Looking Back on 2018

Moving Forward in 2019
2018 was a year with some big opportunities for state early childhood systems builders and young children, while it also was a year of seemingly insurmountable challenges.

Early childhood has gained political salience as evidenced by continued bipartisan support, more robust federal funding for the Child Care and Development Block Grant, Head Start, and Early Head Start. In addition, the opportunity for states to apply for significant early childhood systems building dollars signaled ongoing federal recognition of the importance of coordination, cross-sector efforts, and infrastructure to ensure high-quality, efficient, effective programs and services for young children, especially those furthest from opportunity.

The National Academies of Sciences, Engineering, and Medicine Board on Children, Youth, and Families issued its eagerly awaited report on financing of early care and education. Several foundations stepped up their early childhood funding, including the Pritzker Children’s Initiative - which launched a significant effort focused on infants and toddlers - the Ballmer Group and the Perigee Fund, whose work is focused on early childhood mental health.

At the same time, each day, adults were barraged with images of the willful infliction of trauma on young children and their families as they were separated from each other at the border.
Maximizing Federal Initiatives

During the Obama administration, BUILD took advantage of federal opportunities and created a new program area—Maximizing Federal Initiatives. BUILD supported leaders in over 30 states as they planned for and implemented the Early Learning Challenge, the Preschool Development Grants, and the Early Head Start-Child Care Partnerships. Documenting the states’ efforts through an E-Book, Rising to the Challenge: Building Effective Systems for Young Children and Families, and a paper focused on lessons related to state roles in the Early Head Start-Child Care Partnerships allowed BUILD to share some of the promising efforts underway and the lessons we were learning.

Thanks to funding from the Irving Harris Foundation, the Pritzker Children’s Initiative, the W.K. Kellogg Foundation, the Buffett Early Childhood Fund, the Perigee Fund, the Maher Charitable Foundation, and the Alliance for Early Success, BUILD renewed its focus on Maximizing Federal Initiatives in 2018. After Congress released the FY 2018 omnibus in March, which provided $5.226 billion in FY 2018 for the Child Care and Development Block Grant, a $2.370 billion increase, BUILD partnered with the Center for Law and Social Policy (CLASP) and ZERO TO THREE as we helped state leaders maximize CCDBG funding, particularly highlighting the potential impact on infants, toddlers, and their families. We continued this federal/state focus by supporting state leaders in planning and application preparation for the Preschool Development Grants B-5 systems-building opportunity. BUILD partnered with NIEER, the Alliance for Early Success, the Ounce, EdCounsel, the Policy Equity Group and many others to bring together more than 175 leaders from 39 states and the District of Columbia to an in-person technical assistance meeting in Chicago in October and disseminated new tailored tools and previously created relevant resources—over 150 of them—with support for their use. Some of the resources were specifically requested (for example, a sample job description of the PDG B-5 Director role and the PDG B-5 Third Party Agreements: Suggested Approach and Templates), while others were generated by the partners to facilitate the work. This latter set of resources included an application guide, a fillable form that leaders could use to help them think through the needs assessment, and a needs assessment chart that lists all the federally required needs assessments that already exist in states.

On December 26, state leaders were notified that they were awarded the grants at 71 percent of the budget level requested (the funding was based on amount requested, not state size, poverty levels, etc.). The lower funding level made possible awards to 46 states (so, for example, $3.7 million for Illinois and $4.25 million for Oregon).
Although this was just one of BUILD’s programmatic efforts in 2018, it epitomized some of BUILD’s unique assets:

