

# From the Margins to the Center of School Reform:

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A LOOK AT THE WORK OF  
LOCAL EDUCATION FUNDS IN  
SEVENTEEN COMMUNITIES

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PUBLIC  
EDUCATION  
NETWORK

*Research Series  
Number 1*

## **The Public Education Network (PEN)**

The mission of the Public Education Network (PEN) is to create systems of public education that result in high achievement for every child.

PEN works to educate the nation about the relationship between school quality and the quality of community and public life. Equal opportunity, access to quality public schools, and an informed citizenry are all critical components of a democratic society. PEN's goal is to ensure that the availability of high-quality public education is every child's right and not a privilege. The achievement of that goal is dependent upon public support for substantial structural changes at every level in the nation's public school systems. This includes making significant changes in how schools are funded, overhauling curriculum and assessment practices, ensuring authority and decision making at the school level, providing ongoing professional development for teachers, and building relationships between citizens, schools, and the communities they serve.

PEN is the nation's largest network of independent, community-based school reform organizations. Through members in 25 states and the District of Columbia, PEN serves nearly 5 million children in more than 250 school districts.

## **Local Education Funds**

Local education funds (LEFs) are tax-exempt, nonprofit, community-based organizations that work to improve student achievement for all children attending public schools. A local education fund convenes key players in the community, administers innovative school programs, brokers resources, awards grants, and enhances the visibility and value of the public schools.

LEFs are independent of the school districts they serve and are focused on the improvement and reform of the public school system as a whole. LEFs are organized as ongoing community organizations, with professional full-time staff and a board of directors reflective of the communities they serve.

LEFs work with public school systems serving a significant population of disadvantaged students. Fifty-three percent of students are eligible for free or reduced-price lunch in the communities served by PEN members, compared to the U.S. average of 33 percent. The average per-pupil expenditure in member communities is significantly less than the national average. Nearly two-thirds of the children reached by PEN are children of color.

LEFs convene a wide range of stakeholders to help develop and implement local public school improvement strategies. In cooperation with schools, businesses, and other community-based organizations, LEFs broker creative school reform initiatives with teachers, school boards, and administrators.

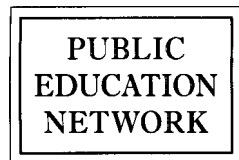
# From the Margins to the Center of School Reform:

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A L O O K   A T   T H E   W O R K   O F  
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Elizabeth Useem, Ph.D.  
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*Research Series  
Number 1*

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## **The PEN Research Series**

The purpose of the PEN Research Series is to build a body of knowledge about the work of Local Education Funds (LEFs) and their impact on communities, children and public schools across the United States. Since 1983, when their growth was seeded by the Ford Foundation, LEFs have become increasingly influential and effective organizations. From modest beginnings around programs targeted at solving discrete problems in public schools, LEFs now make up a movement of informed advocates who understand how to combine successfully advocacy, philanthropy, and civic activism to leverage powerful change in their school systems and communities.

It is our hope that this series will create a deeper understanding of LEFs' role and work, and that its practical implications will enrich the endeavors of many other community-based organizations and individuals working to create systems of public education that result in high levels of achievement for every child.

The first publication in this series, *From the Margins to the Center of School Reform*, begins to describe the core and emerging areas of LEFs' work, their ways of working and the conditions under which they work. The seventeen organizations studied in this report were selected from among the 43 LEFs in the Network, to reflect the range in their size and geographic distribution.

## *Acknowledgments*

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# Contents

Introduction .....	1
Data and Methods .....	1
Ways of Working .....	3
Organizational Features .....	3
Relationships with Districts .....	4
Roles and Strategies .....	5
Core Areas of Work .....	10
Providing Professional Development for Teachers and Administrators ....	11
Informing and Engaging the Public .....	17
Linking Education, Health, and Social Services	
with Children and Families .....	20
Assisting Students on the Road to College and Career .....	21
Using Technology as a Tool of Reform .....	22
Conditions for Effective Work .....	24
Conclusions .....	27
Endnotes .....	29
Appendix A: Local Education Funds Participating in the Study .....	31
Appendix B: Interviews Conducted .....	32
Board Members .....	35
Network Members .....	36
1997-98 Donors List .....	38

“If you’re at all like me, you are both heartened and dismayed by results of some of the national surveys that confirm that Americans believe our number one priority should be educating our nation’s children, I am heartened to know that people are finally putting education at the top of their priority lists. I am dismayed that some think our public schools are not up to the challenge.”

*-Richard Riley, U.S. Secretary of Education*



# Introduction

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**L**ocal education Funds (LEFs) have been formed across the United States over the last fifteen years with the goal of supporting and challenging public school districts to do a better job of serving low income children and their families. Propelled by the belief that improving educational environments for children is too big a task for school districts to undertake alone, community leaders created LEFs to serve as public-private agents of change.

The formation of the Funds was accelerated by a grant from the Ford Foundation to the Public Education Fund (PEF) in 1983 to seed their development. Today, the fruition of those early grants is evident: 43 LEFs around the country, supported and linked through the Public Education Network (PEN) in Washington, DC, have become viable and assertive players in educational change efforts in their communities. Network members work in 25 states and the District of Columbia, in over 260 school districts, and serve approximately five million students, the majority low-income. It appears that LEFs in many communities have been able to sustain a consistent reform vision and focused programming over many years, bridging successive waves of reform in politically turbulent districts.

It is difficult to describe the work of these organizations succinctly, because they often operate purposefully as “invisible hands,” brokering partnerships among diverse groups, and because their locally adapted work embraces a rich and flexible mix of initiatives. This paper aims to clarify the roles and impact of LEFs by identifying a) the major lines of work they generally undertake; b) the organizational and programmatic strategies they use to carry out initiatives; and c) the conditions that aid or undercut their effectiveness.

## Data and Methods

This research was commissioned by the Public Education Network, with support from grants from the Ford Foundation and the Plan for Social Excellence, Inc., to evaluate the work of LEFs. Seventeen of the 43 Funds were chosen for study, and were selected to represent diversity by region of the country, size, and program focus (see Appendix A). Data were collected from these 17 in the following ways:

- individual semi-structured interviews with executive directors (or designees in four cases) of the 17 LEFs were conducted at two national conferences organized by PEN in the fall of 1997;
- one- to two-day site visits to the 17 Funds, between December 1997 and June 1998, where the researcher interviewed selected staff members, at least one board member, and at least one key administrator in a collaborating school district. Observations of events and/or staff meetings and visits to program sites often occurred during those visits as well. Overall, 134 people were interviewed in the two waves of data collection with most executive directors being interviewed on two separate occasions (see Appendix B);
- review of documents and Web sites generated by the LEFs;

- use of data on LEFs collected by the PEN research staff; and
- participant observation data gathered by the researcher in her capacity as director of research at one of the largest LEFs and through her involvement over five years in PEN activities.

This report is not based on a random sample, and therefore the results represent a cross-section of the work of a highly selected subgroup of LEFs nationally. Conclusions and key findings are generalizable only to the 17 LEFs sampled, and arguably to LEFs comprising the Public Education Network. The report is not an attempt to evaluate the individual programs, initiatives, or LEFs.

# Ways of Working

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## Organizational Features

Local Education Funds are nonprofit/non-governmental organizations positioned between the community and school districts. The notion of functioning and vital “civil societies” recognizes the importance of such intermediary organizations that operate independently between individual citizens on the one hand and governmental institutions, including school bureaucracies, on the other. LEF boards of directors typically include representatives from the corporate sector (62 percent of board members),<sup>1</sup> civic groups, and from the school districts they serve—the Superintendent of Schools, Chair of the School Board, and head of the Teachers Union. “Grassroots” representatives, usually a parent leader, a teacher or two, and heads of community advocacy groups are sometimes on boards as well. LEFs that work statewide include representatives from state departments and boards of education and other state educational groups.

Funds to sustain the organizations and their programs come from private and public sources. A 1998 survey of its member LEFs by PEN documented the following major categories of support:<sup>2</sup>

- 42 percent from foundations;
- 20 percent from public sources—school districts, state, federal;
- 17 percent from corporations;
- 10 percent other private sources; and
- 8 percent from individual donors.

Revenues for all the LEFs in PEN totaled \$52 million for 1997. This figure excludes the value of endowments.

LEFs were set up to be fast-moving, nimble, non-bureaucratic, and able to take on areas of work that posed greater organizational or political challenges to large and inflexible school bureaucracies. LEF boards expect accountability for program results and handling of Funds. Staff members serve without contracts or tenure and are generally compensated at a lesser rate of pay than even public school educators. Because of their structure and position outside the system, LEFs can write grants, secure donations of services or funds, mount programs, make payments to vendors and program participants, expand or contract staff size, and produce evaluations of their work, faster than other traditional institutions. This is a major factor in their effectiveness and longevity. Further, since so much of their work is supported by multi-year grants, LEFs often develop a reputation for consistency of focus, in contrast to the more rapidly changing reform agendas of new superintendents or school boards.

