2025 Strategic Plan

All by herself!

Photo by Cassandra Thurswell
See the self-confident curious toddlers whose focus and initiative provide incentive for learning to negotiate while adapting to the spontaneous interactive play that exists only for play's sake. Self-awareness and the capacity for communication and self-regulation develop, all laying the groundwork for later social-emotional and cognitive success.

"After seeing the positive effect RIE® had on our own family during two years of Parent-Infant Guidance™ classes, and learning how important the first three years are developmentally for the rest of one's life, I want to do more!"  
- Parent Testimonial.

# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board of Directors</td>
<td>1</td>
</tr>
<tr>
<td>Goals</td>
<td>2</td>
</tr>
<tr>
<td>Mission, Vision, Values</td>
<td>3</td>
</tr>
<tr>
<td>Basic Principles</td>
<td>4</td>
</tr>
<tr>
<td>Growth</td>
<td>5</td>
</tr>
<tr>
<td>Programs</td>
<td>6</td>
</tr>
<tr>
<td>Professional Development</td>
<td>7</td>
</tr>
<tr>
<td>Marketing</td>
<td>8</td>
</tr>
<tr>
<td>Finance</td>
<td>9</td>
</tr>
<tr>
<td>Development</td>
<td>10</td>
</tr>
</tbody>
</table>

# APPENDIX

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Background</td>
<td>11</td>
</tr>
<tr>
<td>b. Governance</td>
<td>12</td>
</tr>
<tr>
<td>c. RIE® Associates &amp; Committee Members</td>
<td>13</td>
</tr>
<tr>
<td>d. Contact Information</td>
<td>14</td>
</tr>
</tbody>
</table>
With deepest gratitude to the RIE® Development Committee, Board members, staff and volunteers who have worked as a team to create this Strategic Plan to move our organization forward. Dedicated to the children, families, Associates and all those who work so hard to further the Educaring® Approach in memorable and meaningful ways. We thank you.

See how the competent young child, growing according to his own natural pace and allowed to move freely without adult interference, develops not only an agile body but also good judgment about what he can and cannot do. Adults who can learn to see a baby’s self-initiative through respectful eyes are fostering all other areas of the child’s optimal future growth and learning.

Photo by Barrow Davis Tolot
GOALS

The RIE® Board of Directors has created our 2025 Strategic Plan to accomplish the following overarching goals:

REACH... more parents, childcare facilities, and government childcare programs to increase the number of infants served by RIE® and the Educaring® Approach to 250,000 in 2025.

TRAIN... more RIE® Associates to teach Magda Gerber’s Educaring® Approach to maximize the number of families served by RIE® by continuing to focus on underserved communities and families at risk.

GROW... the organization’s infrastructure to support those who provide infant services and those who serve infants worldwide.

Magda Gerber’s Educaring® Approach encourages a deep respect and appreciation for the infant as a competent human being whose education is inseparable from caregiving. The Educaring® Approach engenders trust between infants and adults when adults provide gentle care with full attention, embracing the infant’s inherent ability for self-discovery.
MISSION

We teach an integrated model for the care and education of infants and the very young using Magda Gerber’s respectful Educaring® Approach.

VISION

Through the Educaring® Approach that honors infants and young children as equal members in relationships, we are dedicated to creating a culture of people who are authentic, resourceful and respectful. Inspired by the natural integrity of infants and the formative power of relationships in their lives, Gerber recognized that infants given “the ability to make choices... can have free access to [their] creative talents and resources... enjoy[ing] the process of problem-solving, whether physical, emotional or cognitive.”

VALUES

The goal of the Educaring® Approach is to help raise infants who are:

- Competent
- Confident
- Focused
- Aware
- Peaceful
- Secure
- Involved
- Attentive
- Cheerful
- Curious
- Cooperative
- Exploring
- Resourceful
- Interested
- Initiating
- Inner-directed
See how the self-regulated baby, respectfully allowed by the attentive observing carer to do what he is capable of, has freedom to explore, play and enjoy mastery of his own actions, including knowing and accepting the consequences of his choices: the fundamental process of problem-solving and school readiness skill-building.