- Our ability to quickly take advantage of opportunities.
- Our inclination to partner with many colleague organizations and our success at doing so.
- Our deep bench of technical assistance consultants, and our consistency in supporting many paths to achieving positive outcomes for young children and their families while serving as a constant reminder of the necessary prerequisites to reaching our North Star.
- A multi-sector/multi-systems approach; a focus on data, racial and other disparities, and equity.
- The importance of focusing on young children—especially infants and toddlers—and their families and communities.
- The imperative of deeply understanding assets and needs from multiple perspectives, especially including the perspective of the intended beneficiaries of programs and services.
- The need to approach each funding opportunity not as an isolated program driver but as a way to support some aspects of the advances necessary to achieve a shared vision.
In September 2017, Hurricane Maria tore through Puerto Rico. However, the ongoing devastation was not caused solely by nature but also by inadequate government attention and action that made the plight of Puerto Ricans little known or understood. The story of the U.S. government treatment of Puerto Rico in late 2017 and 2018 is parallel to the many ways that the plight of our country’s young children, families, and communities of color is misunderstood, understated, and often ignored. Thus, it was fitting that the last in-person meeting of the first cohort of fellows of BUILD’s Equity Leaders Action Network (ELAN) was held in Puerto Rico in December 2018.

Thanks to funding from the W.K. Kellogg Foundation, 28 fellows completed three years of work together to identify, address, and act on inequities based on race, ethnicity, language, and culture, and sought to promote equity in the areas of health, early learning, and/or family support as well as to influence state-level policy. The context of the work often made speaking out and leading for equity even more daunting than usual as racial violence, dismantling civil rights protections, and anti-immigrant sentiment were often advanced by high-ranking U.S. officials.

**Focusing on Racial and Health Equity**

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**IMPACT:** The fellows, nevertheless, persisted and have experienced tremendous growth and development as early childhood systems leaders for equity, which has had an impact on them personally and professionally in their early childhood roles.

ELAN Fellows have brought racial equity goals to many leadership and decision-making tables and strategic plans across the country in areas such as early learning, school readiness assessment, cross-systems early childhood coalitions, QRIS and other early learning quality improvement efforts, gubernatorial children's cabinets, kindergarten readiness, workforce development, and others. Examples of fellows’ efforts include:

- Mentoring other early childhood community and state leaders to develop their skills as leaders for equity, thereby expanding the pool of equity leaders in state and community systems.
- Developing and expanding data systems (i.e., child welfare, program and system access, school readiness) to assure data is available to identify disparities in early childhood system access and outcomes.
- Implementing strategies of increased screenings and expanded awareness to address health disparities.
• Focusing preschool systems by developing equity metrics measuring progress for African American and Latinx children and making racial equity a focal point for this work and system.
• Developing strategies related to resource allocation and data collection to better serve young children in tribal communities.

BUILD’s continued focus on racial equity and the experiences and lessons learned from the ELAN have had an immense impact on BUILD as an organization and its work with leaders from the BUILD partner state teams. Some specific example of shifts in BUILD practice include:

• Sharing racially disaggregated data with BUILD state teams to underscore disparities in access and outcomes.
• Providing experiences to hear the voices of beneficiaries of early childhood programs and services through site visits during BUILD in-person meetings and supporting state leaders to conduct these visits in their states. Staff has provided guidance in the use of the insights from these visits in early childhood systems development work.

BUILD also continued its work on health equity and better connecting early learning and health through a Robert Wood Johnson Foundation-funded project called HOPE (Harnessing Opportunity for Positive, Equitable Early Childhood Development). The project is in partnership with Nemours and Vital Village. BUILD will support state leaders to increase healthy child development and wellbeing by shifting programs and initiatives to increase access to opportunities for young children and families in vulnerable communities with significant disparities. BUILD is meeting its objective by helping state leaders:

• Promote optimal health and wellbeing for children prenatal to age five and prevent and mitigate early childhood adversities and improve adverse social settings.
• Shift or realign systems (policies, practices, programs, funding, governance, data, etc.) to increase access to opportunities for young children and families in communities with significant racial, ethnic, economic, health, and education disparities.
• Engage community members with lived experience and create feedback loops to ensure ongoing communication among state and local policy makers, practitioners, community leaders, and families.
BUILD planned and delivered a Leadership Institute from May to October 2018 for teams from eight states that were selected through an RFP process: Alabama, California, Illinois, Indiana, Minnesota, New Jersey, Nevada, and South Carolina. BUILD assigned two faculty to each state, and supported the state leaders by providing protocols, monthly webinars, two meetings, and consultative calls with each state team individually. The Institute focused on advancing knowledge and skills in health and racial equity, beneficiary voice, cross-systems team development, and using qualitative and quantitative data to define an equity challenge.

