Understanding Vulnerable Children:

Who Knows What About Early Childhood?

2013 Annual Report

A certain light in the eyes of children
A roundtable conversation with WKKF leadership

Protecting the health of mothers and infants in Haiti
Basic solutions for healthier pregnancies

Engaging parents and students in transforming teacher performance
A mobile phone survey helps improve teacher efficacy

Breastfeeding as the beginning of possibility
How breastfeeding can transform communities one child and family at a time
Several years ago, Dr. Jack Shonkoff, director of Harvard University’s Center on the Developing Child, was asked about “the myth of the first three years” of child development.

“If you ask me is it a myth that … the first three years determines everything that happens afterward … ? … That’s a myth,” Shonkoff said. “If you ask me whether … brain development is proceeding in a very rapid clip and that experiences … affect that development … in a very big and important way in the first three years? … That’s science. It’s absolutely true.”

The W.K. Kellogg Foundation defines early childhood as the period from a child’s birth to his or her eighth birthday. This period is the foundation for later learning and development. That makes it also the ideal point at which to interrupt the generational cycle of poverty that might otherwise doom future generations to the vulnerability of their parents when they were children.

The questions then become, how can those early experiences be optimized? How can at-risk kids experience the environmental, nutritional, cognitive, social, physical and emotional conditions that enable them to develop to their full potential? With this publication, we seek to share the insights and wisdom of people with firsthand knowledge of those questions.

This publication also continues the practice we inaugurated in 2010, of inviting other voices – grantees, experts, community members and others – to weigh in on issues central to the foundation’s mission. Along with our newly redesigned website at wkkf.org and soon-to-be-launched blog, we hope to use these forums to cast some light on and even inspire thinking about who knows what about removing barriers to the success of all children, especially our most vulnerable.

Editor’s Note

Joanne K. Krell, vice president for communications, Harvard University

“One of the most beneficial services that could be bestowed upon civilization is to make the lives of little children happier, healthier and more promising for their adult years.”

–Will Keith Kellogg

Contents

4 The promise of a ‘re-imagined’ education
   A letter from Jill E. Spivak, president and CEO

6 A certain light in the eyes of children
   A conversational discussion of WKKF leaders exploring the question of “who knows what about early childhood?”

10 Protecting the health of mothers and infants in Haiti
   A conversation with Dr. Werner Lalanne, associate professor of clinical pediatrics, Columbia University College of Physicians and Surgeons

12 El Bussito: early ed for children and parents
   An interview with Beatrice Kull, community organizer, Mariano Fortun’s Valley Settlement Project

14 Engaging parents and students in transforming teacher performance
   Reflections from Jeff Dushay and Addie, professor, author, breastfeeding advocate and WKKF Food & Community fellow

16 Breastfeeding as the beginning of possibility
   Perspectives from Kimberly Sacks Alani, professor, author, breastfeeding advocate and WKKF Food & Community fellow

18 Education’s promise for the incarcerated and their families
   An interview with Fred Patrick, national project director, Vera Institute of Justice’s Pathways from Prison to Post-Secondary Education Project

20 Governance
   A vision and a blueprint for change
   A message from John D. and Catherine T. McArthur Foundation

22 What We Do
   2013 New Commitments

24 Sample Grants

36 Mission Driven Investments

38 Financials

42 Staff List

2013 Annual Report  |  3
of a ‘re-imagined’ education

Letter from Sterling K. Speirn, president and CEO

STERLING K. SPEIRN

– all of our philanthropic investments, spanning our program areas of Education & Learning; Food, Health & Well-Being; and Family Economic Security. Since generations of parents and their very young children program areas of Education & Learning; Food, Health & Well-Being; and Family Economic Security. Since generations of parents and their very young children.

I have long been convinced that a focus on early childhood development in all its dimensions has the potential to address vulnerability across multiple generations in a way that few other strategies possess. When I came to the Kellogg Foundation in 2006, I had just spent more than a decade working on a Zero to Third Grade initiative in California known as the Peninsula Partnership for Children, Youth, and Families. I was excited to find a long history of work in early childhood health and education dating back to the early days of the 19th century. But the fields of medicine and education were in early childhood development and education. I was excited to find a long history of work in early childhood health and education dating back to the early days of the 19th century. But the fields of medicine and education were

I am confident that under her leadership, WKKF will continue to build on the essential stepping stones for childhood’s lifelong health, learning, and success, and for those of future generations. We remain grateful to our partner foundations, our grantee practitioners, our public sector champions in government and all those who share this passion to transform our approach to the social determinants of education and health. Together we can – and must – foster an “Early Childhood Revolution.”

[Image]

Sterling K. Speirn
The W.K. Kellogg Foundation (WKKF) often uses research to learn more about its grant investments. Usually this comes to us packaged in reports dense with narrative, pie charts, bar charts and data tables.

It’s good and necessary stuff. In their weighty, spiral-bound certitude, research reports can give us the intellectual heft we need to understand, in great detail, the issues we care most about. Specifically, those related to vulnerable children.

Thoughts of these reports loomed large when we considered the question “Who knows what about early childhood?” In some fashion, WKKF’s program leaders ask this question every day.

A certain light in the eyes of children

Who knows what about early childhood?

A roundtable discussion with WKKF leadership

Written by Thomas M. Springer, W.K. Kellogg Foundation

In your view, what is absolutely fundamental for early childhood development?

GAIL MONTGOMERY TABRON, incoming president and CEO:

“I’d just want every early childhood investment to be of the highest quality—it’s that important. No matter where you live, no matter what your family background, no matter what language you speak, in an urban, rural or suburban area, you’d have access to quality early childhood opportunities. And I’d find a way to make sure that all families feel welcome at a school or center. They shouldn’t be places that feel socially or culturally intimidating.

“I’d also try to figure out how much love that child receives. If it’s not there, how do we build support for it? Inside or outside the family, a child needs to know there’s always someone who can give them the love and care they need.”

JOANNE KRELL, vice president for communications:

“I would (also) think about early childhood from an economic standpoint. Think of the parents: do they have jobs and where do they have jobs? We say that ‘If your child care isn’t working, then nothing else is working.’ That’s also true on a larger level when it comes to your income. If parents or caregivers don’t have a job, if they don’t have some level of economic security, then it’s hard for everything else in a child’s life to work.”

GAIL CHRISTOPHER, vice president – program strategy:

“We have a deep understanding of children from a life course perspective. We know how important the life experiences of parents are in shaping the experience of a child. We also understand the impact of childhood adversity that results from the circumstances and conditions of a child’s life. There are toxins, in society and in a child’s physical environment, that can have a negative cumulative effect. We do all we can to mitigate that.

“One example is our emphasis on breastfeeding—what we call ‘first food.’ We know that the human need for social interaction is as fundamental as our need for food, air and water. Neurologically, we are wired for socialization. So the precious time that a mother spends nursing her child not only feeds the body, but the heart and soul. It begins a pattern of interaction that will make the child healthier and more resilient.”

STERLING SPEIRN, outgoing president and CEO:

“The Kellogg Foundation’s ‘competitive advantage’ is that our work in early childhood crosses health, education, food, family economic security and racial equity. We can triangulate across those areas to serve the whole child. This includes their social, environmental, cognitive, physical and even spiritual dimensions.

“We also work on what I’ve called ‘early, early, early childhood.’ That can start when the baby’s in utero, as Gail says, and continues with first food, mother’s milk and the mother’s language. For at-risk kids, if we wait until age 3 or 4 to intervene they may already lag far behind developmentally. We need to bridge that age gap. Otherwise, it’s like saying, ‘Here, take this leaky rowboat across the river and hope that you make it safely to the dock.’”

In your view, what does WKKF know about early childhood that others may not?

LA JUNE MONTGOMERY TABRON:

“We are more research-driven than our counterparts in philanthropy. We know our results are in our impact reports, and we know our success stories, and we know our failures too. We’re very comfortable with those numbers, and we use them to make our strategy a lot more effective.”

JOANNE KRELL:

“No settlement with the states or counties or the U.S. government ever yields as much research as a foundation can do. And we do it on a daily basis. Although we don’t always publish our research, we use it as a guide in our grantmaking. We take a look at the field and ask ourselves, is our work relevant in the field? Are we leading it? Are we keeping up with the evidence? And if we see a gap, we fill it.”

GAIL CHRISTOPHER:

“We study the data. We know we have something in the neighborhood of $3 billion in assets, and we’re making a difference. We know that we’re helping to build the pipeline of a whole generation of children.”

STERLING SPEIRN:

“If we invest early, we can fix a lot of problems. If we wait too long, we have to spend a lot more money. We see that our investment in early childhood can bring a return of 15 to 20 percent of the cost of our investments. That’s basically the idea of an early childhood investment. If it’s well done, it will save money in the long run.”

LA JUNE MONTGOMERY TABRON:

“It used to be that the W.K. Kellogg Foundation was known for being to the left of center. I think we’ve moved center. I think we’re now very much a center-left foundation, and I think we’re a very good example of how a center-left foundation can achieve its goals. We don’t often work in the same way as other foundations. We’re not afraid to work with some of our biggest enemies.”

For more information, please visit Kellogg.org.
JAMES MCHALE, vice president – program strategy:

“I think I’ve learned that sometimes we (foundations) don’t fund things long enough. I recall one school improvement project that we funded for three years, thinking that the state government would fund it after that.

“Well, after our grant ran out the program stopped for lack of funds - even though we had good data to show that it had been working. We wanted to see short-term gains, but we didn’t sustain them with a longer-term commitment. That’s what happens when foundations suffer from a short attention span!

“We were focused on the program details that would make the project successful. But we overlooked the organization’s ability to sustain itself. Did it need more staff support, more operating support, more technical assistance? Did the executive director know how to run an organization that had suddenly gotten a lot bigger and more complex? I’ve learned that unless we pay attention to some of these issues, creating good programs may not matter.”

CARLA THOMPSON, vice president – program strategy:

“I’ve got one that I tell about a parent leadership training program in Connecticut that we funded as part of our racial equity work.

“A mother in this program had two school-aged children, but they were really getting unequal treatment. So she went to her local school board meeting to discuss the issue. ‘I’m not sure why we have this unevenness,’ she said, ‘and I’m wondering if it’s related to race?’

“She was an African American woman, and the school board was like ‘No, no, absolutely not! You don’t know what you’re talking about!’

“So she said, ‘Well, then help me understand how my African American son, who is getting straight A’s, has not been placed in any honors courses. While my other son – who is white – is getting C’s, but keeps being placed into honors courses.’

“After that the meeting blew up! I’ve served four terms on a school board so I can imagine what that was like. But the story still speaks to me about all the hidden things in a school that aren’t visible at the forefront.”

LA JUNE MONTGOMERY TABRON:

“There’s some humility to what they do. There’s an understanding that they don’t have all the answers and that it’s not only about them (the funded organization).

“For me, it’s a successful grantee visit when I spend more time with community members than I do talking with the organization that got the grant. I get nervous if it’s been a few hours and I still haven’t seen anyone from the constituency they’re serving. It makes me ask, ‘Where’s the community in all of this?’ I want to know that the organization is connected to the community – and isn’t trying to control everything.”

GAIL CHRISTOPHER:

“I look for a certain light in the eyes of the children. Do they hold up when they’re asked to, are they walking straight and standing tall? Are they making eye contact, is there a sense of trust? If children radiate that, then something good is going on with their education, their diet, their health and their lives. It’s so sweet. A grantee can dress up a building if they know you’re coming to visit, but only a child can turn those lights on. You can’t fake that.”

LINH NGUYEN, vice president – Learning & Impact:

“We’re in the business of improving systems and conditions (for vulnerable children). All of that rests on the assumption that the beneficiaries of our grants have the capacity and motivation to change – and capitalize on what we’re building.

“For me, the missing link, the last piece in the puzzle, is what strategies, what practices work in terms of giving people incentives to change their behavior? Because my thinking is that we could spend years or decades building a beautiful vessel. But that assumes that if we build it, people will use it. I’m not entirely sure that’s the case.”

What should WKKF know about early childhood development that it doesn’t know?

Apart from subject matter expertise, what are some key traits of a successful WKKF grantee?

Do you have a favorite story or anecdote that you use to explain the essence of WKKF’s work?