**BASIC PRINCIPLES**

**Respect is the Basis of the Educaring® Approach**
We not only respect babies, we demonstrate our respect every time we interact with them. Respecting a child means treating even the youngest infant as a unique human being, not as an object.

**Our Goal: An Authentic Child**
An authentic child is one who feels secure, autonomous, competent, and connected.

**Trust in the Infant’s Competence**
We have basic trust in the infant as an initiator and interested explorer, guiding us to learn what he or she is ready for and capable of.

**Sensitive Observation**
Our method, guided by respect for the infant's competence, is observation. We observe carefully to understand the infant's communications and his or her needs.

**Caregiving Times: Involving the Child**
During care activities (diapering, feeding, bathing, dressing, etc.), we encourage even the youngest infant to become an active participant rather than a passive recipient. Parents create opportunities for interaction, cooperation, intimacy and mutual enjoyment by being wholeheartedly with the infant during the time they spend together.

**A Safe, Challenging, Predictable Environment**
Our role is to create an environment in which the child will naturally unfold, learning through self-discovery. The more predictable an environment is, the easier it is for babies to learn.

**Time for Uninterrupted Play and Freedom to Explore**
We give the infant plenty of time for uninterrupted play. Instead of trying to teach babies new skills, we appreciate and admire what babies are already naturally learning on their own through interaction with their environment.

**Consistency**
We establish clearly defined limits and communicate our expectations to develop discipline.
“After taking this course, I see a need for a paradigm shift in our culture that trusts and allows infants to grow, develop and experience unimpeded – without our constant intervention.”

- Student Testimonial

GROWTH

GOAL
Expand RIE®’s physical presence through building a new state-of-the-art headquarters in Los Angeles and establishing RIE® locations in five to ten cities throughout the United States.

RATIONALE
Establishing a RIE® headquarters and RIE® centers in key cities throughout the U.S. will provide hubs of expertise to drive growth of the organization and increase the number of children and families impacted by RIE®. These critical hubs will be the best practice examples of all of the critical elements of the RIE® strategic plan, including: teaching the Educaring® Approach through Before Baby™, Nurturing Nanny™, and RIE® Parent-Infant Guidance™ classes; developing new RIE® Associates through our professional development courses; providing space and opportunity for Practicum and Intern hands-on training; and providing space and facilitators to teach the Educaring® Approach to childcare professionals working with lower-income families through programs such as Early Head Start.

IMPLEMENTATION INITIATIVES
• Create a world-class headquarters with the dual purposes of providing a best practice example of a RIE® facility dedicated to children and the Educaring® Approach, as well as housing the administrative functions that are required to support RIE® Associates world-wide.
• Establish five to ten RIE® centers in key markets across the U.S., including: the Northeast, Southeast, Northern California, Southern California, the Pacific Northwest, and the Midwest.
• Use the key market locations as a model for establishing additional centers world-wide.

ACTIONS
• Create a restricted fund for raising capital for expansion.
• Expand base fundraising efforts to current RIE® members and families.
• Raise $50,000 to $100,000 from targeted members of the RIE® base to support launching new locations.
• Raise $3 to $5 million for the purchase and build out of a Los Angeles RIE® headquarters.
PROGRAMS

GOAL
Strengthen and build upon long-established programs and create new ones offering Magda Gerber’s Educaring® Approach to grow the organization’s reach as an invaluable early childhood education resource for professional caregivers and parents of infants and toddlers.

RATIONALE
RIE® educated parents and caregivers foster a relationship of mutual learning between themselves and the infant that results in the development of a self-confident, resourceful, authentic child and confident, less-stressed adults. Resources for Infant Educarers® has the opportunity to influence more families, both nationally and internationally, seeking to form healthy attachments with their very young children. There exists a growing demand for training and mentoring in RIE®, a time-tested approach at the forefront of the field of infant care and development.

IMPLEMENTATION INITIATIVES
• Build on existing programs to maximize the use of the organization’s resources.
• Broaden collaborative partnerships to increase services, especially to at risk populations across the socio-economic spectrum.
• Sustain connections with alumni and parents who have completed our programs.
• Use qualitative and quantitative data to assess effectiveness and outcomes of programs to inform decision making and outreach efforts.
• Create new programs to respond to the public’s expressed desires for expanded offerings in order to deepen people’s understanding of the Educaring® Approach.