# Relationships with Districts

The LEFs that belong to PEN, in contrast to many of the thousands of local school foundations across the country, galvanize support for their constituent districts, but also prod them to make fundamental changes in a range of policies and practices.<sup>3</sup> In the words of one executive director, “We need to provoke school districts and support them ... Left to their own devices, they will stay inside the box.” A preliminary report from this research summarized executive directors’ views on the continuing challenge of maintaining organizational independence from school districts while cultivating a privileged insider relationship.<sup>4</sup> In nearly all cases, respondents described their relationships with district central office personnel as multiple and varied, sometimes changing overnight. When relationships became especially tense, LEF directors often focused their programming on particular schools or subdistricts, or on working directly with community groups or aggregations of individual teachers, avoiding the central office.

LEF staff interviewed during the site visits elaborated on the challenge and volatility of these relationships. Comments from four senior staff representing urban districts in different regions of the country illustrate some of the issues they confront:

“How do you balance the prophetic challenge of being a burr under the saddle with being a provider of support? How can you be a best buddy and still be an advocate? . . . I am struck by how much we are the intermediaries in negotiating with the 800-pound gorilla that is the school district. It is so closed. The community needs an interpreter to help navigate the ground.”

“We have a fabulous relationship at the school level, especially with teachers. The relationship with the school district continues to be constantly changing. One minute they love you and the next minute you are hated. You never know where you stand.”

“The relationship with the school district is never fixed. It varies by program and organizational level at the district. You can be ‘inside’ at one level and ‘outside’ at another.”

“The Superintendent tolerates us . . . He has grudging respect for us. I am pretty careful because he is a top-down guy and could say to his principals, ‘You are not to work with the [LEF].’ I can’t lose access to the schools; we’ve been successful working with the schools.”

“I have found that superintendents by and large don’t like groups getting a lot of attention when it looks like the groups are the driving force for school reform . . . These folks like to see themselves as the architects of school improvement and school reform. It’s their hat. So we have always been very careful about whom we give credit. We bend over backwards to give credit to the current superintendent.”

The odds of having a good working relationship with school superintendents were increased when the LEF had: a) an executive director who was particularly adept at “reading” the superintendent’s goals and personality and at being a good listener; b) ample resources, especially one or more large foundation grants or an endowment; c) a practice of avoiding public criticism of the superintendent; d) a “high cloud” board of directors, including CEOs of major corporations; e) a reputation for responding in a timely and competent way to district requests for help; and f) experience using data in a nonpartisan manner to examine issues, chart priorities, and forge political consensus.

Administrators interviewed for the study had generally positive appraisals of the LEFs’ approach:

“The staff at the LEF are most cooperative and willing to help and listen. They will try to make a proposal work. They don’t criticize us but will give us input and work with us to improve on things. Some of *our* people are negative but no one has really criticized the LEF.” (Superintendent)

“The LEF has the expertise and is a pusher and a primer. It keeps us connected to the national picture. They have a long track record and are winners. They *produce*. They will tailor a program to assist us and they understand us.” (Director of Professional Development)

“Some of the most innovative ideas have come from the LEF . . . We could not have developed academic standards without the grant from them. It is the *best* initiative we have in the system.” (Associate Superintendent)

## Roles and Strategies

A key LEF strategy for accomplishing goals and navigating treacherous political waters is to promote local partnerships, bringing together universities, business groups, museums, arts institutions, community-based organizations, and national school reform entities. In most instances, the collaborating organizations plan and coordinate their work, divide up the tasks of an initiative, and forge coalitions to institutionalize and protect program accomplishments. In some cases, LEFs have successfully aligned their efforts with those of potential competitors to prevent duplication and to maximize the impact of their combined efforts.

A good example of the partnership approach can be found in Bridgeport, Connecticut, a low-income community with the largest school district in the state (22,000 pupils). The Bridgeport Public Education Fund (BPEF) has joined forces with a child advocacy coalition and a group focused on preventing substance abuse. Leaders of the organizations serve on one another’s work groups and share common board members, but each carves out a separate turf. The advocacy coalition, for example, collects and publishes data on the status of children and acts as a critical champion of children’s interests, while BPEF promotes teacher professional development, a

stronger school-to-college link, and community awareness about educational issues. At the same time, BPEF collaborates with the others on efforts such as grants to teams at schools for substance abuse prevention and publication of reports on issues such as the school budget and parental involvement. As they see it, the urgency of the community’s problems calls for a coordinated response.

LEFs are partners with national reform initiatives as well. Three Funds—those in New York City, Boston, and Chattanooga—were recipients of a portion of the \$500 million donation by philanthropist Walter Annenberg to public school reform efforts in selected districts across the country in 1993. The LEFs in three sites collaborated with New American Schools to design comprehensive school change models: the Denver and New York City Funds helped create the prototypes of the Expeditionary Learning school model, and the LEF in Los Angeles created the Urban Learning Centers prototypes. The Philadelphia Education Fund has provided support for the implementation of pilot sites of the Talent Development Middle School and High School models developed by the federally funded research and development center for at-risk youth at Johns Hopkins University (CRESPAR). Library Power, an innovative national effort funded by the DeWitt Wallace-Reader’s Digest Fund to revitalize school libraries and to galvanize school-based reform, is based in 19 LEF members.

When LEFs act as regional partners to national initiatives, they help tailor the work to fit local contexts, garner additional resources, link the effort to other projects, and sustain it through changes in administration.

Because LEFs function as brokers in change efforts, an astonishing array of partnerships have emerged from their work. The work of the LEFs is grounded in the belief that meaningful progress in education will be achieved only when key stakeholders communicate and collaborate with one another. In many instances, LEFs work quietly behind the scenes, bringing people and groups together to achieve a common purpose, even when the parties may be in conflict. In Hattiesburg, Mississippi, a city experiencing a high degree of “white flight” to the suburbs, the Hattiesburg Area Education Foundation (HAEF) convened school board members from five districts—the city and surrounding suburbs—to discuss common issues. It sponsored a town meeting or “community conversation,” on educational questions for residents of the Foundation’s constituent districts, and engaged the districts in “family math” activities.

In Wake County, North Carolina, the Wake Education Partnership organizes education “summits” of civic leaders to learn about and discuss the needs of the school district and to provide input to the planning processes of the school district and the Partnership. The LEF in the Denver area convenes “issues forums” with state

An administrator commented on the role of LEF as partners with National Reform Initiative:  
“There is no question that the LEF has brought the school system into national reform. We are definitely less parochial now. We do things in a less fragmented way now—we send teams to national meetings, not just one person. Library Power was a critical meeting ground.” (Assistant Superintendent)

policymakers to discuss educational bills being considered by the legislature. For several years, New Visions for Public Schools in New York City coordinated and staffed task forces made up of experts from the private sector and the school system that proposed policy changes to the Chancellor on subjects such as mathematics graduation requirements and school overcrowding.

Not all the brokering is done quietly. On some occasions, LEFs serve as brokers for high-profile policy initiatives. In Philadelphia and Chattanooga, for example, the education Funds have played leadership roles in funding and supporting the creation of new academic standards for the districts, a key component of the districts' systemic reform plans. In 1995, the Chattanooga Public Education Foundation took on the hard task of overseeing and organizing planning for the new school system that was created by the merger of the Chattanooga city school district with the suburban Hamilton County District. This extensive, yearlong process built consensus on educational goals by engaging hundreds of community members in debate and planning.

In Providence, Rhode Island, the Public Education Fund kicked off the establishment of a high-clout independent commission, dubbed the Providence Blueprint for Education (PROBE), that conducted an exhaustive study of the school district, made recommendations, and worked to implement the recommendations. Its thorough critique, fundraising, and follow-up efforts have led to changes in such policies as teacher hiring and evaluation, the creation of a network of family centers, a more participatory process for selection of school board members, a regular system of parent-teacher conferences, and the creation of a development office in the school district.

LEFs also support reform by serving as implementers of state policy initiatives. In West Virginia, the Education Alliance, a statewide LEF, was the primary provider of training and grants for Local School Improvement Councils, entities that are required of all schools as a result of state legislation. In the eastern part of Kentucky, the regional LEF, Forward in the Fifth, sought to help implement the Kentucky Education Reform Act (KERA) through an array of grants to local districts and teachers. These grants promoted key aspects of the reform, particularly improving student attendance, parent involvement in the schools, literacy programs, and technology training for teachers. The Cleveland Education Fund publishes guides for students, parents, and teachers to the state proficiency tests required at several grade levels.

When LEFs run programs, they provide services to district and school personnel and to other constituent groups, such as parents and students, at no cost. Indeed, these constituent groups are often paid for their participation. In recent years, however, several LEFs have become vendors of services, selling their programs to schools and districts. This role serves two purposes: it enables successful initiatives to continue and be expanded once grant funding has ended; and it provides the LEF with another revenue stream. One quarter of the revenues of the Public Education and Business Coalition in the Denver area comes from fees paid by schools for professional development services. The Los Angeles Educational Partnership (LAEP) now derives 38 percent of its revenue from its vendor role as well, and Forward in the Fifth (in Berea, Kentucky) has begun charging for some of its professional development programs. Although technically in competition with commercial vendors, the LEFs

have an inside track with schools and generally are not able to serve all the schools requesting their services.

