



EDUVENTURES

Schools of Education Learning Collaborative

April 2012

Understanding the Movement for Educator Preparation Reform

Mapping the Interconnections Across Organizations, Funding Sources, and Political Entities

In 2009, Sharon Robinson, the President & CEO of the American Association of Colleges for Teacher Education (AACTE), and Sandra Robinson, the Chair of AACTE's Board of Directors, wrote "Educator preparation is undergoing major reform to meet 21st-century challenges, and rightly so. Our products—teachers and school leaders—are the 'first responders' at the forefront of the rapidly changing demographics of the K-12 student population."¹ In its 2009 report *Innovation and Reform in Teacher Preparation*, AACTE provided detail about the innovations that have been incorporated into university-based teacher preparation programs nation-wide to meet these challenges. Since that time, the National Council for Accreditation of Teacher Education (NCATE) released recommendations for further improvements for university-based teacher preparation programs via its Blue Ribbon Panel, and schools of education have begun to better align with those research-based recommendations and best practices.

Reform in teacher and administrator preparation has also occurred outside of university-based programs. "Alternative" routes to teaching, the principalship, and the superintendency have been largely popularized, with support growing in the past decade. This movement, occurring side by side with changes to university-based programs, has not only received public support, but has also received millions of dollars in public and private funding, and, more recently, increasing political support. In many ways, the popularization of these non-university-based educator preparation reforms has led to an adversarial, challenging public perception and political climate for schools and colleges of education. In some states, schools and colleges of education have not been able to participate in discussions relating directly to teacher quality and accountability. This absence is problematic, as schools and colleges of education remain the largest producers of teachers in the U.S. today.

Understanding the movement for educator preparation reform requires knowledge of the interconnections across involved organizations.

The key questions addressed in this report include:

- *What are the social interconnections between organizations involved in educator preparation reform?*
- *What relationships exist between private foundations and organizations involved in educator preparation and education reform?*
- *What other relationships are evident when reviewing education organizations' interconnections, in particular, those that impact the political landscape?*

Contents

Introduction	1
Executive Summary	2
Findings:	4
<i>Interconnections Across Profiled Organizations</i>	4
<i>The Influence of Private Foundations</i>	6
<i>Connections with the Political Community</i>	9
<i>For-Profit Connections</i>	15
<i>Media Connections</i>	15
Organizational Profiles	17
Methodology	47

*In order to holistically understand the reform occurring in educator preparation today, it is necessary to gain insight into the interconnections among non-university-based organizations that participate in today's educator preparation reform space; their work stimulates further growth of this movement. **This report is meant to be a "road map" that can help schools and colleges of education understand these interconnections, and gain insight into the breadth of various organizations' reach.** This report is not meant to question the nature or direction of the reform movement itself; it is clear that both schools and colleges of education and non-university-based organizations all seek to improve educator preparation in the U.S., though they pursue this goal through somewhat different means.*

¹ AACTE (2009). *Innovation and Reform in Teacher Preparation*.

Executive Summary

Findings indicate that there are numerous interconnections between non-university-based organizations involved in the educator preparation reform landscape. Of the thirteen organizations profiled for this research, including ten non-profit organizations and four private foundations (Annenberg has both non-profit and private foundation arms), ten organizations have visible, close interconnections.

Teach for America has largely impacted and shaped educator preparation reform in this country, as is evident by the strong number of interconnections it has with profiled organizations. Almost all of the selected organizations profiled for this research are connected in some way to TFA. A 2011 study found that more founders and leaders of entrepreneurial education organizations are connected to TFA than to any other organization or program. In addition, Michelle Rhee, a Teach for America alumna, founded both the New Teacher Project and StudentsFirst.

There is no question that private foundations are driving the non-university-based educator preparation reform movement. Of the ten 501(c)(3) and 501(c)(4) organizations profiled for this report, nine of them were funded by either the Gates Foundation, the Broad Foundation, the Walton Family Foundation, or the Annenberg Foundation; most were funded by a combination of these. In total, the three foundations profiled for this research—the Gates Foundation, the Broad Foundation, and the Walton Family Foundation—invested over \$509 million into education in 2010. By comparison, this far exceeds the \$405 million the federal government pledged to invest into teacher and leader preparation in FY 2011.

The private foundations have their own advocacy agendas. The Broad Foundation, for example, supports: school choice, the charter school movement, and non-traditional programs to prepare teachers. It positions itself as an organization seeking to build “transformative federal and state policy.” The Walton Foundation employs a team of “school reform” staff and has invested more than \$1 billion to date in initiatives that expand parental choice and equal opportunity in education. The foundation has expressed the conservative viewpoint that P-12 schools would benefit by fostering a market where parents had increased choice.

The charter school movement has been linked—in many ways—to the movement for educator preparation reform. In this research, many of the organizations that prepare teachers and school leaders place their alumni in charter schools. Several organizations profiled in this report have supported the growth of charter schools, and/or the removal of state limits for charter schools—legislation that was included in many states’ recent Race to the Top proposals.

In recent years, Arne Duncan’s experiences as CEO of Chicago Public Schools have largely shaped the direction of education policy at the federal level. Perhaps one of the most notable political connections in this report is Arne Duncan’s connection with the Academy for Urban School Leadership. Duncan’s tenure as the CEO of the Chicago Public Schools (CPS) from 2001-2009 coincides with the years when AUSL was founded (2001), and when the organization significantly grew in partnership with the Chicago Public Schools. By 2009, Duncan’s final year as CPS CEO, AUSL had grown to include eight turnaround schools within CPS, and six training

academies for teachers. During his time in Chicago, Duncan grew to support charter schools.² Given the direction policy has taken since 2009, and the distribution of the U.S. Department of Education's federal funding since that time via initiatives such as Race to the Top and the Investing in Innovation (i3) grant program, it is clear that Duncan's experience in Chicago with the charter school movement and non-traditional routes to teacher preparation have shaped his national education reform agenda. Across the organizations profiled for this research, AUSL, Teach for America, The Boston Teacher Residency, The New Teachers Project, and New Leaders have all received federal funding.

Outside of Arne Duncan's connection to the Chicago Public School system and AUSL, several organizations profiled for this report have indirect or direct connections with political organizations. These organizations include: the Annenberg Institute, the Gates Foundation, NCTQ, Teach for America, the Broad Foundation, StudentsFirst, the Walton Foundation, and Education Pioneers. StudentsFirst and Stand for Children are designated 501(c)(4) advocacy organizations, meaning they can invest significant monetary support into lobbying or building public support for legislation that aligns with their agendas for reform.

Several well-known national finance and consulting organizations have lent their support to a number of the organizations profiled for this research. It is common for representatives from law firms, consulting firms, and financial firms to have connections to profiled organizations' Board or Directors, or to provide funding support. Goldman Sachs, JP Morgan, McKinsey & Co., Bain & Co., and Google all have connections to organizations profiled for this research.

Several of the profiled organizations also have strong connections with various elements of the media. The organizations that have apparent media connections include: Teach for America, NCTQ, StudentsFirst, and the Broad Foundation. These connections include News Corp., the world's second-largest media conglomerate that owns the *Wall Street Journal* and *Fox News*. In addition, the Broad Foundation funded social campaigns for the recent documentary *Waiting for Superman*, which served to build public support for the charter school movement.

***The Bottom Line:** The organizations profiled for this report are well-connected and well-funded. Not only are these organizations interconnected with each other, they are connected to various political entities, including the U.S. Secretary of Education. Media connections have likely helped to build public support for non-university-based educator preparation reform, as well. It is important to note that three of the profiled organization—Boston Teacher Residency, AUSL, and Teach for America—do in fact partner with schools of education to offer credentials to teacher graduates. Notably, these were the only connections to schools of education evident throughout this research. It is unclear whether it has been a conscious decision on the part of these education organizations to remain disconnected from schools of education; however, should schools of education be interested in gaining a stronger voice in the public and political discussions about educator preparation reform, it is clear that more mobilization may be necessary across the field to build connections such as the ones that*

² http://en.wikipedia.org/wiki/Arne_Duncan

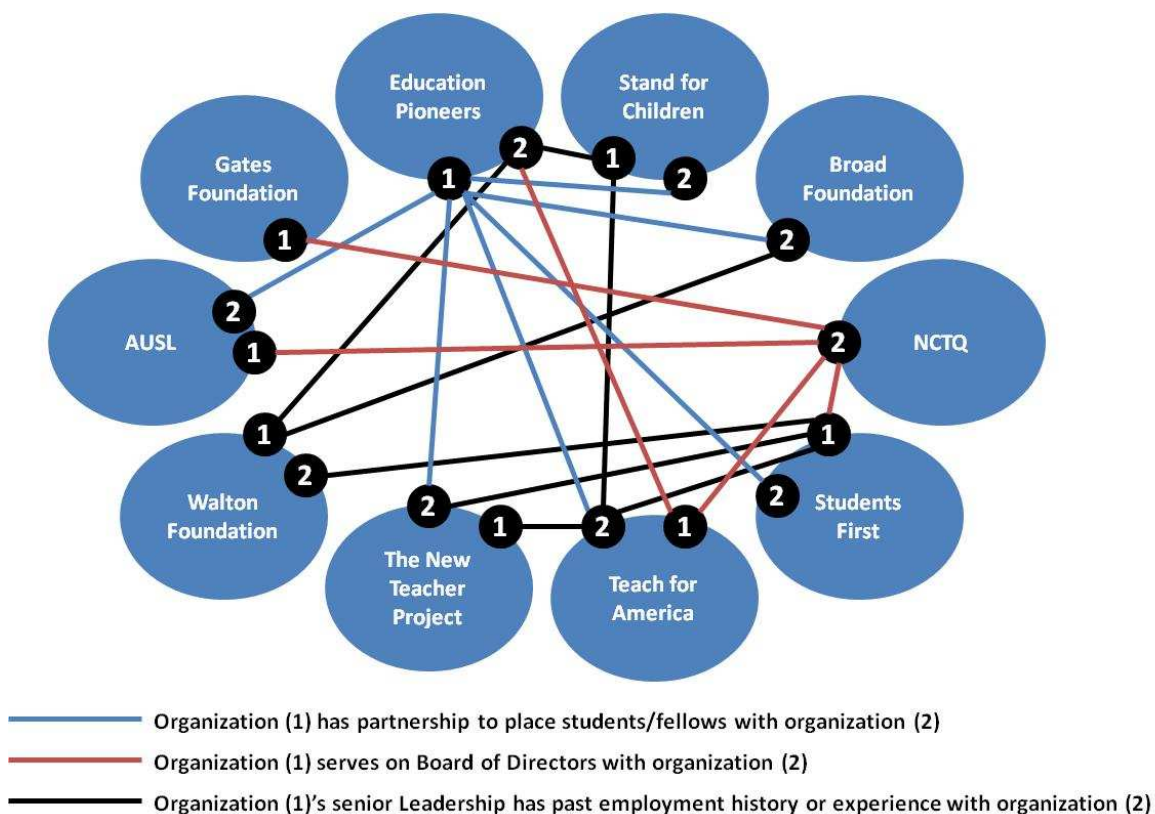
are apparent across the 13 profiled organizations. In addition, there is work to be done to understand how schools of education can productively partner with non-university-based organizations to further the educator preparation reform movement. AUSL's partnership with National Louis provides one such example that the field might learn from.

Findings

The following pages contain highlights of findings from the review of interconnections across the 13 profiled organizations. More detail regarding individual organization's connections can be found in the *Organizational Profiles* section of this report.

Interconnections Across Profiled Organizations

Figure 1. Employment, Partnership, and Board Connections Among Profiled Organizations

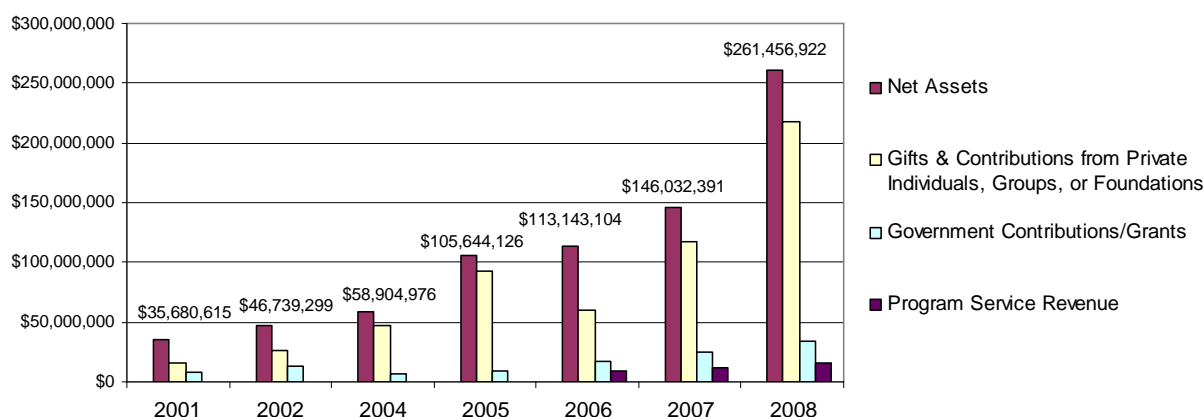


For more information and sources, please see the organizational profiles listed below.

Findings indicate that there are numerous interconnections between non-university-based organizations involved in the educator preparation reform landscape. Of the thirteen organizations profiled for this research, including ten non-profit organizations and four private

foundations (Annenberg has both non-profit and private foundation arms), ten organizations have close interconnections that were visible via senior leadership biographies, publically recognized partner organizations, or the organizations affiliated with members of an organization’s board of directors. It is quite possible that additional interconnections exist but were not identifiable given the methodology and scope for this research.