ACTIONS
• Plan, fund and initiate research endeavors.
• Produce an annual Infant Toddler Conference for parents and professionals.
• Develop short-term programs for users that include extended family or professionals.
• Expand the RIE® Parent Network to offer regularly scheduled workshops for parents and organize annual alumni gatherings.

See the actively participating young child anticipating reciprocal interactions of the reliable caregiving routine in the secure base of intimate trusting relationships so critical for healthy separation and individuation. After “refueling” during times of Educaring®, the toddler can then be ready to let go and explore the environment.
PROFESSIONAL DEVELOPMENT

GOAL
Increase the number of RIE® Foundations: Theory and Observation™ Teachers, RIE® Mentor Teachers, and RIE® students in the United States and worldwide engaging with Magda Gerber’s Educaring® Approach to enhance the skills and competencies of parents and professionals who work in the field of infant care, teach in a college environment, work with parents, or teach students in infant development.

RATIONALE
In the RIE® Professional Development Program, participants learn to implement Magda Gerber’s Educaring® Approach through lectures, videos, discussions, observations, reading, and practicums. Designed in the apprenticeship model, each student is mentored according to his or her goals. Upon successful completion of all training requirements, graduates will be qualified to join the Alliance of RIE® Associates and teach the Educaring® Approach in a variety of classes, including RIE® Certified Parent-Infant Guidance™ classes. This “professional pathway” also includes more advanced steps toward becoming qualified to teach RIE® Foundations: Theory and Observation™ Courses, and becoming a qualified RIE® Mentor Teacher. Since Magda Gerber’s Educaring® Approach is the foundation of our organization, increasing the number of qualified RIE® Foundations: Theory and Observation™ Teachers, RIE® Mentor Teachers, and RIE® students in the United States and worldwide will ensure the longevity and reach of the organization. Assuring the integrity of such committed efforts of our RIE® Alliance of Associates means all members will articulate and maintain, per our RIE® Protocol, the utmost professional attitude toward the organization which licenses their role to capably represent and build the capacity of the organization and outreach.

IMPLEMENTATION INITIATIVES
• Increase the number of students in “the pathway” to becoming RIE® Associates in the U.S. and worldwide by completing RIE® Foundations: Theory and Observation™, RIE® Practicum™, and RIE® Internship™: Supervised Teaching and Evaluation.
• Increase the number of qualified RIE® Foundations: Theory and Observation™ Teachers.
• Increase the number of qualified RIE® Mentor Teachers.
• Create a new “pathway” to enable students in unique professional settings to achieve recognition for knowledge and skills gained through studies/mentoring in Magda Gerber’s Educaring® Approach.

ACTIONS
• Pursue grants to support providing RIE® training in Early Childhood Education Centers in the United States (e.g. Early Head Start Centers).
• Work with the Development Committee to identify more funding sources to provide scholarships for RIE® Foundations: Theory and Observation™ students, Practicum™ students, and Interns.
• Work with the Development Committee to identify more funding sources to update our training materials, especially videos in a group care setting.
• Create a Peer Support Group to sustain our RIE® Foundations: Theory and Observation™ Instructors, RIE® Mentor Teachers, and Parent/Infant Guidance™ Class Facilitators.
MARKETING

GOAL
Develop and implement an integrated marketing program and supporting systems to build global awareness of the Educaring® Approach, generate demand for supporting programs and products, and realize a growing population of loyal advocates.

RATIONALE
Employ advanced digital content and customer relationship marketing practices to build global market awareness of the Educaring® brand across all audiences with professional, personal, familial and/or philanthropic interest in quality infant care. Harness and fulfill that interest with a strategically sequenced journey through on-line and off-line content-rich touchpoints that both drives demand for revenue-generating RIE® offerings and creates lifetime loyalty amongst graduates and alumni.