LEFs cultivate a politically neutral identity and image. However, they do not shrink from addressing controversial issues. A number of them have become nonpartisan advocates for quality public education and information providers to the public. They spotlight the accomplishments of public schools, explain complex educational issues (budgets, standards, student performance) to the public in a clear way, and examine voters' views on school matters. The LEFs in the Charlotte and Raleigh areas (Wake County) of North Carolina, for example, have aggressively pursued this role. They have published community guides to the school budget (Charlotte's was the prototype), underwritten and publicized surveys of voters' opinions, organized meetings to enable voters to meet school board candidates, and convened policy forums to highlight the need to address burning educational issues. Several LEFs have developed a reputation for producing high-quality research on schools, particularly the Alliance for Education in West Virginia, whose research staff produces reports on key educational policy issues.

The majority of LEFs are known as experimenters with educational reform strategies. Most of the Funds are expected by their funders to be innovators in their programming. The LEF in New York City, New Visions for Public Schools, has established 50 small high schools serving 500-700 children per school, a well-publicized demonstration initiative undertaken by a consortium of change-oriented organizations. The Cleveland Education Fund, through its Teachers Studio initiative, Funds groups of teachers who develop plans to incubate major pilot instructional programs with the goal of seeking enhanced funding to scale up the effort if the pilot improves student learning.

Most LEFs function as philanthropists as well. That is, they do not necessarily operate all the programs they fund, choosing instead to fund other groups whose goals meet a carefully crafted reform agenda. The Mary Lyon Education Fund in Shelburne Falls, Massachusetts, raises money to fund an array of educationally minded groups in impoverished rural communities in western Massachusetts.

Partners in Public Education (PIPE) in Memphis has been extraordinarily successful in fundraising for critical components of the superintendent's nationally heralded reform effort. PIPE has a) sent 45 principals (out of 161 in the district) to the Harvard Graduate School of Education's training program for school principals; b) funded the \$1.5 million renovations of a state-of-the-art training center for school personnel in the district; and c) provided grants of \$50,000 to seed the implementation of a comprehensive school change model (e.g., Success for All, Expeditionary Learning) in each of 15 schools.

Finally, while LEFs generally describe themselves as supporters and initiators of capacity-building and systemic reform efforts, another role they play is that of direct service provider to students and their families. For example, the LEFs in the Denver, Colorado, and Grand Rapids, Michigan, assist students with career choices and work placement experiences while in high school. The Alliance for Education in West Virginia runs the statewide Read Aloud program, which mobilizes volunteers to read to children in the classroom. Technology initiatives increasingly target students and



parents directly as consumers of specific kinds of information services. The San Francisco Education Fund has been running a peer resource program (mentoring, tutoring, conflict mediation, workshops, and peer advocacy), in collaboration with the school system, in 34 schools and in three community centers for 18 years. In the words of the district's deputy superintendent, "The LEF has been *invaluable*. Their peer resource program provides a safe haven for students. Without that program, I am not sure if our teenagers would have survived."

A broad array of strategies and roles are available to LEFs as a means of promoting reform. Boards of directors and staffs often are forced to make difficult choices among them as they prioritize program and fundraising efforts, although larger Funds have used all of these roles and strategies at one time or another. A single large initiative can encompass many of these roles. Library Power, for example, was an LEF-brokered experimental effort among institutional partners (the school districts, universities, community groups, and national professional organizations) that resulted in district-wide policy changes and that included capacity-building grants to teachers and librarians and direct services to children and their parents. LEFs are now able to sustain and scale-up the effort through a fee-for-service arrangement with interested schools and districts.

A recipient of one of Mary Lyon's grants, a high school social studies teacher, commented:

"The LEF is incredible. It is the most vibrant organization in the community. It has provided seed money for an incredible number of projects and helps us when we're stuck. The executive director is an amazing resource in an impoverished district."

# Core Areas of Work

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While LEFs' organizational characteristics—lean, flexible, and responsive—have changed little over the last fifteen years, the context for their work has changed. Student bodies are larger and more ethnically diverse.

Districts are reporting difficulty in recruiting sufficient numbers of new teachers and principals, particularly well-qualified candidates, and are putting pressure on teacher training institutions to upgrade their programs. New technologies are changing instruction and opening up new areas of programming and communication for LEFs. Educational reform agendas across the country now include the adoption of academic standards and accompanying assessments. Policymakers and funders are demanding results from initiatives in the form of increased student achievement on standardized tests. Schools in high poverty areas are being encouraged by federal, state, and local educational leaders to adopt comprehensive school change designs, particularly those whose impact has been documented by researchers. Professional development for teachers and leadership development for administrators are being advocated at many levels of the educational decision-making enterprise. There is renewed focus on after-school youth development programs, as well as accelerating interest in encouraging students to go to college or to pursue post-secondary training.

All of the LEFs included in this study have aligned their work to meet the challenges generated by these demographic changes and reform efforts. Most of the Funds have reinvigorated and expanded familiar areas of work such as teacher professional development and the transition to work and college. But they have also responded to new needs such as standards development, leadership training, teacher education reforms, and recruitment of new teachers. Although a first look at the rich and diverse portfolio of work of the LEFs appears to defy categorization, a close review of the initiatives of the 17 Funds studied revealed that their work is generally concentrated in one or more (usually two to three) of five program areas:

- professional development for teachers and administrators;
- public engagement in educational issues;
- programs that connect families, schools, and social services;
- the transition to college, post-secondary training, and careers; and
- the use of technology.

Within these broad categories of work, LEFs fashion diverse strategies, drawing on the range of roles described above. Sometimes they attack an issue directly, targeting specific state or district policies or entrenched practices. More frequently, they operate discrete programs or fund others to run them, pursuant to specific reform objectives. Projects that are disconnected from larger systemic work have either been reoriented to fit systemic goals (grants to teachers are an example) or have been dropped or de-emphasized. LEF staff generally eschew distinctions

between “program” work and “policy” work, preferring instead to show how the two are intertwined.<sup>5</sup>

In the section that follows, each of the five core areas of activity common to LEFs will be described by highlighting exemplary initiatives.

## **Providing Professional Development for Teachers and Administrators**

All 17 of the LEFs studied had programs that supported the learning of teachers and/or administrators or other school personnel. In nine of the Funds, professional development efforts constituted a critical category of work, making it the area most frequently targeted by LEFs. Since their inception, LEFs have supported staff development that empowers and stimulates participants, that is inquiry-based, intensive, connected to outside partners (e.g., museums and institutions of higher learning), and that is frequently sustained over several years. Learning opportunities provided to staff, as outlined below, take many forms.

### ***Subject-Area Initiatives***

LEFs have spearheaded multi-year training of hundreds of teachers in particular content areas in a number of communities. In mathematics and science, many of these efforts have been funded by the National Science Foundation. The Ford Foundation crafted and funded 16 Urban Mathematics Collaboratives between 1985 and 1990, often using LEFs as the organizational vehicle to deliver the program locally.<sup>6</sup> Previously, the Rockefeller Foundation’s multi-year CHART projects in 14 localities, four of which were based in LEFs, engaged large numbers of teachers in curriculum reform efforts in the arts and humanities.<sup>7</sup> More recently, 19 LEFs through the Public Education Network, were charged with overseeing a literacy initiative, Library Power, one of the nation’s largest privately funded (DeWitt Wallace-Readers’ Digest Fund) school reform efforts.<sup>8</sup> Typical projects engage teachers (and increasingly administrators) in summer institutes, yearlong training and after-school study and weekend sessions facilitate attendance at local, regional, and national conferences, provide follow-up support to the schools, and offer mini-grant opportunities to expand new practices.

The work of the Cleveland Education Fund provides an example of how LEF work projects stress this approach to professional development. Its federally funded, six-year training projects in science (CREST, 1991 to 1997) and mathematics (TEEM, 1994 to 1998) involved all of the elementary school teachers in the local school system. These projects involved intensive training of teacher leaders (one per school in CREST; one to two in TEEM) from each of the 90 elementary schools. These teachers then worked with their school-based colleagues to institutionalize revitalized mathematics and science curricula. Training reached principals and some parents as well. Overall, the professional development initiatives of this LEF have reached 119 of the 120 public schools in Cleveland.

The efforts of Forward in the Fifth (the LEF based in Berea, Kentucky, that serves all the communities in the Fifth Congressional District) provide another example of LEFs’ work in this case through the Library Power initiative. Located in

32 schools, the Library Power initiative refurbished libraries; enhanced print, media, and software collections to support the curriculum that was actually being taught in the school; retrained the librarians to become collaborators with teachers in the instructional process; opened up the library to students through the use of a flexible schedule; trained teachers and students in the research process; and engaged parents in literacy efforts. In many schools, the revitalized libraries became the hub of teaching and learning. Forward in the Fifth now offers Library Power training statewide.