Figure 2. Teach For America’s Financial Growth Over Time



Source: Teach for America’s 990 Tax Forms; Data from 2003 was unavailable

Teach for America has largely impacted and shaped educator preparation reform in this country, as is evident by its strong number of interconnections among profiled organizations. Not only did they launch one of the earliest, and now largest, alternative routes to teaching in the U.S., but they also have strong ties to a number of other organizations that have been influential in this space. Among the organizations profiled for this research, Teach for America is represented on the Board of Directors at Education Pioneers and NCTQ. Teach for America alumni also shape the leadership teams of a number of profiled organizations, including The New Teacher Project, Stand for Children, and StudentsFirst. Since TFA’s founding in 1989, it has placed over 24,000 graduates in high-needs schools across the U.S. It is difficult to determine the retention of these individuals in teaching positions, educational administration positions, and other organizations in the education field; however, a 2011 study conducted by TFA found that “more founders and leaders of educational organizations participate in Teach for America than in any other organization or program.”³ The findings from this study, which demonstrate TFA’s deep national reach, were profiled in a 2011 *EducationNext* article.⁴ To this point, TFA created Leadership for Educational Equity (LEE), a 501 (c) (4) organization, to enable its alumni to continue their impact on the field outside of the classroom. LEE’s mission is to support TFA corps members and alumni as they seek careers in public leadership. By putting TFA alumni into

Since Teach for America was founded, it has placed over 24,000 graduates in teaching positions. A 2011 study found that more founders and leaders of entrepreneurial education organizations are connected to TFA than any other organization or program.

³ As cited on Teach for America’s website: <http://www.teachforamerica.org/our-mission/fueling-long-term-impact>

⁴ Monica Higgins, Wendy Robison, Jennie Weiner and Frederick Hess. (Summer 2011) Creating a Corps of Change Agents. *EducationNext*. Available Online: <http://educationnext.org/creating-a-corps-of-change-agents/>

positions of public leadership, LEE hopes to facilitate “long-term, systemic change.”⁵ This is a path many TFA alumni have already chosen: Michelle Rhee, the former D.C. public schools chancellor who went on to found StudentsFirst, is a TFA alumna, as is Mike Johnston, the Colorado state senator who recently drafted that state’s notable teacher quality legislation.

Additional profiled organizations that appear well connected include Education Pioneers and NCTQ. Education Pioneers partners with over 160 education organizations, and since 2004, has placed over 1,200 fellows within these organizations⁶; in following, it is not surprising that they partner with several of the organizations profiled. NCTQ also has a large volume of individuals affiliated with various organizations represented on both of their governance structures, which include their national Board of Directors, as well as their Advisory Board. It should be noted that the connections that are highlighted above in Figure 1 reflect connections evident via NCTQ’s Advisory Board. (These were not easily distinguishable otherwise.)

The Influence of Private Foundations

There is no question that private foundations are driving the educator preparation reform movement. Of the ten 501(c)(3) and 501(c)(4) organizations profiled for this report, nine of them were funded by either the Gates Foundation, the Broad Foundation, the Walton Family Foundation, or the Annenberg Foundation, and most of them were funded by a combination of these. Across the profiled organizations, the Gates Foundation, the Broad Foundation, and the Walton Family Foundation were among some of the most significant monetary contributors – in many cases, these foundations were contributing more than the U.S. Department of Education has provided in federal grants. Teach for America, for example, has received upwards of \$50 million from the Walton Family Foundation and more than \$25 million from the Broad Foundation; the combined amount of more than \$75 million from these two private foundations alone far outweighs TFA’s much celebrated \$50 million “scale-up” grant they received in 2011 from the U.S. Department of Education’s national Investing in Innovation (i3) grant competition.

Figure 3. Amount Invested into Education By Profiled Foundations in 2010

Private Foundation	Amount Invested into Education	Year
The Bill & Melinda Gates Foundation	\$310,650,000*	2010
The Eli & Edythe Broad Foundation	\$41,423,620**	2010
The Walton Family Foundation	\$157,000,000*	2010

*Source: Organizational website

**Source: Organization’s 2010 990 tax form

In total, the three foundations profiled for this research—the Gates Foundation, the Broad Foundation, and the Walton Family Foundation—invested over \$509 million into education in 2010. By comparison, this far exceeds the \$405 million the federal government pledged to invest into teacher and leader preparation in FY 2011.

The Bill & Melinda Gates Foundation has funded the most prolific number of organizations involved in educator preparation reform space, and across education reform

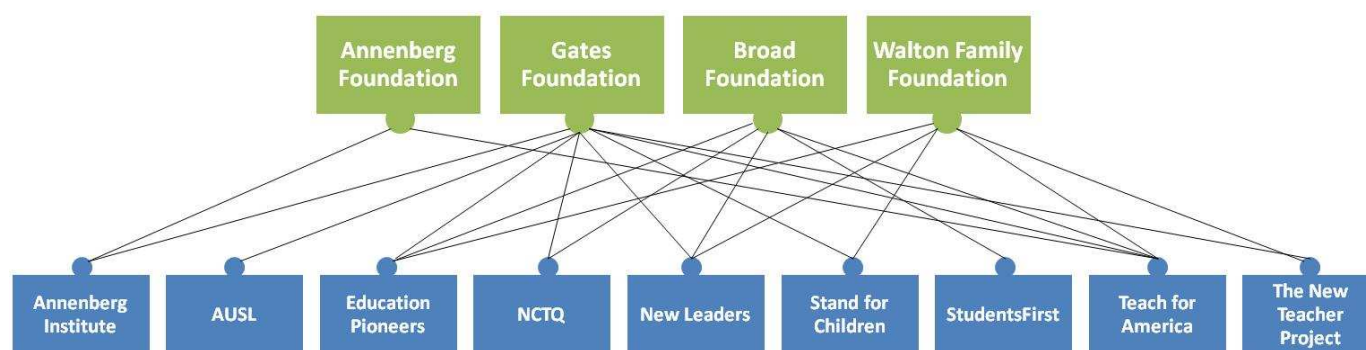
⁵ As noted on Leadership for Educational Equity’s website: <http://educationalequity.org/what/mission/>

⁶ As noted on Education Pioneers website: <http://www.educationpioneers.org/becoming-a-partner>

more broadly. Gates funded \$2.6 billion in 2010, including \$310,650,000 in education. Education spending includes \$236,892,000 for college readiness initiatives and \$60,062,000 for postsecondary success initiatives. Among the organizations profiled for this report, the Gates Foundation has funded AUSL, the Annenberg Institute, New Leaders, The New Teacher Project, Teach for America, NCTQ, Education Pioneers, and Stand for Children. The Broad Foundation invested over \$40 million into K-12 and postsecondary education in 2010. Across the organizations profiled for this research, the Broad Foundation has funded StudentsFirst, Education Pioneers, NCTQ, Teach for America, and New Leaders. The Walton Family Foundation invested over \$157 million into education reform in 2010, and has funded Education Pioneers, Teach for America, Stand for Children, StudentsFirst, and New Leaders.

Figure 4. Funding Relationships Among Profiled Organizations

Each profiled organization, with the exception of StudentsFirst and the Boston Teacher Residency, publicly acknowledges the receipt of Gates funding to date. More than half of profiled organizations receive Broad and Walton funding.



For more information and sources, please see the organizational profiles listed below.

The private foundations are not without their own advocacy agendas. The Broad Foundation, for example, supports school choice, the charter school movement, and non-traditional programs to prepare teachers. It positions itself as an organization seeking to build “transformative federal and state policy.” The Broad Foundation website notes:

We will be expanding our policy work at the federal and state levels. President Barack Obama and Secretary Arne Duncan have created powerful incentives for states and districts to dramatically improve American public education. The success of that work depends on the ability of states to implement courageous, aligned reforms—with deliberate speed and at scale—that enable students to perform at significantly higher levels. We hope to support federal and state policies that remove the barriers to effective K-12 education and create the human capital, school choice, resource and governance conditions under which districts and schools can succeed. We also plan to help state education agencies themselves become dynamic, performance-oriented organizations that are ready to adopt and implement bold policies.

The Broad Foundation also funds the Broad Center, which seeks to recruit business executives and place them in high-level school district roles, particularly in districts with high percentages of underrepresented students. Two in five large urban districts recently searching for superintendents filled positions with graduates of Broad’s Superintendents Academy, one of the organization’s flagship initiatives.⁷ The notion of providing quick-entry for business executives

⁷ As cited on the Broad Center’s Website: <http://broadacademy.org/about/services.html>

into high-level school district roles, in particular in urban districts, has been popularized by programs such as Broad's Academy, and remains highly controversial across the education field.

Like the Broad Foundation, the Walton Family Foundation has been transparent about its advocacy agenda. The Walton Foundation employs a team of "school reform" staff and has invested more than \$1 billion to date in initiatives that expand parental choice and equal opportunity in education. The foundation has expressed the conservative viewpoint that P-12 schools would benefit by fostering a market where parents had increased choice. These views have translated into strong support for the charter school initiative, among others. The Walton's Foundation Website notes:

The Walton Family Foundation is committed to improving K-12 student achievement in the United States at every level – in traditional public schools, charter public schools and private schools. Our core strategy is to infuse competitive pressure into America's K-12 education system by increasing the quantity and quality of school choices available to parents, especially in low-income communities. When all families are empowered to choose from among several quality school options, all schools will be fully motivated to provide the best possible education.⁸

Outside of the three major foundations profiled for this report, several other foundations have been influential in the educator preparation reform movement, both by serving on the Board of Directors of profiled organizations or by providing significant funding. The following private foundations fund 3 or more of the organizations profiled for this research:

- The **Laura and John Arnold Foundation** sits on the Board of Directors for both Teach for America and The New Teacher Project. In addition, the Arnold Foundation funds Education Pioneers, New Leaders, NCTQ, and Teach for America. The Arnold Foundation has a history of providing funding for education reform endeavors focused on creating a "free market" system for schools where families have more high quality choices, and implementing improved accountability and "performance management" systems for educators.⁹
- The **NewSchools Venture Fund** has also been instrumental in the educator preparation reform movement, sitting on the Boards for both New Leaders and for NCTQ. NewSchools has a history of "investing in new teacher preparation organizations that set student performance as their chief yardstick."¹⁰ NewSchools also has provided funding for AUSL, New Leaders, and Teach for America. In addition, in 2010, the Broad Foundation provided a gift of over \$1 million to NewSchools.
- The **Stupski Foundation** sits on the Board of Directors for both Teach for America and The New Teacher Project, and Joyce and

Private foundations have, in many cases, provided far more support for profiled organizations than the federal or state governments. Teach for America, for example, has received more than \$75 million from Broad and Walton alone, which far outweighs TFA's much celebrated \$50 million "scale-up" grant they received from the U.S. Department of Education's 2010 i3 grant competition.

⁸ <http://www.waltonfamilyfoundation.org/educationreform>

⁹ <http://www.arnoldfoundation.org/areas-focus>

¹⁰ <http://www.newschoools.org/funds/investment/people>

Larry Stupski have provided significant support for Teach for America.

- The **Carnegie Corporation of New York** funds the Boston Teacher Residency, NCTQ, and Teach for America.
- The **Daniels Fund** provides support for NCTQ, Stand for Children, and Teach for America.
- The **Harold Whitworth Pierce Charitable Trust** provides support for the Boston Teacher Residency, Education Pioneers, and NCTQ.
- The **Hyde Family Foundation** funds NCTQ, New Leaders, and Stand for Children.
- The **Doris & Donald Fisher Fund** provides support for Education Pioneers, New Leaders, Teach for America, and NCTQ.
- The **Finnegan Family Foundation** has funded the Boston Teacher Residency, NCTQ, Teach for America, Education Pioneers, and New Leaders.
- The **Michael and Susan Dell Foundation** supports AUSL, Education Pioneers, NCTQ, and Teach for America.

Notable Connections with the Political Community

The charter school movement has been linked—in many ways—to the movement for educator preparation reform. In this research, many of the organizations that prepare teachers and school leaders place their alumni in charter schools. Several organizations profiled in this report have supported the growth of charter schools, and/or the removal of state limits for charter schools—legislation that was included in many states’ recent Race to the Top proposals. The Walton Family Foundation has been hugely supportive of charter schools, and StudentsFirst has advocated for charter schools, as well (see organization profiles below). One of the Walton Foundation’s “Education Reform” staff members has experience working at the National Alliance for Public Charter Schools where she focused on building the capacity of charter school state associations nationwide. Both KIPP and Massachusetts’ Match charter schools are represented on NCTQ’s Board of Directors. Education Pioneers has placed fellows at the California Charter School Association, the Center City Public Charter Schools, KIPP, and the Illinois Network of Charter Schools, among others.

Arne Duncan’s connection with the Academy for Urban School Leadership is an especially noteworthy political connection. Duncan, the current U.S. Secretary of Education and former CEO of the Chicago Public School System, was appointed by President Obama after his election in 2008. AUSL’s website notes:

AUSL is at the forefront of education reform in Chicago. Founded in 2001 by Martin J. Koldyke, venture capitalist and founder of the Golden Apple Foundation, AUSL has created a unique model of reform that has been heralded by President Obama and Secretary of Education Arne Duncan.

AUSL's model is to train teachers in a rigorous one year residency program and then place them in AUSL-managed turnaround schools to effect whole school transformation.¹¹

Duncan's tenure as the CEO of the Chicago Public Schools (CPS) from 2001-2009 coincides with the years when AUSL was founded (2001), and when the organization significantly grew in partnership with the Chicago Public Schools. By 2009, Duncan's final year as CPS CEO, AUSL had grown to include eight turnaround schools within CPS, and six training academies for teachers. During his time in Chicago, Duncan grew to support charter schools,¹² as well as programs such as those managed by AUSL.

Since 2009, the direction of policy and the distribution of the U.S. Department of Education's federal funding, suggest that Duncan's experience in Chicago with non-traditional routes to teacher preparation have shaped his national education reform agenda. After taking his office as the current U.S. Secretary of Education, Arne Duncan has fueled the education reform movement through various federal funding initiatives. These initiatives include the Investing in Innovation (i3) grant competition, announced in 2010, when \$648.5 million was awarded to grant winners to expand innovative education practices and programs. The winners of this competition include several charter school initiatives, including but not limited to KIPP, New Schools for New Orleans, The Alliance for College Ready Public Schools, as well as several organizations preparing teachers including but not limited to Teach for America, The New Teacher Project, and Boston Teacher Residency.¹³ During Duncan's tenure as the Secretary of Education, the federal Race to the Top grant funding competition was also launched, which dramatically changed winning states' education policies. Several states seeking part of the \$4.35 billion in federal funding shifted their policies to align with the U.S. Department of Education's criteria: Illinois lifted a cap on the number of charter schools it allows; Massachusetts made it easier for students in low-performing schools to switch to charters; and West Virginia proposed a teacher merit pay system that includes student achievement in its compensation calculations. Race to the Top also required that in order to be eligible for funds, states must use value-added modeling in teacher evaluations. Some states had banned value-added modeling but changed their laws to be eligible.¹⁴

The U.S. Department of Education has provided funding for several of the profiled organizations, including:

- AUSL
- Teach for America
- Boston Teacher Residency
- The New Teacher Project
- New Leaders

Many of these organizations are well connected politically.

