial and cultural identities. Programs will be further analyzed to the extent that they allow students to acquire professional skills and dispositions.

### **ANNA LEES, Ed.D.**

***Western Washington University, Bellingham, WA***

\$225,000 over two years to examine the process of land-based curriculum development and language assessment within a Tribal Nation early learning program, while emphasizing the importance of developing and understanding processes toward decolonization for Tribal Nations to (re)claim their children's education.

### **CRISTINA MEDELLIN, Ph.D.**

***Bank Street College of Education, New York, NY***

\$225,000 over two years to explore how to improve teacher preparation of Latina family childcare providers by investigating their experiences participating in a credit-bearing Child Development Associate degree program, and exploring the cultural assets they bring to the program.

As part of YSP, the Foundation also aims to support the quality and rigor of the research being proposed and conducted by Young Scholars. A grant award to the University of Michigan's Mixed Methods Program, housed within the Department of Family Medicine, establishes a critical partnership to support these aims. In addition, the Foundation supports research quality and cross-fertilization of insights and knowledge through a grant award to the Urban Institute. These grants are discussed in more detail below.

### **TIMOTHY GUETTERMAN, Ph.D.**

#### ***Mixed Methods Program, Regents of the University of Michigan, Ann Arbor, MI***

\$86,000 over two years to support the provision of technical assistance to two cohorts of Young Scholar Program applicants invited to submit full applications. This targeted technical assistance is designed to help scholars strengthen the quality and rigor of their proposed mixed-methods research designs.

### **DIANE SCHILDER, Ph.D.**

#### ***Senior Fellow, The Urban Institute, Washington, DC***

\$258,000 over one year to organize and host the YSP Professional Learning Convening, in collaboration with Child Trends. In April 2023, a two-day YSP Convening was held in person to support the ongoing professional learning of the Young and Promising Scholar awardees. The convening included panel sessions with discussions on national priorities for supporting workforce compensation and career pathways, state and municipal innovative strategies, and implementation of those strategies. Equity considerations were part of each panel. A significant portion of the event was dedicated to translating research for different policy and practice contexts and discussions about coordinating research, policy, and practice to best support the ECE workforce.

## PROMISING SCHOLARS PROGRAM

The [Promising Scholars Program](#) supports the professional development of applicants to the Young Scholars Program who demonstrate exceptional potential to conduct rigorous, high-quality implementation research focused on the ECE workforce. In 2023, four Promising Scholars were each awarded \$15,000 in monetary support granted over a year and a half to support their scholarship and to further develop the research design and methods of their future proposal submission to the Young Scholars Program. The fourth cohort of the Promising Scholars includes:

### **JESSICA AMSBARY, Ph.D.**

***University of North Carolina-Chapel Hill, Chapel Hill, NC***

The award aims to support the awardee's interests in investigating early intervention providers working in ECE settings implementing evidence-based practices for toddlers with autism.

### **ERICA COATES, Ph.D.**

***Georgetown University, Washington, DC***

The award aims to support the awardee's interests in examining discrimination experiences and assessing the role that racial socialization practices of parents and teachers play on the social-emotional development of young, Black children.

### **ANDREW GADAIRE, Ph.D.**

***University of North Carolina at Charlotte, Charlotte, NC***

The award aims to support the awardee's interests in investigating the accessibility of career pathways in ECE for emergent bilingual and immigrant teachers in Charlotte, North Carolina.

### **NATALIA ROJAS, Ph.D.**

***New York University, Grossman School of Medicine, New York, NY***

The award aims to support the awardee's interests in exploring the development of a planned language approach for emergent bilingual learners within New York City preschool classrooms.

# STATEMENTS OF REVENUE, EXPENSES AND CHANGE IN NET ASSETS (MODIFIED CASH BASIS)

## FISCAL YEAR ENDING MARCH 31, 2023

<b>INVESTMENT RETURN</b>	<b>WITHOUT DONOR RESTRICTIONS</b>	<b>WITH DONOR RESTRICTIONS</b>	<b>TOTAL</b>
Dividends and interest	\$ 2,195,592	\$ -	\$ 2,195,592
Realized (loss) gain on sale of investments	(334,663)	-	(334,663)
Unrealized (loss) gain on investments	(6,356,097)	(77,159)	(6,433,256)
Capital gain distributions from mutual funds	1,334,865	-	1,334,865
<b>Total Investment (Loss) Income</b>	<b>(3,160,303)</b>	<b>(77,159)</b>	<b>(3,237,462)</b>
Direct investment expenses	(332,317)	-	(332,317)
Current federal excise tax and other tax payments	(54,468)	-	(54,468)
<b>Total Investment Return</b>	<b>(3,547,088)</b>	<b>(77,159)</b>	<b>(3,624,247)</b>
<b>EXPENSES</b>			
<b>Program Services</b>			
Grants	3,923,860	\$ -	\$ 3,923,860
Program development and direct charitable activities	967,725	-	967,725
Grants administration	29,179	-	29,179
<b>Total Program Services</b>	<b>4,920,764</b>	<b>-</b>	<b>4,920,764</b>
<b>Operations and governance</b>	<b>827,394</b>	<b>-</b>	<b>827,394</b>
<b>Indirect investment management</b>	<b>50,770</b>	<b>-</b>	<b>50,770</b>
<b>Total Expenses</b>	<b>5,798,928</b>	<b>-</b>	<b>5,798,928</b>
<b>Change in Net Assets</b>	<b>(9,346,016)</b>	<b>(77,159)</b>	<b>(9,423,175)</b>

### NET ASSETS

Beginning of year	116,780,162	2,963,865	119,744,027
<b>End of year</b>	<b>\$ 107,434,146</b>	<b>\$ 2,886,706</b>	<b>\$ 110,320,852</b>

# BOARD OF DIRECTORS

APRIL 1, 2022 – MARCH 31, 2023

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Professor, College of Education and Human Development,  
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Professor, Human & Organizational Development, Vanderbilt  
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**Vivian Tseng, President & CEO** (as of November 2022)  
Foundation for Child Development

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New York University

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Latin America, UBS Investment Bank

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**Jacqueline Jones** (until July 2022)  
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**Vivian Tseng** (as of November 2022)  
President & CEO

**Andrea Kent**  
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**Dorothy Pflager**  
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2022 - 2023**

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