



REIMAGINING SOCIAL CHANGE



Improving the Odds: Seven Principles for Investing in Early Care and Education

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From Barrier to Breakthrough

The 18 people around the table had not all previously met each other, but together they represented, at least in theory, the “system” of early care and education in a mid-sized U.S. state.

It had taken months of persuasion and creative scheduling to bring this group together—the Secretaries of Health and Early Education were particularly busy, as were the foundation, nonprofit, and business leaders at the table. Moreover, the facilitators had worked hard to assemble more than just the usual suspects. The coalition included doctors, community advocates, social workers, care providers, and representatives from the criminal justice and public safety systems.

The sense of unease was palpable. On paper, their charge was clear: launch a statewide effort to create safe, stable, nurturing relationships and environments for young children. But what would that actually look like in practice? How could a single effort weave together the many agencies, actors, and systems that influence a child’s earliest years? How could the 18 people around the table, some meeting for the first time and others used to meeting in an adversarial context, coalesce around a shared vision, let alone mutually agreed strategies?

Our definition of Early Care and Education

FSG defines early care and education (“ECE”) in the United States as spanning a wide range of ages, issues, and settings. From an age perspective, we view ECE as starting in the prenatal months and lasting until 8 years of age (and/or 3rd grade). From an issue perspective, we view ECE as encompassing high-quality early learning, including the much heralded 3rd-grade reading milestone, but also physical and mental health and the enabling factors that ensure that the hearts and minds of children and their primary caregivers are well-nourished and free from trauma and toxic stress. Finally, we see ECE provided in formal and informal settings by a variety of actors, including families and teachers, but also by pediatricians, home visitors, friends, relatives and neighbors who provide childcare, parent educators, social workers, and many others who care for our nation’s children.

The meeting started like many others—polite, formal, and stilted, as participants weighed their words. Then facilitators asked a basic question: “Why is this work personally important to you?”

The State Secretary of Health glanced down for a few moments, looked up at the room, and started to tell his story. He talked about his childhood, his relationships with his parents, the times he felt excluded from society, and his aspiration that all children could be surrounded by love and support. When he finished, he paused, looked around at the faces closely watching him, and then turned to the next speaker to his left—a parent and community advocate whose work often opposed the practices of state agencies.

She recounted that when she was a child, her parents had left behind a tight-knit community in search of a better education for their daughter. But when they arrived in the United States, they discovered that their new neighborhood was splintered by poverty and group differences, lacking the communal culture of care they’d known in their home country. This experience had led the woman to become an advocate, first organizing her friends and neighbors and then pressing local and state governments for more supportive services for children and families. Her dream, she said, was to create anew the feeling of community that she’d lost and to help shield young children from the damage of poverty. It was clear that his dream and her dream were not so dissimilar.

When the two stories ended, the room felt different. What was once a routine meeting suddenly seemed more urgent, and more personal. One by one, group members shared their stories and spoke about loss, difficulty, finding hope, and deeply felt aspirations for young people. After the last person finished, participants looked at one another in a new way. In that meeting and the many that would follow, the participants gradually built a common vision for early care and education across the state. The 18 different vantage points, mental models, and experiences were no longer a barrier. Rather, they strengthened the fabric of the effort.



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At a Glance

WHY have we written this guide?

Recent research and advocacy efforts have moved funders, politicians, and the business community to agree that the first years of children’s lives hold the keys to the rest of their development. Across ideological divides, there is consensus that investing early makes common sense—it is the right thing to do and saves tax dollars down the road. With heightened appreciation and urgency comes increased investment. To enhance the effectiveness of this surge in investment, we’ve written this guide to share lessons from our many years of working in early care and education.

WHO is this guide for?

This guide is written for funders (including private, community, and corporate foundations as well as individual philanthropists) who are new to investing in ECE, who seek to understand how their investments fit into the larger picture, or who want to complement programmatic grantmaking with investments that build a stronger *system*.

WHERE did these principles come from?

We drew our inspiration for these principles from three sources (described in the back of this guide): a variety of ECE consulting projects conducted by FSG in the past few years, a wealth of resources written about ECE, and feedback on early drafts of this guide from more than 25 reviewers.