IMPLEMENTATION INITIATIVES
• Establish the Educaring® Approach brand as the leading global infant-toddler methodology among opinion leaders.
• Fulfill initial interest in the Educaring® Approach with a content-rich educational Educaring® site and enable a growing network of friends and advocates (using social media) to dramatically expand the reach of the Educaring® Approach dialogue and related content to diverse infant-toddler markets worldwide, including parents, caregivers, academics, and professionals.
• Grow revenue through conversion strategies that drive enrollment at RIE® classes in geographic markets and the RIE® Infant Toddler Conference, trigger sales of publications and products, capture new memberships, and grow the professional development training pipeline.
• Strengthen the organization’s professional image in the infant-toddler and early childhood education communities.

ACTIONS
• Put in place the basic tools to capture, nurture and support a longitudinal relationship with individuals as they travel the journey from lead to prospect to customer to alumni.
• Develop a basic set of marketing materials/collateral that can be readily used across all channels (e.g. signs, banners, artwork, video, photos, presentations, flyers, etc).
• Develop and implement a crawl, walk, run digital content roadmap that puts the message into forms more accessible to the next generation of audience and supports the journey.
• Build and launch an online home for the Educaring® Approach for reference and educational content about the Educaring® Approach, as well as access to a thriving community of professionals and individuals interested in and discussing the Educaring® Approach, and provide access to programs and products available from all sources that support this method.
• Develop a unique social media “content” voice that promotes and delivers the Educaring® Approach.
• Develop a scholarly journal as our long term printed asset as we transition high-frequency messaging to online forms.
• Develop and launch a RIE® portal dedicated to the non-profit organization and all of its efforts to more fully support the Educaring® Approach.
• Develop and publish a high-production-value Annual Report.

Photo by Jude Keith Rose

See the infant’s precise experience with the fine motor skills of eye-hand coordination during deeply focused uninterrupted play – the advancing mind/body connections generating proven future reading, writing and math skills.
See how the emotionally nurturing relationship between parent and toddler, with its essential empathic responsiveness to the young child’s sensitively perceived needs for support being authentically communicated, offers just the slightest guidance for the difficult task of dressing a doll, providing the space and time for their playful problem solving collaboration.

**FINANCE**

Maintain financial structures that ensure organizational stability; support the fulfillment and expansion of programs and the mission; maintain facilities; and meet the needs of parents and their infants and toddlers, RIE® Associates and those they instruct, and the RIE® staff.

### 2016 Sources of Funding:

- **Parent Infant Guidance™**
  - Classes $118,542 28%
  - Professional Classes $85,170 19%
  - Retail Sales $68,329 16%
  - Annual Conference $62,607 14%
  - Donations $57,559 13%
  - Membership $42,780 9%

**Total:** $434,987 100%

### Growth Over Time:

1978 $58K
1990 $125K
2000 $368K
2010 $435K
2016 $1.25M
2025

Please visit www.rie.org to view RIE®’s latest form 990.
DEVELOPMENT

GOAL
Design and implement a robust development plan that supports and sustains programming and marketing goals to maximize the number of families served, especially underserved communities and families at risk.

RATIONALE
In order to achieve our vision for growth and sustainability, the organization must create a long-range development strategy with multiple components.

IMPLEMENTATION INITIATIVES
• Advance our development picture in a comprehensive manner: Individual gifts, major gifts, grants, special events, online giving, direct mail, telephone fundraising, etc. all with clearly stated objectives, strategies, and tactics to insure the organization's long-term sustainability and growth.
• Foster, strengthen, and expand relationships with past, current and prospective major individual donors.
• Fundraise in accordance with annual budgetary needs.

ACTIONS
• Establish a Development Office within the RIE® organization.
• Host gatherings with individual donors, Board members, Alliance members and Educarers to facilitate relationship continuity in Los Angeles, as well as in other cities with a strong and/or growing RIE® presence (Seattle, New York, Miami, international cities, etc.)
• Support the RIE® Parent Network to increase volunteers and donors.
• Identify and expand potential corporate relationships and Board membership.
• Purchase development software to cultivate the depth and breadth of current and prospective individual donors.
• Provide the tools necessary for Board members, Alliance members and Educarers to reach out to their personal and professional contacts, current and past Parent-Infant Guidance™ class members with confidence (e.g.: comprehensive Strategic Plan; on-line educational films, etc.)
• Put together a comprehensive, multi-year development plan. This written document will be available for all of our stakeholders to see, and will take us to 2028; our 50-year celebration.
• Take necessary steps to conduct a Feasibility Study in preparation for a Capital Campaign to purchase and renovate a permanent facility in Los Angeles, and use it as a model for establishing facilities across the United States and internationally.
a. Background

Founded in 1978, Resources for Infant Educarers® (RIE®) is a non-profit organization deeply committed to sharing Founder Magda Gerber’s pioneering Educaring® Approach with parents and those who care for infants and young children worldwide.

