



# **Committee *for Children*<sup>®</sup>**

Report to the Community **2018-2019**

# Celebrating 40 Years of Impact

This year, Committee for Children celebrates four decades of dedication to our vision of safe children thriving in a peaceful world. As we've grown from our grassroots beginnings in 1979 to a global nonprofit, the connections we've built with educators and advocates to advance best practices in social-emotional learning (SEL) and child protection have positively affected children worldwide. Now our programs reach more than 15 million children in 70 countries. But we're just getting started.

We've announced an audacious but achievable goal: to positively transform the social-emotional well-being of 100 million children annually by 2028. We spent the past year reviewing more than 200 research articles and consulting with more than 35 experts in the field to chart the most effective path to transformative impact in service of that goal. This information will drive our efforts across the organization: conducting field tests, developing curricula and products, expanding our scope to include the youngest children (ages 0–4), and deepening our focus on implementation fidelity in our K–8 programs.

To reach this level of impact, we'll continue to influence the ecosystem that supports the whole child, by advocating for stronger SEL legislation, creating an out-of-school-time program to reach children beyond the classroom, and helping adults see the crucial role they play in children developing strong social-emotional skills.

This year has also seen a significant investment in our infrastructure: We've grown the Committee for Children team and advanced our digital systems to deliver our programs on a larger scale. Major partnerships have also been established, notably with Shanghai-based Wise Edu Plus.

**We've announced an audacious but achievable goal: to positively transform the social-emotional well-being of 100 million children annually by 2028.**

We're incredibly proud of what we've accomplished over the past 40 years—and in a time when SEL is more important than ever, we're excited for the opportunities ahead. We hope you'll support our efforts to promote social-emotional learning as one of the most powerful, sustainable, and practical approaches to building a kinder world.

Best Regards,



John Hults  
Chief Operating Officer



Paige Hamack  
2017–19 Board President

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Your generous contributions bring us that much closer to realizing our vision of *safe children thriving in a peaceful world*. Thank you.

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**"More schools are committed to addressing the need for SEL outside of school with research-based programs like Second Step."**

**Polly Stansell**  
Vice President of Product

# SEL Beyond the Classroom

For SEL to make its greatest impact, it should take place in all facets of a child's life, not just during school hours. That's why Committee for Children is launching a new out-of-school-time SEL program, with support from The Wallace Foundation.

This spring we were honored to receive a generous \$836,500 grant from The Wallace Foundation—which focuses much of its philanthropy on fostering improvements in learning for children—to adapt our award-winning Second Step® SEL program to out-of-school-time (OST) settings. This program is slated for release during the 2020–2021 school year.

Gigi Antoni, director of learning and enrichment at The Wallace Foundation, notes that most OST programs lack the options for evidence-based SEL programming that are currently provided to schools. "Committee for Children is well positioned to help fill this gap," Antoni says.

Our OST program addresses a growing demand for an intentional, research-based program that supports children's social-emotional development outside of school, keeping in mind challenges unique to OST like staff turnover and mixed-age groups. To ensure that the new program meets the specific needs of OST settings, we've used the Wallace grant to focus on three key areas: activities differentiated by children's developmental levels, resources and support for OST facilitators, and content to support culturally relevant and responsive teaching.

"More schools are committed to addressing the need for SEL outside of school with research-based programs like Second Step," says Committee for Children Vice President of Product Polly Stansell. "This program will fulfill that need."

# Inside the Innovation Lab

Our Innovation team leverages Committee for Children's four decades of leadership in the SEL field to explore new ways to advance our mission. We've developed and launched a number of successful products and are always looking to collaborate with like-minded partners on future ventures.

## Expanding Our Reach

This year, we shifted our focus to children from newborns through age four. There's tremendous opportunity for positive impact through SEL at this developmental stage. Reaching children in this age group involves significant family engagement, so we've committed to concentrating our attention on projects aimed toward our youngest learners and the adults who care for them.