HOW do we hope this guide is used?

We hope these principles help funders more deeply understand and anticipate the realities of investing in ECE—especially when aiming for large-scale, system-wide change—and lead to better design, implementation, and evaluation of their investments.

WHAT are the 7 principles?

Much has been written about the importance of early intervention, the science of brain development, the many unmet needs of children and families, and programs with proven track records. Building on this literature, this guide highlights principles that we have seen time and again as crucial for guiding successful ECE investments.

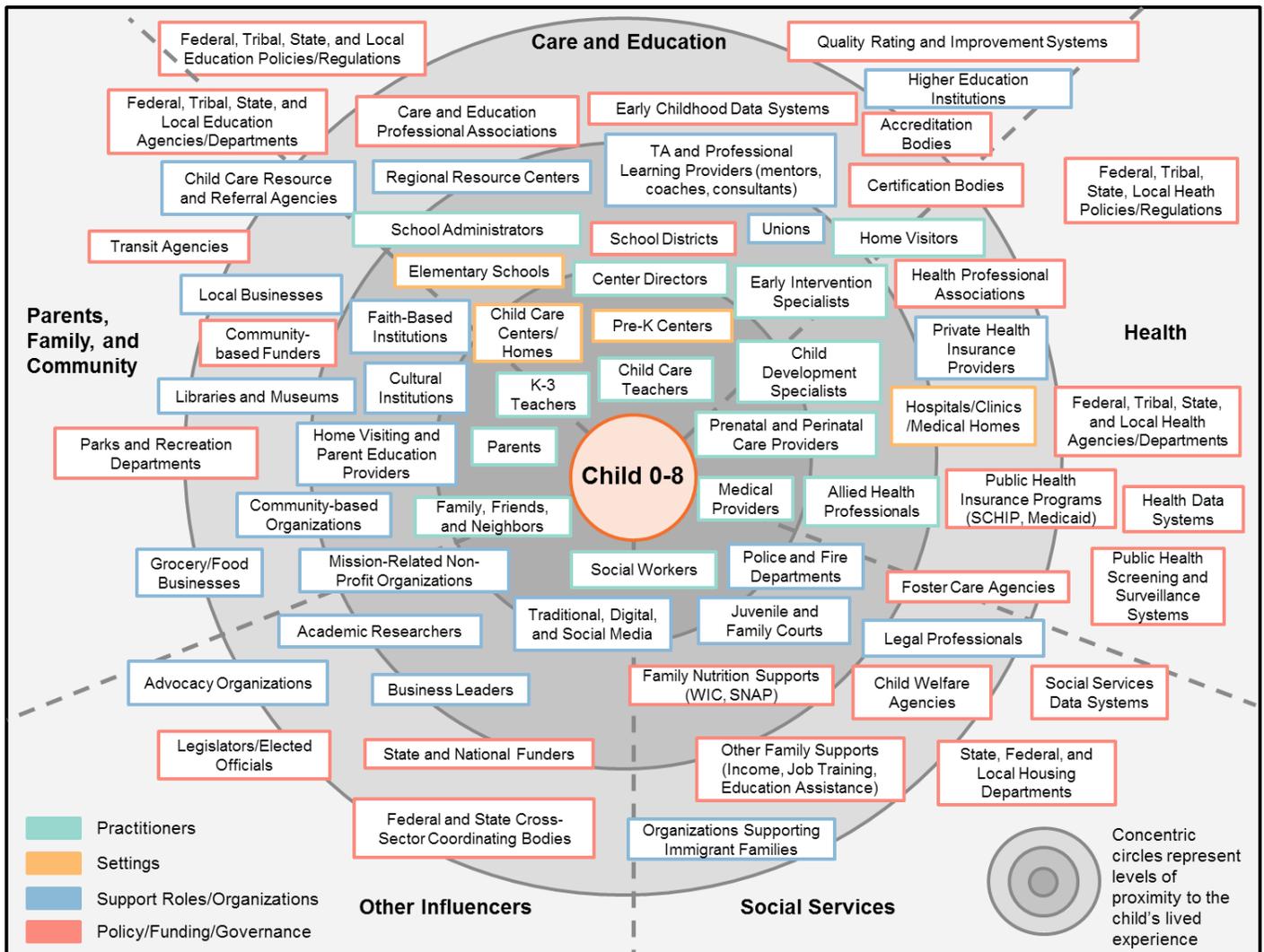


- 1 Connect Siloed Dots**
Fragmentation and silos create a diverse but disconnected sector— funders have an opportunity to catalyze connections and trust among varied actors.
- 2 Double Down on Family Engagement**
Families should be at the center of shaping, implementing, and evaluating the many facets of ECE systems change work.
- 3 Embrace the Tensions**
Different settings, standards, and social norms create tension—successful systems change efforts must face, rather than circumvent, these tensions.
- 4 Factor in Market Forces**
Childcare is an industry of small business owners competing for customers—supporting this industry means thinking beyond traditional grantmaking.
- 5 Play the (Not So) Long Game**
Long-term systems change strategies in ECE must be coupled with short-term successes that foster and sustain commitment.
- 6 Expand Your Outcome Horizon**
It is possible—and critical—to track indicators of incremental systems change on the long-term path to better outcomes for children.
- 7 Adapt to Twists and Turns**
The dynamic context of ECE means that strategies must be agile and regularly subjected to rigorous reflection and course correction.

1 Connect Siloed Dots

ECE is provided by dozens of actors, often operating in isolation

This actor map, developed and [digitized](#) by FSG for the Institute of Medicine's consensus study *Transforming the Workforce for Children Birth Through Age 8*, depicts the practitioners, settings, supporting organizations, government agencies, and programs that work on ECE. The map is dizzyingly full and, as such, begins to paint a picture of the **complexity of the early care and education space and the myriad actors that need to be engaged** in order to create a system that provides quality and seamless care for children and their families. In too many communities, the dots are not connected among the many boxes on this map, creating gaps and missed opportunities for seamless care. We hope this map inspires you to cast a wide net for stakeholders as you begin to plan and/or implement an ECE strategy.