Is there a belief or perception about early education that you once held, but have since changed your mind about?
To be an expectant mother in Haiti or her soon-to-be-born child is to face – unwittingly or resignedly – the greatest risk of maternal and infant death in the Western Hemisphere, and one of the four highest in the world outside Sub-Saharan Africa.

Particularly if she is from a poor rural family – like many of those living near Aquin, a southern coastal city in one of the microregions on which the W.K. Kellogg Foundation is focused – an expectant mother in Haiti has no easy access to health care. In fact, she may have to travel several days – on bad roads or no roads – on the back of an animal or on foot – to visit even a modestly equipped and staffed health care facility.

She may feel relieved that she only has to endure one such trip and one prenatal exam, unaware that – even with a routine pregnancy and no complications – her counterpart in the US will likely have 10 or more such exams.

To be an expectant mother in Haiti is not to know that families can be planned, and that her children’s health could be improved by doing so. It’s to be unaware, for example, that the greater the time between a woman’s pregnancies the better the probable health outcomes for her babies.

To be an expectant mother in Haiti is to face a three-times-in-four chance that you will have to deliver your child at home, or somewhere else far from a health care facility.

To be an expectant mother in Haiti is not to know that families can be planned, and that her children’s health could be improved by doing so. It’s to be unaware, for example, that the greater the time between a woman’s pregnancies the better the probable health outcomes for her babies.

And it’s to face the likelihood that you will be assisted in your delivery – not by a physician or nurse-midwife – but by a matrone – a birth attendant who may have had no formal medical training, and who might not know what to do if you or your infant experience a common obstetric emergency such as excessive post-partum bleeding or asphyxia, when your infant fails to breathe during the first minute after birth.

Dr. Wiener Leblanc knows all these things. Leblanc, emeritus professor of clinical pediatrics at Columbia University College of Physicians and Surgeons, was born and raised in Haiti and earned his medical degree from the National Medical School of the University of Haiti. Even at age 82 – and, as his wife reminds him, retired – he remains vitally interested in the state of maternal, prenatal and neonatal care in that country and actively engaged in efforts to improve it.

Dr. Leblanc says, “My vision is to do so without costing a lot of money.”

“This is a life-threatening complication that can be minimized or avoided with a drug that costs about 30 cents per dose.”

Leblanc hopes the combination will remove some of the challenges to being an expectant mother or her soon-to-be-born child in Haiti. “There are quite a number of ways to address these problems without costing a lot of money,” Leblanc says. “My vision is to do so and, in this one area, to decrease mortality as a result.”

From fundamental and general improvements, Leblanc quickly shifts focus to the particular. He believes that solutions – even to serious, life-threatening problems – can often be relatively straightforward and inexpensive.

A similar approach to the problems of maternal and neonatal mortality overall – also based largely on fundamental, low-cost solutions – is at the heart of Aquin Hospital’s planned project to improve birth outcomes.

Their work calls for a multi-phase effort starting with capaci- ty-building for the hospital, including updated data collection and access and increased training for hospital and community caregivers such as nurse-midwives and matrones.

The second phase is for what Leblanc calls “continuity of care,” the substance of the potential project. It divides the Aquin community into three groups – preconception adolescents, pregnant women and newborn infants. For each group, the project will address basic needs – nutritional guidance and supplements, physical examinations, vaccinations and – for pregnant women and infants – greater availability of care for medical emergencies. Education will be essen- tial for both the preconception adolescents and pregnant women.

Leblanc hopes the combination will remove some of the chal- lenges to being an expectant mother or her soon-to-be-born child in Haiti. “There are quite a number of ways to address these problems without costing a lot of money,” Leblanc says. “My vision is to do so and, in this one area, to decrease mortality as a result.”

From fundamental and general improvements, Leblanc quickly shifts focus to the particular. He believes that solutions – even to serious, life-threatening problems – can often be relatively straightforward and inexpensive.

Imagine, he suggests, an expectant mother, likely a teenager pregnant for the first time, or a woman over 40. Her only symptoms are high blood pressure and protein in her urine – and, as may be indicated, she and her infant face profound complications in her baby.

“The treatment includes medication for hypertension plus mag- nesium to prevent seizures. As Leblanc puts it, “This is a life-threat- ening complication that can be minimized or avoided with a drug that costs about 30 cents per dose” and with the care of personnel trained to recognize and treat the condition.

From fundamental and general improvements, Leblanc quickly shifts focus to the particular. He believes that solutions – even to serious, life-threatening problems – can often be relatively straightforward and inexpensive.

Imagine, he suggests, an expectant mother, likely a teenager pregnant for the first time, or a woman over 40. Her only symptoms are high blood pressure and protein in her urine – and, as may be indicated, she and her infant face profound complications in her baby.
Veronica Felix got her start as a community organizer during events spent listening to her father and United Farmworkers co-founder Cesar Chavez plan to organize the often exploited. Jumpy Latino workers essential to California agriculture. The product of those evenings was an organization of nearly self-empowered people.

The experience has served her well as the lead community organizer for the Manaus Fund’s Valley Settlement Project in Colorado’s Roaring Fork Valley. Half of the people living south of the valley contain some of the state’s most affluent communities in the areas of Aspen and Snowmass.

The area to the north is different: rural, isolated and dotted with trailer park communities inhabited by Latino families often including young children and undocumented adults. Many speak little English. Annual incomes of $18,000 to $20,000 make it impossible to live in Aspen or Snowmass, but fathers in the northern valley often work in the resorts’ kitchens. Working mothers may be employed as housekeepers in more affluent homes, with days left to neighbors. Many mothers stay at home, not out of choice but because transportation is limited.

Working to empower those more vulnerable residents of the valley, Felix understood that support had to reflect the wishes of the community members themselves. But gauging the wishes of a population separated by language, culture and possible fear of the consequences of lack of documentation presented challenges.

Felix credits two factors with overcoming the challenges and contributing to the success of a nearly year-long survey of area residents’ needs and desires. Interviews were bilingual and surveys were conducted in respondents’ homes.

Surveys of more than 300 valley families revealed some themes. Parents felt powerless, resigned to a future of limitations. Yet they also deeply desired a better future for their kids, and understood the importance of early education to their future, though they were frustrated by their inability to provide that education.

As an outcome of the survey findings, the Valley Settlement Project is a “dual generation program focused on school readiness, elementary school achievement, economic stability and community engagement for local families.” And among its first and most visible achievements is El Busesito (“the little bus”), a fleet of two refurbished school busses staffed with bilingual teachers, which serve as mobile preschools for the community’s children.

Felix describes a clear transformation in many of the children who participate.

“I see kids crying because they don’t want to leave monitoring,” Felix said. “But after a couple of weeks, they’re excited, they’re learning their colors and numbers, they’re learning social skills. And that gets their parents excited.”

In fact, parental engagement is an integral part of El Busesito. Twice-monthly parent conferences are held at home with bilingual teachers. With a focus on what parents can do to help their children learn, Felix notes another transformation.

“Parents see their kids happy and engaged, and maybe doing better than older kids who didn’t have the benefit of a Busesito, and that makes them want to be engaged.”

The Valley Settlement Project is designed to build on that engagement. For example, under a parent-monitoring program, specially trained parent volunteers observe at the classroom for four days a week, often helping to address cultural and language barriers. Parents move through the school system with the same group of kids for several years, becoming trusted resources both for the children and for parents who may not have as much access.

Valley parents also take advantage of the project’s adult education program, which offers community-based registration and information sessions, online babysitting and community-based classes in Spanish on topics like computers, English as a second language, GED preparation, health and nutrition.

Quantifiable results for El Busesito are not yet available. While all Colorado students are tested for reading and math skills in the third grade, El Busesito began in 2012, and only a single class has matriculated to kindergarten.

Yet, uneasily, the project appears to be making a difference. During the survey, valley parents said that children from the valley often entered kindergarten without the language and other skills necessary to succeed. “Kids who don’t have access to early education come with literally thousands of words fewer in their language,” according to Karen O’Gara, principal of Crystal River Elementary School. “But when you provide preschool, which is what Valley Settlement is helping to do, those kids can learn in a way that’s comparable to their higher-resourced peers.”

The project is also having an impact in the larger community sense, according to Felix. “Those are people who don’t believe they’re powerful until they actually get the opportunity. Then they embrace it,” she said.
The best professional development I ever received in 20 years as a classroom teacher was on the basketball court.

While coaching high school basketball, I attended a teacher’s clinic organized around the specifics of the game — shooting free throws, a certain type of defense — and the instruction could be practically applied by coaches at any level. What you saw was a master teacher working with a group of young people, teaching a specific skill. You could see the nuances, as well as the skills, and you could see instantaneous improvement.

That raised the question, “Why don’t we have this for teachers?” We have 30,000 lb. grade like Common Core and creating a college-going culture, but by the time they get to the level of actual instruction, there is little clarity on the difference between theory and the reality of practice.

We were missing a couple of key pieces. We needed a way to figure out what parts of our practice really needed to practice. The only thing we have is student outcome data, which tells you what students aren’t learning effectively from you, but not why.

What teachers need is meaningful feedback from the young people and families that they serve. They need to know what families in their communities want them to focus on. And then, teachers need access to a robust set of resources to help them start addressing those needs.

At the Institute for Sustainable Economic, Educational and Environmental Design, we found the answer in technology when we designed the Teaching Excellence Network (TEN) — a survey tool and a common language to have a meaningful discussion about education. And now, we are on a mission to revolutionize teacher development while deepening relationships between teachers, students and families.

We launched a pilot project with those of the highest need schools in Oakland, Calif., serving primarily low-income, racially diverse students. Traditionally, few people see poor children or children of color and their families as being capable of engaging in meaningful feedback loops with teachers, but this pilot proved that simply is not true.

One thing parents liked most about TEN is its electronic format — the data is instantaneously available. No more waiting for end of the year test scores that offer limited data on students that have already left your classroom. TEN’s feedback offers opportunities for higher levels of dexterity in responding to what’s happening in their classroom.

As a tool, TEN allows us to differentiate professional development for teachers, creating an individualized approach for teacher growth. Ultimately, this platform enables teachers around the globe to share content, experiences and lessons about and solutions to the challenges of the classroom. By expanding the pilot, we will shift the conversation about teacher growth, elevating job satisfaction, expanding longevity and raising student and family engagement.

Parents also found that the TEN platform created a more level playing field for talking with teachers. There was now a common language that equipped families with a set of questions that they did not previously feel entitled to ask to school leaders or teachers. We also talked with young people about their experiences. From elementary to high school, students were so excited to offer their feedback, and we were taken aback with how seriously they took it and how skilled they were at providing it. We heard things from young people like, “Now I have a better idea of what I can expect.” My teacher is always evaluating me, but now I can give feedback to them on how they are doing, which I really like.”

We were equally as pleased with what we heard from teachers as we were their students. “It was the first time anyone’s asked me what I want for my child’s school.” We quickly realized the potential of TEN’s impact on education more broadly, especially in early childhood. It was an accessible and meaningful way for parents to offer input to schools about their child’s education and it empowered schools and teachers to become responsive. We can only imagine the potential of parents were granted this opportunity for all 13 years of their child’s educational experience.

Parents from the pilot project also said it was the first time they ever had the right questions to ask their child to generate a meaningful conversation about school. In order to offer teachers feedback on the priorities they selected in the survey portion of TEN, parents had to engage in dialogue with their children about their classroom experience. Not surprisingly, parents found their children had plenty to say about what was happening in their classrooms once they started asking the right questions.

Parents also found that the TEN platform created a more level playing field for talking with teachers. There was now a common language that equipped families with a set of questions that they did not previously feel entitled to ask to school leaders or teachers. We also talked with young people about their experiences from elementary to high school, students were so excited to offer their feedback, and we were taken aback with how seriously they took it and how skilled they were at providing it. We heard things from young people like, “Now I have a better idea of what I can expect.” My teacher is always evaluating me, but now I can give feedback to them on how they are doing, which I really like.”

We were equally as pleased with what we heard from teachers as we were their students. “It was the first time anyone’s asked me what I want for my child’s school.” We quickly realized the potential of TEN’s impact on education more broadly, especially in early childhood. It was an accessible and meaningful way for parents to offer input to schools about their child’s education and it empowered schools and teachers to become responsive. We can only imagine the potential of parents were granted this opportunity for all 13 years of their child’s educational experience.