As we enter our 38th year, RIE® has gained unprecedented momentum on a global level. In 2015, RIE® educated 439 families in Parent-Infant Guidance™ classes, 199 students in RIE® Foundations: Theory and Observation™ courses, 26 parents in our Before Baby™ course, and 3,760 parents and caregivers in workshops, consultation and in-service trainings around the world. Several exciting trends have contributed to this growth:

• Research in the field of Interpersonal Neurobiology has corroborated Gerber’s pioneering Educaring® Approach. As stated by one prominent author, “When the neuronal infrastructure of the brain is forming… social interactions are a primary source of brain regulation, growth and health. Optimal sculpting of the pre-frontal cortex through healthy early relationships allows us to think well of ourselves, trust others, regulate emotions, maintain positive expectations and utilize our intellectual and emotional intelligence in moment-to-moment problem solving.” (Cozolino, L. The Neuroscience of Human Relationships, 2014)

• In 2013, the RIE® film, “See How They Play,” was enthusiastically endorsed by Stuart Brown, M.D., Founder and President of the National Institute for Play: “When one watches this RIE® DVD, the emerging elements of human joy and competency can be seen vividly and compellingly in their primal forms fostered by clear non-obtrusive guidelines. RIE® professionalism sustains the setting of trust, independence and safety, allowing spontaneous play to guide the children as their development proceeds. Science now affirms our need for play as a fundamental survival drive, often hijacked by misplaced societal norms. Every parent who loves their child needs to view this DVD.”

• In 2010, the Educaring® Approach was recognized as the cutting edge of best practices by Zero to Three with their purchase and dissemination of RIE® training materials to 1,700 Early Head Start programs across the United States, making RIE® uniquely positioned to serve low-income children and their families.
b. Governance

GOAL
Diversify and enhance Board member composition; strengthen Board and organizational best practices; address ethical, compliance, and compensation issues; and protect the organization’s intellectual property.

RATIONALE
The Board is responsible for the organization’s ethics and corporate compliance including fidelity to the bylaws; strategic direction and growth; financial viability and transparency; employee compensation; fundraising accountability; reviewing transactions with disqualified persons; protection of intellectual property; the integrity of the Educaring® Approach; and recruiting a qualified and diverse Board committed to the organization’s philosophy and mission, actively supporting its long-term goals, and practicing leadership skills to ensure the organization’s long-term sustainability.

IMPLEMENTATION INITIATIVES
- Pursue selected worldwide intellectual property protections.
- Continually identify and recommend nonprofit best practices.
- Working with the Chair, create a leadership succession plan.
- Working with the Chair, recruit new Board members.

ACTIONS
- Provide guidance and support to the Chair in recruiting new Board members.
- Research annual employee compensation.
- Research and recommend nonprofit best practices.
- Recommend action items from the Board’s annual survey.
- Prepare the Chair’s annual performance evaluation.
- Recommend improvements to Board operations and cost effectiveness.
- Assess and recommend to the Board committee descriptions.
- Support the Chair to complete the organization’s comprehensive succession plan.
## APPENDIX