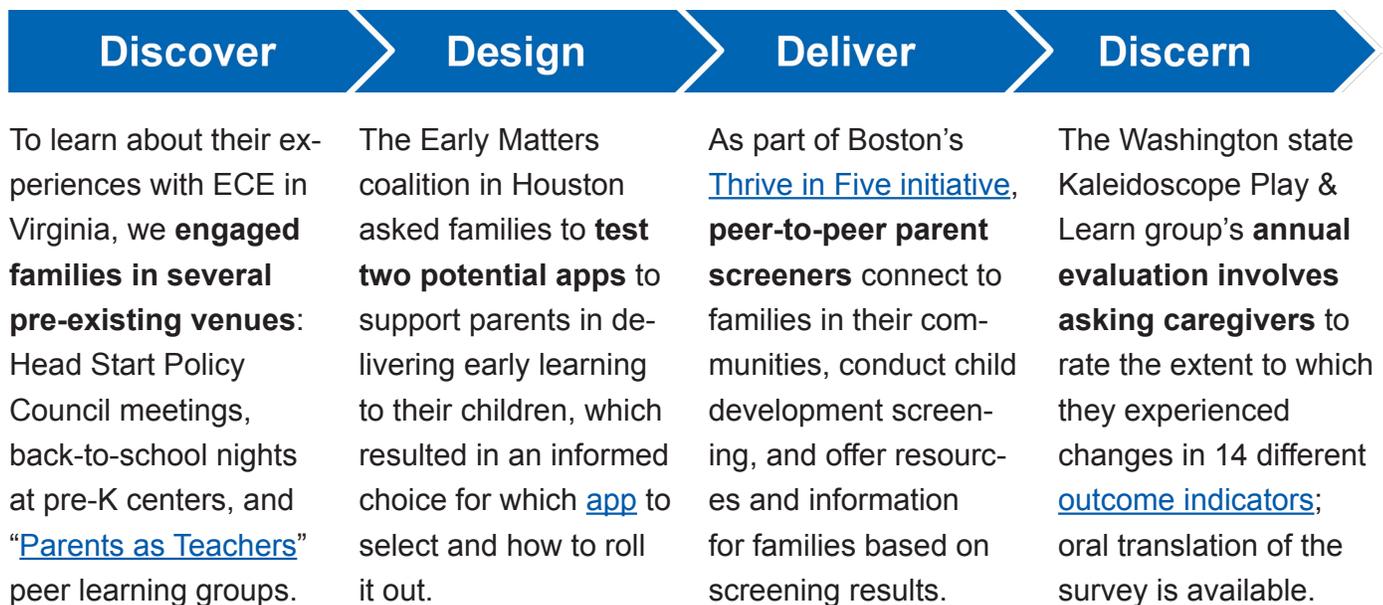
2 *Double Down on Family Engagement*

Of all the stakeholders in ECE, none are more critical than primary caregivers

The research on the importance of familial engagement in the early years is clear. Note that by family, we refer to the adult(s) who spend the most time caring for a young child in his or her home environment, including parents and their life partners, older siblings, grandparents, and other relatives or non-relatives. From providing shelter and nourishment, engaging in “[serve and return](#)” interactions that shape brain architecture, to being the main source of love and care, **families are the pillars of effective ECE**. Any ECE strategy should seek to engage and build the capacity of families to support their children’s development.

Families can be engaged in many aspects of an ECE strategy

Below are just a few examples where we have seen the power of engaging families in different ways: **discover** (understanding challenges and assets in a community), **design** (coming up with solutions and interventions), **deliver** (implementing solutions and interventions), and **discern** (evaluating effectiveness).



When you're ready to engage with families, keep in mind:



Assembling a few focus groups is not a comprehensive family engagement strategy

Involving people with lived experience in strategic planning is not new. However, simply consulting a few families at the outset is not sufficient. Family engagement has to be a constant. To quote Oscar Cruz, president and CEO of Families in Schools: *“Family engagement is a value, not an event.”*

Just because we build it, they won't automatically come

It is your job to make it easy for families to participate—to meet them where they are. This means scheduling meetings after work hours and taking care of transportation, childcare, and meals. Equally important, it means creating an environment where families feel safe and welcomed—not judged.

Don't get caught in gender stereotypes

When we think of ECE, we often think of moms. Or worse, we stereotype and assume that dads are not around or have no insights to offer. In reality, we have found that fathers are eager to participate but are too often overlooked in ECE, which can lead to further alienation and disengagement.

3 *Embrace the Tensions*

ECE is a complex system that operates in a high-stakes yet low-resource environment