Leadership Institute participants worked with other leaders in their states to complete a portfolio summarizing the results of the six Leadership Institute experiences: identifying and deepening understanding of an equity challenge; conducting Learning Journeys shadowing a leader in another area of the early childhood system; listening to beneficiary voice; analyzing early childhood structures; developing a Blueprint for Early Childhood Federal Policy; and preparing a Shared Interest Statement.

In addition to New Jersey, where BUILD is partnering with Nemours and Vital Village, three states – Alabama, California and Minnesota - have been selected to receive a $200,000 grant award and additional support for the project’s third phase (11/2018 – 4/2020). Illinois and South Carolina have been selected as second tier Technical Assistance States. They will receive support and invitations to the peer learning activities but no grant.

Like the Equity Leaders Action Network, Project HOPE has helped the BUILD team develop resources and new insights that support our ongoing work with the partner states.

In 2019, BUILD will continue its support of the HOPE grantees. ELAN faculty will work with the fellows and other advisors to cull the tools, readings, and exercises created by and for the ELAN to review the impact of each, make revisions, consider further ways to integrate these resources in all our program areas, and prepare for the second cohort of fellows.
BUILD state services staff worked closely with leaders in the partner states supporting the development of their cross-systems teams, helping them understand each other’s roles and authority, and working on developing action agendas on items of shared interest. In addition, we offered support as the partner states prepared applications for federal grants.

We have been supporting:

- **The District of Columbia** on cross-sector stakeholder strategy development for DC’s early childhood systems approach to child health, development, education and well being, its cost modeling update, its PDG B-5 plans, and on its QRIS-related communications and evaluation.

- **Illinois** on building a mixed delivery system for Pre-K, governance, Early Learning Council strategic planning and implementing a commitment to racial equity, and completing a report on the state’s early childhood systems achievements.

- **Michigan** on creating an equity lens to inform early childhood policy and systems-building efforts, developing a proposal on supports needed to reduce and eliminate expulsion in early childhood, and support the transition of leadership and implications for cross-system planning, and strengthening the cross-systems team during leadership transitions.

- **Minnesota** by supporting the development of an effective cross-sector team with a shared agenda. This team is committed to equity and driving policy and programs to reach those who have least benefited from programs and systems or who have experienced historical disparities. The team is focused on cross-systems methods for engaging the voice of children, families, and communities intended to benefit from state policy, resources, practice, and programs.

- **Ohio** by supporting the development and review of its Bold Beginning cross-agency early learning and development strategic plan. We are now looking forward to supporting the transition and planning for the first ever multi-agency early childhood conference in March 2019. Mike DeWine, the new Republican governor of Ohio, has already demonstrated a strong interest in early childhood. He created a state office for children’s initiatives and has indicated his interest in expanding access to home-visiting programs for pregnant women and young children and increasing slots for children to attend high-quality state-funded preschool.

- **Oregon** in the development of [Raise Up Oregon: A Statewide Early Learning System Plan 2019-2023](#). BUILD also has supported early learning hub leaders, thanks to funding from the Ford Family Foundation. And, as part of the federal Child Care State Capacity Building Center’s IMPACT Project, BUILD has supported Oregon’s work to improve the quality of early learning settings through a continuous improvement approach and revised SPARK standards that better align early learning sectors (Head Start, Pre-K, and Child Care) into a coherent approach.
• **South Carolina** by helping the state to expand its team and to reach out and work with all parts of the early childhood system, supporting the design of ABC Quality, the launch of revised Early Learning Standards, and CCDBG compliance. In addition, BUILD worked with South Carolina on its health and racial equity goals to increase access to early care and education opportunities for Hispanic/Latino dual language learners in the state.

• **Washington** as it strengthens its cross-systems team and better integrates early learning and child welfare as important parts of the early childhood system. Washington is also a Nemours-supported Project HOPE state. BUILD will collaborate with Nemours to support state leaders’ efforts to align their infant-toddler, health equity, and family support work, including the state’s expansion of Help Me Grow.

