

Commemorating Five Years
by Looking Forward



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A word from our President & Board Chair



The Institute for Child Success shapes the dialogue about how to secure the future for America's young children. Senior policymakers, foundation executives, and nonprofit leaders count on ICS to provide solid, strategic, and independent advice, expertise, and policy prescriptions – based on rigorous research – to help them act to improve outcomes for all young children.

In 2010, leaders in Greenville, SC came together to create the Institute for Child Success (ICS). Five years later, and thanks to the support of its many collaborators, ICS can now point to numerous accomplishments benefiting the lives of children and families.

ICS is commemorating its five-year anniversary by looking forward. In the past five years, it has become clear that the ICS approach, and the type of work and expertise it requires, is in demand across the nation. Therefore, the ICS Board of Directors recently honed the ICS mission and vision to better reflect what we are already working toward, and to guide the organization in the years to come.

Moving forward, ICS will pursue its mission to ensure the success of young children in four primary ways:

- Proposing smart public policies, grounded in research.
- Advising governments, nonprofits, foundations, and other stakeholders on strategies to improve outcomes.
- Sharing knowledge, convening stakeholders, embracing solutions, and accelerating impact.
- Fostering the next generation of leaders.

Although ICS has refined its mission, this multifaceted approach already permeates our work. For instance, as a result of ICS efforts in South Carolina, the Corporation for National and Community Service's Social Innovation Fund (SIF) provided ICS with a multi-

year federal grant in late 2014 to provide early childhood technical assistance to jurisdictions across the United States. Today, in Sonoma County, California, ICS is exploring the use of outcomes-based financing to expand preschool, and in Los Angeles County, we are working with partners to assess the economic impact of quality preschool on communities, the Los Angeles workforce, and the regional economy of Southern California. Similar projects are underway in Connecticut, Washington state, and in Spartanburg, SC. The success of each of these engagements depends on ICS's specialized expertise in convening stakeholders, advising service providers and governments, and developing new leaders.

Our national conversations about inequality and opportunity underscore the importance of the work we are doing at ICS. We cannot expand opportunity and guarantee the realization of the American dream for more of our citizens if they lack a solid foundation of growth and development in the first five years of life. Founded on the heels of our nation's most recent recession, the Institute for Child Success recognizes that if we are to ensure sustainable economic growth and secure a brighter future for the next generation, we must invest in our youngest children today.

We hope you will continue this important journey with us.

Tami McKnew and Jamie Moon

As we reflect back on a busy and fruitful 2015 we share with you some of the highlights

OUTCOMES BASED FINANCING

South Carolina Expands Effort to Improve Birth Outcomes:

In February 2016, South Carolina Governor Nikki Haley, Christian Soura – Director of the South Carolina Department of Health and Human Services, state officials, and leaders from the private sector announced the nation's first Pay For Success (PFS) project aimed at improving health outcomes for mothers and children living in poverty and the first PFS project of any type in the South. PFS financing will support the Nurse-Family Partnership home visitation program which will bring their evidence-based program to an additional 3,200 first-time mothers and their babies enrolled across South Carolina over the next four years, a significant increase over the 1,200 families currently benefiting from the high-impact intervention.

ICS, with support from The Duke Endowment, the Doris Duke Charitable Foundation and SC Department of Health and Human Services, was pleased to catalyze the development of this project through the convening of a statewide working group on Early Childhood Pay for Success in 2013 and by conducting an analysis of the feasibility of expanding Nurse-Family Partnership using Pay for Success financing. This analysis helped pave the way for the upcoming program implementation and will move South Carolina closer to ICS's overall vision – the success of all young children.

Technically... ICS Provides Assistance

In partnership with Nonprofit Finance Fund (NFF), we offered the training to one of four jurisdictions as part of our Pay for Success technical assistance initiative funded by the Corporation for National and Community Service. As part of the technical assistance, ICS provided a boot camp-style training with a focus on managing outcomes, scaling effectively, and financial management for service providers in Sonoma County, CA. Sonoma County was selected based on interest, need, and their dedication to the feasibility study process. Twelve service provider organizations participated. Among those represented were United Way of the Wine Country, Petaluma Health Center, and the Child Care Council of Sonoma County (4C's). All participating organizations focused on children from birth to age five.