### c. Associates & Committees

#### RIE® ASSOCIATES

<table>
<thead>
<tr>
<th>Name</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Debbie Bergstrom</td>
<td>Sigonella, ITALY</td>
</tr>
<tr>
<td>Lisa Chahin</td>
<td>Coconut Grove, FL</td>
</tr>
<tr>
<td>Rebecca Bowler</td>
<td>San Rafael, CA</td>
</tr>
<tr>
<td>Alexandra Curtis Boyer</td>
<td>Tampa, FL</td>
</tr>
<tr>
<td>Mary Louise Brennan</td>
<td>Portland, OR</td>
</tr>
<tr>
<td>Deborah Carlisle Solomon</td>
<td>Sherman Oaks, CA</td>
</tr>
<tr>
<td>Elsa Chahin</td>
<td>Pacific Palisades, CA</td>
</tr>
<tr>
<td>Marinda Chan</td>
<td>Macau, CHINA</td>
</tr>
<tr>
<td>Sue Ann Chilcote</td>
<td>Sherman Oaks, CA</td>
</tr>
<tr>
<td>Valorie Cole</td>
<td>Santa Barbara, CA</td>
</tr>
<tr>
<td>Anita Cooper</td>
<td>Lethbridge, CANADA</td>
</tr>
<tr>
<td>Melissa Coyne</td>
<td>South Pasadena, CA</td>
</tr>
<tr>
<td>Catriona Davies</td>
<td>Santa Monica, CA</td>
</tr>
<tr>
<td>Simone Demarzi</td>
<td>Carmichael, CA</td>
</tr>
<tr>
<td>Polly Elam</td>
<td>Paso Robles, CA</td>
</tr>
<tr>
<td>Kristin Eliasberg</td>
<td>New York, NY</td>
</tr>
<tr>
<td>Jessica Faith</td>
<td>Brooklyn, NY</td>
</tr>
<tr>
<td>Patty Feder</td>
<td>Napa, CA</td>
</tr>
<tr>
<td>Lee Fernandez</td>
<td>Daly City, CA</td>
</tr>
<tr>
<td>Angela Fisher</td>
<td>South Orange, NJ</td>
</tr>
<tr>
<td>Marcela Giannini</td>
<td>Newport Beach, CA</td>
</tr>
<tr>
<td>Janet Gonzalez-Mena</td>
<td>Fairfield, CA</td>
</tr>
<tr>
<td>Hari Grebler</td>
<td>Venice, CA</td>
</tr>
<tr>
<td>Deborah Greenwald</td>
<td>Pensacola, FL</td>
</tr>
<tr>
<td>Ruth Anne Hammond</td>
<td>Pasadena, CA</td>
</tr>
<tr>
<td>Eileen Henry</td>
<td>Boulder, CO</td>
</tr>
<tr>
<td>Johanna Herwitz</td>
<td>New York, NY</td>
</tr>
<tr>
<td>Linda Hinrichs</td>
<td>Tapanga, CA</td>
</tr>
<tr>
<td>Kei Kaneshiro</td>
<td>San Francisco, CA</td>
</tr>
<tr>
<td>Bev Kovach</td>
<td>Satellite Beach, FL</td>
</tr>
<tr>
<td>Wendy Kronick</td>
<td>Pacific Palisades, CA</td>
</tr>
<tr>
<td>Karla Kuester</td>
<td>Santa Monica, CA</td>
</tr>
<tr>
<td>Melani Ladygo</td>
<td>Van Nuys, CA</td>
</tr>
<tr>
<td>Janet Lansbury</td>
<td>Malibu, CA</td>
</tr>
<tr>
<td>Jill Getto Lee</td>
<td>Studio City, CA</td>
</tr>
<tr>
<td>Kim Lewis</td>
<td>Tucson, AZ</td>
</tr>
<tr>
<td>Elizabeth Memel</td>
<td>LA &amp; Ventura Counties, CA</td>
</tr>
<tr>
<td>Lori Mohney</td>
<td>Carlsbad, CA</td>
</tr>
<tr>
<td>Ruth Money</td>
<td>Carmichael, CA</td>
</tr>
<tr>
<td>Anna Ruth Myers</td>
<td>New York, NY</td>
</tr>
<tr>
<td>Gail Nadal</td>
<td>Rancho Cordova, CA</td>
</tr>
<tr>
<td>Erica Orosco</td>
<td>Toluca Lake, CA</td>
</tr>
<tr>
<td>Kati Gonzales Owens</td>
<td>Monmouth, OR</td>
</tr>
<tr>
<td>Jude Keith Rose</td>
<td>Santa Cruz, CA</td>
</tr>
<tr>
<td>Jenny Rosinsky Hindes</td>
<td>Philmont, NY</td>
</tr>
<tr>
<td>Patty Ryan</td>
<td>Sacramento, CA</td>
</tr>
<tr>
<td>Antoinette Samardzic</td>
<td>Los Angeles, CA</td>
</tr>
<tr>
<td>Kelly Scott</td>
<td>Toluca Lake, CA</td>
</tr>
<tr>
<td>Sharon Smith</td>
<td>Auckland, NEW ZEALAND</td>
</tr>
<tr>
<td>Melanie Snell</td>
<td>Lake Balboa, CA</td>
</tr>
<tr>
<td>Kira Solomatova</td>
<td>Arcadia, CA</td>
</tr>
<tr>
<td>Lisa Sunbury Gerber</td>
<td>Santa Cruz, CA</td>
</tr>
<tr>
<td>Mary Tuttle</td>
<td>Indianapolis, IN</td>
</tr>
<tr>
<td>Nicole Vigliotti</td>
<td>Mt. Pleasant, SC</td>
</tr>
<tr>
<td>Jun Sun Wohn</td>
<td>Seoul, KOREA</td>
</tr>
<tr>
<td>Karen Ziskin</td>
<td>Manhattan Beach, CA</td>
</tr>
</tbody>
</table>