At the end of 2018, **Texas** joined as a new partner state. Leaders from the state had contacted BUILD indicating that they would like to include funding to join BUILD in their PDG B-5 application, but thanks to funding from the Rainwater Charitable Foundation, Texas was able to join immediately.

BUILD is working with Texas leaders on planning for their newly reconstituted Early Learning Council. BUILD staff will help facilitate the February induction meeting. In addition, BUILD is supporting state leaders’ plans for the PDG B-5 funded needs assessment.

**States Tell Us...**

BUILD has played a critical role in bringing several systems together and then fostering the growth of a whole system. BUILD brought an important emphasis to system—level work and promoted the need to have an efficient system serving young children. Then BUILD has given us many opportunities to expand our system and work on it together. They offer significant support and technical assistance to help us move our work forward. BUILD has been available and willing to help at every turn.

I am learning what leading for racial equity means. I have learned new skills and strategies for leading and participating in difficult conversations and I am getting better at being able to look at the work at all levels of change with a systems perspective.

BUILD has allowed for a strong partnership to develop between two critical state agencies serving families and children. BUILD promotes the cross—system work and gives it an opportunity to grow beyond the day—to—day operations we each serve in.

I have learned so much by networking with my cross—agency peers and we have evolved our work to include each other, seeking input and perspective from each other to ensure the whole system is at work.

At the end of 2018, Texas joined as a new partner state. Leaders from the state had contacted BUILD indicating that they would like to include funding to join BUILD in their PDG B-5 application, but thanks to funding from the Rainwater Charitable Foundation, Texas was able to join immediately.
BUILD's consultation and learning community efforts are always a balancing act between being responsive and highlighting neglected issues and populations. Because of the imbalance in funding and the critical foundational nature of the first 1,000 days, BUILD has always emphasized the importance of maternal health, prenatal care, and focus on infants, toddlers, and their families. In 2018, thanks to the funding from and enthusiasm of the Pritzker Children's Initiative (PCI), BUILD was able to work with many more state leaders as they developed and acted on their plans.

BUILD supported PCI state grantees—North Carolina, Oregon, New York, and California—and looks forward to continuing and expanding this role in 2019. In addition, BUILD organized a webinar and blog series on maximizing CCDBG for infants and toddlers with partners ZERO TO THREE and CLASP. The webinars were well-attended (leaders from over 40 states attended 11 of the 12 webinars) and the blogs and resources got high web traffic. BUILD created a landing pad with resources, which includes a link to the blogs, webinars, and resources created by many partners in the field.

We used the gathering of more than 1,200 leaders at our QRIS meeting to continue to share information and engage leaders in peer discussion about how to make best use of the CCDBG dollars for their state’s infants and toddlers. We created an infant-and-toddler track that included a preconference, a closing mini-plenary with Ellen Galinsky and Sandy Won from GMMB, and twelve breakout sessions in between.

The preconference, thanks to strong support from all the partner organizations and state leaders, was very successful. Session faculty, in addition to CLASP and BUILD, included leaders from NBCDI, Child Care Aware, and CAP. Leaders from 12 states participated.

Of the 300 leaders who participated in at least one breakout session that was part of the infant-and-toddler track, more than 50 completed the post-meeting survey. All the sessions were rated useful, very useful, or extremely useful by all the respondents. Comments made clear that the in-depth planning for the sessions paid off and that leaders left feeling more knowledgeable and capable of tackling infant-and-toddler challenges in their states. Many leaders indicated that they came to the sessions because they are trying to develop or refine action steps. They often cited specific information that was useful—sometimes from the presenters and sometimes from leaders from other states who participated.
Helping states develop and/or improve Quality Rating and Improvement Systems (QRISs) was one of BUILD’s earliest areas of focus for tailored technical assistance and learning community activities because it holds such strong potential to integrate sectors and develop the early learning system. It remains a strong area of our program work. QRIS 2018 was held in July in San Diego, California. More than 1,225 early childhood professionals—the highest participation level to date—from 47 states and four U.S. territories came together to share strategies, learn from each other, and hear about the latest research. This conference is part of BUILD’s 50-State Learning Community dedicated to advancing high-quality, equitable, culturally competent, affordable, and accessible early learning opportunities for each and every young child.