One key takeaway is the difference between data collection for the purpose of compliance versus data collection to inform strategy. The service providers present were interested in using data collection for strategy, and did a lot of work to that end. Next steps include additional follow-up and coaching via phone. We are excited to continue working with NFF to offer this training to our TA jurisdictions in the future, giving service providers an edge in an increasingly outcomes-driven world.

JURISDICTIONS WE PROVIDED TECHNICAL ASSISTANCE TO IN 2015:

- Greenville, SC
- State of Connecticut
- State of Iowa
- State of New Hampshire
- Sonoma County, California
- Spartanburg, SC
- Washington State

JURISDICTIONS WE WILL BE PROVIDING TECHNICAL ASSISTANCE TO IN 2016:

- Indiana (early learning and home visiting)
- Orange County, CA (parenting and child welfare)
- Tempe, Arizona (early learning)
- State of Tennessee (home visiting)



BRAIN SCIENCE AND PUBLIC POLICY

From Ferguson to Baltimore, recent incidences of violence in communities of color have not only highlighted long-



standing tensions between these communities and the police, but also the intractability of poverty and its inseparability from racial inequity. In the midst of all of this are children with developing brains highly susceptible to stress and adversity.

Science: It Could Get Us Farther Faster

Throughout 2015, ICS published a series of issue briefs, *When Brain Science Meets Public Policy* that challenged policy and other decision makers to consider how the lessons learned from brain science can truly inform policies to help young children succeed. For example, *Rethinking Young Child “Neglect” from a Science-Informed, Two-Generation Perspective* explains the impact of chronic neglect on the

ECONOMIC POLICY

In response to the latest research on the adverse effects of poverty and the insights of behavioral economics, ICS has launched a new emphasis on policies impacting the economic stability of families with young children.

The Earned Income Tax Credit (EITC) has the power to improve educational outcomes for children whose families receive it, according to a new analysis ICS released. Michelle Maxfield, PhD of Michigan State University, used variations in federal and state EITC policies over time to study the impact on academic achievement of children in families who received an increase in the maximum amount available in the EITC.

Maxfield’s analysis also found that the impacts of the EITC were larger for boys and minority children, as well as having more of an impact when children are younger during an expansion. As a refundable tax credit, which benefits low-income families based on earned income, the EITC has far-ranging impacts on employment rates, salaries, and spending in the local economy. Maxfield’s research is in good company with other studies highlighting the impacts of the EITC, which include benefits to maternal and child health.

brain and offers strategies for child welfare agencies to effectively respond to children and families in need. ICS Senior Fellow Dr. Janice Gruendel’s latest paper posits that while the rate of substantiated abuse has declined in America, the rate of substantiated neglect has not, making a serious impact on children’s developing brains and that many of these cases stem from contextual effects of poverty. Coordinated, two-generation strategies that acknowledge and support both parent and their children’s emotional and mental health needs can diminish rates of substantiated neglect.

TAX POLICIES HELP KIDS SUCCEED

- An increase in the maximum EITC of \$1,000 (2008 dollars) in a given year significantly increases math achievement by about 0.072 nationally normed standard deviations.
- This change in EITC generosity during childhood also increases the probability of graduating high school or receiving a GED at age 19 by about 2.1 percentage points
- An increase in the probability of completing one or more years of college by age 19 by about 1.4 percentage points
- An increase in the maximum EITC of \$1,000 also results in other changes in the household, including an increase in net family income inclusive of EITC and welfare payments of about \$888 and an increase in maternal labor force participation.

Early care makes good “cents” for the Carolinas!

Early childhood education and care has been shown to poll particularly well across a broad spectrum of voters. In a 2014 Grow America Stronger poll, 71% of voters, including 60% of Republicans, supported increased investment in the early years. What was once viewed as the personal concern of individual families is now regarded as an issue of national importance. Researchers and advocates have long touted statistics on the benefit to children and families of investment in early childhood education, but there is a strong case that state investment in

the early years contributes to economic growth and a strong, competitive state economy.

In 2015, ICS published policy briefs by Dr. Kelly O’Donnell quantifying the bottom-line economic impacts of childcare and education test policies in South and North Carolina. Early care and education affects the states’ economy in a wide variety of ways: creating jobs, supporting employment in other sectors, attracting outside investment, and saving the public sector millions in reduced costs for remedial education, welfare dependency and crime. The results are clear: early childhood is a key

investment for both the Carolinas, one that can contribute to greater economic development both today and in the future.

