



Grow Kinder

Report to the Community
2017 / 2018

Evidence + Scale = Transformative Impact

This past year has been one of unparalleled success at Committee for Children, setting an ever-higher bar for mission achievement in the years ahead. We've broadened our global reach to well over 10 million children, expanded our research capabilities, and explored new ways and new venues for bringing top-quality, research-based social-emotional learning (SEL) to children and their adults.

In 2017–18, we launched our first digitally delivered social-emotional learning curriculum—the new Second Step Middle School Program—and the high adoption rates as well as the enthusiastic response from educators and students surpassed our expectations by leaps and bounds. We expanded the reach of our rigorously crafted mindfulness app with the launch of Mind Yeti for iPhone and iPad. We experimented with SEL-imbued Minecraft experiences for kids, wrote white papers and conducted Congressional and state briefings to focus education policy on SEL and child safety, and supported the expansion of SEL in Australia and Brazil.

But this was a big year for another key reason. In 2017–18, on an organization-wide level, Committee for Children embraced an exciting 10-year goal: **"Positively transform the social-emotional well-being of 100 million children annually by 2028."**

We've just embarked on Year One of our journey toward this big, hairy, audacious goal, or BHAG. We're tackling this daunting challenge with scientific rigor and also approaching it with open minds. We're inviting top experts in SEL and child well-being to help us build a roadmap to goal achievement, while making significant investments in new areas of research. We'll take advantage of new technologies and sources of data to better measure our impacts on children, families, and communities.

We've been exploring new avenues for teaching social-emotional skills, incorporating not only new technologies but new audiences and venues that go beyond the school walls, into children's homes and out-of-school care settings. As we extend our reach and prepare to scale even more broadly, we will also go deeper, and our commitment to top-quality, research-based programming will not waver.

Social-emotional learning has never been so highly regarded by so many, and in our world today, it's never been more important. Today's kids are tomorrow's adults. By helping them navigate the complexity of life today, they'll become better humans, stronger leaders, more effective parents, and the future architects of a more peaceful world.

Thank you for supporting our achievements in the past year. We look forward to your continued support as we increase our impact and expand our reach in the years to come.

Sincerely,

Joan Cole Duffell

Paige Hamack



Joan Cole Duffell
Executive Director



Paige Hamack
Board President

A Shout-Out to Our Supporters

Thanks to your generous gifts of time and money, we're this much closer to realizing our vision of *safe children thriving in a peaceful world.*

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50 STATES



**SCHOOL IN OVER
70 COUNTRIES**



**14+ MILLION
CHILDREN**

Not Just Better Students, Better People™

The new Second Step Middle School Program



After extensive research and years of field testing, we launched the Second Step Middle School Program in August 2017. Our first-of-its-kind social-emotional learning (SEL) curriculum for Grades 6–8 is specifically designed to meet the needs of today's middle school students and educators.

The new program represents an innovation in SEL for this age range, and our launch campaign emphasized our whole-child approach. "Middle school is a vulnerable stage," says Product Manager Megan Iguchi. "Friendship structures break down, academic pressures build, kids begin to create a self-identity."

The many resources of the new Middle School Program include weekly SEL lessons, program training, professional learning, family communications, and nearly 200 advisory activities.

The intuitive interface is simple for teachers to embrace and access, and engaging for students. All program elements are available on a convenient web-based platform, making schoolwide cultural change more achievable than ever.

ParenTeen Connect

A special project from the Second Step team, ParenTeen Connect works alongside our Middle School Program as a resource to help families address issues like screen time, independence, responsibility, and communication. It also

features Expert Advice videos from adolescent psychologist Dr. Laura Kastner, along with resources on sensitive subjects like dating and sexuality, emotions, and risk taking.

Tailored for Middle Schoolers

We couldn't have developed the Middle School Program without the students and educators who piloted the lessons in diverse classrooms across the country. Their observations and feedback were instrumental in helping us revise and refine our lessons to be both effective for students and simple for teachers.



Winner of the 2018 CINE Golden Eagle Award for Children's Programming

Featuring an extensive range of original content, stop-motion animation, custom illustration, and music, the 70 videos woven throughout the Middle School Program were recognized for excellence in storytelling, originality, and meeting the needs of the intended audience.

A Community Responds to Trauma: Tooele County School District

A rural Utah county was moved to action after the community experienced seven suicides and a murder. To help students, teachers, and administrators move forward, the district turned to Second Step.

Tooele County School District (TCSD) serves a diverse population of about 14,000 K–8 students. In 2013, it received a federal grant to fund counselors and purchase Second Step, which it rolled out in seven of the district's 16 elementary schools.