### ***Teacher and School Improvement Networks***

Large subject-area professional development initiatives often lead to the development of teacher curriculum networks. The LEFs in Cleveland, Los Angeles, and Philadelphia, among others, have kept together groups of teachers who were active in these projects by funding their development of an independent network.<sup>9</sup> The LEF in Chattanooga provides seed money for new networks of like-minded teachers and administrators. Participation in such self-governing networks has been recognized by researchers as one of the most powerful forms of professional development.<sup>10</sup> The networks seek additional funding on their own, run their own training institutes and study groups, take on special projects, or sell their services to individual schools or clusters of schools. They form a part of the professional development infrastructure of their school districts. Similarly, LEFs sometimes support networks of school personnel whose schools are engaged in a common reform initiative such as the work of the Coalition for Essential Schools.

### ***Comprehensive School Change and Whole-School Design Models***

School-wide change models have captured the attention of school reformers. Several LEFs began to reorient their work to include such models around 1990<sup>11</sup> and have continued their efforts ever since. Of the 17 LEFs studied here, five are significantly involved in such efforts. Professional development of staff is one of the primary components of all such initiatives.

The Denver-area Public Education and Business Coalition has honed its efforts in this area over more than a decade, focusing on changes in instruction, particularly literacy, as the key way to turn around low-performing schools. Schools contract with the Teaching and Learning Center of the Coalition to deliver a package of 20 days of professional development services per year—demonstration lessons in class coaching and debriefing, study groups, institutes, and leadership training. In addition, for no extra cost, school teams can visit off-site “labs” where they can observe expert teachers. The work is organized and delivered by a cadre of more than 50 staff developers chosen from the ranks of active and former teachers. Participating schools have councils that coordinate all the initiatives of the Coalition in the school.

LEFs have been involved in creating new demonstration schools. In 1993, the Funds in New York City and Denver assisted in the development of the Expeditionary Learning school prototypes (based on the experiential learning pedagogy of Outward Bound USA), one of the New American Schools (NAS) models disseminated nationally. The Los Angeles Educational Partnership created a NAS model, the Urban Learning Centers, in 1994. These K-12 schools feature high quality instruc-

tion, an array of learning supports including health services, and participatory governance structures that include parents, staff, and community members.

In 1993, the Public Education Fund in Providence, Rhode Island, established The Feinstein High School for Public Service, a 380-student public school that stresses service learning and required community service. And in New York City, as mentioned earlier, New Visions for Public Schools has founded approximately 50 small public schools aimed at providing academic rigor, personal nurture, and ties to the local community.

### ***Individual Teacher Enrichment***

All but one of the LEFs in the study sponsored grant programs that provided opportunities for teachers to be experimenters and learners. While not as ambitious as the more sweeping initiatives described above, these enrichment programs remain a staple in the program mix of LEFs because board members and staff fervently believe in the transformative power of such experiences. Long-term funding has been substantial: the LEFs in Los Angeles and Philadelphia, for example, each invested up to \$1.5 million in grants made to thousands of teachers over a fifteen-year period. LEF staff cite anecdotal evidence to support the view that these grants to teachers, for innovative projects or for further study, help retain good teachers in the occupation and the district, provide a first step in teachers' professional development journeys, seed projects that sometimes blossom into whole-school initiatives, and train a cadre of teacher leaders. These investments in teacher learning also build trust between LEFs and school personnel and serve as a means to market the organizations. Because this strategy has been so successful, LEFs frequently build in mini-grants to teachers as components of larger projects.

The San Francisco Education Fund supports more than 150 teachers each year, across the district, with individual grants, "partner grants," and "team grants," currently targeted to achieve curricular objectives at each school level. These objectives are in the fields of literacy in the elementary grades; equity at the middle grades level; and environmental science in high schools. By tying the grants to broad instructional goals, funding school teams generously, and staying committed to the initiative over many years, this Fund has fashioned a simple mechanism for change into a sophisticated tool capable of transforming the work of teachers.

The Public Education Foundation in Chattanooga has remained a strong champion of individual teacher enrichment programs although its primary work revolves around aggressive systemic policy initiatives. The Foundation runs a Humanities Fellows program for 85 teachers from 20 schools (3-5 per school are selected, mostly from high schools) who attend one of four two-week summer study and curriculum-writing institutes that connect the approach of the New Standards project to the content and pedagogy of the teachers' subject area. Another program, Just Outside Your Door, awarded \$1,000 grants to approximately 50 teachers and principals annually over a six-year period to "devote time to a serious independent pursuit of ideas and experiences in the disciplines." The effort aims solely at content enrichment that will ultimately benefit students and is not to meant to support pedagogical study.

## ***National Board of Professional Teaching Standards***

Supporting teachers undergoing the process of certification through the National Board of Professional Teaching Standards is an emerging area of work for LEFs. In cooperation with the teachers' union in the Los Angeles Unified School District, the Los Angeles Educational Partnership conducts seminars to assist a cohort of 67 teachers in the rigorous preparation required for board certification. The District has agreed to give teachers a 15 percent pay increase (tied to responsibility for a few more duties) upon certification. LAEP staff have been so impressed with the quality of professional development involved in the certification process that they have applied those standards to the work of all the training conducted by their teacher networks. In Hattiesburg, Mississippi, when the Education Foundation saw that the \$2,000 fee required for testing reduced the number of prospective candidates, it set up a loan pool for teachers from its six-district constituency to cover the fee. Teachers who pass the certification examinations are guaranteed an immediate raise of \$6,000, as the result of a policy passed by the Mississippi legislature. Other LEFs are exploring the possibility of providing similar support for teacher candidates seeking board certification.

## ***Middle School Reform***

Five of the LEFs studied have undertaken initiatives focused on upgrading academic standards and instruction in the middle grades (6-9) and restructuring the schools to better serve the developmental needs of early adolescents. In some instances, their efforts have been part of a broader campaign by national funders to bring more rigor and compassion to middle grades students' experiences in school. The three largest LEFs—New York City, Philadelphia, Los Angeles—have received grants from the Carnegie Corporation, a foundation that has spearheaded change nationally at that level of schooling over the last decade. With these grants, the LEFs have been able to link their local work to the national network of middle school reformers created by Carnegie. The Philadelphia Education Fund assists the federally funded CRESPAR Center at Johns Hopkins University in its pilot efforts with the Talent Development Middle School model in five schools.

The LEFs in New York City and San Francisco have fashioned independent initiatives as well. The Chase Active Learning (CAL) Project of New Visions for Public Schools in New York City has been awarding grants of \$5,000 to middle school teachers since 1990 to fund the design and implementation of engaging interdisciplinary projects. This project, coordinated by PEN, has been replicated in ten communities funded by the Chase Manhattan Bank. New Visions also runs leadership seminars for middle school principals. The San Francisco Education Fund has established a teacher-led Equity Collaborative in three middle schools (more are planned in future years) to enable teachers to address issues of gender, race, class, and culture equity. Groups of four teachers per school meet biweekly to discuss the ways in which these divisions affect their lives and their teaching as well as ways they might adapt their instruction to prevent achievement declines and disengagement from learning among girls and minorities during the middle grades. Participants receive individual coaching from a consultant, release time for peer observation, and resources and time to engage in curriculum and lesson planning.

## ***Leadership Development***

Any LEF staff member will tell you that principals and other school-based administrators make or break reform initiatives. Regional and central office administrators are critical players as well. Consequently, leadership development experiences of some sort—study groups, institutes, off-site training at a university leadership program, individual mentoring, conferences—are built into nearly all of their comprehensive school reform efforts. Several LEFs have begun to design projects whose sole purpose is to improve the quality of practice of educational administrators. In New York City, for example, New Visions for Public Schools periodically convenes a network of five district superintendents and principals focused on organizing their districts to promote New Standards, a widely acclaimed version of academic performance standards for students. Based on practices promoted by former Superintendent Tony Alvarado in New York's District 2, their effort aims at implementing a model of principal supervision that maximizes teacher and student learning.<sup>12</sup> New Visions also assists with the training of principals in these five districts to work more effectively with their school staffs.

The Chattanooga Public Education Foundation and the Hamilton County School District have launched the most ambitious plan for leadership development within the PEN network. Eight principals met during the 1997-98 school year with an outside consultant to plan an independently run Leadership Development Center. The plan was approved by the school board, and is now in a start-up phase. The Foundation is funding the initial stage of the work, serving as chief fundraiser for the endowment. Its president will be a permanent representative on the Center's seven-member Board of Trustees. The Center's coursework will enable educators to acquire administrative licensures, and it will sponsor an array of institutes, networks, conferences, and retreats. The College of Education and School of Business Administration at the University of Tennessee in Chattanooga will be invited to collaborate in the development of an MBA program in Educational Leadership.