## Not Your Average Smart Toy

After the success of studies carried out by researchers at University of California, Santa Cruz, and University College London gauging the effectiveness of using "smart toys" to help kids self-regulate, we partnered with specialty toy designers at Sproutel to develop and test a commercial prototype. We've started the development phase and are excited to move forward into testing with families and schools.



## Learning Neighborhood: Partnership with PBS

Working with our partners at PBS and PBS affiliate KLRN in San Antonio, Texas, we ran a 10-week pilot program combining PBS and Second Step content in formal and informal early-learning care settings, with the goal of supporting social-emotional kindergarten readiness. To support the lessons at home, we sent texts and emails to caregivers throughout the weeks that reinforced the concepts and skills the kids were learning through the program.





# Helping the World Grow Kinder

Committee for Children continues to extend its global impact, with our programs reaching schools in more than 70 countries worldwide.

## Supporting SEL in San Luis Potosí, Mexico

In 2014, the Secretary of Education in San Luis Potosí invited us to trial our Second Step Spanish lesson resources in public preschools and primary schools with large populations of vulnerable and at-risk children. For over two years, educators and administrators took the time to answer our questions about their program implementation and to teach us about their schools' needs. To show our appreciation for their continued engagement, in 2018 we donated additional print versions of our Spanish-language resources. Today, children in more than 75 preschools and 25 primary schools in San Luis Potosí continue to learn social-emotional skills that set them up for future success.

"This program helps my life and my friends' lives a lot, both physically and emotionally. Thank you very much!"

Blanca Daniela, Second Grade Student



Teachers throughout San Luis Potosí enjoy using these colorful posters in their classrooms to gently remind students of the skills they are learning.

## Partnering for Good in China

This was a year of developing new partnerships for our organization, including an alliance with Shanghai-based Wise Edu Plus (WEP). Well-versed in social-emotional learning, with a robust training infrastructure and a mission well aligned with our own, Wise Edu Plus has great potential to positively affect children throughout China with culturally adapted and translated versions of Second Step—helping advance our goal of positively transforming the social-emotional well-being of 100 million children annually by 2028.

We sat down with Arthur Gui, cofounder of WEP, to talk about the organization's mission and the decision to partner with Committee for Children.

### What was the motivation behind founding WEP?

In China, there is a lot of pressure for kids to succeed academically—we see many kids turning inward and struggling to express their emotions. We founded WEP in 2013 to educate families and teachers about using positive discipline to cultivate emotional awareness and a sense of social responsibility.

### Why partner with Committee for Children?

We learned about the Second Step program through our connection with Shanghai American School and soon realized our work with positive discipline was compatible with this program. We were drawn to your overall integrity as an organization and clear dedication to research- and evidence-based programming. Most importantly, our missions align: We are both working toward a more positive future of safe children thriving in a peaceful world.