During the first year of implementation, the trauma from multiple crises rippled through the community. Recognizing the value of evidence-based social-emotional learning, TCSD applied for and received another 5-year grant, enabling it to bring Second Step into every K–8 classroom.

"Second Step is a great tool to teach resilience, hope, and compassion to our students. Throughout our district, we have a common language and a way to work with students moving from one school to another and transitioning between grades. We are hoping that this helps us never have another year like we did five years ago."

Marianne Oborn
Social Services and Counseling Director



Results

TCSD has seen great progress in social-emotional learning, positive school climate, and staff readiness. Teachers are proactively able to identify triggers, intervening and redirecting earlier than before. Tooele City's police and prevention agencies use a common language to reinforce the lessons taught in Second Step, which has helped the entire community heal from grief and loss.

Student Health and Risk Prevention (SHARP) Statewide Survey Data

Tooele County 2017 vs. 2015



Drug and
Alcohol Use



School
Bullying



Depression
Indicators



Prosocial
Involvement

Products and Partnerships Pushing Innovation

Now in its fourth year, Mission Ventures, Committee for Children's innovation team, continues to work on new solutions to move our mission forward.

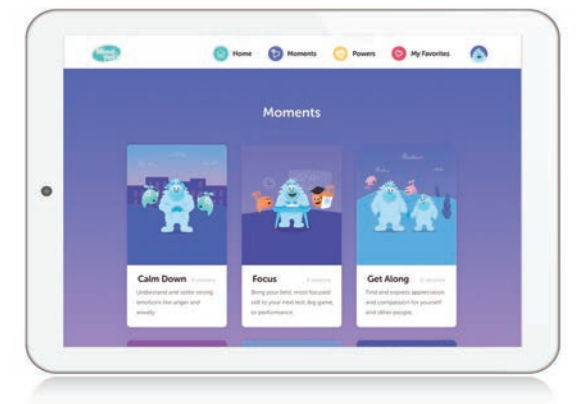
MINECRAFT

This mega-popular sandbox game is a perfect environment for teaching SEL skills. During 2017–18, we expanded our partnership with Los Angeles-based Connected Camps to offer a moderated game experience on their Minecraft server. It simulates a real-life environment, complete with conflict and challenges, with trained human moderators guiding the process. As with all our projects, we research the activities and outcomes, including a log of all communication that occurs during play. Now, we're working toward a camp experience that parents can purchase to help them create not just good gamers, but better people.



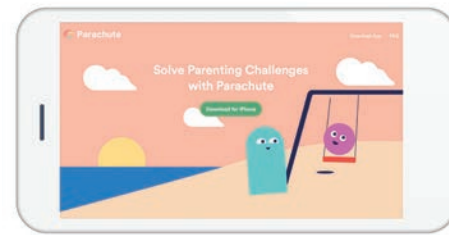
Mind Yeti

Following last year's launch, our Mind Yeti mindfulness app is now available to schools through a sitewide license. In the 2017–2018 school year, Mind Yeti for Schools was implemented districtwide in Fresno, California, and it now reaches an estimated 30,000+ users, leveraging research-based techniques to help kids and adults stay calm, focused, and connected.



Parachute

Last summer also saw the beta launch of the Parachute app, which provides support for parents of children ages two to five. It focuses on common parenting challenges, teaching evidence-based SEL strategies to help create healthy parent-child interactions, build strong relationships, and equip kids with the social-emotional skills they'll need to enter school. Following the pilot period, we'll collect data from interviews and focus groups to incorporate into our next version.



To promote SEL at the community level, we're combining Second Step lessons with early learning episodes on PBS. We're piloting this program at KLRN, the San Antonio PBS affiliate, where we have a digital hub, as well as a Second Step center at the station where kids can come for fun and learning. Our goal is to leverage PBS assets and affiliate stations to support both formal and informal PreK education, support SEL in homes and the community, and ultimately, raise a generation of kids ready for the workplace.



"Sixty percent of preschool education happens in informal settings. Through our PBS partnership, we hope to support informal educators like friends, families, and neighbors."

Mia Doces
Vice President of Innovation



From the Field into the Classroom

As a research-led organization, Committee for Children strives to stay on the leading edge of SEL research, and incorporate it into our programs in the US and around the world.

Programa Compasso in Brazilian Primary Schools

This program, based on our Second Step curriculum, was developed by the Instituto Vila Educação. In 2017–18, they began an evaluation of Programa Compasso led by Dr. Dana Charles McCoy of the Harvard Graduate School of Education, along with Drs. Vladimir Ponczek and Cristine Pinto of Fundação Getulio Vargas.

Using a randomized control trial in more than 90 primary schools, this evaluation is aimed at understanding the impact of Programa Compasso in improving teacher outcomes, student social-emotional well-being, and student academic performance.