Parents from the pilot project also said it was the first time they ever had the right questions to ask their child to generate a meaningful conversation about school. In order to offer teachers feedback on the priorities they selected in the survey portion of TEN, parents had to engage in dialogue with their children about their classroom experience. Not surprisingly, parents found their children had plenty to say about what was happening in their classrooms once they started asking the right questions.

Parents also found that the TEN platform created a more level playing field for talking with teachers. There was now a common language that equipped families with a set of questions that they did not previously feel entitled to ask to school leaders or teachers. We also talked with young people about their experiences from elementary to high school, students were so excited to offer their feedback, and we were taken aback with how seriously they took it and how skilled they were at providing it. We heard things from young people like, “Now I have a better idea of what I can expect.” My teacher is always evaluating me, but now I can give feedback to them on how they are doing, which I really like.”

We were equally as pleased with what we heard from teachers as we were their students. “It was the first time anyone’s asked me what I want for my child’s school.” We quickly realized the potential of TEN’s impact on education more broadly, especially in early childhood. It was an accessible and meaningful way for parents to offer input to schools about their child’s education and it empowered schools and teachers to become responsive. We can only imagine the potential of parents were granted this opportunity for all 13 years of their child’s educational experience.

Parents from the pilot project also said it was the first time they ever had the right questions to ask their child to generate a meaningful conversation about school. In order to offer teachers feedback on the priorities they selected in the survey portion of TEN, parents had to engage in dialogue with their children about their classroom experience. Not surprisingly, parents found their children had plenty to say about what was happening in their classrooms once they started asking the right questions.

Parents also found that the TEN platform created a more level playing field for talking with teachers. There was now a common language that equipped families with a set of questions that they did not previously feel entitled to ask to school leaders or teachers. We also talked with young people about their experiences from elementary to high school, students were so excited to offer their feedback, and we were taken aback with how seriously they took it and how skilled they were at providing it. We heard things from young people like, “Now I have a better idea of what I can expect.” My teacher is always evaluating me, but now I can give feedback to them on how they are doing, which I really like.”

We were equally as pleased with what we heard from teachers as we were their students. “It was the first time anyone’s asked me what I want for my child’s school.” We quickly realized the potential of TEN’s impact on education more broadly, especially in early childhood. It was an accessible and meaningful way for parents to offer input to schools about their child’s education and it empowered schools and teachers to become responsive. We can only imagine the potential of parents were granted this opportunity for all 13 years of their child’s educational experience.

Parents from the pilot project also said it was the first time they ever had the right questions to ask their child to generate a meaningful conversation about school. In order to offer teachers feedback on the priorities they selected in the survey portion of TEN, parents had to engage in dialogue with their children about their classroom experience. Not surprisingly, parents found their children had plenty to say about what was happening in their classrooms once they started asking the right questions.
always thought that the most powerful elements of breast milk were the unparalleled immunological and anti-inflammatory properties that protect against several illnesses and diseases for both mothers and children. This is what we tell women. This is what I have told women. I tell them that breast milk is preventive medicine and that extensive research provides compelling evidence that breastfeeding reduces the incidence of asthma, pneumonia, acne, our infections and obesity in children.

This is all true.

But the real transformative power of nursing’s first food became clear to me when I met Theresa and her two beautiful sons outside a health clinic in New Orleans. She had one child in her arms and one by her side. Her eyes were clouded by the decision to day care that day because her asthma was flaring up. She suspected her hospital had yet another asthma inhaler and here she was again at the clinic. It was clear from her pained face that the stress of taking care of two unhealthy children was taking its toll. She was visibly anxious about missing another workday at her job at a downtown hotel, and mentioned the hadn’t had any job because she was visibly anxious about missing another workday at her job at a downtown hotel, and mentioned the stress of taking care of two unhealthy children was taking its toll. She was visibly anxious about missing another workday at her job at a downtown hotel, and mentioned she had already lost a job because she had missed too many days tending to her sick children. “But what are you going to do?” she asked me.

What are we going to do?

In that moment, I couldn’t help but see the full picture. Yes, when infants are given optimal nutrition from birth they have improved chances for a healthier early childhood. But there are more healthier infants grow into healthier children with lower rates of school absenteeism due to illness which, in turn, can increase the likelihood for improved early education outcomes. When mothers breastfeed – in addition to receiving proven health benefits such as a reduced risk of certain cancers – both mothers and fathers are relieved of the stress of caring for chronically ill children – the very same stress I observed in Theresa’s eyes that day.

In vulnerable communities where “job security” is an elusive concept and hourly wages are more common, unwell infants and their mothers don’t want to breastfeed, but because that choice is suffocated by complex cultural barriers and thwarted by unsupportive environments that can be aptly described as “food deserts.” While a desert may be a thriving ecosystem, I use the term in recognition of the severe sense of “lack” present in these communities. Mathematically, a community where mothers frequent like shopping malls and libraries, and examining the levels of existing supportive environments. In our work to create a better world where mothers and children thrive, we must start at the beginning – the most important part of the work. In our work to create a better world where mothers and children thrive, we must start at the beginning – the most important part of the work.

In vulnerable communities, one child and family at a time.

The Greek philosopher Plato said, “The beginning is the most important part of the work.” In our work to create a better world where mothers and children thrive, we must start at the beginning at birth and with first food as the earliest preventative health measure. If we are looking at the inequities of food access, we must start at the beginning, by examining the sobering reality that in many communities these inequities begin not with school lunches, but at birth, that our youngest citizens pay the price with their health and their precious, young lives. If we want to strengthen families and empower communities we must begin at the beginning – the most important part of the work. I want to tell women that breastfeeding changes health outcomes for mothers and babies. Now I also tell them that breastfeeding is the beginning of the possibility for a completely different life and builds the beautiful foundation to help transform our communities, one child and family at a time.

This is what I know.
Education’s promise for the incarcerated and their families

An interview with Fred Patrick,
national project director, Vera Institute of Justice’s Pathways from Prison to Post-Secondary Education Project

Written by David B. Bowden, W.K. Kellogg Foundation

To make the data work on behalf of the Pathways participants, the states have agreed to adhere to specific guidelines. For example, while GED courses and other secondary education may be necessary as part of the educational process, the pathways are specifically designed so that participants earn a postsecondary associate of arts degree or vocational certification leading to greater employability and higher earnings for participants.

All of the programs provide a standard set of features. Each participant in each state enroll in an educational continuum that begins roughly two years before release and extends for two years afterward. Such reviews, mentoring, returning academic counseling, re-entry support and connections to local employers.

And regardless of the participating college or university, each student’s re-entry course must include the curricula, tests and internships used by the universities’ on-campus students.

There are also differences between the states, each of which has designed a model for operation of the program based on the state’s needs and capacity.

For example, Michigan participants will be selected from among two correctional facilities, and their selection will be partially based on their plans to return to communities close to one of the designated schools.

Michigan also has a particularly strong vocational certification component that can run in tandem with a participant’s academic work.

As Patrick outlines, such localized modeling gives the program—and its students—a community, rather than a corrections-retro, focus.

The first four years of the project are devoted to education and support, while the fifth year will be devoted to an independent evaluation to be conducted by the Rand Corporation. But the Vera Institute is not waiting until 2017 to begin evaluation or leverage lessons-learned. Efforts are already underway to create a learning community that will allow the states to exchange plans, solutions and experiences.

“Returning parents will have the education and training to build more stable lives for their families and avoid a return to prison.”

In spring 2013, Sesame Street introduced a new character: Alex, a child whose father is in prison. Alex’s videos are part of a Sesame Street tool kit— including tips for children, parents and caregivers— created to help families cope with the incarceration of a parent. And implicit throughout the material is a unifying idea: young children need their parents, regardless of whether a parent is incarcerated.

The same idea has been expressed elsewhere by pediatrician Dr. Jack P. Shonkoff of the Harvard Graduate School of Education. “The hallmark of the parental relationship is the readily observable idea: young children need their parents, regardless of whether a parent is incarcerated.”

Shonkoff has written, “Children and incarcerated parent” and the resulting citations may help explain the rationale and timing behind the Sesame Street tool kit.

• The U.S. has the highest incarceration rate in the world: 2.3 million people in U.S. jails and prisons—a dramatic increase from 500,000 in 1980.

• More than two percent of U.S. children have a parent in prison. About half are children 5 years old or younger. Nearly 25 percent are younger than 5.

• Seventy percent are children of color—one in 15 African American children, one in 41 Hispanic children.

If the Vera Institute of Justice’s Pathways from Prison to Post-Secondary Education Project proves successful, some of these children likely will be reunited with their incarcerated parents. And the returning parents will turn the education and training to build more stable lives for their families and avoid a return to prison.

Fred Patrick, national project director, describes the project as a “Five-year effort to test and independently evaluate a strategy to provide post-secondary education to soon-to-be released and recently released prisoners. The project is underway in three states—Michigan, New Jersey and North Carolina.”

To a participant, the promise seems clear: increased employability and earnings potential, increased willingness to support children and families and reduced temptation to engage again with the criminal justice system.

Beyond simply reconciling the benefit to families and children is at least as compelling. A wide body of literature indicates that education is critical both to outcomes for the incarcerated and to outcomes for their children, their families and their communities, according to the Institute. Educational levels of parents tend to strongly predict the educational achievements of their children. And studies suggest that graduating from college programs can reduce recidivism by nearly 75 percent, and can increase a family’s earnings by between $4,000 and $20,000 annually.

To make the data work on behalf of the Pathways participants, the states have agreed to adhere to specific guidelines. For example, while GED courses and other secondary education may be necessary as part of the educational process, the pathways are specifically designed so that participants earn a postsecondary associate of arts degree or vocational certification leading to greater employability and higher earnings for participants.

All of the programs provide a standard set of features. Each participant in each state enroll in an educational continuum that begins roughly two years before release and extends for two years afterward. Such reviews, mentoring, returning academic counseling, re-entry support and connections to local employers.

And regardless of the participating college or university, each student’s re-entry course must include the curricula, tests and internships used by the universities’ on-campus students.

There are also differences between the states, each of which has designed a model for operation of the program based on the state’s needs and capacity.

For example, Michigan participants will be selected from among two correctional facilities, and their selection will be partially based on their plans to return to communities close to one of the designated schools.

Michigan also has a particularly strong vocational certification component that can run in tandem with a participant’s academic work.

As Patrick outlines, such localized modeling gives the program—and its students—a community, rather than a corrections-retro, focus.

The first four years of the project are devoted to education and support, while the fifth year will be devoted to an independent evaluation to be conducted by the Rand Corporation. But the Vera Institute is not waiting until 2017 to begin evaluation or leverage lessons-learned. Efforts are already underway to create a learning community that will allow the states to exchange plans, solutions and experiences.

“Put us, this is about long-term sustainability and replication,” Patrick said.

For participants, it’s about something a good deal more personal. In characterizing one recent encounter with students, Patrick described them as feeling thrilled to be part of a potentially important movement, and responsible for its success.

“As one of the guys said, ‘We’re trailblazers,’” Patrick said.
The W.K. Kellogg Foundation is governed by an 11-member board of trustees that includes the foundation president and CEO. W.K. Kellogg elects trustees from a variety of backgrounds, professional disciplines and geographic regions, ensuring that WKKF’s home-state of Michigan is represented. Each trustee brings wisdom, insight, diverse perspectives and a wealth of experience to the boardroom. The board’s shared dedication to mission and strong commitment to honoring donor intent is essential to the successful governance of the foundation. Trustees meet monthly with one meeting each year reserved for field site visits. During site visits, trustees meet with community members, grantees, researchers and others, the president and CEO identifies opportunities to further the foundation’s goals, and oversees direction of foundation personnel in pursuit of those opportunities.

President and CEO

The board of trustees elects the president and CEO to execute a mutually articulated and agreed upon strategy for the foundation. The president and CEO in turn, works closely with an executive council composed of senior staff to implement policy, support oversight and evaluation, and execute strategic direction through grantmaking, communications and related activities. In addition, the president and CEO actively shares and applies the foundation’s institutional skills and knowledge externally. Through continual conversation with business, government, community and philanthropic leaders, policymakers, grasses, researchers and others, the president and CEO identifies opportunities to further the foundation’s goals, and oversees direction of foundation personnel in pursuit of those opportunities.