In accompanying papers, Dr. O’Donnell also explores financing strategies ranging from utilizing existing funding streams to closing tax loopholes. The goal of this paper is not to endorse any particular approach but rather to provide a menu of options to consider. Some of these options entail viewing ECE from new or non-traditional perspectives: as critical infrastructure, economic development, preventative health care, and the underpinning of a successful K-12 education system.



2015 NEW RESOURCES FOR POLICY MAKERS:

- *When Brain Science Meets Public Policy* series, by Janice Gruendel, PhD
 1. *Strategies for Building Executive Function Skills in the Early Years*
 2. *Rethinking the Governance of Early Childhood Systems*
 3. *Designing Outcomes through a Two-Generation Lens – Good Science & Good Common Sense*
 4. *When Brain Science Meets Public Policy: Rethinking Young Child “Neglect” from a Science-Informed, Two-Generation Perspective*
- *Pay for Success in the US – Summaries of Financed Projects*, by Megan Golden
- *Tax Reform, Revenue Adequacy, and Early Childhood Education in North Carolina*, by Kelly O’Donnell, PhD
- *The Economic Impact of Early Care and Education in North Carolina*, by Kelly O’Donnell, PhD
- *The Effects of the Earned Income Tax Credit on Child Achievement and Long-Term Educational Attainment*, by Michelle Maxfield, PhD
- *A Stronger Foundation: How a Refundable State EITC can Support Child and Workforce Development*, by Keller Anne Bumgardner Ruble
- *The Economic Impact of Early Care and Education in South Carolina*, by Kelly O’Donnell
- *Financing Early Care and Education: Options for South Carolina*, by Kelly O’Donnell

FOSTERING LEADERSHIP

Leading the Charge

The Institute's Leadership for America's Young Children initiative has become the premier forum for rising leaders from across disciplines and sectors to gather, to reflect, and revisit the values and ideals that guide their work on behalf of children. Moreover, through convening with other like-minded rising leaders, they are developing a powerful vision for the next generation of work on behalf of America's young children.

ICS has a unique opportunity to both set the agenda for the field of early childhood development and shape its future leaders. In 2015, together with a committed group of cross-sector leaders, ICS took the first significant steps to launch its leadership initiative – now called Leadership for America's Young Children (LAYC) – with the goal to better define the early childhood system and identify the personal, professional, and policy development needs for working toward systemic innovation and collaboration.



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INSTITUTE for CHILD SUCCESS

FUTURE FORUM

In 2015, ICS hosted the first Future Forum to empower leaders in Early Childhood Development (ECD) with the creative space, perspective, tools, and relationships to imagine how the early childhood sector might look in 30 years. Twenty-three ECD leaders, from policy and provider groups, funders and for-profits, participated in a remarkable two-day summit at Serenbe near Atlanta, during which participants considered how they might work beyond their single organizations and beyond ECD to change the way the nation serves young children. The valuable outcome from the retreat was a draft systems map which the group used to define parameters for developing ECD systems leaders.

FORECASTS

ICS staff and friends, based on their expertise and passions, present the following forecasts of upcoming trends in the field and future research and policy considerations

We're on to a Real Winner – Four Winners in Fact:

ICS is excited to offer two exciting opportunities to jurisdictions interested in improving outcomes for children and bringing new resources to early childhood programs through our Social Innovation Financing grant sub-grantee competition winners. They are: Evansville, Indiana; Orange County, California; Tempe, Arizona; and the State of Tennessee. These cities, county and state will receive 12 months of technical assistance by ICS to help jurisdictions move from interest in Pay for Success to implementation. Some service providers in these jurisdictions will also receive capacity building training and assistance from the Nonprofit Finance Fund (NFF).

What Do the Arts Have to Do with Early Childhood Development Policy? By Brandon Hinman, Artist in Residence (AIR) Serenbe Directore

AIR Serenbe benefits artists in a vital, often-overlooked way. We focus on supporting the gestational period in the creation of new work. We also respect that artists may elect to use this time and space to complete a specific, already-in-the-works project. We understand that a series of focused days and weeks can sometimes be the difference in finishing a book, a score, a body of paintings. We see this as a time to push boundaries in work, however this “edge space” can be uncomfortable and difficult for the artists and our program.