Meet Jasmine Williams, PhD

New Research Scientist

Jasmine developed a passion for youth advocacy and research while an undergraduate at Virginia Tech and during her service with City Year DC. She's also been an educator in various formal and informal learning settings. Jasmine completed her doctoral training in applied developmental psychology at the University of Pittsburgh's Department of Psychology in Education, where she focused on adolescent development, motivation, and teacher-student relationships. Her work has been published in peer-reviewed journals, including the *Journal of Early Adolescence*, *Teaching and Teacher Education*, and *Research in Human Development*.



2017–18 Staff Presentation Highlights: Knowledge Share

Committee for Children continues to both inform as leaders and stay educated on the most current social-emotional learning, child protection, and bullying prevention research and practices, presenting at multiple conferences and implementing new findings from them.

SEL and Restorative Practices: Practical Schoolwide Strategies

Presented at four national conferences:

National Title I Conference

February 8–11, 2018, Philadelphia, PA

PRESENTER: Juliet Kandel, Implementation and Partnerships Manager

CO-PRESENTERS:

- Fatima Rogers, Principal, Charles W. Henry Elementary School, School District of Philadelphia
- Jody Greenblatt, Esq., Deputy, School Climate and Safety, School District of Philadelphia
- Shermont Fox, Consultant, International Institute for Restorative Practices
- Keith Hickman, Director of Continuing Education, International Institute for Restorative Practices

National Association for School Psychologists (NASP)

February 13–16, 2018, Chicago, IL

PRESENTER: Juliet Kandel, Implementation and Partnerships Manager

CO-PRESENTERS:

- Fatima Rogers, Principal, Charles W. Henry Elementary School
- Keith Hickman, Director of Continuing Education, International Institute for Restorative Practices

SEL Leadership for Middle Schools

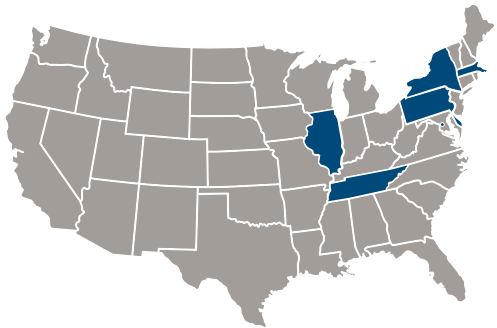
Association for Supervision and Curriculum Development (ASCD)

March 24–26, 2018, Boston, MA

PRESENTER: Juliet Kandel, Implementation and Partnerships Manager

CO-PRESENTERS:

- Darice Johnson, Principal, Meridian Middle School
- Baionne Coleman, School Leader, Impact Public Schools
- Rick Boyle, Principal, St. Luke School
- Fatima Rogers, Principal, Charles W. Henry Elementary School



Making Empathy Count by Promoting Kindness and Compassion

International Bullying Prevention Association Conference (IBPA)

November 6–7, 2017, Nashville, TN

PRESENTER: Bridgid Normand, MEd, Director of Education and Learning

CO-PRESENTER: Jillian Lao, Counselor, Hilltop School

Parents as Partners in the Prevention of Child Sexual Abuse

Society for Prevention Research

June 1, 2017, Washington, DC

PRESENTER: Tia Kim, Vice President of Education, Research, and Impact

Fostering Positive School Climate Through Social-Emotional Learning: A Potential Strategy

New York City Department of Education SEL Symposium

November 7, 2017, New York, NY

PRESENTER: Majella McNeese, Sales Operations Manager, Client Relations

Growth Mindset: It's on US!

Association for Middle Level Education (AMLE)

November 5–8, 2017, Philadelphia, PA

PRESENTER: Rachel Kamb, Product Manager

CO-PRESENTER: Tammy Fisher, Counselor, St. Thomas School



Meet Jordan Posamentier

Director of Policy and Advocacy

A former educator and licensed attorney, Jordan held several director-level positions at education policy organizations before joining Committee for Children in December 2017. He's in charge of developing and championing policies that support the whole child through social-emotional learning, child protection, and prevention of bullying and sexual abuse.

Jordan and our legislative and policy analyst, Melina Rozzisi, have expanded the scope of our activities beyond Washington state and the nation's capital. In fiscal year 2017–18, Jordan and Melina started building out a multistate advocacy strategy as we continued to advance our efforts on a federal level.



"Now more than ever, the US federal government is paying attention to the educational use and benefits of SEL."