## ***New Teacher Workforce Development***

Three of the LEFs studied have developed new initiatives to upgrade the pre-service training, recruitment, and induction of new teachers. It is likely that more and more LEFs will take up this line of work as their constituent districts, faced with growing enrollments, teacher retirements, and class-size reduction requirements, struggle to find qualified teachers. To help the district recruit strong teachers, the Wake Education Partnership is raising money for a teacher incentive package (e.g., reduced automobile loans and help from retired teachers in settling into the community) and is looking into the use of interactive technologies to streamline the hiring process. The Philadelphia Education Fund, in partnership with the school district and Temple University, is helping to fund the district's new recruitment materials and screening processes, supporting Temple's development of special courses to train middle school teachers, and facilitating district efforts to design content-specific new teacher induction programs aimed at the middle grades level. In San Francisco, the Education Fund welcomed 73 new bilingual education and mathematics and science teachers with \$250 grants to set up their classrooms, a one-day workshop introducing them to various kinds of resources, advice on setting up a learning environment, and an introduction to the Education Fund's Web site.

## ***Policy Work***

LEFs are also participants in the formation of policy with regard to professional development. In Philadelphia, the executive director of the LEF co-chairs the school district's task force, creating a Professional Development Framework. In West Virginia, a representative of the Alliance for Education sits on a legislatively mandated West Virginia Staff Development Advisory Council that oversees state efforts in staff development. Districts' experience with Library Power caused many of them to recast the role of the school library in elementary and middle schools system-wide. This change included a policy directive (required by the grant) that participating librarians be exempt from covering other teachers' classes so that they could provide greater support for and leadership of the school's curricular reform efforts. In other instances, although an LEF's work may not be directly policy-related, it may still have broad impact on the district's direction because of its extensive breadth. The work of the Cleveland Education Fund in elementary science and mathematics professional development described earlier, is a good example.

Hundreds of evaluations of LEF programs have documented participants' praise for their professional development initiatives. Interviews from the site visits echoed the views in those reports:

“Some of the professional development opportunities the LEF offers are not workshops but are opportunities for a teacher to do something like live where Mark Twain lived and see what inspired him. You actually *go*. The LEF wants you to have the money to *do* something and wouldn't pay for a class. It opened up a world of opportunity for enrichment of teachers . . . and the LEF paid for three of us [principals] to go for the 11-day training at the Harvard Principals' Center. It was incredible, so many readings and resources. It got me through the year. I felt like an *expert* and it gave me readings for the faculty.” (School Principal)

“The LEF made me who I am today. Without them, I wouldn't be the teacher I am today. I started out not teaching science. I was scared of it. Now I am into physical science and am working on a Ph.D.” (Elementary School Science Teacher)

“The LEF is one of the few places you can go and talk about research and best practices, authors, and professional topics. [We need] the intellectual stimulation and dedication to best practices and validation that 'okay, I'm all right.' When you think you are crazy, you get validated by the LEF.” (Associate Superintendent)



## **Informing and Engaging the Public**

All but three of the LEFs studied have taken on work in which they tried to “inform, engage, and empower the community,” with the goal of improving public education.<sup>13</sup> In four cases, public engagement work was the central concern of the LEF. The public was defined as parents, voters, civic leaders, community-based organizations, government officials (the school board, city council members, county commissioners, and state legislators), and candidates for public office. The Public Education Network has promoted this public engagement emphasis and has supported LEFs with grants in the areas of school finance and school governance. As with professional development, work in this area takes a variety of forms.

### ***Educating the Electorate***

In localities where school board elections are held, LEFs sometimes initiate efforts to inform the voters and raise turnout. The Charlotte-Mecklenburg Education Foundation, for example, undertook an aggressive community awareness campaign, Make Your Mark on the Board, in the most recent school board elections. This campaign included distributing over 50,000 brochures describing the candidates to the public; encouraging citizens to vote by running regular public service announcements on local television stations; conducting a candidate’s workshop on the roles and responsibilities of school board members; and co-sponsoring, with a local newspaper, seven town meetings where voters could meet and question the candidates.

Two other LEFs in the study (Bridgeport and Chattanooga) published non-partisan guides for voters for use in school board elections. These guides presented candidates’ views on key issues facing the school board and/or outlined criteria for judging candidates’ effectiveness. Bridgeport also ran candidates’ forums and created a community task force to promote awareness about board elections and the need for widening the pool of candidates. The Wake Education Partnership issues monthly briefings on key educational issues to over 1,000 school, civic, and business leaders.

### ***Providing In-Depth Information and Research Results on Educational Issues***

A number of the LEFs undertake or commission serious research on local educational questions, with the aim of informing a range of constituencies. Since 1993, the Charlotte-Mecklenburg Education Foundation has sponsored an annual “Community Assessment,” a scientific survey of voter opinion on school matters. The results from the survey, subsidized and publicized by the metropolitan area newspaper, have framed educational debates and affected policy decisions. For example, respondents’ expression of support for increased school spending in the survey influenced the votes of elected officials and citizens in the fast-growing district to raise the 1997 operating budget by 14 percent and to pass a school bond issue for school renovation and construction. Charlotte’s guide explaining the school budget to the public also helped galvanize voter support for increased school spending. A grant from the Ford Foundation to the Public Education Network has enabled four other LEFs to produce similar guides. Charlotte is now developing materials to help parents understand the movement for academic standards.

The LEF in Wake County, another district with a rapidly expanding school population, has initiated a similar set of public engagement activities including the publication of a guide to the school budget and a commissioning of focus group and survey research by the Gallup organization to assess citizens' views about the public school system.

Other LEFs have supported sophisticated research studies. The Education Alliance in West Virginia has a generously funded Education Policy Research Institute with two full-time researchers who research and publish two or three studies per year with the goal of providing credible, objective information useful to government officials and the public. Their current research projects, for example, focus on the quality of teacher preparation in the state, forecasting future teacher supply and demand, and investigating factors that explain variation in school success with students. Previous studies examined, among other topics, the relationship between per pupil expenditures and scores on state-required standardized tests, and educators' assessments of ways to improve the educational system.<sup>14</sup>

In Philadelphia, the Education Fund has commissioned a research team at the University of Pennsylvania to undertake a longitudinal study of 1,700 randomly selected students and their parents, following the students' experiences and achievements from the end of their eighth grade year until high school graduation.<sup>15</sup> When completed, this research will be the nation's most comprehensive longitudinal data set of students in a single urban district. Another study commissioned by the Fund followed 250 students in five middle schools through all three years of middle school.<sup>16</sup>

The in-house researcher at New Visions for Public Schools in New York City has undertaken, in cooperation with the district's research office, an ambitious survey of all 20,000 teachers employed over the last four years, asking for their assessment of the quality of their teacher preparation programs and examining their retention patterns. Survey results and findings from focus groups will inform the work of a district task force on the education, recruitment, and retention of new teachers.

In Providence, Rhode Island, the PROBE Commission (brokered by the Public Education Fund) has developed detailed school "progress reports" for 13 schools. Dubbed the "GTECH Progress Reports" (after the corporate donor), the highly readable 30-page reports present detailed information about the school, some of it drawn from surveys of students, staff, and parents. More and more schools are asking the Public Education Fund to develop reports for them so that they can have more nuanced information to guide their school change efforts and to reach out to parents. New Visions for Public Schools has also worked on detailed school report cards.

### ***Convening the Stakeholders***

Another tool in LEFs' portfolio of strategies for public engagement is the convening of stakeholder groups to raise public awareness and to find common ground for policy planning. The Wake Education Partnership, for example, convened a series of small group discussions in 12 localities followed by a district-wide Education Summit of civic leaders to follow up on the survey results from a 1998 Gallup Poll of voters commissioned by the Partnership. During the Summit, 450 citizens voted, during a facilitated issues analysis process, to identify the top ten issues confronting the Wake Country Public School System. As a result of the citizen involvement and

the Gallup research, the Board of Education adopted a five-year student achievement goal. A follow-up summit is planned to measure progress toward the priorities and to refine future goals.

Several LEFs, including those in Bridgeport, Hattiesburg, and New York City, used a small grant from the Institute for Educational Leadership to conduct grassroots “community conversations” with citizens on selected educational issues.

Other convening efforts have been conducted over a significant period of time with hundreds of participants. The Grand Rapids Public Education Fund organized a two-year strategic planning process for the public school system in the early 1990s. The LEF convened a task force of 20 civic leaders and parents that came up with a series of recommendations for systemic school change. The results of this work encouraged the school board to start a comprehensive community-based planning effort, with the LEF brokering the resources for the planning and developing an indicators system with the school system to monitor the results of the final plan.

In an even more ambitious effort, the Chattanooga Public Education Foundation facilitated the planning for a new school system created by the merger between the city and county districts in the mid-1990s. This effort involved an extraordinary number of meetings over a yearlong period with citizens and community leaders.