As Education, the board provides oversight to all aspects of the foundation’s activities. To provide program oversight, trustees engage in ongoing review of grantmaking, and ongoing evaluation of the impact made by the foundation’s work and grants. The board provides fiscal and legal oversight via the work of its standing committees: the audit committee, the board development committee, the budget committee, the CEO compensation committee and the finance committee. The board chair appoints committee members annually in consultation with the president and CEO.

A vision and a blueprint for change

A message from Roderick D. Gillum, board chair

As you may know, 2013 marked the 50th anniversary of the March on Washington, which culminated with Dr. Martin Luther King, Jr.’s passionate call for a just and humane society and the need for urgency in the establishment of social change. The legacy of that moment, of the civil rights movement and of Dr. King’s work and aspirations for the nation, are the laws enacted and enforced – from civil rights to human rights. But equally important are the ideals expressed, the impassioned arguments made and the courage displayed, which serve as a blueprint for social change and which are relevant for our work at the W.K. Kellogg Foundation today.

For example, Dr. King referred to St. Thomas Aquinas in offering guidelines for distinguishing between “just” and “ unjust” laws: “Any law that upsets human personality is unjust,” Dr. King wrote. “Any law that degrades human personality is unjust.” The reference is equally applicable to the foundation’s work today. A child’s stop, for example, should not be a hard and fast rule but rather a useful tool. As for our nation, is society fulfilling its obligation to educate our children, neighborhood is destiny, affecting their rate of graduating high school, their health outcomes and their lifetime economic opportunities.

In the president’s letter in this annual report, outgoing President and CEO Sterling Speirn offers a powerful argument for the “immovability of education.” He cites the established science and the practice of child development in order to afford every child the skills she needs to reach her full potential. “Dr. King’s logic, and the “imagination” society can act justly on behalf of its youngest and yet-to-be-born members.

Similarly, Dr. King described fundamental precursors to equality of understanding would provide an outcome for children and communities.

The stories in this annual report reflect the data we have demonstrated that a child’s preparation for literacy and development of the infant brain and clearly established the role built over 26 years in a variety of positions including her role as a mentor of our young professionals. And while it is probably impossible to anticipate every risk entailed by every decision, we have been informed and deliberate in identifying children ages 0-4 as the target – either directly or indirectly – all of our philanthropic investments across the range of our strategic programming interests. Of course, 50 years after the March on Washington, achievement of the movement’s goals remain very much a work in progress. A 50-year window and determined that the movement’s vision of a viable, respectful human relationships as well as the Kellogg Foundation’s expression of its vision – a society in which every child is able to develop to his or her fullest potential – will both be established realities.

I speak for the entire board in expressing our best wishes to Sterling Speirn, and welcome our incoming president and CEO, La June Montgomery Tabron.

In his eighth years with the foundation, Sterling made a significant impact, championing our strategic framework, our racial equity work and our commitment to being a placebased organization. He has willingly to take risks in exploring new work to test our targets helped produce a robust and innovative mission-driven investing effort. And of particular relevance to this letter and annual report, he has worked passionately and expertly on behalf of our focus on early childhood development. In doing so, Sterling has also been an outstanding steward of the legacy of W.K. Kellogg, never content with the status quo, ever creative and innovative in working to improve outcomes for children and communities.

La June brings to her new position an extraordinarily broad and deep understanding of the role philanthropy has played in building a world both better off for children and clearly established the role of early experiences in shaping learning ability later in life. He also mentored Dr. Ron Lally who has translated that research into practice in order to afford every child the skills she needs to reach her full potential.

I want to acknowledge our appreciation for the achievements of Sterling Speirn, and welcome our incoming president and CEO, La June Montgomery Tabron.

Finally, I want to acknowledge our appreciation for the achievements of Sterling Speirn, and welcome our incoming president and CEO, La June Montgomery Tabron.

I want to acknowledge our appreciation for the achievements of Sterling Speirn, and welcome our incoming president and CEO, La June Montgomery Tabron.

I want to acknowledge our appreciation for the achievements of Sterling Speirn, and welcome our incoming president and CEO, La June Montgomery Tabron.

I want to acknowledge our appreciation for the achievements of Sterling Speirn, and welcome our incoming president and CEO, La June Montgomery Tabron.

I want to acknowledge our appreciation for the achievements of Sterling Speirn, and welcome our incoming president and CEO, La June Montgomery Tabron.
What We Do

We believe that one measure of a society is the importance it places on the optimal development of all of its children. We envision a future and a society where every child thrives, and we invest in areas to advance that vision.

What We Support

The W.K. Kellogg Foundation places the optimal development of children at the center of all we do and calls for healing the profound racial gaps and inequities that exist in our communities. We believe in supporting and building upon the mindsets, methods and modes of change that hold promise to advance children’s best interests generally, and those of vulnerable children in particular.

Concentrating our resources on early childhood provincial change within the context of families and communities, offers the best opportunity to dramatically reduce the vulnerability caused by poverty and racial inequity over time.

There is strong evidence that optimal child development means providing children with the stimulus, tools and support necessary for their emotional, intellectual, physical and cultural growth.

To achieve this, we organize our work around each goal are commitments to Community & Civic Engagement; Education & Learning; Family Economic Security; Food, Health & Well-Being; and Racial Equity.

Where We Work

WKKF works throughout the United States, in Haiti, Mexico, northeastern Brazil and southern Africa, and with sovereign tribes. Wherever we partner, we operate with the belief that significant and lasting change begins with individuals and communities coming together to advance children’s best interests.

In 2008, the foundation began concentrating up to two-thirds of its grantmaking in several priority places, while maintaining its broader locations where WKKF has a deep history of grantmaking, existing relationships and, in some cases, infrastructure to leverage. Within the United States, priority places include Michigan, Mississippi, New Mexico and New Orleans. Internationally, they also include micro-regions in Haiti and Mexico.

We have found that our social change efforts are most effective when they operate in a limited number of geographic locations, in full partnership with communities, over extended periods of time. Many of these places are also locations where WKKF has a deep history of grantmaking, existing relationships and, in some cases, infrastructure to leverage.

Where We Work (Amount committed by location)

Michigan $148 Million
Mississippi $21 Million
New Mexico $13 Million
New Orleans $10 Million
National (United States) $67 Million
Haiti $5 Million
Mexico $10 Million
International (Other) $5 Million

2013 New Commitments

During the past fiscal year, Sept. 1, 2012, through Aug. 31, 2013, WKKF made $179,392,220 in new commitments to 563 new projects and paid grant and program expenditures of $293,362,818 to its 2,004 active projects. Grantmaking is divided into five primary areas: Education & Learning (E&L); Food, Health & Well-Being (FHWB); Family Economic Security (FES); Community & Civic Engagement (CCE); and Racial Equity (RE). Each year, we commit up to 60 percent of our grantmaking dollars to our priority places.

Education & Learning

Food, Health & Well-Being

Family Economic Security

Community & Civic Engagement

Racial Equity

International

Other

New Commitments (Amount committed by location)
We believe every child deserves a fair chance at success in school and life. Focusing on a child’s education and development from birth to age 8 is the most effective way to help children reach their full potential. We support community-based family engagement efforts that empower parents, caregivers and families as leaders in children’s development. We seek to improve the quality of both teaching and learning through leadership and professional development for educators. We seek to align systems to increase collaboration and improve the effectiveness of everyone who works in early childhood development – including centers, home-based and informal child care, K-12 schools, government systems and business.

### Sample Grants

<table>
<thead>
<tr>
<th>Organization</th>
<th>Location</th>
<th>Amount</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detroit Career Tech High School</td>
<td>Detroit, Mich.</td>
<td>$225,000</td>
<td>Support growth of the Corporate Workforce Program to prepare a middle and career readiness pathway for students.</td>
</tr>
<tr>
<td>Denver Young Men’s Christian Association</td>
<td>Denver, Colo.</td>
<td>$381,516</td>
<td>Increase academic achievement opportunities for Denver Public School students by expanding the 6-12th grade model and supporting the creation of high-quality schools.</td>
</tr>
<tr>
<td>Detroit Public Schools</td>
<td>Detroit, Mich.</td>
<td>$1,200,000</td>
<td>Improve academic performance, increase access to higher education and create a culture of positive advocacy for vulnerable and disadvantaged youth in Battle Creek by supporting the Family Focus Project.</td>
</tr>
<tr>
<td>University of Washington</td>
<td>Seattle, Wash.</td>
<td>$150,000</td>
<td>Engage future parents in the early development of their children through a bi-lingual parent education program focused on teaching the science of early childhood brain development.</td>
</tr>
</tbody>
</table>

### Percentage of new commitments by location

- **Michigan**: 39%
- **National**: 29%
- **New Mexico**: 13%

### Total number of 2013 E&L grants

- **New E&L commitment amount**: $43,748,492

### GRANT DISTRIBUTION

- **Percentage of new commitments by location**
  - **Michigan**: 39%
  - **Missouri**: 11%
  - **New Mexico**: 13%
  - **Ohio**: 9%
  - **New Orleans**: 9%
  - **National**: 29%

---

**EDUCATION WRITERS ASSOCIATION**

Increase student achievement by creating a cycle of legacy, embedded professional development system for teachers.

**PRESCHOOL YOUNGSTERS USA**

Improve early reading proficiency by providing quality and effective literacy instruction to kindergartners through third grade students in Chicago and Sylvan Elementary Schools.

**INDIAN PUEBLO CULTURAL CENTER INC.**

Enable the organization to achieve its mission to improve educational outcomes for low-income children at risk of failure in school.

**NEW MEXICO PUBLIC EDUCATION DEPARTMENT**

Engage Latino parents in the early development of their children at select under-performing schools in Michigan’s Grand Rapids Public Schools by transferring teaching and learning.

**CHRISTIAN ASSOCIATIONS OF THE UNITED STATES OF AMERICA**

Improve educational outcomes for vulnerable children at select under-performing schools in Michigan’s Grand Rapids Public Schools by transferring teaching and learning.

**SOUTHEASTERN MICHIGAN URBAN LEAGUE**

Provide leadership training and build the capacity of administrators to address the needs and language development of culturally and linguistically diverse students in New Mexico.

**LOUISIANA ENDOWMENT FOR THE HUMANITIES**

Enable the organization to achieve its mission to improve educational outcomes for vulnerable children at select under-performing schools in Michigan’s Grand Rapids Public Schools by transferring teaching and learning.

**NEW ENGLAND PUBLIC EDUCATION DEPARTMENT**

Engage young men’s christian associations of the united states of america. New Orleans, La. | $392,000 | Increase chronic absence levels in grades K-3 and among African American and Latino students and to support all students in realizing their full learning potential. |

**LYNCHBURG SCHOOLS DIVISION**

Strengthen identity of Native American children in New Mexico by developing and piloting K-12 curricula and providing teacher education based on the 100 Years exhibition on the impact of policy on Pueblo Nations.

**TENNESSEE EDUCATION AND HUMANITIES INSTITUTE**

Enable the organization to achieve its mission to improve educational outcomes for vulnerable children at select under-performing schools in Michigan’s Grand Rapids Public Schools by transferring teaching and learning.

**NEW MEXICO JUNIOR FAMILY CENTER**

Provide funds to support a charitable event and supporting the creation of high-performing partnerships. | New Orleans, La. | $1,200,000 | Increase academic achievement opportunities for Denver Public School students by expanding the 6-12th grade model and supporting the creation of high-quality schools. |

**PENNSYLVANIA SYSTEMS OF CARE**

Enable the organization to achieve its mission to improve educational outcomes for vulnerable children at select under-performing schools in Michigan’s Grand Rapids Public Schools by transferring teaching and learning.

**ST. CLAIR COUNTY PUBLIC SCHOOLS**

Improve educational outcomes for vulnerable children at select under-performing schools in Michigan’s Grand Rapids Public Schools by transferring teaching and learning.

**LOUISIANA ENDOWMENT FOR THE HUMANITIES**

Enable the organization to achieve its mission to improve educational outcomes for vulnerable children at select under-performing schools in Michigan’s Grand Rapids Public Schools by transferring teaching and learning.

**SOUTHEASTERN MICHIGAN URBAN LEAGUE**

Provide leadership training and build the capacity of administrators to address the needs and language development of culturally and linguistically diverse students in New Mexico.