Jordan Posamentier
Director of Policy and Advocacy

2017–18 Policy and Advocacy Highlights

LED AN ADVOCACY DAY

in Olympia, where our group of Committee for Children staff members and educators from across the state met with 30 legislators in a single day; we prioritized the day's advocacy around SB 5155 and HB 2767, encouraging the use of SEL to replace out-of-school suspensions in grades K–3

SUPPORTED OHIO SB 246

to limit out-of-school suspensions for K–2 students, which was signed into law in May of 2018

BECAME ONE OF THE FIRST

child advocacy organizations to publicly track and assign positions to relevant state legislation (sexual abuse, bullying, SEL) across the country

CONTINUED TO PARTICIPATE

in OSPI's SEL Indicators Workgroup

PUBLISHED A 50-STATE SCAN

on recent trends in state legislative exclusionary discipline reform

TRACKED AND SUPPORTED

numerous pieces of legislation in Washington, three of which were signed into law: HB 2861 to improve trauma-informed practices in schools, SB 1377 to expand school mental health services, and HB 1539 ("Erin's Law"), to ensure students receive age-appropriate sexual abuse prevention information

These are just a few highlights from a productive year!

Follow Jordan's blog posts at cfchildren.org/blog/author/jordan-posamentier to find out more.

Extending Our Reach Around the World

In 2017–18, we continued to support our international partners' expanding reach in over a dozen countries, affecting almost a million kids each year. We also collaborated on additional adaptations of Second Step, ensuring that adapted versions address cultural preferences, approaches to SEL, and teaching styles.



Brazil: Programa Compasso Socioemocional

Our partner organization in Brazil, Instituto Vila Educação (IVE), used innovative ways to expand the reach of its version of Second Step, which now includes more than 200,000 children.

- Fundação Getulio Vargas funded the use of push messaging to parents as part of their early learning and elementary school version implementation.
- Fundação Bradesco worked with IVE to create training videos, made available through the bank's TV channel at affiliated schools.
- Nearly 70 public schools in Boa Vista, the capital of the state of Roraima, began implementing the program. IVE provided 17 on-site training sessions over seven days, involving 1,500 teachers and administrators. IVE is also creating a digital platform to increase access to training and monitoring tools.

"It is wonderful to see so many children, teachers, parents, and schools having access to the program with such gratifying results."

Fernanda Benning, Director
Instituto Vila Educação



A Summit in Stockholm

In March 2018, partners and trainers from Lithuania, Estonia, Finland, Sweden, Norway, and Denmark met to discuss development of new training modules to support their versions of Second Step and meet with colleagues from Committee for Children, including Executive Director Joan Cole Duffell.



Australia's Positive Pieces Education

Our partner in Australia continues to expand across the country, now providing webinars to support hard-to-reach rural communities.

Financials for 2017-18

Support and Revenue

97% Sales of Educational Materials
\$21,276,637

3% Contributions, Investments, and Other Income
\$647,101

Program and Supporting Expenses

39% Program Development
\$8,348,603

21% Community Education
\$4,519,728

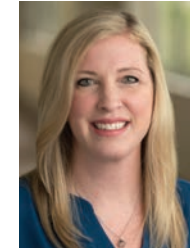
14% Administration and Fundraising
\$3,031,761

13% Production of Educational Materials
\$2,784,471

10% Training and Implementation Support
\$2,103,908

3% Research and Evaluation
\$734,088

Words of Thanks for Our Partners in the Field



"Thank you to our schools and districts in the South who are finding ways to support SEL for all kids—by training teachers, re-imagining schedules, using high-quality resources, engaging principals, and partnering with families. There's no one way to build a happy, healthy school or community, and you are **investing time, positive energy, hard work, and determination** to create yours. Thank you!"

Jenn Sanderlin
Senior Educational Partnerships Manager, South



"Thank you to all the educators of the Mountain Plains, including Hawaii and Alaska, who are **committed to supporting the whole child**. We appreciate your continued work to improve school climate through SEL."

Beau Fletcher
Account Manager, Mountain/Plains (Hawaii/Alaska)



"Thank you for your tremendous accomplishments and leadership, and the significant impact you're making on your students. Through your integration of SEL with trauma-informed practices and your efforts to reach the whole child, you are helping them become better students and better people. I've been pleased to witness the culture of collaboration at the Wisconsin, Tennessee, and Missouri conferences, as well as **incredible growth in prioritizing SEL and child safety** in districts across Indiana. In the words of Eleanor Roosevelt, 'It is today we must create the world of the future,' and I'm honored to continue collaborating and supporting you on this path."

Yvette Braddock
Educational Partnerships Manager, Central



"I would like to extend a personal thank-you to all of our partners in the field. You are all **working tirelessly for the good of the kids** you are serving in your districts. We could not do the great work we do at Committee for Children if it weren't for all of you in California, Oregon, Washington, and all across Canada: you are doing the ground-level work in schools to make this happen! We are deeply grateful for the opportunity to support you in all you do to make the world a better place for kids."

Amy Walker
National Education Partnerships Senior Manager, West Coast

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