FSG has engaged hundreds of actors working their very hardest to serve children and their families. These actors have much in common: they all appreciate how pivotal the early years are; they are all strapped for money; and they all have strong opinions about what is best for their impact and business models. This creates fertile ground for competing structural and mental models. Your early care and education strategy needs to acknowledge and embrace this reality.

Common tensions in ECE exist at the level of settings, standards, and social norms

Every community has its own set of tensions, so one must be cautious when generalizing. However, below are some common tensions across settings, standards, and social norms that you should actively look out for.

SETTINGS	<ul style="list-style-type: none">• The formal (center-based, licensed) and informal (family, friend, and neighbor) systems of care often coexist in isolation, or a state of misinformation• Within the formal system, tensions, turf protection, or misgivings can occur among:<ul style="list-style-type: none">◦ small and large providers◦ non-profit, for-profit, and school-district run centers or programs◦ centers or programs that take government subsidies and those that do not◦ centers or programs focused on 0–3 year olds and the (p)K–3 school system
STANDARDS	<ul style="list-style-type: none">• Viewpoints around accreditation (and which type) or no accreditation of centers• Trade-offs around whether to scale quality of seats or quantity of seats• Proponents of different curricula and assessments• Perspectives on the importance of a bachelor’s degree (or not) for educators• Opinions around “Head Start/pre-K works” or “gains erode in elementary school”
SOCIAL NORMS	<ul style="list-style-type: none">• “It’s about literacy and 3rd grade reading” or “It’s about whole-child development”• “It’s all about academics” or “It’s all about play”• “Children belong at home with their mothers until kindergarten” or “Children belong with other children in formal childcare centers”

When you're ready for the tensions, keep in mind:



✓ Getting multiple perspectives is time well spent

Engaging with and looking at data from ECE providers of different sizes, scopes, and structures will take time and persistence. However, understanding a variety of perspectives helps avoid unintended consequences that arise from the assumption that everyone shares the same point of view.