**PARTNERS IN SCHOOL IMPROVEMENT**

Increase early child care proficiency through training and resources that will strengthen communities through implementing an evidence-based Early Learning Readiness program. | New Orleans, La. | $200,000 | Increase academic achievement opportunities for Denver Public School students by expanding the 6-12th grade model and supporting the creation of high-quality schools. |

**ASSOCIATION FOR THOROUGHBRED CHARITY INC.**

Enable the organization to achieve its mission to improve educational outcomes for vulnerable children at select under-performing schools in Michigan’s Grand Rapids Public Schools by transferring teaching and learning.

**NEW ENGLAND PUBLIC EDUCATION DEPARTMENT**

Enable the organization to achieve its mission to improve educational outcomes for vulnerable children at select under-performing schools in Michigan’s Grand Rapids Public Schools by transferring teaching and learning.

**SOUTHEASTERN MICHIGAN URBAN LEAGUE**

Provide leadership training and build the capacity of administrators to address the needs and language development of culturally and linguistically diverse students in New Mexico.

**PENNSYLVANIA SYSTEMS OF CARE**

Enable the organization to achieve its mission to improve educational outcomes for vulnerable children at select under-performing schools in Michigan’s Grand Rapids Public Schools by transferring teaching and learning.

**ST. CLAIR COUNTY PUBLIC SCHOOLS**

Improve educational outcomes for vulnerable children at select under-performing schools in Michigan’s Grand Rapids Public Schools by transferring teaching and learning.

**LOUISIANA ENDOWMENT FOR THE HUMANITIES**

Enable the organization to achieve its mission to improve educational outcomes for vulnerable children at select under-performing schools in Michigan’s Grand Rapids Public Schools by transferring teaching and learning.

**SOUTHEASTERN MICHIGAN URBAN LEAGUE**

Provide leadership training and build the capacity of administrators to address the needs and language development of culturally and linguistically diverse students in New Mexico.

**PARTNERS IN SCHOOL IMPROVEMENT**

Increase early child care proficiency through training and resources that will strengthen communities through implementing an evidence-based Early Learning Readiness program. | New Orleans, La. | $200,000 | Increase academic achievement opportunities for Denver Public School students by expanding the 6-12th grade model and supporting the creation of high-quality schools. |

**ASSOCIATION FOR THOROUGHBRED CHARITY INC.**

Enable the organization to achieve its mission to improve educational outcomes for vulnerable children at select under-performing schools in Michigan’s Grand Rapids Public Schools by transferring teaching and learning.

**NEW ENGLAND PUBLIC EDUCATION DEPARTMENT**

Enable the organization to achieve its mission to improve educational outcomes for vulnerable children at select under-performing schools in Michigan’s Grand Rapids Public Schools by transferring teaching and learning.

**SOUTHEASTERN MICHIGAN URBAN LEAGUE**

Provide leadership training and build the capacity of administrators to address the needs and language development of culturally and linguistically diverse students in New Mexico.

**PENNSYLVANIA SYSTEMS OF CARE**

Enable the organization to achieve its mission to improve educational outcomes for vulnerable children at select under-performing schools in Michigan’s Grand Rapids Public Schools by transferring teaching and learning.

**ST. CLAIR COUNTY PUBLIC SCHOOLS**

Improve educational outcomes for vulnerable children at select under-performing schools in Michigan’s Grand Rapids Public Schools by transferring teaching and learning.
All children need a healthy start, good nutrition, physical activity and accessible health care in order to thrive in school, work and life. We work alongside communities – especially those facing health inequities – to support community-based approaches in four key areas: maternal and child health; oral health; breastfeeding (breast milk as the optimal first food); and continued access to good food and active living throughout a child’s early development. Through grantmaking, policy and advocacy efforts, we focus on the interrelated social determinants of health and seek to create a set of conditions within communities that support and encourage optimal child development at home, at school and at play.

**Sample Grants**

**FOOD, HEALTH & WELL-BEING (FHWB)**

**ASSOCIATION OF FARMWORKERS OPPORTUNITY PROGRAMS**

(Farmworkers Opportunity Programs)

Improve conditions for farmworker children by building a network of community coalitions and farmworker youth councils to inform policy leaders of strategies that protect farmworker children.

**BIRTHING PROJECT USA**

(Birthing Project USA)

Monitor the health and well-being of children while building leadership and capacity by expanding the Birthing Project model of supporting pregnant and new women.

**BLACK MOTHERS’ BREASTFEEDING ASSOCIATION**

(Black Mothers’ Breastfeeding Association)

Focus on the interrelated social determinants of health care in order to thrive in school, work and life. We work alongside communities – especially those facing health inequities – to support community-based approaches in four key areas: maternal and child health; oral health; breastfeeding (breast milk as the optimal first food); and continued access to good food and active living throughout a child’s early development. Through grantmaking, policy and advocacy efforts, we focus on the interrelated social determinants of health and seek to create a set of conditions within communities that support and encourage optimal child development at home, at school and at play.

**CENTER FOR EXCELLENCE IN HEALTH CARE JOURNALISM**

(Center for Excellence in Health Care Journalism)

Improve the quality of health journalism by making reporters aware of social determinants of health and teaching them how to include determinants in their coverage.

**CENTER FOR NEW COMMUNITIES**

(Center for New Communities)

Support community-based approaches in four key areas: maternal and child health; oral health; breastfeeding (breast milk as the optimal first food); and continued access to good food and active living throughout a child’s early development. Through grantmaking, policy and advocacy efforts, we focus on the interrelated social determinants of health and seek to create a set of conditions within communities that support and encourage optimal child development at home, at school and at play.

**CHILDREN’S DENTAL HEALTH PROJECT INC.**

(Children’s Dental Health Project Inc.)

Promote access to fresh and healthy food and expand access to dental care for children and pregnant women.

**CITY OF NEW ORLEANS**

(City of New Orleans)

Create learnable communities for vulnerable children and families by using street level outreach and conflict mediation to reduce shootings and killings in New Orleans.

**COMMON MARKET PHILADELPHIA INC.**

(Philadelphia Common Market)

Establish local food distribution facilities and programs serving vulnerable communities.

**COMMUNITY FOUNDATION OF GREEN COUNTY**

(Green County Community Foundation)

Increase the number of Baby-Friendly designated Indian Health Service and tribal hospitals in support of an increase in breastfeeding initiation, exclusivity and duration among Native Americans.

**COLUMBIA UNIVERSITY JOURNALISM**

(Columbia University Journalism)

Improve the quality of health journalism by making reporters aware of social determinants of health and teaching them how to include determinants in their coverage.

**CONEJO VALLEY HEALTHCARE INITIATIVE**

(Conejo Valley Healthcare Initiative)

Strengthen organizational capacity by building management systems, expanding existing programs and developing new programs.

**DISABLED AMERICAN VETERANS**

(Disabled American Veterans)

Increase access to fresh and locally produced food to primarily vulnerable Latino children and families by increasing the number of small farmers and supporting a farm to school program and a local food policy council.

**DOÑA ANA COUNTY HEALTH AND HUMAN SERVICES DEPARTMENT**

(Doña Ana County Health and Human Services Department)

Support access to healthy food, housing and community engagement for vulnerable, un/underinsured women, infants and children.

**EASTERN MARKET CORPORATION**

(Eastern Market Corporation)

Incubate community kitchen projects to locally process food grown in the region and increase vulnerable children’s access to good food in schools and the community.

**FAMILY HEALTH CENTER OF BATTLE CREEK**

(Family Health Center of Battle Creek)

Improve pregnancy and birth outcomes and the health of un/underinsured, low-/no-income and medically underserved populations through a Housing First and community-supported urban farming project.

**INDIANA UNIVERSITY - MICHIGAN 4-H FOUNDATION**

(Indiana University - Michigan 4-H Foundation)

Improve breastfeeding rates and school readiness among at-risk adolescent parents returning to school.

**INDIANA UNIVERSITY MARCH OF DIMES FOUNDATION**

(Indiana University March of Dimes Foundation)

Improve pregnancy and birth outcomes and the health of un/underinsured, low-/no-income and medically underserved populations through a Housing First and community-supported urban farming project.

**MICHIGAN 4-H FOUNDATION**

(Michigan 4-H Foundation)

Support access to fresh and healthy food and groceries to Native American communities by transitioning the business model of a mobile grocery truck from a for-profit entity to a nonprofit organization.

**MISSISSIPPIANS ENGAGED IN GREENER COMMUNITIES**

(Mississippians Engaged in Greener Communities)

Improve breastfeeding rates and school readiness among at-risk adolescent parents returning to school.

**MICHIGAN SPECTRUM HEALTH FOUNDATION**

(Michigan Spectrum Health Foundation)

Support a planning process designed to valorize the structural response to racial disparities in infant mortality focused on Latino communities in Kent County.

**NEW ORLEANS FOOD AND FARM NETWORK INC.**

(New Orleans Food and Farm Network Inc.)

Improve breastfeeding rates and school readiness among at-risk adolescent parents returning to school.

**NEW YORK CITY DEPARTMENT OF EDUCATION**

(New York City Department of Education)

Improve nutrition and health through school-based nutrition and physical education programs.

**ORANGE COUNTY PUBLIC HEALTH DEPARTMENT**

(Orange County Public Health Department)

Increase the number of Baby-Friendly designated hospitals.

**POLK COUNTY HEALTH DEPARTMENT**

(Polk County Health Department)

Increase the number of Baby-Friendly designated hospitals.

**SPECTRUM HEALTH FOUNDATION**

(Spectrum Health Foundation)

Support a planning process designed to valorize the structural response to racial disparities in infant mortality focused on Latino communities in Kent County.

**WASHINGTON COUNTY PUBLIC HEALTH**

(Washington County Public Health)

Increase the number of Baby-Friendly designated hospitals.

**WASHINGTON COUNTY SCHOOL DISTRICT**

(Washington County School District)

Increase the number of Baby-Friendly designated hospitals.

**WHITE PLAINS SPECTRUM HEALTH FOUNDATION**

(White Plains Spectrum Health Foundation)

Support access to fresh and healthy food and groceries to Native American communities by transitioning the business model of a mobile grocery truck from a for-profit entity to a nonprofit organization.

**WICHITA UNIVERSITY**

(Wichita University)

Improve breastfeeding rates and school readiness among at-risk adolescent parents returning to school.
The economic security of families is crucial to creating the optimal conditions through which children can develop, learn and grow. We work alongside communities to help parents and families access promising career pathways, accumulate assets and achieve economic independence and freedom from economic barriers based on race. We invest in efforts that connect families to job skills training and financial resources and services like tax credits, educational supports, banks and savings accounts that help grow family assets and build long-term financial stability.

And we help connect employers willing to invest in skills-building and training with those seeking those jobs that will support their families.

### GRANT DISTRIBUTION

<table>
<thead>
<tr>
<th>Percentage of new commitments by location</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>12% MIAMI</td>
<td>$15,766,839</td>
</tr>
<tr>
<td>9% MICHIGAN</td>
<td>$600,000</td>
</tr>
<tr>
<td>8% NEW YORK</td>
<td>$600,000</td>
</tr>
<tr>
<td>1% NEW MEXICO</td>
<td>$1,350,000</td>
</tr>
<tr>
<td>1% NEW ORLEANS</td>
<td>$500,000</td>
</tr>
<tr>
<td>1% National</td>
<td>$500,000</td>
</tr>
</tbody>
</table>

### Sample Grants

**FAMILY ECONOMIC SECURITY (FES)**

- **Arizona Community Foundation**
  - **Vanderhoof, Alta.**: $1,474,520
  - Increase employment readiness, access to quality jobs and economic security for low-income populations by implementing a demand-driven cross-sector workforce development program and bundled services.

- **Goodwill Industries of Central Michigan’s Heartland Inc.**
  - **Grand Rapids, Mich.**: $675,000
  - Enable vulnerable families in Detroit’s North End to address basic food, service and personal needs through construction and support of the ‘Home of Hope’ client choice pantry.

- **San Juan College**
  - **Las Cruces, N.M.**: $150,000
  - Close the skills gap by determining the feasibility of a bundled services approach to assist students to access a range of economic supports to help them achieve educational and economic goals through a planning grant.

- **Arizono Community Foundation Inc.**
  - **Tempe, Ariz.**: $50,000
  - Expand healthy food access and advance youth workforce development by connecting them to agricultural job skills training and career development opportunities.

- **Economic Security (FES)**
  - **Tempe, Ariz.**: $150,000
  - Increase access to asset-building capital for low-income families by strengthening capacity of the organization to finalize and obtain certification as a community development finance organization.