In this respect, we give artists the leeway to decide how they will spend the time. Some need to dive into new work and some are pushing to finish existing projects. Either way, the residency provides the fertile ground for exploration and for sustained, focused work. Anis Mojgani, recipient of 2016's Institute for Child Success Focus Fellowship, describes the residency experience in terms of walking in the woods: “In my day-to-day routine back home, I am able to walk at most five steps into the woods

before I am pulled back by the distractions and demands of daily life. A residency allows me to walk five more steps into the woods. And it is in those steps where the crucial work happens.”

As a recipient of this year's ICS Focus Fellowship, Anis Mojgani, an artist who makes his living as a touring spoken word poet (95% of this work happening on university campuses), was able to use the time and space at AIR Serenbe to reconnect with his work as a writer and illustrator and to center specifically on a new book for children. Having grown up in and around his mother's children's bookshop in New Orleans, Mojgani has long cherished the experience of picture books and has worked up to creating one of his own. This residency granted him the opportunity to begin this book.

Anis Mojgani is an artist who, in his work, continually returns to an exploration of what it means to be a child in America. As the southern-born son of a black mother and Persian father, and with the gift of a massive imagination, Mojgani articulates the beauty, the struggle, the purity and, in his words, the weirdness, of childhood. Artists like Anis Mojgani help us to embrace our differences in race and heritage and then to dig deeper into the experience we all share: childhood.

Place-based Initiatives
by Megan Carolan, Associate
Director for Policy Research

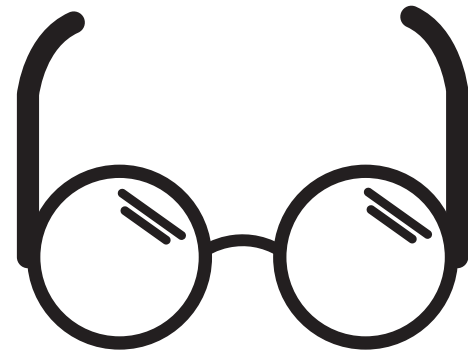
“Location, location, location” – once the watchword of real estate, this is now a driving force behind early childhood development and the availability of support services. Most systems for children exist outside of the traditional, district-based K-12 education systems, and yet families are quickly learning that supports to start children on the right path for life depend on the state, city, and even neighborhood in which they live. This geographic diversity provides a rich laboratory for meeting the specific needs of population, but must be done in a way that preserves equity for all children.

Geography has a huge impact on intergenerational mobility because of the strengths and challenges each city and neighborhood presents. Research shows that where a child grows up has a huge impact on the likelihood of moving into a higher income quintile in their lifetime. Harvard sociologist, Raj Chetty, et al. identified several factors which make a “high mobility” neighborhood:



“less residential segregation, less income inequality, better primary schools, greater social capital, and greater family stability.”¹ These characteristics, of course, do not develop through luck of the draw, but rather can be achieved by intentional commitment to the supports families need to fully develop their capacities. In the world of early childhood education, many cities have recently stepped up to launch high-profile initiatives beyond what their states may already provide, including Boston, San Antonio, and Seattle. Each of these cities have developed a stable funding source separate from how their state programs are funded, developed program standards, and worked to recruit families who can most benefit from the program. Many cities have also embraced a role in child development beyond the classroom through the growth of so-called “place-based initiatives” which focus on multiple aspects of a family’s life to improve well-being and stability. These focus areas can include education, health and wellness, safety, and housing, among other issues. ICS is currently working with the City of Spartanburg to determine whether Pay for Success financing can provide a mechanism for funding a suite of early childhood services to contribute to this type of initiative, in addition to Spartanburg’s current place-based work in its Northside neighborhood. South Carolina is also home to place-based initiatives Tri-County Cradle to Career in six Lowcountry communities. The future is bright for place-based initiatives which create partnerships in the community and place families at the center.