QRIS meeting goals and outcomes primarily relate to increasing awareness and learning to inform and improve the actions of the attending professionals. The post-meeting surveys—completed by 43 percent of the meeting attendees—documented that participants appreciated the wide range of topics covered in the over 148 sessions and found the meeting energizing, inspiring, and a unique professional development experience.

BUILD integrated a systems and equity focus throughout the meeting to ensure that leaders new to this thinking gained insights about why and how to connect across sectors and systems, and understand and act to address the root causes of disparities.

BUILD is encouraged by the voluminous participant feedback that indicates the QRIS National Meeting remains an important part of the work we do on behalf of young children and their families. Enthusiasm during the conference was palpable and the evaluation feedback lends specifics to the general positive feeling the BUILD team had during the meeting. We’ll strive to create equally timely and useful content at the 2019 conference in New Orleans, Louisiana on June 25-27.

In addition to the QRIS convening, BUILD’s QRIS National Learning Network team provided or brokered technical assistance to over a dozen states and answered hundreds of specific questions, often making use of the Quality Compendium resource.

Over the last two years, the QRIS team has organized QRIS 3.0 Think Tanks that have provided a learning opportunity for teams from 15 states and two regions in California. States benefitted from research, tools, resources, and strategies as they assessed their own state’s QRIS, using a tool that BUILD developed, and identified one or two issues of high priority. The Think Tanks offered time for the teams to dig into those priority issues. An additional six states are moving through the self-assessment process in the coming year.
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BUILD’s focus on quality improvement in early learning has long been supported by the Alliance for Early Success. In the past four years, the work has also been funded through a contract with the National Center on Early Childhood Quality Assurance (NECQA). In 2018, much of our federal technical assistance center work focused on quality improvement in family child care, shared services, and on effective technical assistance systems and continuous quality improvement in QRIS. In this latter area, BUILD hosted a peer learning group with two cohorts made up of leaders from 14 states.

Bringing together of states and QRISs is so important and so helpful to figure out what is working and what isn’t across states. The fact that they had a multitude of experts to answer our questions and participate in discussions was great.

As part of our partnership with NECQA, BUILD hosted a series of webinars on Strategies for Building and Financing the Supply of High-Quality Child Care for young children in underserved areas, infants and toddlers, children with disabilities, and children who receive care during non-traditional hours.

In 2019, we will pursue several extensions of this work through a Child Care Revenue Generation Work Group, for example, and in fiscal mapping and cost modelling with Pritzker-funded grantee states.

In addition, BUILD supported NECQA staff on advancing their understanding of racial equity and how equity issues can be hidden or highlighted in written resources. Several states also requested technical assistance related to addressing racial and income disparities, which BUILD provided on behalf of the Center.
In addition to our QRIS partnership with NECQA, BUILD partnered with the State Capacity Building Center on a Peer Learning Forum, Prevention Expulsion 2.0, through which we supported Arizona, Georgia, Illinois, Indiana, Maine, New Hampshire, and South Carolina.

With the support of the Alliance of Early Success, BUILD invited state advocates to participate in a webinar series, State Policy Levers to Reduce Expulsion and Suspension in Early Childhood. More than 40 people from 14 states (AZ, CA CO, IL, GA, KY, ME, MI, NM, NJ, NY, TX, VA and WA) signed up for the series.

We also provided individualized technical assistance to:
• Illinois
• Michigan
• Oregon
• Georgia
• New York

In 2019, BUILD has extended its partnership with NCCP and assembled an advisory group including Walter Gilliam, Cemeré James, Deborah Perry, and several others. With their support, BUILD is designing and conducting a 50-state survey to identify the strategies states are using to reduce and ultimately eliminate expulsion and suspension in early childhood and the lessons learned by the states with significant experience in this work. BUILD and NCCP will then produce resources for state policy leaders to share the information gained and support their efforts.