¹¹ <http://www.ausl-chicago.org/about.html>

¹² http://en.wikipedia.org/wiki/Arne_Duncan

¹³ A full list of 2010 i3 grant award winners can be found at [http://www.edweek.org/media/blog_mcneil_84_i3hra\(pdf\).pdf](http://www.edweek.org/media/blog_mcneil_84_i3hra(pdf).pdf)

¹⁴ As cited in Wikipedia: http://en.wikipedia.org/wiki/Race_to_the_Top

Outside of Arne Duncan's connection to the Chicago Public School system and AUSL, Several organizations profiled for this report have indirect or direct connections with political organizations, including:

- **The Annenberg Institute**, which has various connections, in particular in its home state of Rhode Island. Annenberg formally partners with the Rhode Island Public Expenditure Council in co-sponsorship of a town hall meeting with US Education Secretary Arne Duncan, and also formally partners with the National League of Cities to broaden awareness among mayors of the critical role they play to increase public awareness, participation, and accountability in developing a coherent vision for high quality K-12 public education. Annenberg also informally partners with Rhode Island Office of Higher Education & RI Department of Elementary & Secondary Education in the development of a statewide indicator system for K-16 college readiness and success.
- **Gates Foundation's** Director of Policy & Advocacy, Stefanie Sanford, was formerly the Director of Technology Policy and Deputy Director of the policy office for Texas Governor Rick Perry. She managed policy development and advised the Governor on technology and its effect on education, e-government, higher education, workforce development, biotechnology and rural broadband deployment.
- Stefanie Sanford, Gates' Director of Policy & Advocacy, also sits on **NCTQ's** Advisory Board, and Gates is listed as an NCTQ funder. Michael Johnston, TFA alum and state senator from Colorado, also sits on NCTQ's Advisory Board.
- Furthermore, Mike Johnston, Colorado State Senator, is also a **Teach for America** alum and Co-Founder of **New Leaders**.
- The **Broad Foundation** supports the National Governors Association (NGA), a bi-partisan membership organization. The foundation provides support for the NGA's education advisors meeting where governors and their senior staff are brought up to speed on education issues. The goal of this orientation is to raise awareness of the urgent need for education reform, build a greater understanding of state policy issues and share best practices. In 2010, the Broad Foundation provided considerable financial support for several states to complete their Race to the Top applications. Also, one of the Broad Foundation's Board of Directors has connections with the State of California.
- **StudentsFirst's** senior leadership team has background connections with state and national branches of the Democratic Party. The California Chapter of the Democrats for Education Reform publically supports StudentsFirst, along with New York City mayor Michael Bloomberg.
- One of the **Walton Foundation's** senior education reform staff members, Bruno Manno, their Senior Advisor for Systemic K-12 Education Reform, has connections with the U.S. Department of Education. From 1986 to 1993, Bruno worked in the United States Department of Education, holding several senior positions, including Assistant Secretary for Policy and Planning.

- **Education Pioneers** has placed fellows at the New York State Department of Education and the New York City Department of Education.

Two profiled organizations are 501(c)(4) organizations, and formally participate in legislative advocacy, grassroots action, and lobbying for specific education policy. These organizations include Stand for Children, Inc. and StudentsFirst. Across the profiled organizations, Stand for Children, Inc. and StudentsFirst engaged in the most targeted and structured efforts to influence education legislation.

Notable recent legislative support & achievements launched by Stand for Children, Inc. include:

- In Illinois, Stand members and staff achieved strong bi-partisan support to pass Senate Bill 7, a proposal that Stand co-created to help students and support effective teachers by tying teacher tenure and layoff decisions to performance by streamlining and improving the process for dismissing ineffective teachers with tenure; by improving the teacher contract negotiation process to put student well-being at the center of negotiations; and by enabling Chicago Public Schools to substantially lengthen their school day and year. *Stand invested a total of \$523,544 into these efforts, including grants of \$260,000. Stand also employed The Strategy Group in Evanston, IL for advocacy counseling for \$276,297 to support these efforts.*
- In 2011 in Indiana, Stand helped pass Senate Bill 1, which ensures annual performance evaluations for teachers, a new performance-based compensation model, and an end to harmful "last in, first out" policies.
- In Colorado, Stand played a critical role in the 2010 campaign to pass Senate Bill 191, the Great Teachers and Leaders Bill, which provides teachers and principals with meaningful annual evaluations to measure their effectiveness and determine whether teachers earn - or lose - non-probationary status (Colorado's form of tenure). *Stand invested a total of \$249,688 into these efforts.*
- In Tennessee, Stand members and staff helped pass the First to the Top Act, which enabled the state to receive \$502 million in federal Race to the Top funding. This bill lifted a prohibition on using student achievement data in educator evaluations. *Stand invested a total of \$246,634 into these efforts.* In 2011, Stand helped pass Senate Bill 1528, which links teacher tenure to educator performance, and makes performance a primary criterion for district layoff decisions.
- In Massachusetts, Stand supported Governor Patrick's 2010 Act Relative to the Achievement Gap, giving superintendents targeted intervention powers to quickly turn around failing schools and doubling access to high-performing charter schools in the state's lowest performing districts. Stand also supported the approval of new educator evaluations, which were designed to give teachers vital feedback and support.
- In 2010 in Arizona, Stand members helped passed Senate Bill 1040, a statewide teacher and principal evaluation framework that ensures every educator evaluation include student academic progress. That same year, Stand members helped pass Proposition 100, a temporary sales tax that is bringing billions in public dollars to education (and other public services).
- Stand also transferred \$260,000 in funds to its Illinois PAC and \$15,900 to its Washington PAC to carry out endorsement processes for various political candidates.

StudentsFirst supports policy and legislation that aligns with the following:

- Evaluation of teacher and principal/administrator quality based on evidence of student achievement using value-added modeling, with impact on student achievement comprising at least 50% of the evaluation criteria for teachers and administrators
- The elimination of teacher tenure
- The removal of teacher evaluation from the collective bargaining process
- Teacher pay for performance, rather than pay based on the attainment of Master's degrees or other credits
- Streamline entry into the teaching profession by removing requirements and barriers that don't correlate with increased P-12 student achievement
- The adoption of a clear process by which alternative certification programs are authorized,
- Continually evaluated, and decommissioned if not producing high-quality educators
- The facilitation of digital learning by requiring online content to align with common core standards, allowing certification for online instruction, and modifying or eliminating mandatory "seat time" laws
- Public ratings of teacher, school, and district performance, with information proactively made available to parents
- The promotion of parental school choice
- The removal of state charter school caps
- The closure low-performing public schools, or private schools receiving public funding
- Publicly available school district budgets that clearly track central office, programmatic, and curriculum spending against student achievement

While profiled 501(c)(3) organizations may not formally participate in legislative advocacy, several of these organizations' missions mention education reform interests. For example, the New Teacher Project writes, "TNTP's mission is to end the injustice of educational inequality by providing excellent teachers to the students who need them most and by advancing policies and practices that ensure effective teaching in every classroom."¹⁵ TNTP is also doing work to support the creation of data systems designed to support the evaluation of teacher quality. Currently, TNTP is engaged in this work in the following locations: Colorado, Illinois, Indiana and Rhode Island and the school districts of Houston, New Orleans, Newark and New York City.

Profiled organizations often are affiliated in some manner with organizations that are working aggressively to advocate for particular legislation or education reform. The Education Trust, for example, is represented on both the Board of Directors of NCTQ and the New Teacher Project. In 2010, The Education Trust reported spending \$31,656 for lobbying purposes, including \$7,079 to influence public opinion and \$24,577 to influence legislative bodies.¹⁶ The Education Trust is explicit about their reform and advocacy agenda,¹⁷ which focuses primarily on building policy around research related to P-12 school and teacher effectiveness. While many of the policy recommendations supported by The Education Trust are not necessarily controversial, some—for example, teacher quality ratings that rely primarily on

¹⁵ As noted on The New Teacher Project's Website: <http://tntp.org/about-tntp/what-drives-us>

¹⁶ As reported on The Education Trust's 2010 990 tax form

¹⁷ As outlined on The Education Trust website: <http://www.edtrust.org/issues/our-advocacy-agenda>

value-added data, which in turn relies heavily on standardized test data—remain vigorously debated in the field.

Several organizations profiled for this report also boast connections to the Fordham Foundation, or the Fordham Institute (the Foundation's non-profit arm). The Fordham Institute reported spending almost \$36,000 in 2009, the most recent year for which data is available, on lobbying activities including direct mailing to legislators, members, or the public; publications or published or broadcast statements; and direct contact with legislators, their staffs, government officials, or a legislative body.¹⁸ The Fordham Institute has publically questioned schools of education and accountability for their graduates' performance.¹⁹ Profiled organizations connected to the Fordham Foundation or Institute include NCTQ (The Fordham Foundation sits on their Board of Directors), and Education Pioneers. Education Pioneers has partnered with the Fordham Institute to place fellows.

NCTQ is well connected with various think tanks and organizations involved in education reform. In addition to the Fordham Foundation, the Hoover Institution is represented on its Board of Directors. The Hoover Institution is well-known as supporting conservative political ideals such as private enterprise. High-profile conservatives Edwin Meese, Condoleezza Rice, George Shultz, Thomas Sowell, Shelby Steele, and Amy Zegart are all Hoover Institution fellows.

The NewSchools Venture Fund is represented on both NCTQ's and New Leaders' Board of Directors. In addition, Education Pioneers has placed fellows at NewSchools. NewSchools has a history of supporting teacher preparation programs that measure their performance by the impact of their graduates on P-12 student achievement. NewSchools' advocacy work has centered on building support for this type of accountability. NewSchools notes on their website:²⁰

*NewSchools aims to seed a market of autonomous, outcomes-oriented teacher preparation organizations, and set a new standard for teacher preparation with student learning at the center. The result will be performance-based teacher preparation organizations that consistently produce teachers whose students make, on average, at least one year of academic growth each school year. In addition, by fostering a teacher preparation Community of Practice, NewSchools will accelerate the identification, development and adoption of the most effective approaches to performance-based teacher preparation. **Our policy advocacy work supports this effort by advancing public policy that helps to create demand and provide support and funding for performance-based teacher preparation.***

In 2010, NewSchools reported giving \$145,905 to The Sheridan Group in Washington, D.C. for lobbying purposes,²¹ including advocating for federal funding/appropriations for charter schools for the 2011 fiscal year, and the All Students Achieving Through Reform Act (H. 4330 and S. 4331)²², a bill to provide high-quality public charter school options for students by enabling such public charter schools to expand and replicate.

¹⁸ As reported on the Fordham Institute's 2009 990 tax form

¹⁹ Available online at the Fordham Institute's website: <http://www.educationgadfly.net/flypaper/2010/12/event-highlights-are-education-schools-amenable-to-reform/>

²⁰ <http://www.newschools.org/funds/investment/people>

²¹ As reported in NewSchools' 2010 990 tax form, the most recent year for which data is available

²² As noted in the Office of Public Records:

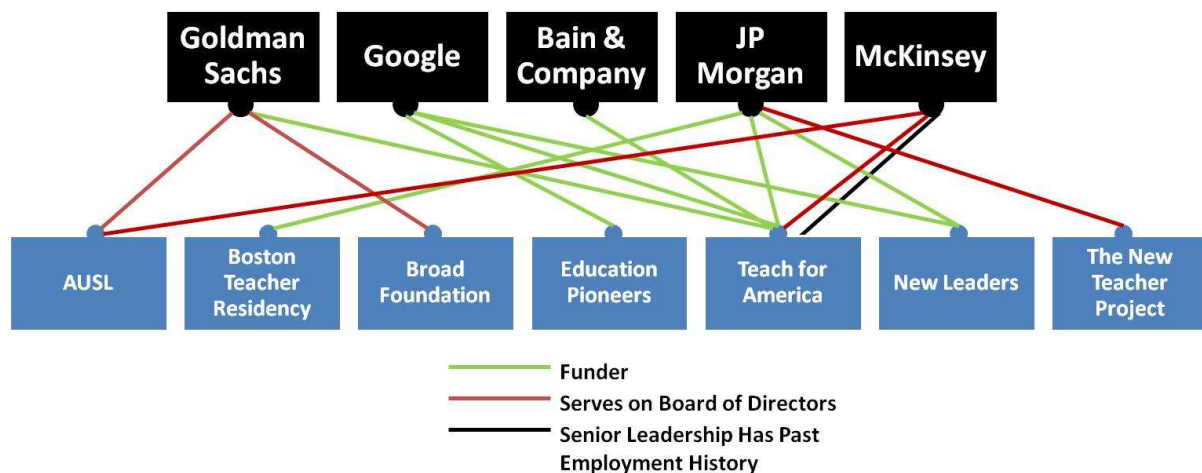
<http://soprweb.senate.gov/index.cfm?event=getFilingDetails&filingID=E4002D24-416B-4076-8C0F-9167B167AF7D>

Notable For-Profit Connections

Several well-known national finance and consulting organizations have lent their support to a number of the organizations profiled for this research. It is common for representatives from law firms, consulting firms, and financial firms to have connections to profiled organizations' Board of Directors, or to provide funding support. Selected connections of well-known national firms include:

- Representatives of **Goldman Sachs** sit on both the Board of Directors of AUSL and the Broad Foundation. Goldman Sachs is also a major funder of Teach for America.
- **JP Morgan** is represented on the Board of Directors of The New Teacher Project, and has also provided funding for the Boston Teacher Residency, Teach for America, and New Leaders.
- **McKinsey & Company** is represented on AUSL's Board of Directors and Teach for America's National Board of Directors. Select members of TFA's national senior leadership team have been employed at McKinsey in the past.
- **Bain & Company** has been a major funder of Teach for America.
- **Google** has provided support for Education Pioneers, Teach for America, and New Leaders.

Figure 5. Relationships Among Profiled Organizations and the For-Profit Community



For more information and sources, please see the organizational profiles listed below.

Notable Media Connections

Several of the profiled organizations have strong connections with various elements of the media. The organizations for which media connections were apparent include Teach for America, NCTQ, StudentsFirst, and the Broad Foundation. As noted above, it is possible that additional connections exist, but were not immediately evident within the scope of this research.