- **Grand Rapids Community Foundation**
  - **Grand Rapids, Mich.**: $1,000,000
  - Increase access to asset-building capital for low-income families by strengthening capacity of the organization to finalize and obtain certification as a community development finance organization.

- **Goodwill Industries of Central Michigan’s Heartland Inc.**
  - **Grand Rapids, Mich.**: $675,000
  - Enable the organization to achieve its mission of empowering migrant and seasonal farm workers to improve their living and working conditions by providing general operating support.

- **Goodwill Industries of Central Michigan’s Heartland Inc.**
  - **Grand Rapids, Mich.**: $500,000
  - Assist families in Detroit to become economically self-sufficient by supporting the expansion of the Work Center for Working Families Center.

- **Los Angeles Alliance for a New Economy**
  - **Los Angeles, Calif.**: $50,000
  - Implement an integrated service intervention model targeting high-risk young mothers and their children with intensive case management, life skills, elevated education and employment, health care and quality child care.

- **Economic Security (FES)**
  - **Tempe, Ariz.**: $50,000
  - Strengthen two-generation approaches and asset-building capacity for parents of children in neighborhood early learning centers by supporting the development and deployment of a cross-generation workforce employment and retention effort.
COMMUNITY & CIVIC ENGAGEMENT (CCE)

WKFF believes that people have the inherent capacity to solve their own problems and that social transformation is within the reach of all communities. We partner with those who are committed to inclusion, innovation, and results in finding community solutions. We work with and across multiple groups – civic, community, business and faith-based – to create lasting, systemic change. We invest to increase the effectiveness, capacity, collaboration and community responsiveness of philanthropic and nonprofit institutions aligned with our beliefs, goals and mission. We also invest to help build new pipelines of community and field leaders. And we work with current community leaders to foster collaboration, networking, mentoring, coaching and collective impact.

Sample Grants

AFRICAN WOMEN’S DEVELOPMENT FUND USA INC.
New York, NY  |  $750,000
Provide training for African women leaders to foster collaboration, networking, and community sustainability through the Master of Public Health program.

African Women’s Development Fund (AWDF) is a non-governmental organization (NGO) that advocates for and protects the human rights of African women. AWDF works to ensure that all African women and girls have access to education, health care, and economic opportunities. The organization focuses on empowering women and girls to take control of their lives and to become agents of change in their communities. AWDF’s programs are designed to address the specific needs and challenges faced by African women and girls, including gender-based violence, economic empowerment, and education. By providing support and resources to women and girls, AWDF aims to create a more equitable and just society, where all women and girls are valued and have the opportunity to reach their full potential.

COMMUNITY & CIVIC ENGAGEMENT (CCE)

Sample Grants

AFRICAN WOMEN’S DEVELOPMENT FUND USA INC.
New York, NY  |  $750,000
Provide training for African women leaders to foster collaboration, networking, and community sustainability through the Master of Public Health program.

African Women’s Development Fund (AWDF) is a non-governmental organization (NGO) that advocates for and protects the human rights of African women. AWDF works to ensure that all African women and girls have access to education, health care, and economic opportunities. The organization focuses on empowering women and girls to take control of their lives and to become agents of change in their communities. AWDF’s programs are designed to address the specific needs and challenges faced by African women and girls, including gender-based violence, economic empowerment, and education. By providing support and resources to women and girls, AWDF aims to create a more equitable and just society, where all women and girls are valued and have the opportunity to reach their full potential.

COMMUNITY & CIVIC ENGAGEMENT (CCE)

Sample Grants

AFRICAN WOMEN’S DEVELOPMENT FUND USA INC.
New York, NY  |  $750,000
Provide training for African women leaders to foster collaboration, networking, and community sustainability through the Master of Public Health program.

African Women’s Development Fund (AWDF) is a non-governmental organization (NGO) that advocates for and protects the human rights of African women. AWDF works to ensure that all African women and girls have access to education, health care, and economic opportunities. The organization focuses on empowering women and girls to take control of their lives and to become agents of change in their communities. AWDF’s programs are designed to address the specific needs and challenges faced by African women and girls, including gender-based violence, economic empowerment, and education. By providing support and resources to women and girls, AWDF aims to create a more equitable and just society, where all women and girls are valued and have the opportunity to reach their full potential.

COMMUNITY & CIVIC ENGAGEMENT (CCE)

Sample Grants

AFRICAN WOMEN’S DEVELOPMENT FUND USA INC.
New York, NY  |  $750,000
Provide training for African women leaders to foster collaboration, networking, and community sustainability through the Master of Public Health program.

African Women’s Development Fund (AWDF) is a non-governmental organization (NGO) that advocates for and protects the human rights of African women. AWDF works to ensure that all African women and girls have access to education, health care, and economic opportunities. The organization focuses on empowering women and girls to take control of their lives and to become agents of change in their communities. AWDF’s programs are designed to address the specific needs and challenges faced by African women and girls, including gender-based violence, economic empowerment, and education. By providing support and resources to women and girls, AWDF aims to create a more equitable and just society, where all women and girls are valued and have the opportunity to reach their full potential.

COMMUNITY & CIVIC ENGAGEMENT (CCE)

Sample Grants

AFRICAN WOMEN’S DEVELOPMENT FUND USA INC.
New York, NY  |  $750,000
Provide training for African women leaders to foster collaboration, networking, and community sustainability through the Master of Public Health program.

African Women’s Development Fund (AWDF) is a non-governmental organization (NGO) that advocates for and protects the human rights of African women. AWDF works to ensure that all African women and girls have access to education, health care, and economic opportunities. The organization focuses on empowering women and girls to take control of their lives and to become agents of change in their communities. AWDF’s programs are designed to address the specific needs and challenges faced by African women and girls, including gender-based violence, economic empowerment, and education. By providing support and resources to women and girls, AWDF aims to create a more equitable and just society, where all women and girls are valued and have the opportunity to reach their full potential.
WKKF believes that racial healing and racial equity are essential if we are going to overcome their challenges.

Interethnic racial healing.

Elevate awareness and understanding of the network of Pueblo professionals, educators and parents, teachers and caregivers.

Prepare skilled and conscientious leaders with data and strategies to transform higher education institutions through racial action and youth.

Enhance understanding and support of race and culture.

Develop a diverse group of federal leaders who are actively and effectively supportive of racial healing and equity and assist them in catalyzing conversations among their constituencies.

Enable the organization to achieve its mission of improving the life and educational outcomes of boys of color by providing general operating support.

Enable the organization to achieve its mission of developing black and Latino youth’s self-confidence, voice and identity by providing general operating support.

Enable the organization to achieve its mission of developing black and Latino youth’s self-confidence, voice and identity by providing general operating support.

Develop youth engagement in math as a driver for academic and economic success and the elimination of institutional and structural gendered racial inequities.

Provide funds to support a charitable event to educate participants on children’s identity formations and representation of blackness in school and on the media related to the Afro Latino diaspora.

Develop grants to support two charitably to support the mission of closing the racial and gender gap in Black-owned businesses.

Provide grants to support organizations that are working to close the gender gap in Black-owned businesses.

Provide grants to support organizations that are working to close the gender gap in Black-owned businesses.

Provide grants to support organizations that are working to close the gender gap in Black-owned businesses.

Provide grants to support organizations that are working to close the gender gap in Black-owned businesses.

Provide grants to support organizations that are working to close the gender gap in Black-owned businesses.
**Sample Grants**

**INTERNATIONAL (INTL)**

WKF’s international work centers on Latin America and the Caribbean, specifically two micro-regions in Mexico (the highlands of Chiapas and the Yucatán Peninsula) and in Haiti (Central Area and Southwest Corridor). There, we support children, including women and youth, in defining a vision for their communities. We also support projects designed and executed by civil society organizations, schools, cooperatives, companies and other funders whose work aligns with our strategic grantmaking priorities. The foundation also manages a limited number of legacy investments in northeastern Brazil and southern Africa.

<table>
<thead>
<tr>
<th>GRANT DISTRIBUTION</th>
<th>Percentage of new commitments by location</th>
</tr>
</thead>
<tbody>
<tr>
<td>NORTHERN MEXICO</td>
<td>28%</td>
</tr>
<tr>
<td>SOUTH AMERICA</td>
<td>17%</td>
</tr>
<tr>
<td>CENTRAL AMERICA</td>
<td>17%</td>
</tr>
<tr>
<td>SOUTHERN AMERICA</td>
<td>28%</td>
</tr>
<tr>
<td>5% LATIN AMERICA AND CARIBBEAN</td>
<td></td>
</tr>
<tr>
<td>5% SOUTHERN AMERICA</td>
<td></td>
</tr>
</tbody>
</table>

**COLECTIVO FEMINISTA HERMANAS OLIVARIA Y RUTINANTE, A.C.**

San Cristóbal de las Casas, Mexico | $188,000

Increase women’s presence and involvement in participation planning processes in Chiapas by creating inclusive structures through training and exchange of experiences among women groups.

**CREATIVE LEARNING INC.**

San Francisco, Calif. | $49,757

Increase healthy livestock production in order to strengthen the dignity and self-sufficiency of the Maquen communities.

**DISEÑO Y CAPACITACIÓN PARA EL DESARROLLO, A.C.**

Mérida, Mexico | $49,757

Strengthen local and organizational leadership in San Juan Cancuc and Sitala, Chiapas, through the construction, training and management of adequate eco-technologies.

**EL HOMBRE SOBRE LA TIERRA, A.C.**

Mérida, Mexico | $49,757

Increase financial services and improve economic conditions of families in the Yucatan micro-region by providing loans to women, help in opening bank accounts and training on financial literacy and basic life skills.

**FONKOZE USA INC.**

Baltimore, Md. | $148,175

Help in opening bank accounts and training on micro-regions by providing loans to women, economic conditions of families in the Haiti micro-region.

**FONDO NOSA ENTIDAD RACIAL**

New York, N.Y. | $82,500

Support seabirds found off Brazil; $36,000 is i-pledged by the foundation.

**FUNDAÇÃO DE DESENVOLVIMENTO SOCIAL DO MUNICÍPIO DE YAXCAMBO, A.C.**

Recife, Brazil | $50,000

Strengthen local and organizational leadership by consolidating the fund’s institutional and operational planning and increasing staff performance and achievements.

**GREAT VALLEY STATE UNIVERSITY**

Allentown, Pa. | $114,722

Improve access to water and health conditions of families from San Juan Cancer and Sixte, Chiapas, through the construction, training and management of adequate eco-technologies.

**JOHNS HOPKINS UNIVERSITY**

Baltimore, Md. | $177,020

Implement and assess a caregiver-child reading program for low-income ‘Yamoussoukan’ families in the Mayagüez municipality in Puerto Rico. Increase home-literacy activities and children’s early literacy interest and skills.

**LEARNING TOGETHER**

San Francisco, Calif. | $50,000

Improve quality of education in some rural areas in Yucatán Peninsula through educational programs and digital and computer access for students and their teachers.

**MÉXICO DEL SUR**

Mexico City, Mexico | $1,000,000

Aims to promote the incorporation of a gender approach within Mexican organizations and the inclusion of an Afro-Mexican voice within the women’s rights movement by supporting a Mexican women’s organization.

**UNIVERSITY OF NOTRE DAME DU LAC**

Notre Dame, Ind. | $249,150

Promote the incorporation of a gender approach within Latin American organizations and the inclusion of an Afro-Mexican voice within the women’s rights movement by supporting a Mexican women’s organization.

**WOMEN DELIVER**

Notre Dame, Ind. | $197,819

Increase access to health services and promote education in Chiapas through construction and staffing of two telemedicine sites.

**NUEVOS CODICIES COMPATIA, A.C.**

San Cristóbal de las Casas, Mexico | $104,000

Increase financial services and improve economic conditions of families in the Yucatan micro-region by providing loans to women, help in opening bank accounts and training on financial literacy and basic life skills.

**VISIÓN MUNDIAL DE MÉXICO, A.C.**

México City, Mexico | $700,000

Improve access to water and health conditions of families from San Juan Cancer and Sixte, Chiapas, through the construction, training and management of adequate eco-technologies.

**ALTERNATIVAS Y CAPACIDADES, A.C.**

México City, Mexico | $188,000

Increase employment opportunities, foster social entrepreneurship and create and strengthen businesses through which Ashoka fellows in Haiti and connecting local partners to Ashoka’s global network.