Stakeholders interviewed as part of the study praised the public engagement work of the LEFs. A sampling of their comments follows:

“The LEF plays a critical role in informing the public about public education. It is non-partisan and neutral but still advocates for children and public education. Their surveys of voters were very valuable to Board members because it let them know what the public was thinking. I appreciate that the LEF also brings grants to *schools* and is not just involved in rarefied policy discussions.” (school board member)

“The LEF has served as our conscience about what is good for kids. They do play a vital role in our schools . . . When I was a principal, we developed a true partnership with a business through their Partnership program. It was an incredible program. The company helped the kids start a business and every grade level did an aspect of the business. Once I got to Central Office, I could see the LEF’s focus was much bigger, particularly by engaging the community at large in public schools. Their school-to-career program has been an incredible outreach effort and gets high marks for quality.” (assistant superintendent)

“I see the LEF as a wonderful positive force for constantly improving the system—both in little incremental steps and big break-out-of-the-box steps. The community planning process [organized by the LEF] made us think about schools more than we ever had before—not focused on nuts and bolts but on educational quality.” (editorial writer, metropolitan newspaper)

## ***Organizing the Community***

Several of the LEFs have become directly involved in grassroots organizing around community and school change in low-income neighborhoods. The North Philadelphia Community Compact of the Philadelphia Education Fund hires staff members to raise awareness among parent groups about academic standards and to facilitate parents' efforts to put pressure on their children's schools to improve school climate and instruction. The Grand Rapids Public Education Fund runs Tying Webs, a project designed to strengthen leadership in neighborhood associations and to encourage members of these groups to take on both advocacy and partnership roles with their local schools. In Chattanooga, the Education Foundation supports a parent and community organizing project, Community Matters, in four rural communities in the new Hamilton County District. What distinguishes the organizing efforts of the LEFs is their determination to link the community-based work to efforts inside schools to raise academic standards.

## **Linking Education, Health, and Social Services with Children and Families**

LEFs also work to improve the life chances for students in low-income areas by connecting them and their families to social and health services and by increasing educational opportunities for their parents. The Public Education Fund in Providence, along with four other nonprofit organizations and the AmeriCorps program, has set up Family Centers in 18 schools that offer a drop-in center for parents, classes toward the GED, English as a Second Language, technology workshops on a variety of topics relevant to parents, food and clothing drives, and homework help for students. All centers have a computer, printer, and copy machine. Center staff and volunteers take charge of calling homes when children have performed especially well or when they have an excessive number of absences. They also conduct home visits. As part of the range of activities designed to involve them in their children's education, parents provide services to the school as well, pitching in as classroom assistants, trip chaperones, or office workers when needed.

The Public Education Network in Washington, DC, has worked to improve the health status of children through its federally funded Comprehensive School Health Initiative. This effort directed three-year grants of \$20,000 per year to six LEFs around the country to leverage larger community-based work in the area. The work of the Mary Lyon Education Fund, a regional LEF in a rural area of western Massachusetts, illustrates the potential of this approach. Supported by the grant, the LEF brought together a number of community partners to establish a health center in a school. As a result, the umbrella organization that emerged won a \$1 million federal grant for enhanced health services. The Fund has also brokered psychological health services through the University of Massachusetts, supported the development of a community fitness center, facilitated health and safety curriculum development, and set up a student assistance Fund to help students with medical and dental expenses, clothing, and other necessities. Three other LEFs award grants to schools to promote health education or healthy school environments (West Virginia), prevent risky behaviors (Bridgeport), or conduct needs assessments for health planning purposes

(Providence). The West Virginia and Providence efforts have received support from PEN's Comprehensive School Health Initiative.

The Los Angeles Educational Partnership administers FamilyCare, a program of school-linked health and social services for five schools, in collaboration with the local United Way and the Los Angeles Unified School District. New Visions for Public Schools in New York City has provided social supports to young teenagers through Project HighRoad, a partnership effort between community groups and middle schools providing camping experiences, tutoring, career counseling, and recreational activities. These activities have resulted in increased school attendance, lower rates of substance abuse, and higher reading scores.

## **Assisting Students on the Road to College and Career**

Two of the LEFs, Bridgeport and Philadelphia, have major programs that encourage students to attend college. Two others, Grand Rapids and Denver, run publicly funded components of states' school-to-work initiatives. In addition, five of the Funds have longstanding partnership programs that connect schools with one or more employers. Many of the projects generated by those partnerships develop students' career awareness and educational planning.

The Bridgeport program, Motivation for Academic Achievement and College Study (MAACS), provides trained mentors from three area colleges for 160 students in two Bridgeport high schools. This ten-year-old initiative utilizes college work-study Funds to pay mentors to meet weekly with their assigned students, to help them with SAT preparation, tutoring, career awareness, and the college application process. The College Access Program in Philadelphia, also a decade old, is a high-profile \$1.4 million annual effort that places college counselors in 13 comprehensive (non-magnet) high schools and nine middle schools. It operates three community centers that provide college advising, college preparation workshops, SAT test preparation, academic enrichment programs, search materials (electronic and print), and opportunities to visit college campuses. An endowed scholarship program awards financial aid to more than 200 high school graduates a year. College Access was also responsible for getting the school district to redesign high school transcripts to be more readable. A related effort brings together staff from three North Philadelphia high schools with Temple University and the Community College of Philadelphia to promote stronger academic standards and coursework in the high schools, to reduce dropping out, and to increase retention in college.

The Public Education and Business Coalition in the Denver area runs a state-funded School to Career Resource Center that serves 23 school districts in the state, and is one of six such centers statewide. The Center provides technical assistance to the districts and their partners along with access to information on best practices in the field, a library, and computer center. The Coalition also provides business mentors to students, career advisement programs, summer job search assistance, and career awareness curriculum modules for teachers. In Grand Rapids, the LEF received a substantial grant from the state of Michigan to administer a countywide partnership of educators, employers, parents, and students to prepare students for

advanced training and careers. In that capacity, it has organized the Experience Exchange, an array of programs that provide comprehensive work experience, career education, and job shadowing; runs “User Group” networking and training meetings for teachers and other staff by school level; and has developed a computerized matching system (“Pathfinder”) that connects students to internships, apprenticeships, and other learning opportunities with interested employers via the Internet.

The LEFs in West Virginia, Grand Rapids, and Providence have sponsored long-term substantive school-business partnership programs. They recruit businesses to partner in the effort, try to find the appropriate match between the interests and capacities of the business partner and the needs of the school, provide guidance on what a reciprocal partnership should look like (“a handshake, not a handout”), assist the partners in developing worthwhile programs and harmonious relationships (“like a marriage counselor”), and sometimes provide small grants or other incentives to encourage the relationships. Many of the partnership programs focus on familiarizing students with the world of work, encouraging them to think about career choices, and providing mentors and tutors to support their academic and social development.

The school-business partnerships have gone beyond serving students exclusively. They have provided a vehicle for sophisticated technical assistance to school leaders (e.g., on school budgeting, technology, advice on management issues), creative student incentive programs, and an entry point for pushing academic rigor in schools. In Providence, for example, business people advise schools on organizational restructuring through a recently launched Business Volunteers in Education Program.

Overall, the reach of business-education partnerships is impressive. The West Virginia Fund has matched 98 percent of the state’s schools with business partners. Thirty schools in Providence have been linked with 40 businesses in long-term relationships. The partnership program of the Grand Rapids Education Fund, connecting 60 schools with business or community-based organizations, reaches nearly all schools in the district. The ongoing presence of the partnerships has served as a starting point and base for subsequent large-scale projects—the school-to-work activities of the Experience Exchange in Grand Rapids, and a major statewide technology initiative, Tech Corps, in Rhode Island.

## **Using Technology as a Tool of Reform**

A majority of the Funds studied administer programs that integrate computer-based technologies into various aspects of school reform. Eleven of the LEFs have some sort of initiative in this area which for six of those form a crucial component of their organizations’ portfolio of work. Technology is, of course, a tool that is integrated into the categories of activity outlined in this paper (e.g., professional development, public engagement) and, as such, should not be treated as an additional substantive line of work. However, this paper follows the lead of LEF staffs themselves who view these initiatives as a discrete program category. The projects raise money for technology efforts, encourage voters to support expenditures for technology, recruit volunteers to assist schools with technology, provide training to school constituencies, and create online services and Internet home pages with educational and social service resources and databases.

Four of the LEFs—Charlotte, New York City, Philadelphia, and San Francisco—have participated in Americorps/Project FIRST, a partnership developed by the Public Education Network with IBM and the federally funded AmeriCorps program. The Project places IBM computers and compatible software in schools—there were 284 nationally, in nine districts between 1994-1998—along with a cadre of AmeriCorps volunteers charged with their oversight and use. The volunteers train teachers, students, and parents on the computers and build connections around technology use between the school and community.<sup>17</sup>

The LEFs in Providence and West Virginia serve as local chapters for Tech Corps, a national nonprofit group that recruits volunteers from business and the community, statewide, to assist schools with technology-related projects. In this capacity, Tech Corps helps wire buildings for computers, assists teachers with the integration of technologies into coursework, mentors students and teachers, and helps schools put existing hardware and software to better use. The Wake Education Partnership is convening committees to make North Carolina a Tech Corps state, and to broker corporate assistance to the school system's technology planning. As part of its public engagement strategy, the Partnership is raising public awareness about the need for capital spending for technology in preparation for an upcoming school bond issue vote.