News Corporation is affiliated or involved with several of the profiled education reform organizations. News Corp. is the world's second-largest media conglomerate as of 2011 in

terms of revenue, and the world's third largest in entertainment as of 2009.²³ News Corp.'s holdings include the *Wall Street Journal* as well as *Fox News*—known for its conservative political positions, though this is denied by Fox.²⁴ News Corp. is represented on Teach for America's National Board of Directors, as well as NCTQ's Advisory Board. In addition, News Corp. publically supports StudentsFirst.

The Broad Foundation, as well, has connections to various media outlets that have influenced the education reform agenda. The Broad Foundation was a major funder for the recent documentaries *Waiting for Superman* and *The Lottery*, which both shed light on the education reform debate and served to highlight and popularize an advocacy agenda aligned with those of many of the organizations profiled for this research. The Broad Foundation reported giving \$167,000 to fund *Waiting for Superman's* "social action campaign" in 2010.²⁵ In addition, the Broad Foundation has also provided grants to the Education Writers Association, a professional association "dedicated to improving the quality and quantity of education coverage to create a better-informed society."²⁶

The Broad Foundation reported giving \$167,000 to fund Waiting for Superman's "social action campaign"

In addition, NCTQ is currently partnering with *US News & World Report* to publish a national ranking of the quality of teacher education programs, most of which are centered at colleges and universities. *EducationNext*, a journal chronicling the education reform movement, is also represented on NCTQ's Board of Directors.

²³ http://en.wikipedia.org/wiki/News_Corporation

²⁴ http://en.wikipedia.org/wiki/Fox_News

²⁵ Reported in the Broad Foundation's 2010 990 tax form

²⁶ <http://www.ewa.org/site/PageServer?pagename=abt>

Organizational Profiles

Category	Name	Page
<i>Organizations Conducting School Reform or Teacher Quality Research</i>	Annenberg Institute for School Reform	17
	National Council on Teacher Quality	18
<i>Organizations Preparing or Developing Educational Leaders</i>	Education Pioneers	20
	New Leaders	24
	Academy of Urban School Leadership	28
<i>Organizations Preparing Teachers</i>	Boston Teacher Residency	29
	The New Teacher Project	30
	Teach for America	31
<i>Advocacy Organizations</i>	Stand for Children	36
	StudentsFirst	38
<i>Private Foundations</i>	Bill & Melinda Gates Foundation	40
	The Eli and Edythe Broad Foundation	41
	The Walton Family Foundation	45

Organizations Conducting School Reform or Teacher Quality Research

Annenberg Institute for School Reform (AISR)

<i>Founding & Mission</i>	<ul style="list-style-type: none"> The Annenberg Institute, funded in part by the Annenberg Foundation, works with school system central offices and community constituencies, to explore and refine the concept of “smart education systems,” which they define as networks of schools, community organizations and services that promote high-quality student learning and development inside and outside of schools.
<i>Core Organizational Pursuits</i>	<ul style="list-style-type: none"> P-12 School reform Teacher preparation reform Administrator preparation reform
<i>Tax Designation</i>	501(c)(3)
<i>Geographic Focus</i>	National and international focus. Specific work is being conducted in teacher and administrator preparation reform via AISR’s human capital development in the Nashville, TN public schools
<i>Board of Directors</i>	<p>Select individuals representing the following organizations are represented on AISR’s Board of Directors:</p> <ul style="list-style-type: none"> Advance Illinois Brown University Harvard Graduate School of Education (EDLP program) McLeod Associates, Inc Schumann Fund for New Jersey Steans Family Foundation Wireless Generation
<i>Partnerships</i>	<p><i>Formal Partnerships:</i></p> <ul style="list-style-type: none"> Rhode Island Foundation Rhode Island Public Expenditure Council Public Education Network The Chief Justice Earl Warren Institute on Law and Social Policy (U-Cal-Berkeley) Alliance for Educational Justice Urban Youth Collaborative (NYC) Transatlantic School Innovation Alliance Grassroots Community & Youth Organizing Special Interest Group of the American Educational Research Association NYC Coalition for Educational Justice National League of Cities

	<i>Informal Partnerships:</i> <ul style="list-style-type: none"> • Rhode Island Office of Higher Education & RI Department of Elementary & Secondary Education • Mayor's Children & Youth Cabinet (Providence)
<i>Operating Budget</i>	\$5.6 million
<i>Top Funders</i>	<i>Over \$1 million</i> <ul style="list-style-type: none"> • Bill & Melinda Gates Foundation <i>Over \$200,000</i> <ul style="list-style-type: none"> • Annenberg Foundation • Ford Foundation • Nellie Mae Educational Foundation • Metro Nashville Public Schools
<i>Number of Employees</i>	39 Full-time staff

Source: Interview (see *Methodology* below) and organization website <http://annenberginstitute.org/>

National Council on Teacher Quality (NCTQ)

<i>Founding & Mission</i>	<ul style="list-style-type: none"> • Based in Washington, D.C., the National Council on Teacher Quality was founded in 2000 to provide an alternative national voice to existing teacher organizations, and build the case for a comprehensive reform agenda that would challenge the current structure and regulation of the profession. • The National Council on Teacher Quality advocates for reforms in a broad range of teacher policies at the federal, state, and local levels in order to increase the number of effective teachers. NCTQ is committed to lending transparency and increasing public awareness about the four entities that have the greatest impact on teacher quality: states, teacher preparation programs, school districts and teachers unions. • NCTQ's Board of Directors and Advisory Board is composed of Democrats, Republicans and Independents, all of whom believe that the teaching profession is way overdue for significant reform in how we recruit, prepare, retain, and compensate teachers.
<i>Core Organizational Pursuits</i>	<ul style="list-style-type: none"> • Teacher preparation reform
<i>Tax Designation</i>	501(c)(3)
<i>Geographic Focus</i>	National
<i>Board of Directors</i>	<p>Select individuals representing the following organizations are represented on NCTQ's Board of Directors:</p> <ul style="list-style-type: none"> • Piton Foundation • Colorado Children's Campaign • The Savvy Source for Parents • Project Achieve, Inc. • Fordham Foundation • EducationNext • NFL Players Association • Laureate Education • Western Governors University • B&D Consulting • The Education Trust • Chiefs for Change • Rodel Charitable Foundation of Arizona
<i>Advisory Board</i>	<p>Individuals representing the following organizations are represented on NCTQ's Advisory Board:</p> <ul style="list-style-type: none"> • Academy for Urban School Leadership • American Council of Life Insurers

	<ul style="list-style-type: none"> • American Enterprise Institute • Bill and Melinda Gates Foundation • BK Education Consulting Services • Center for American Progress • Center for Reinventing Public Education • Connecticut State Board of Education • Core Knowledge Foundation • EduTron • EDvention • Illinois Education Association • KIPP • New Teacher Center • News Corporation • NewSchools Venture Fund • Pearson • Southern Methodist University • StudentsFirst • Teach For America • Teach Plus • The Barnes Law Group • The Hoover Institution • The Match School, Massachusetts • University of Missouri-Columbia • University of Virginia • Virginia Commonwealth University • Voyager Expanded Learning • Westat • Michigan State University
<i>Partnerships</i>	<i>US News & World Report</i>
<i>Operating Budget</i>	Approximately \$2 million
<i>Top Funders</i>	<p>NCTQ receives all funding from private organizations/foundations:</p> <ul style="list-style-type: none"> • Aaron Straus and Lillie Straus Foundation • Abell Foundation • B & L Foundation • Barksdale Reading Institute • Barr Foundation • Benwood Foundation • Bill and Melinda Gates Foundation • Boston Foundation • Bower Foundation • Brookhill Foundation • Carnegie Corporation of New York • Chamberlin Family Foundation • Cleveland Foundation • Daniels Fund • Doris and Donald Fisher Fund • Edythe and Eli Broad Foundation • Ewing Marion Kauffman Foundation • Finnegan Family Foundation • Foundation for the MidSouth • Garner Foundation • George Gund Foundation • George Kaiser Family Foundation

	<ul style="list-style-type: none"> • Gleason Family Foundation • Goldsmith Family Foundation • Harold Whitworth Pierce Charitable Trust • Houston Endowment • Hyde Family Foundation • Irene E. and George A. Davis Foundation • Joyce Foundation • Laura and John Arnold Foundation • Longfield Family Foundation • Longwood Foundation, Inc. • Lynch Foundation • Lynde and Harry Bradley Foundation • Massachusetts Business Alliance for Education • Michael & Susan Dell Foundation • Morton K. and Jane Blaustein Foundation • Osa Foundation • Phil Hardin Foundation • Polk Bros Foundation • Rockwell Collins, Inc. • Rodel Charitable Foundation of Arizona • Rodel Foundation of Delaware • Samson Investment Company • Searle Freedom Trust • Sid W. Richardson Foundation • Steans Family Foundation • The Heinz Endowments • The Teaching Commission • Tulsa Metro Chamber • Walker Foundation • William E. Simon Foundation • Williams Company
<i>Number of Employees</i>	21

Source: Organization website www.nctq.org, and 2010 990 tax form (form most easily available to the public, used for information not available via the interview or website, including operating budget and number employed)

Organizations Preparing or Developing Educational Leaders

Education Pioneers

<i>Founding & Mission</i>	<ul style="list-style-type: none"> • Scott Morgan, Founder and CEO, is a social entrepreneur who is also a founding board member of Beyond 12, Inc., and a Fellow of the Aspen Institute-NewSchools Venture Fund Entrepreneurial Leaders for Public Education • Education Pioneer's (EP) mission is to identify, train, connect, and inspire a new generation of leaders dedicated to transforming our educational system so that all students receive a quality education. EP does this through fellowship programs (both summer and 10-month fellowships) and strategically designed professional development for its fellows. The hope is that fellows learn about education reform during the fellowship, and incorporate that knowledge into their life's work in diverse sectors. • EP has been building a nationwide network of education leaders who have worked outside the classroom since 2003. • EP addresses the human capital deficiencies in education reform by operating fellowship programs in seven metropolitan areas nationwide, including Chicago, New York City, Bay Area, and Washington, DC.
-------------------------------	---

<i>Core Organizational Pursuits</i>	<ul style="list-style-type: none"> • P-12 School reform
<i>Tax Designation</i>	501(c)(3)
<i>Geographic Focus</i>	National
<i>Board of Directors</i>	<p>Select individuals representing the following organizations are represented on Education Pioneers' Board of Directors:</p> <ul style="list-style-type: none"> • Cantor Fitzgerald • Teach For America • Symantec Corporation • ghSMART • Breosla, LLC
<i>Partnerships</i>	<p>Education Pioneers partners with the following organizations to place their 1,200 fellows:</p> <ul style="list-style-type: none"> • Academy for Urban School Leadership • Acelero Learning • Achievement First • Action Center for Education Services and Scholarships (ACCESS) • Acumen Solutions • Advance Illinois • After-School Corporation (TASC) • Alma del Mar Charter School • AppleTree Institute for Education Innovation • Aspire Public Schools • BELL (Building Educated Leaders for Life) • Bellwether Education Partners • Boston After School and Beyond • Boston Public Schools • Bright Star Schools • California Charter Schools Association • California Community Foundation • Capital Partners for Education • Center City Public Charter Schools • Center for Education Policy Research at Harvard University • Charter Board Partners • Chicago Jesuit Academy at Resurrection Campus • Chicago Public Schools • Chinquapin Preparatory School • Citizen Schools • College Track • Communities in Schools of Los Angeles • Consortium for Educational Change • Cotsen Family Foundation • DC Action for Children • DC Public Charter School Board • DC Public Education Fund • District of Columbia Public Schools • E.L. Haynes Public Charter School • E3: Excellent Education for Everyone • Ed Trust West • Educate Texas • Education Elements, Inc. • Elsie Whitlow Stokes Community Freedom Public Charter School • EnCorps

	<ul style="list-style-type: none"> • Envision Schools • Equal Opportunity Schools • Families Empowered • First Place for Youth • Generation Citizen • Genesys Works • Harlem RBI • Harlem Village Academies • Harris County Department of Education • Highland Street Foundation • Houghton Mifflin • Houston A+ Challenge • I Have a Dream Foundation • IDEA Public Schools • Illinois Network of Charter Schools • Jobs for the Future • KIPP DC • KIPP Foundation • KIPP Houston • LA Education Partnership • Level Playing Field Institute • Life Pieces to Masterpieces • Lighthouse Community Charter School • LMU Family of Schools • Los Angeles County Office of Education - Head Start and State Preschool • Los Angeles Unified School District • Mass Insight • Massachusetts Department of Elementary and Secondary Education • Massachusetts Executive Office of Education • MATCH Charter Public High School • Montessori School of Englewood • National Alliance for Public Charter Schools • National Center on Time and Learning • National Institute for Excellence in Teaching • Nellie Mae Education Foundation • Network for Teaching Entrepreneurship • New Jersey Charter School Association • New York City Department of Education • New York State Department of Education • Newark Public Schools • NewSchools Venture Fund • NJ LEEP, Inc. • Oakland Unified School District • Office of the Deputy Mayor for Education of DC • Office of the State Superintendent of Education • Ounce of Prevention Fund • Parent Revolution • Partners for Developing Futures • Partnership for Children's Rights • Pivot Learning Partners • Playworks • Prince George's County Public Schools • Project RISE • Prospect Hill Academy Charter School
--	---

	<ul style="list-style-type: none"> • Public Counsel • Public Prep • Realm Charter School • Relay Graduate School of Education fka Teacher U • Revolution Foods - Northern California • Rocketship Education • Roseville Community Charter School • San Francisco Unified School District • Scholar Academies • Spring Branch ISD • Stand for Children • Stand Up for Sacramento Schools • StudentsFirst • Teach For America • Teach Plus • TEAM Charter Schools, Newark • The Achievement Network • The Big Picture Company • The Broad Center • The College Ready Promise • The Eli and Edythe Broad Foundation for Education • The GO Project • The Heart Project • The New Teacher Center • The New Teacher Project • The Partnership for Los Angeles Schools • The Riordan Programs at UCLA Anderson • The SEED Foundation • Thomas B. Fordham Institute • Tree of Life Public Charter School • Uncommon Schools • United States Department of Education • United States Department of Education - Office of Civil Rights • University Heights Charter School • Unlocking Potential • Uplift Education • Urban Prep Academies • Victory Education Partners • Visions Academy Charter High School • Wireless Generation • Year Up • YES Prep Public Schools • Youth Policy Institute (YPI) • YouthBuild Charter School
<i>Operating Budget</i>	Approximately \$4.8 million
<i>Top Funders</i>	<p>National funders include:</p> <ul style="list-style-type: none"> • The Eli and Edythe Broad Foundation • The Michael & Susan Dell Foundation • The Bill & Melinda Gates Foundation (\$7.6 million in 2011 for the development of school leaders) • Robertson Foundation <p>Major funders include:</p> <ul style="list-style-type: none"> • MetLife Foundation