### COMMITTEE MEMBERS

#### PROGRAMS

- **Chair:** Elizabeth Memel
- Ruth Anne Hammond
- Jill Getto Lee
- Polly Elam

#### DEVELOPMENT

- **Chair:** Jennifer Johnson
- Elizabeth Memel
- Anthony Anderson
- Christina Suter
- Annette Nelson
- Janet Tamaro

#### MARKETING

- **Chair:** Marc Futterman
- Marcela Giannini
- Christina Suter
- James Franke

#### GOVERNANCE

- **Chair:** Marc Futterman
- Gail Nadal
- Tracy Silver
- Christina Suter

#### FINANCE

- **Chair:** Christina Suter

#### PROFESSIONAL DEVELOPMENT

- **Chair:** Polly Elam
- Ruth Anne Hammond
- Elizabeth Memel
- Gail Nadal
- Deborah Solomon
- Jill Getto Lee

#### RESEARCH SUBCOMMITTEE

- **Chair:** Ruth Anne Hammond
- Elizabeth Memel
- Nicole Dietrich Kraska
- Charles Eckhardt
“Infancy is a vulnerable stage of development, therefore, it’s not enough that babies receive good care, the care must be excellent.”

– Magda Gerber
RIE® WISH LIST

Dear Friends of RIE®: The funding opportunities included on our Wish List are of great importance to RIE®’s growth; many of these opportunities contribute directly to the organization’s capacity building. Donors will be publicly acknowledged on the RIE® website, in the monthly newsletter, and, where specified, on a naming plaque (unless anonymity is requested). Thank you for your support of RIE®!

Growth

☐ Fund a Classroom in our future RIE® Los Angeles headquarters (donor will be named on a naming plaque). .......................................................... $50,000

☐ Fund a new (non-Los Angeles) RIE® Center to establish on-site reoccurring classes and to serve as an anchor center in a new location (donor will be named on a naming plaque). .......................................................... $20,000

☐ Fund a Grant Writer to explore grant-funding possibilities through existing grants and foundations, especially grants to support RIE® training in Early Childhood Education Centers in the U.S. eg: Early Head Start Centers (donor will be named on a naming plaque). .......................................................... $5,000

☐ Fund the purchase of an Awning for the deck at our RIE® Center (donor will be named on a naming plaque). .......................................................... $2,500

☐ Fund the purchase of Audio-Visual Equipment for our playroom to record classes .......................................................... $1,500

☐ Fund the purchase of a Flat Screen Television for trainings .......................................................... $1,000

☐ Fund the purchase of 20 BackJack chair covers to replace those used during Parent-Infant Guidance™ classes .......................................................... $500

☐ Fund the purchase of 20 Folding/stacking chairs for Trainings .......................................................... $500

☐ Fund the purchase of Play Materials for Parent-Infant Guidance™ classes .......................................................... $500