**BOSTON FOUNDATION**

Boston, Mass. | $500,000

Increase healthy livestock production in order to strengthen the dignity and self-sufficiency of the Maquen communities.

**CÓFIDES**

Washington, D.C. | $441,680

Increase financial services and improve economic conditions of families in the Yucatan micro-region by providing loans to women, help in opening bank accounts and training on financial literacy and basic life skills.

**CREATIVE LEARNING INC.**

San Francisco, Calif. | $49,757

Increase healthy livestock production in order to strengthen the dignity and self-sufficiency of the Maquen communities.

**DERECHOS HUMANOS, A.C.**

Chablekal, Mexico | $140,570

Strengthen Maya identity by organizing cultural events, curricular materials, intercultural teachers and the development of culturally appropriate educational materials.

**DISEÑO Y CAPACITACIÓN PARA EL DESARROLLO, A.C.**

Mérida, Mexico | $49,757

Strengthen local and organizational leadership in San Juan Cancuc and Sitala, Chiapas, through the construction, training and management of adequate eco-technologies.

**GLENDA KELLOGG FOUNDATION**

San Francisco, Calif. | $5,000

Increase women’s presence and involvement in participation planning processes in Chiapas by creating inclusive structures through training and exchange of experiences among women groups.

**JOHNS HOPKINS UNIVERSITY**

Baltimore, Md. | $177,020

Implement and assess a caregiver-child reading program for low-income ‘Yamoussoukan’ families in the Mayagüez municipality in Puerto Rico. Increase home-literacy activities and children’s early literacy interest and skills.

**LEARNING TOGETHER**

San Francisco, Calif. | $50,000

Improve quality of education in some rural areas in Yucatán Peninsula through educational programs and digital and computer access for students and their teachers.

**MÉXICO DEL SUR**

Mexico City, Mexico | $1,000,000

Aims to promote the incorporation of a gender approach within Mexican organizations and the inclusion of an Afro-Mexican voice within the women’s rights movement by supporting a Mexican women’s organization.

**WOMEN DELIVER**

Notre Dame, Ind. | $249,150

Promote the incorporation of a gender approach within Latin American organizations and the inclusion of an Afro-Mexican voice within the women’s rights movement by supporting a Mexican women’s organization.
MISSION DRIVEN INVESTMENTS (MDI)

The Kellogg Foundation’s mission-driven investments (MDI) program has a long-standing history of supporting nonprofits and for-profit entities that advance our mission and generate both social and financial returns. We invest in our program areas of interest with geographical conditions in which all children can succeed. Our Mission Driven Investments program has an investment fund whose core mission focus is to invest in nonprofit and for-profit entities that improve the quality of care while reducing the cost of care.

INVESTMENTS (MDI)
MISSION DRIVEN
Sample Grants

Rigorous as the financial benchmarks it uses to judge financial returns, the foundation’s priority places of Michigan, Mississippi, New Mexico, Orleans and internationally in southern Africa.

FOOD, HEALTH & WELL-BEING
NATIONAL COOPERATING BANK
Oakland, Calif.  |  $3,000,000  (Fixed Income)
Increase lending in low-income communities to support access to fresh foods and vegetables.

NOR CAPITAL IMPACT
Oakland, Calif.  |  $2,000,000  (Fixed Income)
Increase lending in low-income communities to support access to fresh foods and vegetables.

REGIONAL DEVELOPMENT CREDIT Unions
Oakland, Calif.  |  $1,750,000  (CDARS)
Support the effort to reach out to low-income communities in the Mississippi Delta by providing access to loans and financial education.

NORTHWEST LOUISIANA COMMUNITY FUND I AND II
Ann Arbor, Mich.  |  $4,000,000  (Private Equity)
Partners with Renaissance and others to assist in diversifying historically disadvantaged communities in Louisiana.

INCOME ROADS
Oakland, Calif.  |  $3,500,000  (Private Equity)
Contribute to the mission of helping Revolution Foods, a for-profit food company, serve more than 125,000 healthy school lunches per day to vulnerable children.

SECONDCHANCE HEALTH
Oakland, Calif.  |  $30,000,000  (Private Equity)
Invest in an innovation in wellness-oriented health care to improve health and reduce health care costs to accelerate the company’s efforts to develop and launch new, incentive-based products that actively engage individuals in managing their own health.

FAMILY ECONOMIC SECURITY
COMMUNITY CAPITAL MANAGEMENT
Oakland, Calif.  |  $5,000,000  (Private Equity)
Invest direct in schools, elder care facilities, farmers markets, hospitals, manufacturing facilities and other needed community infrastructure to improve the quality of life in low-income communities in Michigan, Mississippi, New Mexico and nationwide.

CORE INNOVATION CAPITAL
Oakland, Calif.  |  $2,000,000  (Fixed Income)
Invest in financial service companies that serve low-income, underserved and underbanked communities.

HABITAT FOR HUMANITY INTERNATIONAL
Ann Arbor, Mich.  |  $1,000,000  (Private Equity)
Increase lending in low-income communities to support access to fresh foods and vegetables.

LEIFTEM COMMUNITY CREDIT UNION
Richfield, Minn.  |  $7,000,000  (Private Equity)
Support the effort to reach out to low-income communities in the Mississippi Delta by providing access to loans and financial education.

LIBERTY BANK & TRUST
Detroit, Mich.  |  $75,000  (Private Equity)
Increase lending in low-income communities in the Mississippi Delta by providing access to loans and financial education.

LITANUS CAPITAL CORPORATION
Oakland, Calif.  |  $18,380,000  (Private Equity)
Increase lending in low-income communities in the Mississippi Delta by providing access to loans and financial education.

REVOLUTION FOODS
Oakland, Calif.  |  $6,000,000  (Private Equity)
Increase lending in low-income communities in the Mississippi Delta by providing access to loans and financial education.

Renaissance and others to assist in diversifying historically disadvantaged communities in Louisiana.

NORTHWEST LOUISIANA COMMUNITY FUND I AND II
Ann Arbor, Mich.  |  $4,000,000  (Private Equity)
Partners with Renaissance and others to assist in diversifying historically disadvantaged communities in Louisiana.

NORTHWEST LOUISIANA COMMUNITY FUND I AND II
Ann Arbor, Mich.  |  $4,000,000  (Private Equity)
Partners with Renaissance and others to assist in diversifying historically disadvantaged communities in Louisiana.

INCOME ROADS
Oakland, Calif.  |  $3,500,000  (Private Equity)
Contribute to the mission of helping Revolution Foods, a for-profit food company, serve more than 125,000 healthy school lunches per day to vulnerable children.

SECONDCHANCE HEALTH
Oakland, Calif.  |  $30,000,000  (Private Equity)
Invest in an innovation in wellness-oriented health care to improve health and reduce health care costs to accelerate the company’s efforts to develop and launch new, incentive-based products that actively engage individuals in managing their own health.

FAMILY ECONOMIC SECURITY
COMMUNITY CAPITAL MANAGEMENT
Oakland, Calif.  |  $5,000,000  (Private Equity)
Invest direct in schools, elder care facilities, farmers markets, hospitals, manufacturing facilities and other needed community infrastructure to improve the quality of life in low-income communities in Michigan, Mississippi, New Mexico and nationwide.

CORE INNOVATION CAPITAL
Oakland, Calif.  |  $2,000,000  (Fixed Income)
Invest in financial service companies that serve low-income, underserved and underbanked communities.

HABITAT FOR HUMANITY INTERNATIONAL
Ann Arbor, Mich.  |  $1,000,000  (Private Equity)
Increase lending in low-income communities to support access to fresh foods and vegetables.

LEIFTEM COMMUNITY CREDIT UNION
Richfield, Minn.  |  $7,000,000  (Private Equity)
Support the effort to reach out to low-income communities in the Mississippi Delta by providing access to loans and financial education.

LIBERTY BANK & TRUST
Detroit, Mich.  |  $75,000  (Private Equity)
Increase lending in low-income communities in the Mississippi Delta by providing access to loans and financial education.

LITANUS CAPITAL CORPORATION
Oakland, Calif.  |  $18,380,000  (Private Equity)
Increase lending in low-income communities in the Mississippi Delta by providing access to loans and financial education.

REVOLUTION FOODS
Oakland, Calif.  |  $6,000,000  (Private Equity)
Increase lending in low-income communities in the Mississippi Delta by providing access to loans and financial education.

Renaissance and others to assist in diversifying historically disadvantaged communities in Louisiana.

NORTHWEST LOUISIANA COMMUNITY FUND I AND II
Ann Arbor, Mich.  |  $4,000,000  (Private Equity)
Partners with Renaissance and others to assist in diversifying historically disadvantaged communities in Louisiana.

NORTHWEST LOUISIANA COMMUNITY FUND I AND II
Ann Arbor, Mich.  |  $4,000,000  (Private Equity)
Partners with Renaissance and others to assist in diversifying historically disadvantaged communities in Louisiana.

INCOME ROADS
Oakland, Calif.  |  $3,500,000  (Private Equity)
Contribute to the mission of helping Revolution Foods, a for-profit food company, serve more than 125,000 healthy school lunches per day to vulnerable children.

SECONDCHANCE HEALTH
Oakland, Calif.  |  $30,000,000  (Private Equity)
Invest in an innovation in wellness-oriented health care to improve health and reduce health care costs to accelerate the company’s efforts to develop and launch new, incentive-based products that actively engage individuals in managing their own health.
H
terically, the W.K. Kellogg Foundation has planned annual program and strategic services spending to
assort-market volatility, while creating a consistent
budget year-to-year. To achieve budgetary stability, the
foundation has expanded its budgeting process to a three-year
cycle, which demonstrates a long-term commitment to its
strategic direction.

For the fiscal year, the board of trustees appropriated $400
million for new grants and direct charitable activities. The
foundation has expanded its budgeting process to a three-
year cycle, which demonstrates a long-term commitment to its
strategic direction.

The foundation’s commitment to partner in and with communities,
for at least a generation, and to create conditions which will
fulfill its mission, and to create conditions which will
validate the foundation’s premise that certain investments can
leverage its portfolio to deliver both social and financial returns.

Another tool the foundation is utilizing is program-related
investments (PRI). This growing portfolio supports grantmaking
opportunities that increase the foundation’s ability to deliver
its mission, and to create conditions which will
validate the foundation’s premise that certain investments can
leverage its portfolio to deliver both social and financial returns.

As the foundation continues to align its work to a
strategic direction.

The foundation’s diversified trust portfolio returned 9 percent,
validates the foundation’s premise that certain investments can
leverage its portfolio to deliver both social and financial returns.

For the fiscal year, the board of trustees appropriated $400
million for new grants and direct charitable activities. The
foundation has expanded its budgeting process to a three-
year cycle, which demonstrates a long-term commitment to its
strategic direction.

The foundation’s diversified trust portfolio returned 9 percent,
validates the foundation’s premise that certain investments can
leverage its portfolio to deliver both social and financial returns.

For the fiscal year, the board of trustees appropriated $400
million for new grants and direct charitable activities. The
foundation has expanded its budgeting process to a three-
year cycle, which demonstrates a long-term commitment to its
strategic direction.

The foundation’s diversified trust portfolio returned 9 percent,
validates the foundation’s premise that certain investments can
leverage its portfolio to deliver both social and financial returns.

For the fiscal year, the board of trustees appropriated $400
million for new grants and direct charitable activities. The
foundation has expanded its budgeting process to a three-
year cycle, which demonstrates a long-term commitment to its
strategic direction.

The foundation’s diversified trust portfolio returned 9 percent,
validates the foundation’s premise that certain investments can
leverage its portfolio to deliver both social and financial returns.

For the fiscal year, the board of trustees appropriated $400
million for new grants and direct charitable activities. The
foundation has expanded its budgeting process to a three-
year cycle, which demonstrates a long-term commitment to its
strategic direction.

The foundation’s diversified trust portfolio returned 9 percent,
validates the foundation’s premise that certain investments can
leverage its portfolio to deliver both social and financial returns.

For the fiscal year, the board of trustees appropriated $400
million for new grants and direct charitable activities. The
foundation has expanded its budgeting process to a three-
year cycle, which demonstrates a long-term commitment to its
strategic direction.

The foundation’s diversified trust portfolio returned 9 percent,
validates the foundation’s premise that certain investments can
leverage its portfolio to deliver both social and financial returns.