✓ Invest in a “neutral facilitator”

Facilitating dialogue and consensus building among actors that operate with these tensions requires a trusted, skilled third party. This third party needs to be viewed as credible but should not have skin in the game, i.e., it should serve the interests of the collective, rather than any one agency or sector.

✓ Don't expect to resolve all tensions—often the notion of “both/and” applies

Many of these tensions are healthy. Building trust and collaboration doesn't actually mean the tensions go away. It just means that people respect and accommodate each other's perspectives, allowing for constructive dialogue and an atmosphere where “agreeing to disagree” does not stifle progress.

4 *Factor in Market Forces*

Market forces are very real in the world of childcare

Childcare provision, a key aspect of ECE, is driven by market forces on both the demand and the supply side. While in the K–12 space, a majority of students are served by a somewhat monolithic entity (the local school district) and don't have to pay to attend (public) school, childcare in any community is provided by hundreds of small businesses scrambling for customers. Families who don't qualify for or can't access subsidies have to pay out of pocket. This dynamic has profound implications for supporting this market through philanthropy.

An “industry strengthening” mindset is required

Typical grants don't fit the structure of the childcare space. For-profits are not eligible to receive them. Nonprofits that operate a handful of classrooms often don't have the capacity to apply for or report on grants. Thus, to serve the “childcare industry,” you need creative solutions, such as:

- **Funding a small business consultant** to help providers with operations (bookkeeping, marketing, human resources) as well as participation in quality rating and improvement systems
- **Underwriting an interest-free working capital facility** to support providers who receive state or federal funding, but don't see actual cash hit their books until several months into the year
- **Creating a shared services hub** so that providers can share in the cost of basics (payroll, accounting, supplies, professional development) and free up resources for staff training and pay

A customer lens is apt for understanding family needs and preferences

The U.S. Department of Health and Human Services considers 10 percent of family income for childcare to be a benchmark for affordable care. Using an average cost of \$10,000 for childcare would imply that childcare is technically unaffordable for all (one-child) families that earn below \$100,000 per year. Families that earn up to 200% of the federal poverty line (FPL) can qualify for subsidized pre-K in many states. However, we have found that there is a “missing middle” of families who earn more than 200% of the FPL but nowhere near enough to afford high-quality childcare. The needs of these families must be integrated into a comprehensive ECE strategy. Moreover, it can be **difficult to stimulate demand for quality childcare unless families know what quality looks like**. Philanthropy can play a role in building this understanding within a community, which in turn can lead providers to invest in quality and offer new services that are important to local families.

When you're ready to support the childcare industry, keep in mind:



The diversity of childcare providers means that there is no “one-size-fits-all” answer

Be prepared to develop differentiated strategies. The childcare provider in a church basement, the for-profit center, the large nonprofit with a local Head Start contract, and the pre-K program run by the local school district all require different kinds of support.

Invest in understanding and supporting the demand side

While it may seem foreign and somehow wrong to view families as “customers,” it is the correct lens when it comes to childcare. Classic market research on factors that influence choice and willingness to pay is very appropriate in this space—and represents a unique funding opportunity for philanthropy.

Don't ignore “FFN”

Creating a strategy that can help hundreds of childcare centers in a given community is hard enough—and sadly still only half the battle. FFN (family, friend, and neighbor) care is the norm for many children, so building the capacity of FFN care provision needs to be tackled too.