	<ul style="list-style-type: none"> • Credit Suisse • Salesforce.com Foundation • Doris & Donald Fisher Fund • Google • Gale Mondry & Bruce Cohen <p>Geographic-specific major funders include:</p> <ul style="list-style-type: none"> • Arnold Family Foundation • Bruce Sandys • Cabot Family Charitable Trust • Eaton Vance Investment Managers • Genzyme Corporation • Harold Whitworth Pierce Charitable Trust • Homestead Foundation • Houston Endowment • Joseph Drown Foundation • Leslie Family Foundation • Marlene Canter • MetLife Foundation • New York City Charter School Center • Rogers Family Foundation • The Boston Foundation • The Crown Family • The Farese Family Foundation • The Finnegan Family Foundation • The Joyce Foundation • The Koret Foundation • The Ralph M. Parsons Foundation • The Walton Family Foundation • The William H. Donner Foundation, Inc. • Thomas Bradshaw • William C. Bannerman Foundation
<i>Number of Employees</i>	106

Source: Organization website www.educationpioneers.org, and 2010 990 tax form (form most easily available to the public, used for information not available via the interview or website, including operating budget and number employed)

New Leaders

<i>Founding & Mission</i>	<ul style="list-style-type: none"> • Started in 2000 by a group of social entrepreneurs, their mission is to ensure high academic achievement for every student by attracting and preparing outstanding leaders and supporting the performance of the urban public schools they lead at scale. New Leaders is quick to clarify that it is not just a principal training program. They believe that they are a movement of school leaders across the country, connected by the belief that every student can succeed in every circumstance. • New Leaders accomplishes their mission with three programs: Emerging Leaders Program; Aspiring Principals Program; and the EPIC program. • The EPIC—Effective Practice Incentive Community—program offers financial rewards to teachers who have had success improving outcomes for low-income students. It also has a “knowledge system” component that functions as a online platform for teachers and administrators to share best practices.
<i>Core Organizational Pursuits</i>	<ul style="list-style-type: none"> • P-12 School reform • Administrator preparation reform
<i>Tax Designation</i>	501(c)(3)
<i>Geographic Focus</i>	New Leaders runs leadership programs in 12 urban areas, including the San Francisco Bay Area, Charlotte, Chicago, greater New Orleans, Maryland, Memphis, New York City, Newark, and

	Washington, D.C.
<i>Board of Directors</i>	<p>Select individuals representing the following organizations are represented on New Leaders' Board of Directors:</p> <ul style="list-style-type: none"> • FirstLine Schools • Bain Capital, LLC • Boeing Military Aircraft Integrated Defense System • J.R. Hyde III Family Foundation • Salmon River Capital • NewSchools Venture Fund • America Achieves • Ostriker von Simson, Inc.
<i>Partnerships</i>	<i>Unlisted</i>
<i>Operating Budget</i>	Approximately \$41.4 million
<i>Top Funders</i>	<p>New Leaders funders include:</p> <ul style="list-style-type: none"> • Aaron Straus and Lillie Straus Foundation • Abell Foundation • Alix Smulin • AllenTate Realtors • Alvin and Fanny B. Thalheimer Foundation • Annie E. Casey Foundation • Arnold Family Foundation • Atlassian, Inc. • AutoZone • Baltimore City Public Schools • Baltimore Community Foundation • Bank of America • Barbara K. Shapiro • Belk Foundation • Bill & Melinda Gates Foundation • Blue Foundation • Bonsal Family Fund at the Baltimore Community Foundation • Booth Ferris Foundation • C.D. Spangler Foundation • Capital Group Companies Charitable Foundation • Capital One • Carolinas Healthcare • Charlotte Mecklenburg Schools • Chicago Board of Trade Foundation • Clayton Baker Trust • Clearing Corporation • Corina Higginson Trust • Crown Family Philanthropies • David & Minnie Berk Foundation • David Kirsch • Diana Davis Spencer Foundation • District of Columbia Public Schools • Doris & Donald Fisher Fund • Duke Energy • EdisonLearning • Edith Glick Shoolman Foundation • Edward G. Schlieder Educational Foundation • Eugene and Agnes E. Meyer Foundation • FedEx Corporation

	<ul style="list-style-type: none"> • First Tennessee Foundation • Flamboyant Foundation • France-Merrick Foundation • Francis and Edwin Cummings Foundation • Fund for Public Schools • Funding Opportunities Fund at the Baltimore Community Foundation • George and Mildred Weissman Foundation • Geraldine R. Dodge Foundation • Glickenhau Foundation • Goldsmith Family Foundation • Goodrich Corporation • Google Matching Gift Program • Greater New Orleans Foundation • Harry and Jeanette Weinberg Foundation • HSBC • Hyde Family Foundations • IBM • J. Willard and Alice S. Marriott Foundation • Jack Kent Cooke Foundation • Jacob and Hilda Blaustein Foundation • John and Ann Doerr • JPMorgan Chase Foundation • Katie O'Dwyer • Kemmons Wilson Family Foundation • Koshland Family Foundation • Leah Gogel • Leon and Sandra Levine Foundation • Leslie Jacobs • Lockhart Vaughan Foundation • Lois and Philip Macht Family Philanthropic Fund • Lone Pine Foundation • Louis and Dora Smith Foundation • Maryland State Department of Education • Matt Evans • Max McGraw Foundation • McCormick Foundation • MCJ Amelior Foundation • Mecklenburg Citizens for Public Education • Memphis City Schools • Metzger-Price Fund • Michael Lynch • Morton K. and Jane Blaustein Foundation • Mr. and Mrs. Lawrence Nussdorf • New Schools for New Orleans • New York Community Trust • Newark Charter School Fund • NewSchools Venture Fund • Northrop Grumman Electronic Systems • Office of the State Superintendent of Education • OneMain Financial • Peter Aberg • Peter Bennet • Peter Jakes • Piedmont Natural Gas
--	--

	<ul style="list-style-type: none"> • Pitney Bowes • Polk Bros. Foundation • Presbyterian Health Care • Prince Charitable Trust • Prince George's County Public Schools • Quest Foundation • Reginald F. Lewis Foundation • RGK Foundation • Richard Dresdale • Rogers Builders • SAP America, Inc. • Scott S. Cowen Institute for Public Education Initiatives • Select Equity Group, Inc. • Shippy Foundation • Sidney E. Frank Foundation • Southern Wine & Spirits Illinois • Speh Family Foundation • State of Louisiana • Stephen Meringoff • Sylvan/Laureate Foundation • T. Rowe Price Foundation • Ted Coons • Tennessee Department of Education • The Boeing Company • The Broad Foundation • The Col. A. McNeil Foundation • The Finnegan Family Foundation • The Lloyd A. Fry Foundation • The Max and Victoria Dreyfus Foundation • The Morris & Gwendolyn Cafritz Foundation • The Peter and Carmen Lucia Buck Foundation • The Prudential Foundation • The Ross #2 Fund • The Scorpio Rising Fund • The Sexauer Foundation • The W. Clement & Jessie V. Stone Foundation • The Walter & Elise Haas Fund • The Walton Family Foundation • Thomas J. Long Foundation • TIAA Cref • Time Warner Cable • US Department of Education • Verizon Foundation • Victoria Foundation • Walter Isaacson • Wells Fargo • World Bank • Wright Family Foundation • Zanyvl and Isabelle Krieger Fund • Ziff Brothers Investments
<i>Number of Employees</i>	247
<i>Other Information</i>	New Leaders was formerly known as "New Leaders for New Schools"

Source: Organization website www.newleaders.org, and 2010 990 tax form (form most easily available to the public, used for information not available via the interview or website, including operating budget and number employed)

Organizations Preparing Teachers

Academy of Urban School Leadership (AUSL)

<i>Founding & Mission</i>	<ul style="list-style-type: none"> Founded in 2001 by Martin J. Koldyke, a venture capitalist and founder of the Golden Apple Foundation. AUSL's mission is to improve student achievement in Chicago's high-poverty, chronically failing schools through a disciplined transformation process, which is built on a foundation of specially trained AUSL teachers. AUSL's model includes an urban teacher residency, coupled with master's course work. Residents earn either a M.A.T. and initial licensure to teach in Illinois, or an M.Ed in Urban Education if they are already certified as a teacher.
<i>Core Organizational Pursuits</i>	<ul style="list-style-type: none"> P-12 School reform Teacher preparation reform
<i>Tax Designation</i>	501(c)(3)
<i>Geographic Focus</i>	Chicago, IL
<i>Board of Directors</i>	<p>Select individuals representing the following organizations are represented on AUSL's Board of Directors:</p> <ul style="list-style-type: none"> Boston Consulting Group Chicago Council on Global Affairs Golden Apple Foundation Goldman, Sachs & Co. Mason Avenue Investments McKinsey & Company National Louis University Nortel Northwestern University R2 Consulting Simoncini Strategies The Hope Institute for Children and Families Torshen Capital Management WH Trading
<i>Partnerships</i>	<p>In order to train teachers, AUSL's most significant partners are National Louis University and the Chicago Public School system. In addition, AUSL lists the following organizations as partners:</p> <p><i>Government Partners</i></p> <ul style="list-style-type: none"> City of Chicago State of Illinois US Department of Education US Department of Housing and Urban Development <p><i>Community Partners</i></p> <ul style="list-style-type: none"> Americorps City Year UCAN Founding member of the Urban Teacher Residency United (UTRU) organization
<i>Operating Budget</i>	Approximately \$12.2 million
<i>Top Funders</i>	<p>Over \$10 million</p> <ul style="list-style-type: none"> U.S. Department of Education

	<p>The Bill and Melinda Gates Foundation</p> <ul style="list-style-type: none"> • Chicago Public Schools <p><i>\$1,000,000 to \$4,000,000</i></p> <ul style="list-style-type: none"> • The Michael and Susan Dell Foundation • NewSchools Venture Fund • Chicago Community Trust • Boeing Charitable Trust • Mr. and Mrs. Michael Keiser • Pritzker Foundation and Pritzker Traubert Family Foundation • State of Illinois
<i>Number of Employees</i>	209 employees, 24 volunteers

Source: Interview (see *Methodology* below), organization website (www.ausl-chicago.org), and 2009 990 tax form (form most easily available to the public, used for information not available via the interview or website, including operating budget and number employed)

Boston Teacher Residency (BTR)

<i>Founding & Mission</i>	<ul style="list-style-type: none"> • Initially funded by Strategic Grant Partners, who collaborated in 2003 with then-Superintendent in Boston, Thomas Payzant, to design this program meant to address problems in urban education. • Boston Teacher Residency's (BTR) mission is to drive significant student achievement gains through the recruitment, preparation and support of exceptional teachers in Boston. By placing an emphasis on preparation in the urban classroom setting and providing extensive ongoing support, BTR directly addresses the high teacher turnover rates that cost districts millions and leave students with inexperienced teachers. • BTR pairs hands-on learning in the classroom with targeted master's-level coursework, giving Residents both a practical and theoretical foundation for their three-year commitment to the BPS.
<i>Core Organizational Pursuits</i>	<ul style="list-style-type: none"> • P-12 School reform • Teacher preparation reform
<i>Tax Designation</i>	501(c)(3)
<i>Geographic Focus</i>	Boston, MA
<i>Board of Directors</i>	<i>Unavailable at present</i>
<i>Partnerships</i>	<p>In order to train teachers, BTR's most significant partners are UMass Boston and the Boston Public School system. In addition, BTR lists the following as partners:</p> <ul style="list-style-type: none"> • Boston Plan for Excellence • The Massachusetts Service Alliance • The Posse Foundation • AmeriCorps • Urban Teacher Residency United (UTRU), which was co-founded by BTR • City Year
<i>Operating Budget</i>	Approximately \$8 million (2012)
<i>Top Funders</i>	<p>Funding is approximately 70% public and 30% private. Major funders include:</p> <ul style="list-style-type: none"> • U.S. Department of Education (i3 grant, Teacher Quality Partnership grant) • Boston Public Schools • Barr Foundation (Boston-based foundation) <p>Other private and family foundations that have funded BTR include:</p> <ul style="list-style-type: none"> • State Street Foundation, Inc. • Intel Foundation • J.P. Morgan Charitable Giving Fund • Boston Plan for Excellence

	<ul style="list-style-type: none"> • Richard and Susan Smith Family Foundation • Shippy Foundation • TOSA Foundation • Judy & Jamie Dimon • Dalio Family Foundation • Finnegan Family Foundation • Laurie M. Tisch Illumination Fund • Education Collaboration Fund • CityBridge Foundation • Strategic Grant Partners • W. Clement & Jessie V. Stone Foundation • Harold Whitworth Pierce Charitable Trust • Motorola Foundation • Ford Foundation • Carnegie Corporation of New York
<i>Number of Employees</i>	45
<i>Other Information</i>	At present, there are approximately 300 BTR graduates teaching in the Boston Public Schools. Fifty percent of graduates are teachers of color and 25% are African-American, which are examples of BTR achieving its goal of diversifying the pipeline of new teachers in the city's public school district. Furthermore, 75% of BTR graduates still hold teacher positions after 5 years. Like other teacher preparation programs, one of BTR's greatest challenges is gathering sufficient data to assess their effectiveness of graduates and their impact on P-12 student achievement.