Two of the smaller LEFs, Hattiesburg and the Mary Lyon Education Fund in Massachusetts, have raised substantial sums of money to outfit schools with computers. The latter group is spearheading and serving as fiscal agent for an ambitious \$1.5 million five-year capital campaign in nine towns, to finance acquisition of equipment and support the renovation or construction of school buildings suited for the technological requirements of the 21st century. Other LEFs, including those in Philadelphia and West Virginia, are developing Web sites that will aid teachers and students in research and curriculum resources. The Funds in the Denver area and in eastern Kentucky offer technology training to teachers on a fee-for-service basis.

In Cleveland, the Education Fund (CEF) works closely with the district to plan and provide technology training to teachers that is designed specifically to help them find the most effective ways to infuse the use of technology into the daily classroom curriculum. Over the last year and a half, CEF provided customized professional development to more than 1,000 teachers at 40 different schools. In the fall of 1998, the CEF, the school district, and Cleveland's NSF-funded Urban Systemic Initiative came together to launch a new program to recruit and train minority teachers who will, in turn, become technology instructors for their peers. In addition, at the District's request, CEF convened a group of 40 educators and community leaders early in 1998, to develop a \$175 million framework for fully implementing technology in all 120 schools district-wide.

The comprehensive package of technology-related services developed by the Los Angeles Educational Partnership further demonstrates the potential of this category of work. LAEP has developed the Los Angeles Learning Community Network (LALCNet), an online service for educators, parents, and students, designed by educators in Southern California. This low-cost service (\$74 a year) offers access to the Internet; a "rich mix of hands-on instructional materials" developed and carefully screened by local teachers; networking opportunities among newsgroups of teachers by subject area; information about the availability of training opportunities, the

ability to order teaching materials, or locate a consultant; Internet training; information on museum resources and calendars of activities; and online technical assistance/troubleshooting. These resources are also available through LAEP's World Wide Web home page, the L.A. Learning Exchange ([www.lalc.k12.ca.us](http://www.lalc.k12.ca.us)).

The FASTNet project in the Long Beach area, developed by LAEP, provides software with a searchable database of community resources for linking at-risk youth to local social services. LAEP offered the software and training to all of the middle schools in the Long Beach Unified School District, as well as two service agencies. In addition, the LAEP sponsors four School and Community Electronic Access Centers that are located in high-poverty schools. These centers provide Internet training to students and parents, and offer connections to information on health, educational, and social services.

## Conditions for Effective Work

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The ability of local education Funds to conduct effective work depends on a number of factors. Obviously, their impact is enhanced if the leaders of their constituent districts are open to help from outside partners or, as is the case with Los Angeles Unified District, decentralized decision-making allows individual schools to contract for services with little or no guidance from the central administration. Their job is made easier when new superintendents respect and support ongoing reform work rather than, as commonly happens, dismissing it as the dispensable baggage of a previous administration. The skill of the LEF in managing its relationship with one or more districts, discussed earlier in this paper, is also of key importance.

LEFs' work is more likely to be coherent if district leaders hold a systemic vision and plan for change. When the reform energy exists within a school district, the LEF can fashion projects that will help fund components of the change, energize constituents to support them, or even implement elements of them. Even when their relationships with superintendents are strained, LEFs will support their reform agendas if they deem them worthy of support. In some states, the energy for systemic reform originates in state government (West Virginia and Kentucky are examples in this study), and LEF design initiatives that carry out or extend the goals of those state efforts.

The origins of the Funds turn out to be quite important in determining their eventual impact. In those districts where the current superintendent had a hand in founding the LEF, the relationship tends to be relatively harmonious and productive, although the Funds' identities risk becoming too closely tied to the administration. In two of the LEFs studied, the staff regarded the teachers' unions as opponents of key components of reform, creating tension around and limits on their work. LEFs appear to have more staying power if they are founded by influential business leaders. These are more likely to have high-clout boards of directors that protect the Funds from some of the political vicissitudes of districts, push their own vision of reform, and succeed at fundraising. But business and civic leadership capacity varies from one region to another, a phenomenon which is reflected on the LEF boards. Some cities, for example, have an active and cohesive corporate philanthropic community, while



in others it is weak or internally divided. In poor rural areas, corporate headquarters rarely exist and wealthy individual donors are in short supply.

Resources are important too. Two of the Funds studied for this project have sizable endowments (Chattanooga and San Francisco), a condition that gives them greater organizational influence and programmatic flexibility. Some Funds have “godfather” local foundations or companies or wealthy individuals who have consistently bankrolled a significant portion of their overhead and programming. On occasion, LEFs obtain grants that are large by the standards of their school districts, can enhance their influence (and potentially resentment toward them). The \$1.2 million Library Power grant, for example, represented a substantial infusion of Funds in “smaller” urban districts such as Providence, Rhode Island. Funds are taken more seriously if their staff and board are skilled at raising money or successful in recruiting large numbers of volunteers. LEFs in communities with no direct competitors are better positioned to raise money.

Finally, of course, the ability of the LEFs to survive, grow, and run programs of sufficient quality, depth, and duration to improve student outcomes, depends heavily on the administrative skill of their boards and executive directors and the wisdom of their long-range strategies. Executive directors have three primary concerns: developing strong boards; raising money for their work; and running initiatives of high quality. They have to work hard to ensure that board members can both engage in serious decision-making and become knowledgeable about the work, without becoming overloaded by board responsibilities. Two of the 17 LEFs acknowledged that their boards were disengaged, but both were taking active steps to address the problem.

LEFs have stepped up clever marketing efforts and aggressive fundraising campaigns, even though most of their work takes place “behind-the-scenes.” A review of LEF methods of outreach—their Web sites, videos, print materials, regular columns in newspapers, inserts in newspapers, and public service announcements—reveals the growing sophistication of these efforts.<sup>18</sup> While funding concerns were of paramount importance to all of the executive directors, only one of the 17 LEFs studied was experiencing a financial shortfall that threatened its immediate existence.<sup>19</sup> All but two were highly entrepreneurial in their approach to funding and program development, and many Funds have allocated additional resources to the development function.

The quality of the organizations’ initiatives was not directly addressed in this research, but was raised by staff members in the course of four of the site visits. The survival of LEFs is dependent on their reputation for doing quality work. Maintaining that standard, however, poses a continuing challenge to their managers. Overall, the overwhelming number of those from all constituencies interviewed for this study testified to the quality of the LEFs’ efforts, although staff occasionally mentioned programs that had delivered mediocre results or had failed completely.

Quality, of course, is a necessary but insufficient prerequisite for program effectiveness. It is possible to have an excellent program which has little impact on students’ learning or overall well-being. Boards of directors and LEF staff wrestle constantly with questions of strategy, trying to figure out how to target their time and money in order to leverage their broadest long-term impact on educational practices

and policies. Inevitably, in these discussions, the issue of organizational focus is raised. The LEFs then must decide whether to focus on a few key areas, developing depth and expertise in those fields (“reinforce strength, not weakness”), or whether to pursue a number of lines of work, particularly in areas where they are invited to become active and/or where funding opportunities are available. The search for balance between strategic focus and opportunity is, however, ongoing and there are few clear answers. Observations across these 17 LEFs, however, did offer evidence supporting a strategy for developing core competencies in a limited number of program areas.

After ten to fifteen years of work, a number of LEFs can demonstrate the long-term effectiveness of particular strategies. One only has to look at the impact of professional development efforts in Cleveland, Los Angeles, and Denver; the school-business partnerships in Providence, West Virginia, and Grand Rapids; the college access programs in Philadelphia and Bridgeport; the peer support initiative in San Francisco; and the public engagement work in Charlotte and eastern Kentucky, to see examples of the advantage of developing expertise and capacity in a well-defined areas over many years.

This approach was best articulated by the Chair of the Board of Directors of one of the larger urban LEFs:

“The Fund has to be focused and have a clear vision. In education reform, there are thousands of things that have to be done, and in our city there are three or four other organizations doing reform too. Somewhere we recognized that we would get a lot more value for our time and money if we focused on professional development . . . All of the systemic issues are important but they can be a quagmire to reach closure. By focusing on professional development, we actually get something *done* by the end of the day. Rather than re-make the whole world, we focus on what we do well. It makes a difference to us, to the kids, and to the funders. Ultimately, you pick your battles. We are good because we are focused. [But within that general strategy], we are flexible.”

• • •

At the other extreme, a board member of a Fund with a wide array of programs, across several areas of work, worried about the organization’s lack of focus:

“To me, the issue is whether we are taking on more than we can do. We need to provide better support for what we can do . . . We should be able to play the “glue” role in a community but I am worried that we could become a basket of flowers floating on a stream.”