¹ Chetty, R., Hendren, N., Kline, P., & Saez, E. (2014). *Where is the Land of Opportunity? the Geography of Intergenerational Mobility in the United States*. NBER Working Paper 19843. Accessed at: <http://www.nber.org/papers/w1943>



ICS HAS EYES ON: PLACE-BASED INITIATIVES 2016

- Place-based initiatives focusing on the needs of the whole child and family help break early childhood development out of the “silos” that have plagued the field for generations and provide an opportunity to improve a range of child outcomes.
- Different place-based efforts finance their offerings differently, ranging from heavy philanthropic support to local taxes. It is essential that partners consider the implication of their financing policies to ensure adequate, stable funding and avoid using regressive measures, like sales tax, that could financially hurt the families they seek to help.
- The federal government is incentivizing place-based innovation in a range of policies, including through the Promise Neighborhoods program as well as the federal Early Childhood Comprehensive Systems-Impact grants to be launched in 2016.

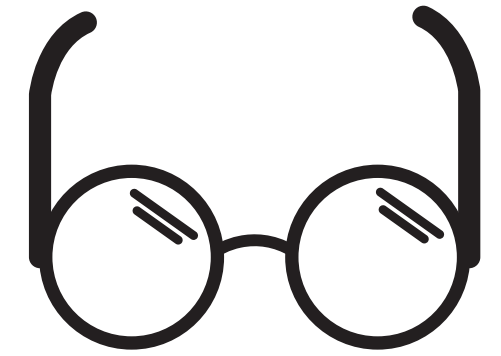
Tax and Fiscal Policy
by Keller Anne Ruble,
Associate, Policy Research

Growing up in poverty can have damaging effects on children – brain development is paramount during this time, and contextual factors like food insecurity and unstable or inadequate housing can serve as barriers to healthy development. Despite the challenges that poverty creates, many widely supported tax and fiscal policy measures can be taken to mitigate these factors, many of which contribute to ending the cycle of poverty.

Many estimates show that families need roughly double the income of the federal poverty level (\$24,250 for a family of four in 2015) in order to meet their basic needs, and that struggling to meet these basic needs puts a significant amount of stress on both parents and children. The estimated 22% of children in our country currently living in poverty are more likely to have lower school performance, higher rates of chronic health problems stemming from damaging levels of stress on the brain, and an increased reliance on public assistance later in life. Early and sustained programs, like the Earned Income Tax Credit (EITC), Child Tax Credit (CTC), and Child and Dependent Care Tax Credit (CDCTC), along with simplified policy mechanisms to support access to services can provide supports to families that prevent these negative outcomes.

Numerous studies confirm that families who receive these financial benefits typically use the income supplement to pay bills, meet basic needs, and pay for other expenses that allow them to work, like car repairs. Refundable state EITC, CTC, or CDCTCs means families have better access and ability to enroll their children in quality and reliable child care, which enables parents to earn more by working more consistent hours or improve their education.

When families are able to meet their basic needs, parents can better create and sustain a stable, nurturing home environment that fosters young child cognitive, behavioral, and socio-emotional development. By enacting these refundable credits, states benefit economically in the long run, spending less funds overall in later social welfare costs. It is for these reasons that we believe more states should and will enact tax and fiscal policies that give families, and their young children, a better chance at school and lifetime success.



ICS HAS EYES ON: ECONOMIC POLICY 2016

- We will be closely watching if Republicans and Democrats in Congress can come together on a shared anti-poverty agenda. Speaker Ryan has demonstrated an interest in doing more policymaking in this area, particularly using tax policy, but can he deliver?
- Growing conversation over Paid Family Leave has legislators across the country talking about its economic impact, but what will this mean for family stability and parent-child relationships? This topic is often talked about in conjunction with stability, availability, and affordability of child-care, and may open the door for wider conversations about ways we can foster better family supports.
- It’s time for long-term ROI to enter the conversation: investments in early childhood can and should be seen through the lens of economic development – healthy children flourish into healthy, productive adults. Though it takes a while to see the results, let’s encourage more long-term thinking!

The Failed Equalizer: Thoughts on Race and Education
 by Mary Garvey, Associate Director, Pay for Success Financing



Often thought of as a modern day civil rights issue, educational disparity in the United States is in actuality a remnant of an era in which racism was codified by law. As governments and other funders look at the array of challenges posed by inequality, I wonder how racial equity will make the list of funding priorities for these foundations in 2016. Current trends in race and education elucidate the issue:

- Children of color are more prone to be living in poverty;
- Children of color are more likely to have newer, less-experienced teachers in the classroom;
- The achievement gap disproportionately affects low-income children of color

Never quite resolved, but rather seeming to have become systemically ingrained, educational disparities are one of the greatest threats to the pursuit of equity and a level playing field, particularly for students of color and children born into poverty. A glaring aspect of this reality is that, in the absence of a culturally competent

solution, classrooms for black children have become increasingly hostile environments that are not at all conducive to providing a quality education.