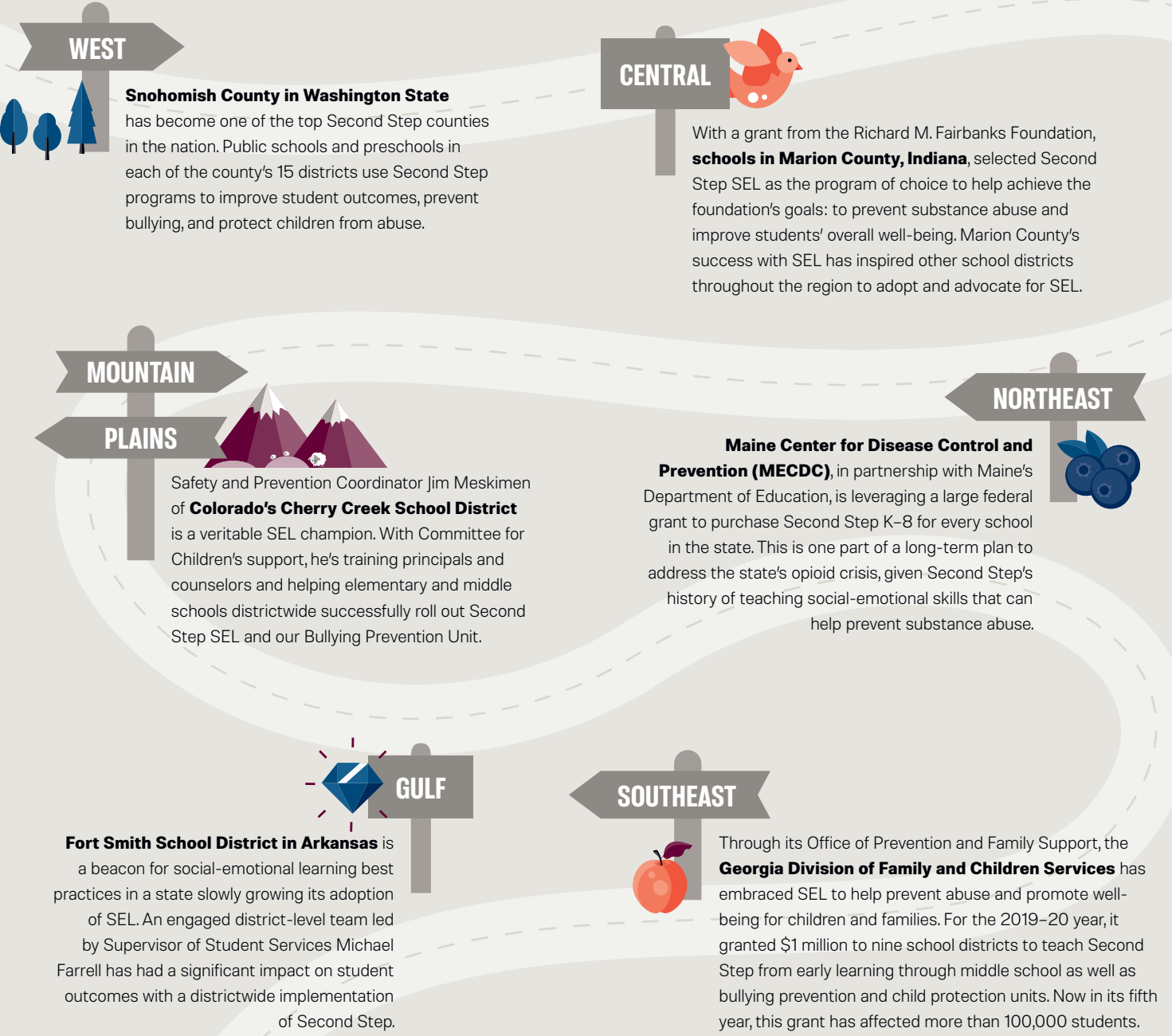
### What excites you most about the partnership?

The connection and trust between our organizations is already strong. We're excited to continue building awareness and a positive reputation for SEL and 启格慧 (Second Step) in China and to make our shared vision a reality.



# Charting SEL Success

Our Education Partnerships team is passionate about building long-lasting, supportive, and authentic relationships with educators and partners to make our mission of safe children thriving in a peaceful world a reality. Here are some of our success stories from the past year.



# Advocacy Across the Nation

Committee for Children is one of the few organizations in the field that prioritizes SEL policy and advocacy federally and across the states, and we're always interested in collaborating with like-minded partners to advance future legislation.

Our **Policy and Advocacy team** develops and advances policy in three priority areas—SEL, bullying prevention, and child sexual abuse prevention—and addresses them through advocacy. In the past year alone we:

- Held congressional briefings
- Helped prepare state-specific testimony
- Drafted state and federal bill language
- Participated in workgroups to influence SEL state guidance and child sexual abuse prevention program recommendations
- Took lawmakers on tours to see SEL in action in their own districts
- Convened national leaders around shared policy priorities
- Successfully gained legislative support for SEL at a time when the stakes are higher than ever

We've also given states post-legislative support for successful implementation, to ensure that the policies they pass truly work for the people they're meant to serve.