Source: Interview (see *Methodology* below) and organization website www.bostonteacherresidency.org

The New Teacher Project (TNTP)

<i>Founding & Mission</i>	<ul style="list-style-type: none"> • The New Teacher Project (TNTP) is a national nonprofit dedicated to closing the achievement gap by ensuring that high-need students have access to outstanding teachers. TNTP was led by Michelle Rhee for its first 10 years. TNTP partners with school districts and states to implement scalable responses to their most acute teacher quality challenges. Since its inception, TNTP has trained or hired approximately 43,000 teachers. It has also established more than 75 programs and initiatives in 31 states and published four large-scale studies on urban teacher hiring and school staffing. TNTP is currently involved in over 25 cities in 17 states. • Although TNTP began as an off-shoot of TFA, its mission is explicitly different from TFA because it focuses on supporting districts and training teachers who want to make a life-long commitment to the profession. TNTP also focuses energy on helping districts solve their own problems.
<i>Core Organizational Pursuits</i>	<ul style="list-style-type: none"> • Teacher preparation reform
<i>Tax Designation</i>	501(c)(3)
<i>Geographic Focus</i>	<p>National focus; TNTP has over 200 district partners located in the following geographies:</p> <ul style="list-style-type: none"> • Arizona • Colorado • Delaware • District of Columbia • Georgia • Illinois • Indiana • Louisiana • Maryland • Missouri • New Jersey

	<ul style="list-style-type: none"> • New York • North Carolina • Pennsylvania • Rhode Island • Tennessee • Texas • Wisconsin
<i>Board of Directors</i>	<p>Select individuals representing the following organizations are represented on TNTP's Board of Directors:</p> <ul style="list-style-type: none"> • The Education Trust • Hogan Lovells US, LLP • Centaurus Advisors, LLC • Laura and John Arnold Foundation • Southern Education Foundation • Bain & Company, Inc. • The Partners of '63 • Cross & Jofus, LLC • EADS North America, Inc • Merced Systems • Charles A. Dana Center; The University of Texas at Austin
<i>Partnerships</i>	<i>Unlisted</i>
<i>Operating Budget</i>	Approximately \$34.3 million
<i>Top Funders</i>	<p>In 2010, TNTP reported to bring in approximately \$20.6 million in revenue from program services, and approximately \$30 million in contributions and grants. Much of the funding received via contributions and grants in 2010 may have been due to their award of up to \$21 million in federal funding for their TEACH initiative (2010 i3 winner). In following, the U.S. Department of Education is likely the most significant current funder. However, an additional estimated \$10 million is generated via funders that are unlisted on publically available information. TNTP's website notes that the majority of TNTP's revenue comes from its work with clients, including schools, school districts, or state departments of education, on a fee-for-service basis (supporting the \$20.6 million in reported revenues in 2010). Approximately 30% of TNTP's funding is generated by private donors and foundations. The <i>New York Times</i> cites the Gates Foundation as one of TNTP's funders.</p>
<i>Number of Employees</i>	1,587 employees and 13 volunteers
<i>Senior Leadership</i>	<p>TNTP's senior leadership team has prior connections and experiences with the following organizations:</p> <ul style="list-style-type: none"> • Teach for America • New York City Department of Education • Google • JP Morgan Chase • Chicago Public Schools • Stupski Foundation • New York City Public Schools
<i>Other Information</i>	<p>TNTP is also doing work to support the creation of data systems designed to support the evaluation of teacher quality. Currently, TNTP is engaged in the following geographies where this work is underway: Colorado, Illinois, Indiana and Rhode Island and the school districts of Houston, New Orleans, Newark and New York City.</p>

Source: Organization website www.tntp.org, and 2010 990 tax form (form most easily available to the public, used for information not available via the interview or website, including operating budget and number employed). Also, the *New York Times* cited the Gates Foundation as one of TNTP's funders on May 21, 2011: <http://www.nytimes.com/2011/05/22/education/22gates.html?pagewanted=all>

Teach for America (TFA)

<i>Founding & Mission</i>	<ul style="list-style-type: none"> As a college senior at Princeton University, Wedy Kopp's thesis described her idea for Teach for America (TFA). Subsequently, as a 21 year-old, Kopp raised \$2.5 million of start-up funding and launched a grassroots recruitment campaign to realize her vision. In its first year (1990), TFA was comprised of 500 teachers called "corps members." By 2010-2011, TFA grew to over 8,000 corps members. Teach For America's stated mission is to train and provide a critical source of well-trained teachers who are helping break the cycle of educational inequity. Corps members commit to teach for two years in one of 39 urban and rural regions across the country, and are inevitably tasked to exert tremendous energy to help their students to achieve at high levels.
<i>Core Organizational Pursuits</i>	<ul style="list-style-type: none"> P-12 School reform Teacher preparation reform
<i>Tax Designation</i>	501(c)(3)
<i>Geographic Focus</i>	National
<i>Board of Directors</i>	<p>Select individuals representing the following organizations are represented on TFA's National Board of Directors:</p> <ul style="list-style-type: none"> Akin Gump Allen & Company, LLC Arthur Rock & Co. Build-A-Bear Workshop Capital Research Company Center for Public Leadership, Harvard University Coach, Inc. College Track DLJ Financial Services El Dorado Capital, LLC First Manhattan Consulting Group Harvard University Helios Education Foundation Hewlett-Packard Company Hispanic Scholarship Fund InterMedia Partners J. Crew Group Kraft Foods, Inc. Laura and John Arnold Foundation Lone Pine Capital, LLC Madison Dearborn Partners Madrone Capital Partners McKinsey & Company News Corporation Providence Equity Partners, Inc. Rainwater, Inc. Ramajal, LLC Sherry Lansing Foundation Sony Corporation Spelman College State Farm Insurance Companies Stupski Foundation Teach For All The Aspen Institute The Keffi Group Ltd. The Weather Channel Companies United Negro College Fund

	<ul style="list-style-type: none"> • Wells Fargo <p>Select individuals representing the following organizations are represented on TFA's National Council of Regional Board Chairs:</p> <ul style="list-style-type: none"> • The Bodley Group • Alliance Partners, LLC • Andesite Holdings • City Bridge Foundation • Collina Ventures, LLC • Cox, Curry & Associates • Entergy Services Inc. • Flagler Real Estate Services LLC • Kaneohe Ranch Management Limited • Kohlberg Kravis Roberts & Co. • Madison Dearborn Partners • Magic Valley Electric Cooperative • Morgan Keegan • RT Dooley Construction Company • Sage Companies • SGS Petroleum Service Corporation • Smith, Anderson, Blount, Dorsett, Mitchell & Jernigan • SunCor Development Company • The Aaron and Lillie Straus Foundation • The Calvin Group • The Haskell Company • Wachovia • Yale Law School
<i>Operating Budget</i>	Approximately \$177 million
<i>Top Funders</i>	<p>Upwards of \$50 million:</p> <ul style="list-style-type: none"> • Sue and Steve Mandel • The Walton Family Foundation <p>Upwards of \$25 million:</p> <ul style="list-style-type: none"> • Doris & Donald Fisher Fund • Laura and John Arnold Foundation • Robertson Foundation • The Eli and Edythe Broad Foundation <p>Upwards of \$15 million:</p> <ul style="list-style-type: none"> • Amgen Foundation • Bank of America • Cisco • Glenview Capital • Visa, Inc. • Wells Fargo <p>Upwards of \$10 million:</p> <ul style="list-style-type: none"> • Arthur and Toni Rembe Rock • Marsha and James McCormick • Martha and Bruce Karsh • Michael & Susan Dell Foundation • Rainwater Charitable Foundation • The Lenfest Foundation <p>Upwards of \$5 million:</p> <ul style="list-style-type: none"> • Arthur and Toni Rembe Rock • Mary and Paul Finnegan <p>Upwards of \$1 million:</p>

	<ul style="list-style-type: none"> • 100 Women in Hedge Funds Association, Inc. • AmeriCorps • Arizona Office of the Governor • Arnof Family Foundation • AT&T • Bain & Company • Baltimore City Public Schools • Baltimore Community Foundation • Betty and Davis Fitzgerald Foundation • Bezos Family Foundation • Bill & Melinda Gates Foundation • Bobbie and Lew Frankfort • C.D. Spangler Foundation, Inc. • Capital Group Companies Charitable Foundation • Carnegie Corporation of New York • Champions for Education, Inc. • Charles and Helen Schwab Foundation • Charles and Lynn Schusterman Family Foundation • Chevron Corporation • CityBridge Foundation • Community Foundation for the National Capital Region • Community Foundation Of Greater Memphis • Cornerstone OnDemand, Inc. • Daniels Fund • Debbie & Howard Schiller • Delores Barr and J. Wayne Weaver • Dmitry and Elona Balyasny • Edith & Henry Everett • Emerson • Entergy Charitable Foundation • Ewing Marion Kauffman Foundation • ExxonMobil Foundation • FedEx Corporation • Fidelity Investments • Foundation for the National Capital Region • Gap Inc. • GE Foundation • George Kaiser Family Foundation • Geraldine R. Dodge Foundation • Goldman Sachs • Goldring Family Foundation • Google Inc. • Gregory and Lisa Wendt • Harold K. L. Castle Foundation • H-E-B • Helios Education Foundation • Houston Endowment, Inc. • James and Agnes Kim Foundation • Joan and Joel Smilow • Joan and Joel Smilow • John and Lee Middleton • John S. and James L. Knight Foundation • Joyce and Larry Stupski • JPMorgan Chase
--	--

	<ul style="list-style-type: none"> • Kern Family Foundation • Larry Robbins • Lilly Endowment, Inc • Lindy and Michael Keiser • Lowe's Charitable & Educational Foundation • Mark and Katie Leinweber • Marriott Foundation Fund of The Community • Melanie and Richard Lundquist • Monsanto Fund • Mr. and Mrs. Robert K. Steel • Mr. T. Denny Sanford • Ms. Francis K. Dibner • Nancy and Richard Kinder • Nancy Peretsman and Robert W. Scully • National Aeronautics & Space Administration (NASA) • New Profit Inc. • NewSchools Venture Fund • Philip Morris Companies, Inc. • Richard S. Pechter • Robert J. Kleberg, Jr. and Helen C. Kleberg Foundation • Robin Hood Foundation • Sandi and John W. Thompson • Sandi and John W. Thompson • Seagate Technology • Sidney E. Frank Foundation • State Farm • State of Colorado • State of Mississippi • State of Tennessee • State of Texas • Sue Lehmann • Symantec Foundation • The Abell Foundation • The Ahmanson Foundation • The Annenberg Foundation • The Annie E. Casey Foundation • The Anschutz Foundation • The Atlantic Philanthropies • The Booth-Bricker Fund • The Brown Foundation, Inc. • The Carroll & Milton Petrie Foundation • The Chartrand Foundation • The Clark Foundation • The Cullen Foundation • The Dalio Family Foundation, Inc. • The Education First Fund at The Community Foundation of Middle • The Education First Fund at The Community Foundation of Middle Tennessee • The Fondren Foundation • The Goizueta Foundation • The Hartford Financial Services Group, Inc. • The Heckscher Foundation for Children • The Horace W. Goldsmith Foundation • The Hyde Family Foundations • The Joseph B. Whitehead Foundation
--	--

	<ul style="list-style-type: none"> • The Kresge Foundation • The Leon Levine Foundation • The Lincy Foundation • The Louis Calder Foundation • The Meadows Foundation • The Medtronic Foundation • The Mind Trust • The Morris & Gwendolyn Cafritz Foundation • The Neuberger Berman Foundation • The New York City Charter School Center • The Picower Foundation • The Prudential Foundation • The Pumpkin Foundation / Joe and Carol Reich • The Rhode Island Foundation • The Seedlings Foundation • The Skillman Foundation • The Starr Foundation • The Stephen and Renee Bisciotti Foundation • The Wasserman Foundation • Tiger Foundation • Tina Goldberg and Jide Zeitlin • Tom Gamel • Trafigura Foundation • U.S. Department of Education • W. K. Kellogg Foundation • W.W. Caruth, Jr. Foundation of Communities Foundation of Texas • Wayne and Gladys Valley Foundation • William K. Bowes, Jr. Foundation • Zell Family Foundation <p>Upwards of \$250,000:</p> <ul style="list-style-type: none"> • Bezalel Foundation • John Manley • Josh and Anita Bekenstein
<i>Number of Employees</i>	3,265 employees and 6,406 volunteers
<i>Senior Leadership</i>	<p>Select members of TFA's senior leadership team have prior connections and experiences with the following organizations:</p> <ul style="list-style-type: none"> • Teach for All • McKinsey & Company • Boston Consulting Group • The Breakthrough Collaborative (formerly Summerbridge National) • Monitor Group • Leadership for Educational Equity • New York Life • Brinker International

Source: Organization website www.teachforamerica.org, and 2009 990 tax form (form most easily available to the public, used for information not available via the interview or website, including operating budget and number employed)

Advocacy Organizations

Stand for Children

<i>Founding & Mission</i>	<ul style="list-style-type: none"> On June 1, 1996, 300,000 people marched in DC for Stand for Children Day; the march inspired Stand for Children and Stand for Children Leadership Center (a nonprofit leadership training organization). Stand for Children, Inc., Stand's advocacy arm, describes itself as a grassroots advocacy organization that works to build effective local and statewide networks of grassroots advocates capable of convincing elected officials to invest in and reform children's programs. Stand is currently most invested in issues of lengthening the school day, but is also invested in supporting the charter school movement and teacher quality reform. Stand for Children Leadership Center, Stand's nonprofit arm, seeks to develop strong educational leaders to help all children receive the education and support they need to thrive.
<i>Core Organizational Pursuits</i>	<ul style="list-style-type: none"> Legislative advocacy for educational policy at the state or national level P-12 School reform
<i>Tax Designation</i>	Stand for Children, Inc., Stand's advocacy arm, is a 501(c)(4) Stand for Children Leadership Center is a 501(c)(3)
<i>Geographic Focus</i>	National focus in addition to a focus on several states, including Arizona, Colorado, Illinois, Massachusetts, Oregon, Tennessee, and Washington.
<i>Board of Directors</i>	Select individuals representing the following organizations are represented on Stand's national Board of Directors: <ul style="list-style-type: none"> Robin Hood Foundation Strategic Industries United Negro College Fund College Track
<i>Senior Leadership</i>	Select members of Stand's national leadership team have prior connections and experiences with the following organizations: <ul style="list-style-type: none"> Jumpstart Education Pioneers AmeriCorps Teach for America Planned Parenthood
<i>Partnerships</i>	<i>Unlisted</i>
<i>Operating Budget</i>	Stand for Children, Inc. has an approximate operating budget of \$2 million. Stand for Children Leadership Center has an approximate operating budget of \$9.1 million.
<i>Top Funders</i>	Stand for Children, Inc.'s top funders include many private individuals and families. Stand for Children Leadership Center's top funders include: Upwards of \$250,000: <ul style="list-style-type: none"> Gates Foundation Josh and Anita Bekenstein Charitable Fund at Combined Jewish Philanthropies Daniels Fund Bill and Melinda Gates Foundation Helios Education Foundation Jenesis Group Jonathan and Jeannie Lavine New Profit Inc. Rauner Family Foundation Walton Family Foundation Upwards of \$100,000: <ul style="list-style-type: none"> Arizona Community Foundation Communities for Public Education Reform Flamboyant Foundation Hyde Family Foundations