Building a Comprehensive State Policy Strategy to Prevent Expulsion from Early Learning Settings, 2nd Edition

No evidence exists that expulsion and suspension are effective responses to children’s behavior. Instead, expulsion early in a child’s education is associated with expulsion in later school grades. Young students who are expelled are 10 times more likely to drop out in high school, experience academic failure, hold negative school attitudes, and face incarceration than those who are not.

As states and territories work to reduce and ultimately eliminate expulsion and suspension from all early learning settings, leaders face significant complexity. This complexity comes from the following factors:

- How children’s behaviors are understood
- The different types of exclusionary practices that are used and what data are available about them
- The degree to which the characteristics of early learning settings may provoke or contribute to children’s behaviors
- The subjectivity of what behavior is considered challenging
- The increased understanding of how implicit bias affects children of color
- The significant need to address an underprepared and under supported workforce, as well as children and families who need supports beyond what an early setting can provide alone
- The range of definitions for expulsion and suspension across early learning settings

This tool, Building a Comprehensive State Policy Strategy to Prevent Expulsion from Early Learning Settings (Expulsion Policy Strategy Tool), is designed to address this complexity. Its aim is to support states and territories in designing a multifaceted approach to developing a continuum of supports for programs, families, and children. It provides policy options to promote young children’s social-emotional development and reduce the likelihood of expulsion and suspension in early learning.

Early learning settings are defined in this tool as programs serving children from birth to age 5 in centers, schools, and homes, and other community-based programs that provide early care and education. The Expulsion Policy Strategy Tool focuses is closely aligned with the 2014 Child Care and Development Block Grant (CCDBG) reauthorization. The complex problem of expulsion and suspension requires policy action across all early learning settings and partnerships with other sectors such as health and mental health.

The Expulsion Policy Strategy Tool can be used to identify strengths upon which to build and prioritize areas for action. Its goal is to support analyses about what can be included in state-level strategies to build quality, equity, and capacity in early learning settings.

How the Tool Is Organized

Part I. Expulsion in the Early Years: A Review of Research 1
Part II. Dimensions of Expulsion 3
Part III. Using the Tool 5
Part IV. The Expulsion Policy Strategy Tool 8

Click here to view document.
BUILD is constantly changing and adapting as an organization to best serve the needs of states. Early in 2018, long-time BUILD staff member Gerry Cobb moved from BUILD to the Pritzker Children’s Initiative to head up important infant-and-toddler work supporting state and community leaders. BUILD chose to reassign staff and increase its use of core consultants to support the partner states and the two annual partner state team meetings. Staff were fully engaged in work and did not want to hastily fill the position of state services director, preferring instead to rethink our roles and organizational structure. The restructuring conversations are now well underway.

In 2018, the BUILD team made some important strides in its organizational and operational focus. An operations working group was formed, and current staff roles were clarified. In addition to new staff roles in 2018, operations and support roles have become more efficient through better defined roles, allowing resources to clearly correspond with particular jobs.

The staff reviewed and revised the organization’s mission and vision statements, and user-friendly PowerPoint and Word templates were created to strengthen the BUILD brand. BUILD’s communications work has been greatly enhanced. Facebook engagement has increased by nearly 50 percent, while our LinkedIn following has increased by 64 percent since 2017. Overall website traffic – bolstered by new, relevant content and consistent promotion via newsletters and social media – increased by 33 percent. The BUILD blog experienced tremendous growth, with a 136 percent increase in traffic.

In addition, staff have worked closely with TSNE MissionWorks on a new budget template that provides the organization with additional information about how much money we have been raising and spending on specific types of activities that formerly were difficult to see.

BUILD was created in 2002 and started with only one-full time staff member and an annual budget under $1.2 million. Over the years, BUILD added staff as it grew. BUILD started 2018 with 12 staff members, two of whom are half time, and ended the year with 13 and annual revenue of $5.6 million.

Late 2018 and early 2019 presented the perfect opportunity to rethink what an organization of our current size and scope would ideally look like in terms of structure and staffing and what steps we can take to improve our internal functioning and our transparency and clarity to state leaders, colleague organizations, and funders.
BUILD is in the process of closing the December books after which we will have our final 2018 financial statement. Below, however, is the approximate picture of revenue and expenses.