5

Play the (Not So) Long Game

Improving ECE will take years and requires a systemic approach

The complexity and diversity of ECE (dozens of actors working across different domains), coupled with the challenges of program and service provision (insufficient funding, low-paid workforce, limited economies of scale), means that silver bullets and short cuts don't exist. You'll need to take a comprehensive, systems change approach. For example, The Kresge Foundation's Early Years for Success Initiative in Detroit includes: investments in early childhood centers; below-market loans for early childhood development facilities and maternal healthcare services; grants to support neighborhood collaborations and practitioners; efforts to attract national expertise to Detroit; and, in partnership with the W. K. Kellogg Foundation, a city-wide leadership alliance to develop a joint vision, action framework, and investment strategy.

At the same time, early wins and short-term arguments are critical

Long-term strategies to make systemic changes that will help today's children become healthy, productive adults make intellectual sense. However, it is hard to maintain stakeholders' enthusiasm when returns aren't expected for decades. Thus, ECE initiatives need to show signs of progress in the first year.

Examples of such **early wins** that you can fund include:

- Creating a **fiscal mapping** of all the federal, state, and local funding flows for ECE in a given region and identifying opportunities for alignment and complementary roles for philanthropy
- Publishing a **data-rich baseline** of a region's ECE situation by pulling from disparate data sources in health, housing, and education—including cuts of data along socioeconomic, linguistic, and racial lines
- Enabling partners to **cross-infuse content**, such as increasing referrals among social services and education providers or embedding parent education sessions into child health or education programs

You can also foster and sustain momentum through **near-term economic arguments**, such as:

- Calculating the cost of **undiagnosed developmental delays**
- Computing the **economic loss of parents who would prefer to work but forgo a job** because working and paying for childcare would result in a net loss of income
- Highlighting that precious time in kindergarten is spent on **basic classroom behavior norms**—rather than on academics—because for too many children it is their first time in a formal learning setting

When you're ready to design your strategy, keep in mind:



Don't look for “silver bullet” solutions

It is tempting to seek the one intervention that will make a big difference—and it may well exist for a single classroom or program. But meaningfully affecting ECE takes a collection of strategies that target the whole system, not just a single actor, setting, or sector within it.

Design for and communicate early wins

Strategies that work across a whole system do not have to come at the expense of tangible short-term achievements. Look for opportunities that galvanize partners and demonstrate momentum to the broader public. Aim for and trumpet at least one early win in the first year.

Emphasize the costs of a broken ECE system today—not just tomorrow

Getting support for ECE, especially from sectors that can't afford to think in multi-year terms, means making social and economic arguments that pertain to the here and now. Broken ECE systems won't just manifest when children reach middle or high school; they are hurting our economy right now.

6 *Expand Your Outcome Horizon*

Investing in ECE systems change requires a new set of outcomes

Systems change efforts typically involve three types of outcomes, some of which can be tracked in the short term:

1. Outcomes that track the **capacity to act together**; for example, assessing levels of collaboration, buy-in, and trust among stakeholders
2. Outcomes that track the extent to which there are **changes in the systems and behaviors** targeted by the effort, for example in professional practices, funding flows, norms, or policy
3. Outcomes that track **changes for children** at the population-level

The example below, adapted from an ECE initiative in Virginia, illustrates these three outcome types:

1. If we create and foster	2. There will be a stronger ECE system for	3. Resulting in these better outcomes for children
<ul style="list-style-type: none"> • A community-wide shared vision for ECE • A joint action plan adopted by key ECE stakeholders • Open data sharing among ECE providers • Trust among ECE stakeholders • A participatory process for residents • Dedicated resources for ECE systems work 	<p>Families</p> <ul style="list-style-type: none"> • Better knowledge of available ECE resources • Better access and ability to navigate ECE resources <p>ECE Providers</p> <ul style="list-style-type: none"> • Stronger competencies to serve diverse needs • More connections and referrals among providers <p>The Community</p> <ul style="list-style-type: none"> • More socioeconomically mixed ECE programs and classrooms • Increased public funding and support for ECE 	<p>Health</p> <ul style="list-style-type: none"> • More and better prenatal care • Healthier birth-weights • More access to primary healthcare providers • More age-appropriate fine motor skills acquisition • Healthier BMI ranges <p>Academic</p> <ul style="list-style-type: none"> • More and better pre-K experiences • Higher school readiness in math and reading • Higher 3rd grade proficiency in math and reading <p>Socio-emotional</p> <ul style="list-style-type: none"> • More diagnosed developmental delays • Higher school readiness in socio-emotional areas • Better self-regulation • Better knowledge of self

Outcomes that track (1) capacity to act together and (2) system and behavior changes are mostly qualitative in nature and often require the development of custom data collection tools. Outcomes that track (3) results for children are quantitative and can leverage existing data collected by local education and health agencies.