	<ul style="list-style-type: none"> • The Joyce Foundation • Meyer Memorial Trust • Reuben and Mindy Munger • Stuart Foundation • Rob and Cindy Doyle via the Tower Family Fund
<i>Number of Employees</i>	Stand for Children, Inc. reports no individuals employed, but 5,030 volunteers Stand for Children Leadership Center reports 135 individuals employed and 5,770 volunteers
<i>Notable Recent Legislative Support & Achievements</i>	<ul style="list-style-type: none"> • In Illinois, Stand members and staff achieved strong bi-partisan support to pass Senate Bill 7, a proposal that Stand co-created to help students and support effective teachers by tying teacher tenure and layoff decisions to performance by streamlining and improving the process for dismissing ineffective teachers with tenure; by improving the teacher contract negotiation process to put student well-being at the center of negotiations; and by enabling Chicago Public Schools to substantially lengthen their school day and year. <i>Stand invested a total of \$523,544 into these efforts, including grants of \$260,000. Stand also employed The Strategy Group in Evanston, IL for advocacy counseling for \$276,297 to support these efforts.</i> • In 2011 in Indiana, Stand helped pass Senate Bill 1, which ensures annual performance evaluations for teachers, a new performance-based compensation model, and an end to harmful "last in, first out" policies. • In Colorado, Stand played a critical role in the 2010 campaign to pass Senate Bill 191, the Great Teachers and Leaders Bill, which provides teachers and principals with meaningful annual evaluations to measure their effectiveness and determine whether teachers earn - or lose - non-probationary status (Colorado's form of tenure). <i>Stand invested a total of \$249,688 into these efforts.</i> • In Tennessee, Stand members and staff helped pass the First to the Top Act, which enabled the state to receive \$502 million in federal Race to the Top funding. This bill lifted a prohibition on using student achievement data in educator evaluations. <i>Stand invested a total of \$246,634 into these efforts.</i> In 2011, Stand helped pass Senate Bill 1528, which links teacher tenure to educator performance, and makes performance a primary criterion for district layoff decisions. • In Massachusetts, Stand supported Governor Patrick's 2010 Act Relative to the Achievement Gap, giving superintendents targeted intervention powers to quickly turn around failing schools and doubling access to high-performing charter schools in the state's lowest performing districts. Stand also supported the approval of new educator evaluations, which will give teachers the vital feedback and support they need. • In 2010 in Arizona, Stand members helped passed Senate Bill 1040, a statewide teacher and principal evaluation framework that ensures every educator evaluation include student academic progress. That same year, Stand members helped pass Proposition 100, a temporary sales tax that is bringing billions in public dollars to education (and other public services). • Stand also transferred \$260,000 in funds to its Illinois PAC and \$15,900 to its Washington PAC to carry out endorsement processes for various political candidates.

Source: Interview (see *Methodology* below) and organization website www.stand.org, and 2010 990 tax form (form most easily available to the public, used for information not available via the interview or website, including operating budget and number employed).

StudentsFirst

<i>Founding & Mission</i>	<ul style="list-style-type: none"> • Founded by Michelle Rhee in 2010 • StudentsFirst's mission is to build a national movement to defend the interests of children in public education and pursue transformative reform, so that America has the best education system in the world. StudentsFirst describes itself as a "movement to transform public education."
<i>Core Organizational Pursuits</i>	<ul style="list-style-type: none"> • Legislative advocacy for educational policy at the state or national level • P-12 School reform • Teacher preparation reform
<i>Tax Designation</i>	501(c)(4)

<i>Geographic Focus</i>	National, though “active states” are listed as Alabama, California, Connecticut, Florida, Georgia, Indiana, Iowa, Maine, Michigan, Minnesota, Missouri, Nevada, New Jersey, Ohio, Pennsylvania, and Tennessee
<i>Board of Directors</i>	<i>StudentsFirst’s Board of Directors is not yet complete and is not publically available at this time.</i>
<i>Partnerships</i>	<p>Though no formal or informal partnerships have been announced, the following individuals and/or representatives from the following organizations have publically indicated support for StudentsFirst:</p> <ul style="list-style-type: none"> • New York City mayor Michael Bloomberg • Newark, NJ mayor Cory Booker • Sacramento, CA mayor Kevin Johnson • Los Angeles, CA mayor Antonio Villaraigosa • Colorado LT Governor Barbara O’Brien • News Corp. • Institute for the Transformation of Learning at Marquette University • California Chapter of the Democrats for Education Reform • Los Angeles Urban League
<i>Operating Budget</i>	<i>Unavailable</i>
<i>Top Funders</i>	At this time, StudentsFirst has not yet publically disclosed its major funders. However, the Broad Foundation acknowledges StudentsFirst as a recipient of its funds.
<i>Number of Employees</i>	<i>Unavailable</i>
<i>Senior Leadership</i>	<p>Select members of StudentsFirst’s senior leadership team have prior connections and experiences with the following organizations:</p> <ul style="list-style-type: none"> • The New Teacher Project • Teach for America • National and state branches of the Democratic Party • The Walton Family Foundation • The Sallie Mae Fund • Washington, DC public school system • City Year • American Civil Liberties Union
<i>Policy Priorities</i>	<p>StudentsFirst supports policy and legislation that aligns with the following:</p> <ul style="list-style-type: none"> • Evaluation of teacher and principal/administrator quality based on evidence of student achievement using value-added modeling, with impact on student achievement comprising at least 50% of the evaluation criteria for teachers and administrators • The elimination of teacher tenure • The removal of teacher evaluation from the collective bargaining process • Teacher pay for performance, rather than pay based on the attainment of Master’s degrees or other credits • Streamline entry into the teaching profession by removing requirements and barriers that don’t correlate with increased P-12 student achievement • The adoption of a clear process by which alternative certification programs are authorized, continually evaluated, and decommissioned if not producing high-quality educators • The facilitation of digital learning by requiring online content to align with common core standards, allowing certification for online instruction, and modifying or eliminating mandatory “seat time” laws • Public ratings of teacher, school, and district performance, with information proactively made available to parents • Promote parental school choice • The removal of state charter school caps • The closure low-performing public schools, or private schools receiving public funding • Publically available school district budgets that clearly track central office, programmatic, and curriculum spending against student achievement

Private Foundations

Bill & Melinda Gates Foundation

<i>Founding & Mission</i>	<ul style="list-style-type: none"> Began as William H. Gates Foundation between 1994-1996 with a \$94 million initial stock gift In 2006, the foundation created a two-trust structure: the Bill & Melinda Gates Foundation, which distributes money to grantees, and the Bill & Melinda Gates Foundation Trust, which manages the endowment assets. Its mission in the United States is: to ensure that all students graduate from high school prepared for college and go on to complete a postsecondary credential that has value in the workplace. The Foundation highlights the fact that it does not work alone to accomplish its goals and works to advance the foundation's agenda by building public and political will to scale solutions that work.
<i>Funding Focus Areas</i>	<p>U.S. Focus areas include:</p> <ul style="list-style-type: none"> Early Learning Emergency Relief High Schools Family Homelessness Libraries Pacific Northwest Community Grants Postsecondary Education Scholarships
<i>Tax Designation</i>	501(c)(3) Private Foundation
<i>Geographic Focus</i>	Pacific Northwest, nationally, and internationally
<i>Leadership Team Background</i>	<p>Select leadership team members with connections to education reform or policy include:</p> <ul style="list-style-type: none"> Hilary Pennington, the Director of Education, Postsecondary Success, and Special Initiatives, is the founder and former CEO of Jobs for the Future. She also served recently as a senior fellow at the Center for American Progress. Vicki Phillips, Director of Education, College Ready in the United States Program has served as the superintendent of the Portland Public Schools, the secretary of education and chief state school officer in Pennsylvania, and the superintendent of the Lancaster, Pa school district. She has also worked with the U.S. Office of Education. Stefanie Sanford, Director of Policy & Advocacy, was formerly the Director of Technology Policy and Deputy Director of the policy office for Texas Governor Rick Perry. She managed policy development and advised the Governor on technology and its effect on education, e-government, higher education, workforce development, biotechnology and rural broadband deployment.
<i>Notable Funding Commitments Driving Education Reform</i>	<ul style="list-style-type: none"> \$290 million for intensive Partnerships for Effective Teaching, supporting plans to transform how teachers are recruited, developed, rewarded, and retained; programs are centered in the Hillsborough County Public Schools, Memphis City Schools, The College Ready Promise in Los Angeles, and the Pittsburgh Public Schools \$23 million for Achieve, Inc. and the American Diploma Project Network, assisting states in aligning high school standards with the expectations of college and career \$7.28 million for Gateway to College, expanding a program that enables colleges to serve students who need remedial academic help
<i>Asset Trust Endowment</i>	\$36.3 billion
<i>Annual Grant Payments</i>	\$2.6 billion in 2010, including \$310,650,000 in education. Education spending includes \$236,892,000 for college readiness initiatives and \$60,062,000 for postsecondary success initiatives. In addition, \$15,233,000 was spent on policy and advocacy initiatives.
<i>Number of</i>	957

<i>Employees</i>	
Source: Foundation website www.gatesfoundation.org	

The Eli and Edythe Broad Foundation

<i>Founding & Mission</i>	<ul style="list-style-type: none"> The Eli and Edythe Broad Foundation is a national entrepreneurial philanthropy that seeks to dramatically transform American urban public education so that all children receive the skills and knowledge to succeed in college, careers and life. The Broad Foundation's mission is to dramatically transform urban K-12 public education through better governance, management, labor relations and competition. Since 1999, The Eli and Edythe Broad Foundation has provided nearly \$400 million to support and help teachers and students in urban areas. The Broad Foundation funds initiatives that are aligned with its beliefs that: <ul style="list-style-type: none"> <i>To become effective, efficient organizations that serve students well, American school districts and schools need strong, talented leadership.</i> <i>Every person and every dollar in school district central offices and schools must be focused—efficiently and effectively—on students, not adults, and must be held accountable for results.</i> <i>All students do better when they are supported by a good teacher.</i> <i>Competition among American schools is healthy.</i> <i>Best practices should be shared.</i>
<i>Funding Focus Areas</i>	<ul style="list-style-type: none"> Urban education Leadership development School district efficiency Teacher, administrator, school, and district accountability School competition Best practices
<i>Tax Designation</i>	501(c)(3) Private Foundation
<i>Geographic Focus</i>	National
<i>Board of Directors</i>	<p>Select individuals representing the following organizations are represented on the Broad Foundation's Board of Governors:</p> <ul style="list-style-type: none"> AIG California Institute of Technology Chartwell Education Group LLC City of Los Angeles City View America Georgetown Public Policy Institute Global Markets Institute Harvard University Irell & Manella LLP Northrop Grumman California State University, Los Angeles Northwestern University State of California The California State Univeristy The Goldman Sachs Group, Inc. The J. Paul Getty Trust The TCW Group, Inc.
<i>Notable Funding Commitments Driving Education Reform</i>	<p>The Broad Foundation supports its following three "Flagship" initiatives:</p> <ul style="list-style-type: none"> The <i>\$1 million Broad Prize for Urban Education</i> is the largest education award in the country given to school districts. The Broad Prize is awarded each year to honor urban school districts that demonstrate the greatest overall performance and improvement in student achievement while reducing achievement gaps among poor and minority students. The <i>Broad Residency</i> is a leadership development program that places participants into full-time high-level managerial positions in school districts, CMOs, and federal/state departments of education. While working, Broad Residents receive two years of professional

	<p>development and access to a nationwide network of education leaders.</p> <ul style="list-style-type: none"> • The <i>Broad Superintendents Academy</i> identifies and prepares prominent leaders—executives who have experience successfully leading large organizations and a passion for public service—then places them in urban school districts to dramatically improve the quality of education for America’s students. The <i>Broad Center for the Management of School Systems</i> has trained more than 300 executives <p>Additional select initiatives and organizations supported by the Broad Foundation include:</p> <ul style="list-style-type: none"> • The Center for American Progress • Education Reform Now • Foundation for Excellence in Education • The James B. Hunt Institute’s annual Governors Education Symposium • The National Governor’s Association • Policy Innovators in Education Network • Sacramento County Office of Education in its work to create California’s Common Core Initiative Commission • StudentsFirst • The Broad Foundation has supported several states in their Race to the Top applications • The film <i>Waiting for Superman</i> • The film <i>The Lottery</i> • National Council on Teacher Quality (NCTQ) • City Year • Education Pioneers • Harvard University’s EDLD program • KIPP • New Leaders for New Schools • Public Agenda • Achievement First • Alliance for College Ready Public Schools • Various associations to support growth in the charter school movement, including Excellent Education Development and the New Schools Venture Fund • Various charter schools, including Green Dot and Uncommon Schools
<i>Asset Trust Endowment</i>	\$2.1 billion (includes The Eli and Edythe Broad Foundation and The Broad Art Foundation)
<i>Annual Grant Payments</i>	\$422 million in education-related commitments since 1999 (averages to approximately \$38 million/year)
<i>Number of Employees</i>	13
<i>Additional Information</i>	<p>In its 10 years of operation, the <i>Broad Residency</i> has placed more than 250 Residents in more than 50 urban school districts, CMOs, and federal/state departments of education nationwide. Broad Residency alumni are currently employed at the following organizations:</p> <ul style="list-style-type: none"> • Achievement First • Alliance for College-Ready Public Schools • Aspire Public Schools • Atlanta Public Schools • Bill & Melinda Gates Foundation • Boston Public Schools • Camino Nuevo Charter Academy • Charleston County School District, S.C. • Charlotte-Mecklenburg Schools • Charter School Growth Fund • Chicago International Charter Schools • Chicago Public Schools • City Connects • Civitas Schools • CURE: Citizens United for Research in Epilepsy