<table>
<thead>
<tr>
<th>2018 YTD Financials</th>
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<tbody>
<tr>
<td><strong>TOTAL REVENUE</strong> .......................................................... <strong>$5,827,016.66</strong></td>
</tr>
<tr>
<td><strong>TOTAL EXPENSES</strong> .......................................................... <strong>$4,835,324.97</strong></td>
</tr>
<tr>
<td>Net Assets- Current year ................................................. <strong>$991,691.69</strong></td>
</tr>
<tr>
<td>Net Assets- Beginning of Year ......................................... <strong>$2,786,473.36</strong></td>
</tr>
<tr>
<td><strong>TOTAL NET ASSETS</strong> .................................................. <strong>$3,778,165.05</strong></td>
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</tbody>
</table>

The chart below provides some detail of the expenses. Personnel was BUILD’s most significant cost center followed by consultants and subcontracts. Taken together, the people power behind consultation, technical assistance, information-sharing, peer matching, developing meeting sessions, etc. makes up almost 60 percent of BUILD’s expenditure. Given our relationship-based model of tailored supports and learning community facilitation, this is not surprising. In addition, just under one-quarter of our expenditures is “program,” which includes in-person meetings and the travel of state teams to participate in those convenings. The travel category represents staff travel to meet with leaders in their own states and to participate in meetings.

BUILD’s revenue was lower in 2018 than in 2017 (by $500,000), but the difference does not represent a meaningful decline. Currently, BUILD has raised and has in hand 55 percent of its 2019 budget with another 20 percent of the anticipated revenue expected by mid-March.

BUILD is financially healthy and continues to be a much sought-after resource and support system.
The new year began with a flurry of activity...old and new.

BUILD staff spent much of January performing the first review of the approximately 200 session proposals for QRIS 2019.

In January 2019, staff visited with Michigan leaders and held a one-day meeting focused on engaging the beneficiary in cross-systems early childhood work in Minnesota.

As mentioned earlier, the Equity Leaders Action Network, Project HOPE, support for Pritzker infant-and-toddler-focused grantee states, and QRIS work continues, as does BUILD’s Alliance-funded expulsion work. In partnership with NCCP, we are offering TA to help states assess and strengthen current policies that support young children’s social-emotional well being and help prevent expulsion from early care and education settings. The states we are currently supporting are New Mexico, Illinois, and Oregon.

On the new work front, BUILD has begun Pritzker- and Robert Wood Johnson Foundation-funded work on child care revenue generation, and PDG B-5 funded work with California leaders on how to structure and manage Quality Counts California, their statewide QRIS.

2018 closed on a bountiful note. On December 26, leaders from 43 states, the District of Columbia, and the U.S. Virgin Islands were notified that they were awarded Preschool Development Grants Birth-Five. Most states were given 71 percent of the budget level requested (all except the six states that requested under $1.5 million). The lower funding level made possible federal awards to many more states than otherwise would have been possible. The BUILD states were awarded a total of $49,345,457 with the District of Columbia and Ohio each receiving over $10 million.

The BUILD team is currently talking with organizational partners and leaders from several states about the implementation supports that they need and want. We are excited to review the applications to discern trends, common challenges, innovative ideas, and promising strategies.
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Thank you to all of the foundations and philanthropic leaders that made BUILD’s work on behalf of young children and families possible in 2018!

- Alliance for Early Success
- Bainum Family Foundation
- Bezos Family Foundation
- Buffett Early Childhood Fund
- The Ford Family Foundation
- The George Gund Foundation
- Irving Harris Foundation
- Robert Wood Johnson Foundation
- W. K. Kellogg Foundation
- Maher Foundation
- Robert R. McCormick Foundation
- Oregon Community Foundation
- David and Lucile Packard Foundation
- Perigee Fund
- Pritzker Children’s Initiative
- Raikes Foundation
- Rainwater Charitable Foundation
- W. Clement & Jessie V. Stone Foundation