When you're ready to develop your outcomes, keep in mind:



✓ Measuring systems and behavior change is possible

The outcomes in the middle column on page 16 are often the hardest to articulate and find indicators for. However, it is possible to track these kinds of system level changes. We have developed a [resource that lists sample indicators](#) that you can use for this purpose.

✓ Shared measurement is essential for fostering shared learning

Even though population-level outcomes can come from existing data sources, there is still a need to build a system—whether through an Excel sheet or a fancy IT platform—that houses and analyzes the data in a way that enables [shared learning](#) among the participants in a systems change effort.

✓ Population-level outcomes still require double clicking

Systems change efforts can look at outcomes across entire populations (i.e., school readiness for all children in a community). However, equally important is disaggregating and reporting on data by race, ethnicity, zip code, language background, and socioeconomic status.

Adapt to Twists and Turns

ECE is a dynamic space—and even more so because of the surge in attention

Investing in ECE means engaging a diverse set of partners, making family engagement a constant, facing tensions with open arms, addressing demand and supply factors, creating strategies that reflect both long-term aspirations and short-term milestones, and measuring systems change along the way. And all of this will take place in an environment of funding, policy, and public will that is moving at a dizzying speed. A five-year strategic plan for early care and education will likely be outdated the moment you hit “print.” You’ll need to develop strategies that include an overall goal but also allow for flexibility and adaptability in achieving it.

Questions are as important as answers

Practically speaking, adapting to twists and turns means being open to [emergent strategies](#), investing in [learning and feedback systems](#) that provide ongoing information that allow for course correction, and engaging in collaborative sense-making with stakeholders to draw meaning from that information. Engaging in reflection about the big picture context of the strategy means asking these four questions on a regular basis:

- To what extent do local, state, or national **policy developments** affect our strategy?
- To what extent have there been **demographic shifts** in the community we are serving?
- To what extent do local **economic factors** change the needs and opportunities of families?
- To what extent do we see **momentum** around ECE issues that we should connect with?

Evaluation needs to be matched to this dynamic content

The social sector has traditionally viewed evaluation as a static, point-in-time tool to help understand the impact of an initiative. However, for evaluation to be useful for ECE efforts, it must become more relevant, timely, practical, and applicable to an emerging and dynamic environment. It must be more adept at taking a systems view. This means carefully considering the context (rather than applying a fixed design), exploring the role of connections (between actors, entities, and initiatives in the system), representing multiple perspectives (not just the ones whose voices tend to be heard the most), and identifying and naming patterns, including explicit and implicit social norms. **Simply put: look at data often, and look at it in a participatory way.** [Data equity walks](#), such as those developed by The Education Trust West, are a great way to enable partners to dig deeper into data disparities and implications for developing and adapting strategies.

When you're ready to engage in strategic learning and evaluation, keep in mind:



✓ Your strategy should be rigorous, yet flexible

Any strategy should reflect a deep understanding of the ECE space, given its various players and perspectives, and should be grounded in a thoughtfully developed theory of change. At the same time, the strategy should leave enough room for flexibility and innovation as new ideas and insights emerge.

✓ Your evaluation should embrace complexity

Evaluation should embrace, rather than design away, the [characteristics of complex systems](#). Practically, this means developing an adaptive evaluation plan, using tools and techniques that take a systems lens, and including a larger set of players in “so what?” and “now what?” conversations.

✓ Develop learning questions

A set of powerful learning questions is a helpful organizing framework for making the best use of evaluation resources. Such questions might be about context, implementation, strategy, or outcomes. The important thing is that they guide the investment of time and effort and make sense of information.