Projects

☐ Fund the updating of RIE® Training Materials (On Their Own with Our Help; Seeing Infants with New Eyes; and See How They Move) to reflect the diversity often found in underserved communities, and to include timely, relevant communications of advancements in Child Development to be used in training classes, and on social media to enhance awareness of RIE® and the relevance of RIE® for today’s parents and caregivers (donor will receive “Special Thanks” credit). .......................................................... $50,000

☐ Fund the International Regulation of the RIE® and Educaring® Approach Trademarks (donor will be named on a naming plaque). .......................................................... $50,000

☐ Fund a Marketing Initiative to develop strategies to drive revenue through sales of RIE®’s diverse offerings; to develop and implement a marketing plan; and to support market awareness of RIE® Associates worldwide (donor will be named on a naming plaque). .......................................................... $20,000

☐ Fund a Social Media Project to analyze RIE®’s current internet presence, and to develop a unique social media content voice to build global awareness of RIE® and the Educaring® Approach (donor will be named on a naming plaque). .......................................................... $20,000
RIE® WISH LIST, continued

☐ Fund an Education Expert to create a Center Accreditation Program, and to attach Continuing Education Units (CEUs) to RIE® classes and the RIE® Annual Infant Toddler Conference (donor will be named on a naming plaque). .......................................................... $20,000

☐ Fund a 15-30 minute YouTube Documentary about RIE® (donor will receive “Executive Producer” credit). .......................................................... $15,000

☐ Fund the expansion of the RIE® Parent Network to sustain connections with alumni and parents, and to offer regularly-scheduled workshop and annual alumni gatherings (donor will be named on a naming plaque). .......................................................... $12,000

☐ Fund a Curator to organize historical RIE® materials (donor will be named on a naming plaque). ........ $12,000

☐ Fund an Academic Journal Project to develop a scholarly journal (donor will receive “Special Thanks” credit in all issues of the publication). .......................................................... $12,000

☐ Fund an Educaring® Grant for child development specialists to conduct research exploring the Educaring® Approach (donor will receive naming rights). .......................................................... $10,000

☐ Fund the Translation of Dear Parent into Spanish (donor will receive “Special Thanks” credit in the book). .......................................................... $10,000

☐ Fund four 30-second RIE® Sizzle Spots for social media targeting parents and caregivers (donor will receive “Special Thanks” credit). .......................................................... $3,000

☐ Create a Peer Support Group to provide support for our RIE® Foundations: Theory and Observation™ Instructors, RIE® Mentor Teachers, and Parent-Infant Guidance™ class facilitators. ........ $2,000

Scholarships & Endowments

☐ Endow a Researcher & Documentarian Chair to oversee documentation, to continue research to support our anecdotal evidence, and to develop new products based on that documentation and research such as new teaching DVDs (donor will be named as the Chair’s sponsor). .......................................................... $150,000

☐ Establish a Magda Gerber Scholarship Fund to support students of the Educaring® Approach including RIE® Foundations: Theory and Observation™ students, Practicum™ students, and Interns™ (donor will receive naming rights). .......................................................... $50,000

See the possibilities of reaching out to seek new ideas, find balance, take chances and gain knowledge for lifelong learning.

Photo by Jon Gordon
RIE® WISH LIST, continued

- Establish a **Magda Gerber Scholarship Fund** to support students of the Educaring® Approach including RIE® Foundations: Theory and Observation™ students, Practicum™ students, and Interns™ (donor will receive naming rights) ................................................................. $50,000

- Establish an **Annual RIE® Scholarship Fund** to provide renewable scholarships for low-income families in Parent-Infant Guidance™ Class at the Los Angeles RIE® Center (50-percent scholarships on $365 initial fee and $320 renewing fee) (donor will receive naming rights) ........................................ $5,000

- Fund **Full Scholarships for Before Baby™ classes** at the RIE® Center with focus on teen mothers in the Los Angeles area (donor will be named as the scholarship's sponsor) .................. $3,000

*Thank you for your consideration!*

*Please note: If RIE® receives full funding for any one of these Wish List items, the surplus raised will be shifted to another Wish List item of the donor’s choice. In the event that all Wish List items have been fully funded, the surplus will be placed in the Magda Gerber Legacy Fund.*