	<ul style="list-style-type: none"> • D.C. Preparatory Academy • Delaware Department of Education • Democracy Prep Charter School • Denver Public Schools • Detroit Public Schools • Digital Parent • District of Columbia Public Schools • Duval County Public Schools, Fla. • Educate Online • Fort Worth Independent School District • Fresno Unified School District, Calif. • Friendship Public Charter School • Fulton County Schools • Green Dot Public Schools • Gwinnett County Public Schools • Hartford Public Schools, Conn. • Hillsborough County School District • Houston Independent School District • ICEF Public Schools • Illinois School District U-46 • Illinois State Board of Education • Jamaa Learning Center • Kaplan • KIPP • Knox County Schools • LEARN Charter Network of Schools • Learning Point Associates • Long Beach Unified School District, Calif. • Los Angeles Unified School District • Louisiana Department of Education • Louisiana Recovery School District • Massachusetts Department of Elementary and Secondary Education • Massachusetts Department of Elementary and Secondary Education • Mastery Charter Schools • Memphis City Schools • Miami-Dade County School District • MLA Partner Schools • New Haven Public Schools • New Jersey Department of Education • New Jersey Department of Education • New Jersey Department of Education • New Leaders for New Schools • New Schools for New Orleans • New Schools Venture Fund • New York City Department of Education • Oakland Unified School District • Partnership for Los Angeles Schools • Pittsburgh Public Schools • Portland Public Schools, Ore. • Prince George’s County Public Schools • Project Lead The Way • Providence Public Schools • Revolution Foods • Rocketship Education
--	---

	<ul style="list-style-type: none"> • Rogers Foundation • San Francisco Unified School District • School District U-46 • Seattle Public Schools • Stockton Unified School District • Strategic Grant Partners • Success Charter Network • SupportSoft Inc. • Teach for America • TEAM Schools, A Network of KIPP Schools • Tennessee Department of Education • Tennessee SCORE • The Broad Center for the Management of School Systems • The Broad Foundation • The College Board • The College Ready Promise • The New Teacher Project • The New York City Workforce Investment Board • The School District of Philadelphia • The United States Department of Education • The Urban Collaborative • Tomkinson Automotive • Uncommon Schools • Uplift Education • Urban Education Institute, University of Chicago • Victory Schools • Washoe County School District • Year Up <p>The <i>Broad Superintendents Academy</i> seeks to recruit, train, and place business executives in high-level positions such as the superintendency in large, public urban schools systems. Graduates of the Superintendents Academy are currently working in the following cities:</p> <ul style="list-style-type: none"> • Atlanta, Georgia • Aurora, Colorado • Baton Rouge, Louisiana • Charleston, South Carolina • Chatanooga, Tennessee • Chicago, Illinois • Cleveland, Ohio • Denver, Colorado • Detroit, Michigan • Dover, Delaware • Elgin, Illinois • Elizabeth, New Jersey • Fort Lauderdale, Florida • Fort Wayne, Indiana • Houston, Texas • Huntsville, Alabama • Kansas City, Missouri • Las Vegas, Nevada • Long Beach, California • Los Angeles, California • New Haven, Connecticut • New Orleans, Louisiana • New York, New York
--	---

	<ul style="list-style-type: none"> • Ontario, California • Orlando, Florida • Pittsburgh, Pennsylvania • Prince George’s County, Maryland • Providence, Rhode Island • Raleigh, North Carolina • Reno, Nevada • Richmond, Virginia • Riverside, California • Sacramento, California • Saint Paul, Minnesota • San Jose, California • Santa Ana, California • Springfield, Massachusetts • Syracuse, New York • Trenton, New Jersey • Wilmington, Delaware • Worcester, Massachusetts
--	--

Source: Foundation website www.broaeducation.org

The Walton Family Foundation

<i>Founding & Mission</i>	<ul style="list-style-type: none"> • The Walton Family Foundation is committed to improving K-12 student achievement in the United States at every level – in traditional public schools, charter public schools and private schools. The Walton Foundation’s core strategy is to infuse competitive pressure into America’s K-12 education system by increasing the quantity and quality of school choices available to parents, especially in low-income communities.
<i>Funding Focus Areas</i>	<ul style="list-style-type: none"> • School choice • Charter schools • Improving K-12 student achievement
<i>Tax Designation</i>	501(c)(3) Private Foundation
<i>Geographic Focus</i>	National
<i>Leadership Team Background</i>	<p>Select members of the Walton Foundation’s “Education Reform” team have prior connections and experiences with the following organizations:</p> <ul style="list-style-type: none"> • The Alliance for School Choice • The American Education Reform Council • National Alliance for Public Charter Schools • Annie E. Casey Foundation • U.S. Department of Education • Daniels Fund • School Choice Wisconsin • Center on Reinventing Public Education at the University of Washington • Education Pioneers • The Broad Foundation
<i>Notable Funding Commitments Driving Education Reform</i>	<p>The Walton Foundation focuses on funding advocacy organizations that promote public charter school choice; private school choice; district reforms, particularly open enrollment and district school choice; and cross-sector parental choice, where parents are empowered to choose across school sectors. Funded organizations include:</p> <ul style="list-style-type: none"> • California Charter School Association and other state charter associations • National Alliance for Public Charter Schools • Alliance for School Choice • Florida School Choice Fund and other state-based parental choice organizations • GreatSchools • Black Alliance for Educational Options

	<p>To create new, quality schools, the Walton Foundation focuses on funding school startups – promising groups starting or expanding schools of choice; charter management organizations; groups that train school leaders to open and lead quality schools of choice; and groups that assist schools of choice with obtaining and financing facilities. Funded organizations include:</p> <ul style="list-style-type: none"> • Public charter school governing boards • Charter School Growth Fund • Building Excellent Schools • KIPP • LISC • Building Hope • Pacific Charter School Development <p>To help reformers respond constructively to increasing competition, the Walton Foundation’s investment strategies include organizations that focus on teacher effectiveness – improving the way teachers are selected, trained and compensated; district school replacement – helping traditional districts close and replace low-performing schools; and non-district school quality – addressing weaknesses in the governance, management and instructional performance of public charter and private schools. Funded organizations include:</p> <ul style="list-style-type: none"> • Teach For America • The New Teacher Project • D.C. Public Education Fund (teacher contract) • Recovery School District (New Orleans) • National Association of Charter School Authorizers
<i>Asset Trust Endowment</i>	\$1.3 billion in 2010
<i>Annual Grant Payments</i>	\$159 Million invested in education reform in 2011
<i>Number of Employees</i>	<i>Unavailable</i>

Source: Foundation website www.thewaltonfamilyfoundation.org

Methodology

Eduventures is the industry leader in research and consulting for higher education institutions. Through our membership research programs, including the Schools of Education Learning Collaborative, Eduventures facilitates the exchange of best practices among members and conducts actionable research and analysis on shared challenges. Through our research programs and consulting services, Eduventures analysts gather unequaled insight into the higher education landscape through our work with 300+ colleges and universities. Eduventures is considered an authority on higher education trends and best practices; our research and expert analysts are cited regularly in such publications as *The Wall Street Journal*, *BusinessWeek*, *The New York Times*, *The Chronicle of Higher Education*, and *Inside Higher Ed*. Founded in 1993 by Michael R. Sandler, Eduventures is privately held and headquartered in Boston, Massachusetts.

In order to address the key questions for this research, Eduventures conducted a review of the interconnections across organizations currently active in the educator preparation reform space. In the timeframe available for this research (November 2011 – January 2012), with the depth of the anticipated data and level of granularity, it was not possible to review all organizations working in this space. In following, Eduventures, in partnership with the University of Illinois at Chicago College of Education, selected thirteen organizations that embody a diverse number of pursuits and activities occurring within the educator preparation reform space. These thirteen organizations are listed below in Figure 6. Across these organizations, they are conducting policy and action research related to educator preparation; developing and placing principals, superintendents, and other P-12 educational leaders; developing and placing teachers; engaging in advocacy related to educator preparation reform; and funding educator preparation reform. None of these organizations are university-based, though two of them – the Boston Teacher Residency and the Academy for Urban School Leadership – partner with schools of education in order to award credentials. **The organizations selected to include in this research are meant to be representative of the breadth of work that is being conducted in non-university-based educator preparation reform today.**

Figure 6. Mission Statements & Core Activities of Profiled Organizations

Category	Name	Mission	Core Activities
Organizations Conducting School Reform or Teacher Quality Research	Annenberg Institute for School Reform	<i>The Annenberg Institute's mission is "to develop, share, and act on knowledge that improves the conditions and outcomes of schooling in America, especially in urban communities and in schools serving disadvantaged children."</i>	<ul style="list-style-type: none"> • Policy and action research • School turnaround
	National Council on Teacher Quality (NCTQ)	<i>The National Council on Teacher Quality advocates for reforms in a broad range of teacher policies at the federal, state, and local levels in order to increase the number of effective teachers. In particular, we recognize the absence of much of the evidence necessary to make a compelling case for change and seek to fill that void with a research agenda that has direct and practical implications for policy. We are committed to lending transparency and increasing public awareness about the four sets of institutions that have the greatest impact on teacher quality: states, teacher preparation programs, school districts and teachers unions.</i>	<ul style="list-style-type: none"> • Research, ratings, and reviews related to teacher quality
Organizations Preparing or Developing Educational Leaders	Education Pioneers	<i>Education Pioneers' mission is to identify, train, connect, and inspire a new generation of leaders dedicated to transforming our educational system so that all students receive a quality education.</i>	<ul style="list-style-type: none"> • Develop and place high-level education leaders
	New Leaders	<i>New Leaders' mission is to ensure high academic achievement for all children, especially students in</i>	<ul style="list-style-type: none"> • Identify and train

		<i>poverty and students of color, by developing transformational school leaders and advancing the policies and practices that allow great leaders to succeed.</i>	school principals and leaders
Organizations Preparing Teachers	Academy for Urban School Leadership (AUSL)	<i>AUSL will improve student achievement in Chicago's high-poverty, chronically failing schools through its disciplined transformation process, built on a foundation of specially trained AUSL teachers.</i>	<ul style="list-style-type: none"> • Teacher preparation • School turnaround
	Boston Teacher Residency	<i>BTR's mission is to drive significant student achievement gains through the recruitment, preparation and support of exceptional teachers in Boston.</i>	<ul style="list-style-type: none"> • Teacher preparation
	The New Teacher Project (TNTP)	<i>TNTP's mission is to end the injustice of educational inequality by providing excellent teachers to the students who need them most and by advancing policies and practices that ensure effective teaching in every classroom.</i>	<ul style="list-style-type: none"> • Teacher preparation
	Teach for America (TFA)	<i>Teach For America is growing the movement of leaders who work to ensure that kids growing up in poverty get an excellent education.</i>	<ul style="list-style-type: none"> • Teacher preparation
Advocacy Organizations	Stand for Children	<i>Our mission is to ensure that all children, regardless of their background, graduate from high school prepared for, and with access to, a college education. To make that happen, we:</i> <ul style="list-style-type: none"> • Educate and empower parents, teachers, and community members to demand excellent schools. • Advocate for effective local, state, and national education policies and investments and ensure that those policies impact classrooms and students. • Elect courageous leaders who will stand up for our priorities. 	<ul style="list-style-type: none"> • Advocacy • Leadership development
	StudentsFirst	<i>Our mission is to build a national movement to defend the interests of children in public education and pursue transformative reform, so that America has the best education system in the world.</i>	<ul style="list-style-type: none"> • Advocacy
Private Foundations	Bill & Melinda Gates Foundation	<i>The Bill & Melinda Gates Foundation seeks to ensure that all people—especially those with the fewest resources—have access to the opportunities they need to succeed in school and life.</i>	<ul style="list-style-type: none"> • Funding for education initiatives
	The Eli and Edythe Broad Foundation	<i>The Eli and Edythe Broad Foundation's mission is to dramatically transform urban K-12 public education through better governance, management, labor relations and competition.</i>	<ul style="list-style-type: none"> • Funding for education initiatives
	The Walton Family Foundation	<i>The Walton Family Foundation is committed to improving K-12 student achievement in the United States at every level – in traditional public schools, charter public schools and private schools. Our core strategy is to infuse competitive pressure into America's K-12 education system by increasing the quantity and quality of school choices available to parents, especially in low-income communities.</i>	<ul style="list-style-type: none"> • Funding for education initiatives

Source: Organizational websites

The research of each organization typically included both primary and secondary data.

Initially, secondary data regarding interconnections was compiled from organizational websites and annual reports. Collected information included each organization's mission, activities related to educator preparation reform or advocacy, tax status, the backgrounds and affiliations of the individuals on their senior leadership teams (as available), the backgrounds and affiliations of the individuals on their Board of Directors (as available), publically listed partner organizations, and publically listed funders. Information regarding the organization's size and

impact was also collected, including the number of staff members and the annual operating budget. In some cases, where the annual operating budget was not publically listed, the annual expenditures from the most recent tax year were collected from the organization's 990 tax form that was most easily available to the public. In concert with the collection of secondary data, Eduventures analysts reached out to each selected organization in an effort to secure an interview to gather additional context about the organization's interconnections, mission, vision, infrastructure, and core pursuits related to advocacy or education reform. Not all selected organizations were available for interviews. Information sources used to collect data from each organization are listed below in Figure 7.

Figure 7. Information Gathered for Profiled Organizations

Name	Website Review	990 Tax Form	Interview
Annenberg Institute for School Reform	X	2009	X*
National Council on Teacher Quality (NCTQ)	X	2009	-
Education Pioneers	X	2010	-
New Leaders	X	2009	X
Academy for Urban School Leadership (AUSL)	X	2009	X
Boston Teacher Residency	X	2009	X
The New Teacher Project (TNTP)	X	2009	X
Teach for America (TFA)	X	2008	-
Stand for Children	X	2010	X
StudentsFirst	X	Unavailable	X
Bill & Melinda Gates Foundation	X	2010	-
The Eli and Edythe Broad Foundation	X	2010	X
The Walton Family Foundation	X	2010	-

**Due to limited time availability, the Annenberg Institute submitted written responses to pre-submitted interview questions.*

After data collection was complete, Eduventures analysts imported information relating to each organization's connections and funders into Microsoft Excel, and analyzed data to uncover common connections and funders. In some cases, when trends were uncovered, Eduventures analysts conducted follow-up research by reviewing the websites and most recent 990 tax forms available of notable funders and partners that were connected to several of the selected organizations.

For more information about this research, please contact Mindy Anastasia, Eduventures Principal Analyst, at manastasia@eduventures.com.