## Influencing Legislation

Committee for Children played a pivotal role in passing several laws this year in Washington, Florida, Texas, and Illinois, among other states. In Florida, we worked to incorporate SEL into the state's mental health and school safety legislation in the wake of Parkland's Marjory Stoneman Douglas High School mass shooting. The result is impressive: Each school district in Florida is now guaranteed a minimum of \$250,000 for Safe Schools activities, with a requirement to plan for the inclusion of SEL strategies before accessing those funds.

Here's a look at how we helped turn Senate Bill 7030, the School Safety and Security bill, into law.

- Raised Awareness**  
In Florida, reactions to the shooting led policymakers to focus on hardening schools, while practitioners tried to accommodate concerns of student mental health. We helped turn the focus—that it's essential to work with all kids to *prevent* violence, not just prepare for it.
- Tracked Legislation**  
Once Senate Bill 7030 was introduced, we strategized pathways for tailoring the bill to SEL, and then fine-tuned our advocacy efforts accordingly.
- Advocated Locally**  
We met with key lawmakers and presented to local organizations about the importance of including SEL as a significant prevention measure. We consulted with numerous local practitioners, and had a government affairs firm facilitate on-the-ground work.
- Continued Support**  
After signing Senate Bill 7030 into law on May 8, 2019, we helped support the state in their assistance to educators and administrators in successfully implementing the new policy.



# Scaling Up Our Products and Tech

This year, we added two new positions to our Executive Leadership Team. Both people in these positions bring a wealth of experience that will get us that much closer to our goals as an organization.



## Polly Stansell

Vice President of Product

As a teacher, Polly Stansell saw firsthand how social-emotional skills play a vital role in education. With an extensive background in product development in the education space, Polly joined the organization in 2018 as our first vice president of product to ensure the programs we develop are impactful and engaging for kids, educators, and families alike. Polly received her bachelor's degree in elementary education from Westminster College, and her master's degree in education technology at San Diego State University.

Polly sees her "SEL superpower" as her decisiveness. "Building a successful product takes thoughtful consideration and being able to see the big picture," she says. "And my family would agree that I have no problem making decisions, whether it's picking a restaurant or planning a vacation."



## Khan Klatt

Vice President of Technology

Born in Turkey, Khan Klatt attended US Department of Defense schools overseas before moving to the United States full-time to study computer science and physics at Western Washington University. He later cofounded a regional internet service provider startup in Bellingham and led the technology divisions at several tech startups. As vice president of technology at Committee for Children, Khan draws from his expertise in developing publishing pipelines for education content and implementing scalable software to support our commitment to positively transform the social-emotional well-being of 100 million children annually by 2028.

Khan sees perspective-taking as his "SEL superpower." In the constantly evolving tech landscape this might mean understanding when and why people use a particular technology. In the constantly evolving journey of parenthood, it often means seeing things from his son's point of view.

## Meet Our All-Female Research Team

Committee for Children's research team is advancing the field of SEL, one finding at a time.

Founded by two female cultural anthropologists, Committee for Children has maintained its dedication to producing programs that blend research and rigor with intuitive design for the past four decades. We've also remained an organization firmly rooted in female leadership, from most of our executive leadership to the entirety of our Research team.

Today, our research efforts are led by six highly accomplished research scientists, with Vice President of Education, Research, and Impact Tia Kim at the helm. All have been featured in or recognized by esteemed national institutions and publications including CASEL, the National Association of School Psychologists, MAEC (Mid-Atlantic Equity Consortium), the Journal of Applied Developmental Psychology, and the American Psychological Association. Three talented research assistants complete our team.