The Time is Now

Supporting ECE needs to be a national priority.

Data collected by the National Center for Education Statistics show that 51 percent of students across the nation's public schools come from low-income households. Infants and toddlers have the highest poverty rates of any age group in the United States, and the poverty rate in that group is growing. These facts mean that a majority of our very youngest children are born into already difficult situations. Patchy and broken early care and education systems will only further limit their opportunities.

There is no single solution; it takes a mosaic of practices, programs, and policies.

We need a better equipped and compensated early care and education workforce, backed by more familial education and engagement. We need more, and more accessible, high-quality early learning opportunities for children of all socioeconomic backgrounds. We need to expand home visiting programs. We need to match childcare provision schedules to the realities of working families. We need tighter connections between the childcare system and the formal K–12 school system. We need smarter policy, new sources of public funding, better coordination, and community-wide data sharing.

Equally important, we need all of the above in a coherent system, designed with the input of many stakeholders and implemented collectively across our nation's cities, counties, and states. A systems approach to ECE may seem daunting, but if we want to achieve results at scale, it is a necessity. It is also possible. The initiative introduced on the first page of this guide took the trust developed in those first crucial meetings and created a six-pronged strategy to achieve a jointly developed vision by which all children in the state would thrive in safe, stable, and nurturing relationships and environments. That strategy called for efforts to: (1) educate and motivate key stakeholders on brain science, Adverse Childhood Experiences (ACEs), and resilience; (2) transform systems and services to prevent and mitigate the impact of trauma; (3) align systems to enable family-centered service provision; (4) support community ownership, impact, and action; (5) improve data sharing and use across systems; and (6) spark innovative policy and financing solutions. A 30-member cross-sector Steering Committee and four working groups are now carrying out the work.

By following the seven principles highlighted in this guide we hope that more ECE funders can create these kinds of large-scale, system-wide efforts that improve the lives of children.

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ZERO TO THREE



Sources

Resources

- [Achieving Kindergarten Readiness for All Our Children](#) by the Pritzker Children's Initiative and The Bridgespan Group
- [Building Adult Capabilities to Improve Child Outcomes: A Theory of Change](#) video from the Center on the Developing Child at Harvard University
- [Early Childhood Development research](#) from Child Trends
- [Implementing High-Quality Pre-K that Makes a Difference for Young Children](#) by Jim Minervino
- [Opportunity, Responsibility and Security](#) by the AEI/Brookings Working Group on Poverty and Opportunity
- [Our Kids: The American Dream in Crisis](#) by Robert D. Putnam
- [The Raising of America](#) documentary series by California Newsreel with Vital Pictures
- [The Statisticks Lottery](#) video by the Campaign for Grade Level Reading

Recent FSG ECE Consulting Projects

- [Markers that Matter: Success Indicators in Early Learning and Education](#) funded by the W. K. Kellogg Foundation
- System mapping for the [Transforming the Workforce for Children Birth Through Age 8](#) consensus report from the Institute of Medicine and National Research Council
- Preterm birth collective impact strategy development in Fresno County, CA with UCSF
- Infant mortality collective impact strategy on Staten Island with the Community Health Center of Richmond
- ECE collective impact readiness assessment and implementation in Southeast Virginia with the Hampton Roads Community Foundation
- Essentials for Childhood Initiative strategy development in Washington State with the CDC and the Bill & Melinda Gates Foundation
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About FSG

FSG is a mission-driven consulting firm supporting leaders in creating large-scale, lasting social change. Through strategy, evaluation, and research we help many types of actors—individually and collectively—make progress against the world's toughest problems.

Our teams work across all sectors by partnering with leading foundations, businesses, nonprofits, and governments in every region of the globe. We seek to reimagine social change by identifying ways to maximize the impact of existing resources, amplifying the work of others to help advance knowledge and practice, and inspiring change agents around the world to achieve greater impact.

As part of our nonprofit mission, FSG also directly supports learning communities, such as the Collective Impact Forum and the Shared Value Initiative, to provide the tools and relationships that change agents need to be successful. Learn more about FSG at www.fsg.org.

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