For the fiscal year, the board of trustees appropriated $400
million for new grants and direct charitable activities. The
foundation has expanded its budgeting process to a three-
year cycle, which demonstrates a long-term commitment to its
strategic direction.

The foundation’s diversified trust portfolio returned 9 percent,
validates the foundation’s premise that certain investments can
leverage its portfolio to deliver both social and financial returns.

For the fiscal year, the board of trustees appropriated $400
million for new grants and direct charitable activities. The
foundation has expanded its budgeting process to a three-
year cycle, which demonstrates a long-term commitment to its
strategic direction.

The foundation’s diversified trust portfolio returned 9 percent,
validates the foundation’s premise that certain investments can
leverage its portfolio to deliver both social and financial returns.

For the fiscal year, the board of trustees appropriated $400
million for new grants and direct charitable activities. The
foundation has expanded its budgeting process to a three-
year cycle, which demonstrates a long-term commitment to its
strategic direction.

The foundation’s diversified trust portfolio returned 9 percent,
validates the foundation’s premise that certain investments can
leverage its portfolio to deliver both social and financial returns.

For the fiscal year, the board of trustees appropriated $400
million for new grants and direct charitable activities. The
foundation has expanded its budgeting process to a three-
year cycle, which demonstrates a long-term commitment to its
strategic direction.

The foundation’s diversified trust portfolio returned 9 percent,
validates the foundation’s premise that certain investments can
leverage its portfolio to deliver both social and financial returns.

For the fiscal year, the board of trustees appropriated $400
million for new grants and direct charitable activities. The
foundation has expanded its budgeting process to a three-
year cycle, which demonstrates a long-term commitment to its
strategic direction.

The foundation’s diversified trust portfolio returned 9 percent,
validates the foundation’s premise that certain investments can
leverage its portfolio to deliver both social and financial returns.

For the fiscal year, the board of trustees appropriated $400
million for new grants and direct charitable activities. The
foundation has expanded its budgeting process to a three-
year cycle, which demonstrates a long-term commitment to its
strategic direction.

The foundation’s diversified trust portfolio returned 9 percent,
validates the foundation’s premise that certain investments can
leverage its portfolio to deliver both social and financial returns.

For the fiscal year, the board of trustees appropriated $400
million for new grants and direct charitable activities. The
foundation has expanded its budgeting process to a three-
year cycle, which demonstrates a long-term commitment to its
strategic direction.

The foundation’s diversified trust portfolio returned 9 percent,
validates the foundation’s premise that certain investments can
leverage its portfolio to deliver both social and financial returns.

For the fiscal year, the board of trustees appropriated $400
million for new grants and direct charitable activities. The
foundation has expanded its budgeting process to a three-
year cycle, which demonstrates a long-term commitment to its
strategic direction.

The foundation’s diversified trust portfolio returned 9 percent,
validates the foundation’s premise that certain investments can
leverage its portfolio to deliver both social and financial returns.

For the fiscal year, the board of trustees appropriated $400
million for new grants and direct charitable activities. The
foundation has expanded its budgeting process to a three-
year cycle, which demonstrates a long-term commitment to its
strategic direction.

The foundation’s diversified trust portfolio returned 9 percent,
validates the foundation’s premise that certain investments can
leverage its portfolio to deliver both social and financial returns.

For the fiscal year, the board of trustees appropriated $400
million for new grants and direct charitable activities. The
foundation has expanded its budgeting process to a three-
year cycle, which demonstrates a long-term commitment to its
strategic direction.

The foundation’s diversified trust portfolio returned 9 percent,
validates the foundation’s premise that certain investments can
leverage its portfolio to deliver both social and financial returns.

For the fiscal year, the board of trustees appropriated $400
million for new grants and direct charitable activities. The
foundation has expanded its budgeting process to a three-
year cycle, which demonstrates a long-term commitment to its
strategic direction.

The foundation’s diversified trust portfolio returned 9 percent,
validates the foundation’s premise that certain investments can
leverage its portfolio to deliver both social and financial returns.

For the fiscal year, the board of trustees appropriated $400
million for new grants and direct charitable activities. The
foundation has expanded its budgeting process to a three-
year cycle, which demonstrates a long-term commitment to its
strategic direction.

The foundation’s diversified trust portfolio returned 9 percent,
validates the foundation’s premise that certain investments can
leverage its portfolio to deliver both social and financial returns.

For the fiscal year, the board of trustees appropriated $400
million for new grants and direct charitable activities. The
foundation has expanded its budgeting process to a three-
year cycle, which demonstrates a long-term commitment to its
strategic direction.

The foundation’s diversified trust portfolio returned 9 percent,
validates the foundation’s premise that certain investments can
leverage its portfolio to deliver both social and financial returns.

For the fiscal year, the board of trustees appropriated $400
million for new grants and direct charitable activities. The
foundation has expanded its budgeting process to a three-
year cycle, which demonstrates a long-term commitment to its
strategic direction.

The foundation’s diversified trust portfolio returned 9 percent,
validates the foundation’s premise that certain investments can
leverage its portfolio to deliver both social and financial returns.

For the fiscal year, the board of trustees appropriated $400
million for new grants and direct charitable activities. The
foundation has expanded its budgeting process to a three-
year cycle, which demonstrates a long-term commitment to its
strategic direction.

The foundation’s diversified trust portfolio returned 9 percent,
validates the foundation’s premise that certain investments can
leverage its portfolio to deliver both social and financial returns.

For the fiscal year, the board of trustees appropriated $400
million for new grants and direct charitable activities. The
foundation has expanded its budgeting process to a three-
year cycle, which demonstrates a long-term commitment to its
strategic direction.

The foundation’s diversified trust portfolio returned 9 percent,
validates the foundation’s premise that certain investments can
leverage its portfolio to deliver both social and financial returns.

For the fiscal year, the board of trustees appropriated $400
million for new grants and direct charitable activities. The
foundation has expanded its budgeting process to a three-
year cycle, which demonstrates a long-term commitment to its
strategic direction.

The foundation’s diversified trust portfolio returned 9 percent,
validates the foundation’s premise that certain investments can
leverage its portfolio to deliver both social and financial returns.

For the fiscal year, the board of trustees appropriated $400
million for new grants and direct charitable activities. The
foundation has expanded its budgeting process to a three-
year cycle, which demonstrates a long-term commitment to its
strategic direction.

The foundation’s diversified trust portfolio returned 9 percent,
validates the foundation’s premise that certain investments can
leverage its portfolio to deliver both social and financial returns.

For the fiscal year, the board of trustees appropriated $400
million for new grants and direct charitable activities. The
foundation has expanded its budgeting process to a three-
year cycle, which demonstrates a long-term commitment to its
strategic direction.

The foundation’s diversified trust portfolio returned 9 percent,
validates the foundation’s premise that certain investments can
leverage its portfolio to deliver both social and financial returns.

For the fiscal year, the board of trustees appropriated $400
million for new grants and direct charitable activities. The
foundation has expanded its budgeting process to a three-
year cycle, which demonstrates a long-term commitment to its
strategic direction.

The foundation’s diversified trust portfolio returned 9 percent,
validates the foundation’s premise that certain investments can
leverage its portfolio to deliver both social and financial returns.

For the fiscal year, the board of trustees appropriated $400
million for new grants and direct charitable activities. The
foundation has expanded its budgeting process to a three-
year cycle, which demonstrates a long-term commitment to its
strategic direction.

The foundation’s diversified trust portfolio returned 9 percent,
validates the foundation’s premise that certain investments can
leverag...
## Summary of Investments

### Investment Asset Values and Return on Assets by Year

<table>
<thead>
<tr>
<th>Year</th>
<th>Foundation</th>
<th>Trust</th>
<th>Total</th>
<th>ROA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>$387,890,987</td>
<td>$350,227,506</td>
<td>$738,118,493</td>
<td>24.2%</td>
</tr>
<tr>
<td>2005</td>
<td>$384,395,869</td>
<td>$430,995,061</td>
<td>$815,390,930</td>
<td>12.0%</td>
</tr>
<tr>
<td>2006</td>
<td>$309,059,236</td>
<td>$310,944,822</td>
<td>$620,004,058</td>
<td>12.3%</td>
</tr>
<tr>
<td>2007</td>
<td>$363,384,685</td>
<td>$396,532,820</td>
<td>$759,917,505</td>
<td>13.2%</td>
</tr>
<tr>
<td>2008</td>
<td>$229,793,093</td>
<td>$7,505,377,868</td>
<td>$7,735,171,061</td>
<td>0.1%</td>
</tr>
</tbody>
</table>

### Combined Foundation and Trust Asset Allocation

**2013 Investment Asset Allocation**

<table>
<thead>
<tr>
<th>Category</th>
<th>Foundation</th>
<th>Trust</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash</td>
<td>23.5%</td>
<td>6.0%</td>
<td>29.5%</td>
</tr>
<tr>
<td>Non-Geographic Equity</td>
<td>16.5%</td>
<td>10.8%</td>
<td>27.3%</td>
</tr>
<tr>
<td>Geographic Equity</td>
<td>16.5%</td>
<td>12.1%</td>
<td>28.6%</td>
</tr>
<tr>
<td>Private Equity</td>
<td>16.5%</td>
<td>6.8%</td>
<td>23.3%</td>
</tr>
<tr>
<td>Hedge Funds</td>
<td>16.5%</td>
<td>6.8%</td>
<td>23.3%</td>
</tr>
<tr>
<td>Foundation Payout</td>
<td>16.5%</td>
<td>6.8%</td>
<td>23.3%</td>
</tr>
<tr>
<td>Real Estate Funds</td>
<td>6.1%</td>
<td>3.0%</td>
<td>9.1%</td>
</tr>
<tr>
<td>Real Estate Funds Payout</td>
<td>6.1%</td>
<td>3.0%</td>
<td>9.1%</td>
</tr>
</tbody>
</table>

## Summary of Grants

### Grant Commitments by Year

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>$192,806,707</td>
</tr>
<tr>
<td>2005</td>
<td>$187,589,673</td>
</tr>
<tr>
<td>2006</td>
<td>$246,022,494</td>
</tr>
<tr>
<td>2007</td>
<td>$180,969,427</td>
</tr>
<tr>
<td>2008</td>
<td>$253,845,756</td>
</tr>
<tr>
<td>2009</td>
<td>$224,078,257</td>
</tr>
<tr>
<td>2010</td>
<td>$340,968,817</td>
</tr>
<tr>
<td>2011</td>
<td>$366,673,153</td>
</tr>
<tr>
<td>2012</td>
<td>$380,466,647</td>
</tr>
<tr>
<td>2013</td>
<td>$170,952,210</td>
</tr>
</tbody>
</table>

### Grant Payments by Year

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>$195,007,421</td>
</tr>
<tr>
<td>2005</td>
<td>$210,962,247</td>
</tr>
<tr>
<td>2006</td>
<td>$282,800,943</td>
</tr>
<tr>
<td>2007</td>
<td>$382,844,314</td>
</tr>
<tr>
<td>2008</td>
<td>$273,519,562</td>
</tr>
<tr>
<td>2009</td>
<td>$244,511,126</td>
</tr>
<tr>
<td>2010</td>
<td>$279,033,667</td>
</tr>
<tr>
<td>2011</td>
<td>$255,213,262</td>
</tr>
<tr>
<td>2012</td>
<td>$304,136,672</td>
</tr>
<tr>
<td>2013</td>
<td>$259,560,647</td>
</tr>
</tbody>
</table>

*Based on preliminary 2012 990-PF.*

### Foundation Payout by Year

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>$225,565,616</td>
</tr>
<tr>
<td>2005</td>
<td>$242,273,321</td>
</tr>
<tr>
<td>2006</td>
<td>$326,264,390</td>
</tr>
<tr>
<td>2007</td>
<td>$274,623,216</td>
</tr>
<tr>
<td>2008</td>
<td>$354,215,797</td>
</tr>
<tr>
<td>2009</td>
<td>$322,052,905</td>
</tr>
<tr>
<td>2010</td>
<td>$336,126,232</td>
</tr>
<tr>
<td>2011</td>
<td>$315,457,406</td>
</tr>
<tr>
<td>2012</td>
<td>$361,797,264</td>
</tr>
<tr>
<td>2013</td>
<td>$343,946,971</td>
</tr>
</tbody>
</table>