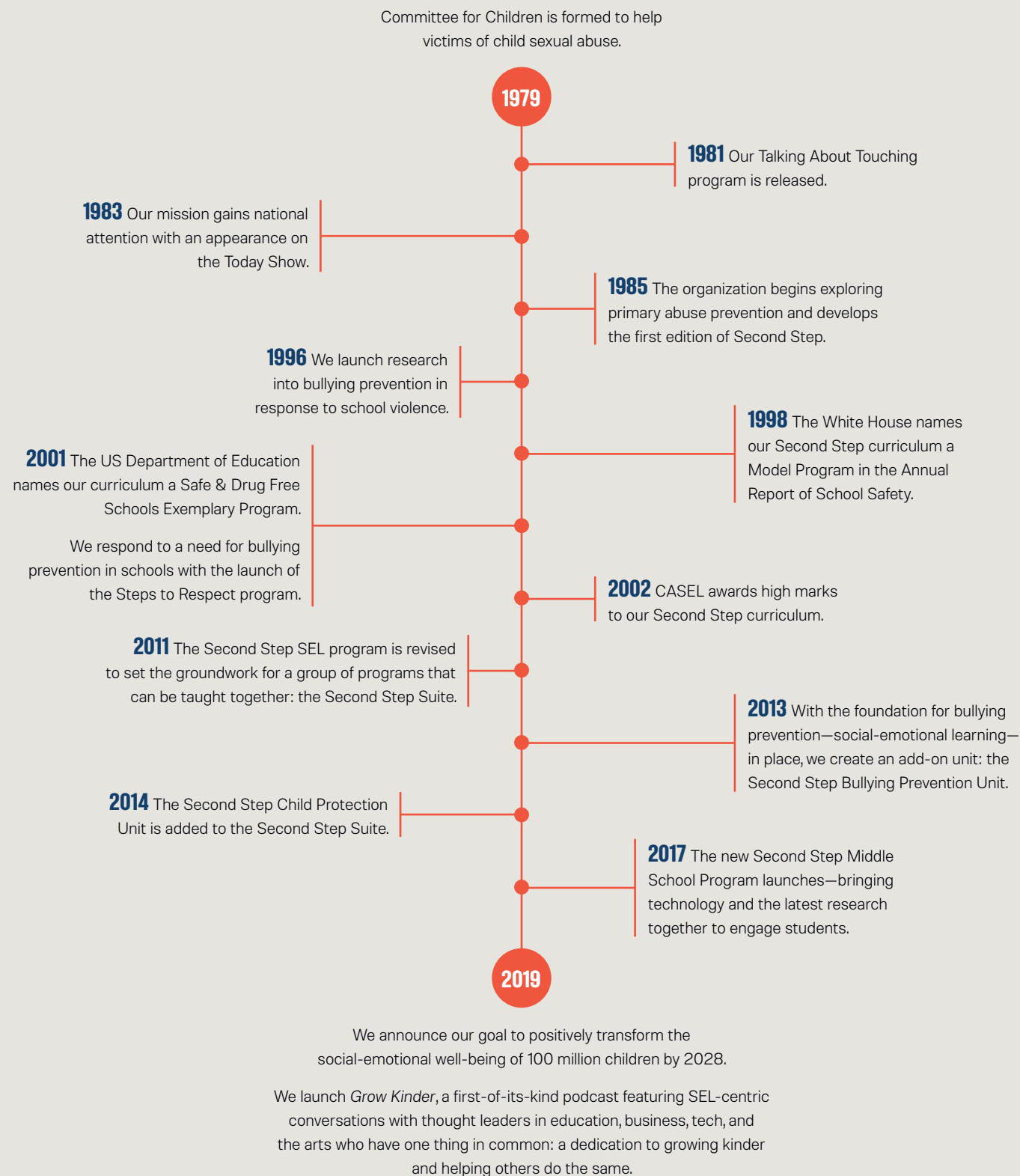
The team studies and tracks what factors influence disparities in outcomes, as well as which tools, frameworks, and approaches work most effectively in a range of contexts. The researchers apply their findings toward iterative, collective improvements in SEL, traveling across the nation and worldwide to present their work and collaborating with other SEL experts.

"We track the pulse of the education field and push the envelope wherever possible to innovate," Tia says. "We ask—and try to answer—the hard questions so we can help move the entire field forward, not just our organization."