Ta-Nehisi Coates, author of the New York Times Bestseller *Between The World and Me* chronicles his experience in Baltimore City’s public schools. “I was a curious boy, but the schools were never concerned with curiosity. They were concerned with compliance.”¹ More current data regarding this issue give credence to Coates’ experience. In the article *Black Students Face More Discipline, Data Suggests*, Tamar Lewin noted, “black students were three and a half times as likely to be suspended or expelled than their white peers.”² Four years later, a March 2016 New York Times article shed light on key findings

¹ Coates, Ta-Nehisi. *Between the World and Me*. Spiegel and Grau, 2015 Penguin Random House LLC. p.26
² Lewin, Tamar. Black Students Face More Discipline, Data Suggests. *The New York Times*. March 6, 2012.

(quite similar to Lewin’s) from a study of 5,000 charter schools done by the Center for Civil Rights Remedies at UCLA. “At the elementary school level, less than a third of charter schools suspended more than 10 percent of black students, while at the high school level, close to 40 percent of charter schools suspended one in four or more of black students enrolled that year. Black students were more likely to be suspended at even higher rates when enrolled in segregated schools, with high concentrations of African-American pupils.”³

Research has demonstrated the racial inequity of these suspensions. There is a pattern of black students being suspended for behavioral infractions such as defiance and disrespect, while white students are not suspended for committing the very same infractions.⁴

³ Rich, Motoko. Charter Schools Suspend Black and Disabled Students More, Study Says. *The New York Times*. March 16, 2016
⁴ Rich.

Former Secretary of Education Arne Duncan condemned this occurrence as a violation of “the principle of equity at the heart of the American promise.”⁵ The unfortunate paradox is that the very education that is heralded as the means to a better life for the poor and people of color may be a significant contributing factor to a poor quality of life. Coates commented, “fail in the schools and you would be suspended and sent back to...[the] streets.”⁶ Frequent suspensions are known to cause students to drop out of school. Students who drop out of school are more likely to end up in the legal system.

The educator Horace Mann called education the “great equalizer of the conditions of men [and women].”⁷ Yet, as this debate grows, it appears that the equalizer has failed for so many black

⁵ Lewin.
⁶ Coates, 33.
⁷ Mann, Horace. Twelfth Annual Report of Horace Mann as Secretary of Massachusetts State Board of Education. 1848. <http://www.tncrimlaw.com/civil_bible/horace_mann.htm>

children, creating conditions that are quite the antithesis of equality and equity. Challenges are evident even in the early childhood years. I worry about the high rates of expulsion for black boys, the word gap by age three, and the lack of access to high quality early education for black children. ICS will host a seminar later this year in Charleston – *Race, Justice, and the Young Child in America* – encouraging leaders to think deeply and critically about the history, reality, and future of race and justice in America, and their impacts on young children and their families. The concerns that warrant such a discussion are not new. In 1935 the sociologist and activist W.E.B. Dubois dedicated an entire essay to pondering the question of whether or not, due to racist and hostile conditions in the classroom, black students needed separate schools in order to flourish.⁸ After much thought and analysis, Dubois reasoned that the ideal

⁸ Dubois, WEB. Does the Negro Need Separate Schools. *The Journal of Negro Education*, Vol. 4, No. 3, The Courts and the Negro Separate School. (Jul., 1935). pp. 328-335.



educational environment for black students consisted of racially integrated schools in which there was “a sympathetic touch between teacher and pupil.”⁹ Cultural competence, understanding, and genuine consideration are still needed in our classrooms.