**Clockwise from left:** Scarlett Shi, MA; Tricia Mass, PhD; Jasmine Williams, PhD; Amy Cordier, PhD; Sherri Widen, PhD; Mylien Duong, PhD; Kristen Althizer, MA; Kaylynn Brosser, BS; Tia Kim, PhD; Cailin Currie, PhD



# 40 Years of Impact



## Campaigns for Change

### Hot Chocolate Talk™

### Helping Start the Conversation About Child Sexual Abuse

Since our start in 1979, Committee for Children has been dedicated to protecting children from sexual abuse. With actress and survivor Ashley Judd as spokesperson, our inaugural Hot Chocolate Talk campaign provided research-based tools and talking points to encourage families to start the difficult yet critically important conversation about child sexual abuse prevention. Because child sexual abuse is scary—but talking about it doesn't have to be.

### Captain Compassion®

### Empowering Kids and Adults to Put a Stop to Bullying

Last October we debuted our Captain Compassion campaign in support of National Bullying Prevention Month, with Disney star Skai Jackson as spokesperson. Through the Captain Compassion comic series and CaptainCompassion.org website, we shared nearly four decades of research-based bullying prevention knowledge in an approachable, engaging way, focusing on teaching kids, families, and educators just how much good they can do in this world by recognizing, reporting, and refusing bullying.

**1 IN 4** GIRLS  
report experiencing  
sexual abuse  
**BEFORE THE AGE OF 18**





# Supporting Effective Implementation

Now in its eighth year, the Second Step Leadership Institute is well known for fostering SEL success.

Each summer, Second Step coordinators from districts across the nation convene in Seattle for a three-day training, kicking off a year-long professional learning experience intended to strengthen and sustain districtwide SEL implementation. After hosting 10 cohorts over nearly a decade, Committee for Children's Second Step Leadership Institute (SSLI) has a devoted following.

"At SSLI we help build district capacity among leaders who support the program districtwide at both the school and classroom levels," says Implementation and Training Manager Juliet Kandel. "If we can build leadership capacity at the district level, that influences program fidelity, which ultimately improves impact on the entire student body."

"SSLI gave me a deeper, more personal connection with CFC."

Angela Kennedy, Director of Social Emotional Learning,  
Marble Falls School District, Texas

At SSLI, SEL coordinators have the opportunity to develop implementation plans, network and learn from other participants, and build personal relationships with the Committee for Children team. "SSLI gave me a deeper, more personal connection with CFC," says Angela Kennedy, director of social emotional learning at Marble Falls School District in Texas. "I'm so thankful for the positive experience!"

According to Juliet, with the expansion of the SEL field there's also an increase in districtwide implementation efforts—and a corresponding motivation to have SEL coordinators engage more deeply with the program content and implementation process. "Whether SEL is new to a district or the district is in the thick of implementation, we're here to enrich coordinators' thinking, keep them inspired and connected, and help guide their success."

## SSLI 2018–2019

21 Districts represented

1,267,783 Students served

1,357 Smallest district (Columbia School District, CA)

734,641 Largest district (LA Unified School District, CA)



## 2018–2019 Financials

As our reach expands across the world, we've made a substantial investment in the organization's infrastructure to help amplify our efforts to achieve transformative impact.

### Support and Revenue

Sales of Educational Materials | \$29,222,454 | **97%**

Contributions, Investments, and Other Income | \$864,427 | **3%**

### Program and Supporting Expenses

Program Development | \$12,631,297 | **42%**

Community Education | \$5,859,162 | **19%**

Production of Educational Materials | \$3,428,478 | **11%**

Training and Implementation Support | \$3,421,458 | **11%**

Administration and Fundraising | \$3,468,609 | **11%**

Research and Evaluation | \$1,472,755 | **5%**







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# THE growkinder® PODCAST

This year, we're celebrating our 40th anniversary by launching *Grow Kinder*, a podcast centered around social-emotional learning. This first-of-its-kind podcast features conversations with thought leaders in education, business, tech, and the arts who all have one thing in common: a dedication to growing kinder and helping others do the same.

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