I saw glimmers of hope and the embodiment of Dubois’ sympathetic teacher nearly four years ago while reading Dr. Lori Ungemah’s *An Open Letter to the Teachers of Trayvon Martin*.¹⁰ A white teacher and mother with a predominantly black and Latino student population, Ungemah felt compelled to partner with parents to protect her students both inside and outside of the classroom. She went about this by creating an environment that was specific to her student’s histories, experiences, and concerns. Her teaching strategies included engaging students in such a way that they could “talk openly about race, power structures, and life.”¹¹ Instead of fostering a threatening and hostile environment, Ungemah was committed to creating a safe space of learning and growth. Of her students, Ungemah said, “I am their advocate.”¹²

⁹ Dubois.
¹⁰ Ungemah, Lori. An Open Letter to the Teachers of Trayvon Martin. *The Huffington Post*. March, 2012.
¹¹ Ungemah.
¹² Ungemah.

Federal Early Childhood Policy, 2016 by Bryan Boroughs, Director of Legislative Affairs and General Counsel

Early childhood policy is often torn between maximizing the impact of limited resources, versus measuring the outcomes that our investments create. A colleague recently described a series of assessments from her classroom, saying “we waste a lot of time on tests that could not do a single thing to help that child.” At the same time, officials at every level of government want to know that investments actually improve outcomes for young children. But every dollar spent on evaluations can seem like a dollar lost for important service delivery. Responding to that tension – between measuring and maximizing outcomes for young children – will be central to the federal government’s early childhood work in the months ahead.

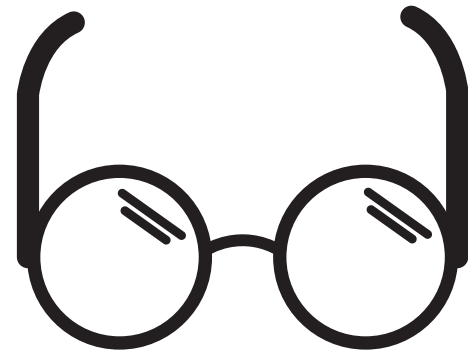
It might appear, though, that the Presidential campaigns will consume our officials’ attention for the rest of the year. We do expect much of Congress’s work to focus only on so-called “must-pass” funding bills, but those funding

decisions will strongly affect quality early care, education, and disability services across the country. Meanwhile, the Administration has less than a year left to implement the Every Student Succeeds Act, which includes a number of early childhood provisions. The Administration is also in the process of deploying new regulations affecting Head Start and the Child Care Development Block Grant.

For each of these areas, officials hope to drive resources to things that work, and they’re targeting three key tools:

- Definitions of quality, targeting inputs necessary for success more effectively;
- Outcomes-based financing structures, ensuring taxpayer dollars are spent on outcomes themselves; and
- Evidence-based policy, increasing the use of data to inform policy decisions.

We expect trends towards increased use of outcomes – and evidence-based policy tools to continue through the end of the year, and we are optimistic they will help drive taxpayer dollars towards better outcomes for young children.



ICS HAS EYES ON: FEDERAL POLICY 2016

- Social Impact Partnership Act: *Will Congress embrace social innovation financing, driving taxpayer dollars to more effective investments?*
- Maternal Infant and Early Childhood Home Visiting: *Will Congress provide sustainable funding for high-quality, evidence-based, services for new families?*
- Children’s Health Insurance Program: *Will Congress allow healthcare to lapse for millions of children across the country?*



Support

The Institute’s supporters provide essential support to our experts and partners on the full-range of policy issues impacting the health, education, and overall well-being of young children and their families. Not only do our supporters underwrite the research and analysis of our experts, but they also provide opportunities for dialogue and the exchange of ideas with other experts and practitioners, participation in convening and conferences, and the dissemination of research to ensure that impactful ideas reach the broadest possible audience of policymakers and other decision makers.

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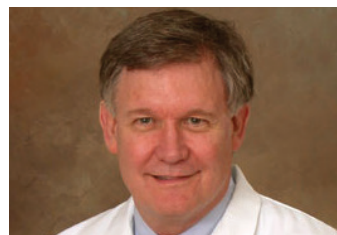
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USC School of Medicine - Greenville



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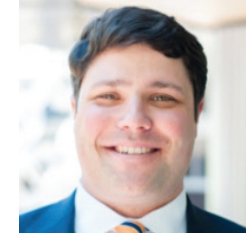


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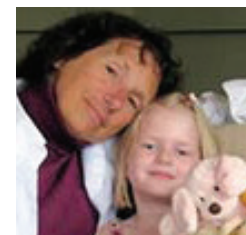


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