# Conclusions

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The primary finding of this review is that LEFs have developed a remarkably rich and deep portfolio of work. Within each of their five major lines of activity—professional development; public engagement; links between families, schools, and social services; the transition from school to college and career; and technology—they have fashioned a diverse set of roles and strategies to meet the objective of improving students’ achievement and life chances. That they have survived and grown—and have been replicated in other regions—is testimony to their ability to weather the changing fortunes and leadership of their constituent school districts, the shifting priorities of funders, and their own reorganizations.

The survival and growth of the individual LEFs can also be attributed to their membership in a national network. PEN has provided inspiration, technical assistance, information, formal and informal opportunities to gather regionally and nationally, connections to an array of national organizations, and access to grant-funded initiatives. It serves as a readily accessible dissemination vehicle: programs and strategies successful in one site are often picked up by others. Four different programs launched by New Visions for Public Schools in New York City, for example, have been scaled up as multi-site initiatives—Library Power, Chase Active Learning, Project First, and the small schools model. With the assistance of its New York City partner, a new LEF has been founded in East St. Louis. PEN members regularly swap ideas and materials with staff in other Funds and serve as consultants within the network.

The LEFs appear to have become adept at scanning their local environments to identify both appropriate niches for work and areas to avoid. They are wary of taking on lines of activity already claimed by others and try to avoid engaging in too many areas simultaneously (“we are not the school district”). They have linked their efforts to the systemic reform goals that form a national agenda for educational change—academic standards, new assessments, teacher pre-service and in-service training aligned with these standards, and supports for students to meet standards. Several Funds have focused their work on increasing public awareness of and support for local public education at a time when school enrollments are growing. Increasingly, they are conducting evaluations of their work to show its impact on student achievement. They are moving into areas of work that are assuming greater prominence in educational reform: teacher education and recruitment, intensive professional development of teachers such as support for certification through the National Board of Professional Teaching Standards, and the training of school leaders.

While resilient, the LEFs also remain fragile. It would be wise for future research to focus on the ways they cope with internal organizational challenges. Their survival calls for leadership skilled at fundraising since they are nonprofit “soft money” organizations that depend primarily on continuous fundraising through private donations and foundation grants. This skill is in greater demand since the funding environment for nonprofits has become much more competitive and sophisticated in the last decade. The LEFs are also challenged to motivate and retain underpaid staff members who feel stretched thin, and who are frustrated by transitory victories, the inexplicable irrationalities of school districts’ bureaucratic practices, the bitter

politics of urban school systems, and the glacial pace of change. A number of the Funds will be facing turnover in leadership as their founding executive directors consider moving on. The need to energize board members and recruit new blood is an ever-present concern. The difficulty of forging trusting ties with school districts has risen as the average tenure of urban superintendents continues to fall. The ability of the LEFs to develop their internal capacity to deal with these matters should be the subject of in-depth research.

Despite these problems, LEFs by their nature are optimistic entrepreneurial environments. Downbeat humor and cynical asides are just footnotes to days packed with program events, brainstorming, and grantwriting. LEF staff spend their time looking for new program angles, new connections among initiatives, and new partners. Although worried about whether their work makes a difference, they are passionate believers that intermediary organizations such as theirs are vital catalysts for change in school districts where most children are poor. These are organizations infused with hope and with new ideas. With their formative years behind them, they look to the future through a savvy and experienced lens.

# Endnotes

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<sup>1</sup> Michelle Hynes, "Local Education Funds at Fifteen: A Summary of Selected Findings from the 1998 Survey/Profiles of the Public Education Network," 1998, Public Education Network, Washington, D.C.

<sup>2</sup> *Ibid.*, p. 4

<sup>3</sup> David Bergholz, "Five Years: 1983-1988, The Public Education Fund," *Teachers College Record*, Vol. 93: No. 3, 1992, pp. 516-522; Phyllis DeLuna, "Local Education Foundations: Right for Many Schools," *Phi Delta Kappan*, Vol. 79: No. 5, 1998, pp. 385-389; Beth Lief, "The New York City Case Study: The Private Sector and the Reform of Public Education," *Teachers College Record*, Vol. 93: No. 3, 1992, pp. 523-535.

<sup>4</sup> Elizabeth Useem, *Maneuvering for Reform: How Local Education Funds Foster Change at Century's End*, Public Education Network, Washington, D.C., 1997.

<sup>5</sup> For a more detailed discussion of this issue, see Useem, *Maneuvering for Reform*, *ibid.*

<sup>6</sup> Norman L. Webb and Thomas A. Romberg (eds.), *Reforming Mathematics Education in America's Cities*. New York City: Teachers College Press, 1994.

<sup>7</sup> See Randolph Jennings (ed.), *Fire in the Eyes of Youth: The Humanities in American Education*. St. Paul: Occasional Press, 1993; Gene I. Maeroff, *The Empowerment of Teachers*, New York City: Teachers College Press, 1988.

<sup>8</sup> DeWitt Wallace-Reader's Digest Fund, "Library Power: Strategies for Enriching Teaching and Learning in America's Public Schools," New York, 1998; Douglas L. Zweigig and Dianne McAfee Hopkins, "National Evaluation of Library Power," School of Library and Information Studies, University of Wisconsin-Madison, 1997.

<sup>9</sup> Sixteen Urban Mathematics Collaboratives were funded by the Ford Foundation between 1985 and 1990.

<sup>10</sup> Pamela R. Aschbacher, "The LAEP Teacher Professional Networks and Schoolwide Change Projects: Final Evaluation Report," Los Angeles: Center for the Study of Evaluation, University of California, 1994; Ann Lieberman and Maureen Grolnick, "Networks and Reform in American Education," *Teachers College Record*, Vol. 98, No. 1, 1996, pp. 7-45; Elizabeth Useem, Judy Buchanan, Emily Meyers, Joanne Maule-Schmidt, "Urban Teacher Curriculum Networks and Systemic Change," Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, 1995; Elizabeth Useem, James Culbertson, Judy Buchanan, "The Contribution of Teacher Networks to Philadelphia's School Reform," Report for the Philadelphia Education Fund, 1997.

<sup>11</sup> Elizabeth L. Useem and Ruth Curran Neild, "A Place at the Table: The Changing Role of Urban Public Education Funds," *Urban Education*, Vol. 30, No. 2, 1995, pp. 175-194.

<sup>12</sup> Richard F. Elmore and Deanna Burney, *Investing in Teacher Learning: Staff Development and Instructional Improvement in Community School District #2, New York City*, National Commission on Teaching and America's Future, Teachers College, Columbia University, New York City, 1997.

<sup>13</sup> From the Vision Statement of the Charlotte-Mecklenburg Education Foundation.

<sup>14</sup> Reports published by The Education Alliance (formerly the West Virginia Education Fund) in Charleston, West Virginia, include: *The 'Fair Share' Dilemma: Property Wealth, Per Pupil Revenue and Resident Ability to Support Public Elementary and Secondary Education in West Virginia 1991-92*, Mary F. Hughes, 1992; *Achieving Despite Adversity: Why Are Some Schools Successful in Spite of the Obstacles They Face?* Mary F. Hughes, 1995; *Ready for What? What Employers Expect, What Higher Education Requires, What Students Need*, co-authored with The Center for Entrepreneurial Studies and Development, Inc., 1995; *Education in the Balance: West Virginia County School Boards: Deficit Experience, Fiscal Years 1990-1995*, Arnold Margolin, 1996; *The Educated Guess: The More We Spend the More Kids Learn? West Virginia County School Boards: Comprehensive Test Scores and Per Pupil Expenditures, Fiscal Years 1991-1995*, Arnold Margolin, 1997; *Voices of Experience: Educators Speak Out for Change*, Linda Crone-Koshel and Arnold Margolin, 1997.

<sup>15</sup> The Philadelphia Education Longitudinal Study (PELS) is being conducted by Dr. Frank F. Furstenberg, Jr., Professor of Sociology at the University of Pennsylvania, with the assistance of Ruth Curran Neild and Christopher Weiss.

<sup>16</sup> H. Dickson Corbett and Bruce L. Wilson, *Cracks in the Classroom Floor: The Seventh Grade Year in Five Philadelphia Middle Schools*, Report for the Philadelphia Education Fund, 1997. (1998 report forthcoming)

<sup>17</sup> Anne Hird, *Linking Technology and School Reform*, Public Education Network, Washington, D.C., 1998.

<sup>18</sup> For a fuller discussion of this issue, see Useem, *Maneuvering for Reform*, *ibid.*

<sup>19</sup> One of the LEFs originally selected for inclusion in this study went out of existence early in the research. Its demise in the short run could be attributed to funding difficulties, but the fact that it was a creature of its funding foundation, never achieving organizational independence, was the underlying cause of its disappearance.

# Appendix A

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## **Local Education Funds Participating in the Study: Area Served and Budget**

Bridgeport Public Education Fund, Bridgeport, Connecticut: Bridgeport public schools, \$230,000-\$300,000

Charlotte-Mecklenburg Education Foundation, Charlotte, North Carolina: Charlotte-Mecklenburg County public schools; \$820,000

Cleveland Education Fund, Cleveland, Ohio: Cleveland public schools; \$2 million

Forward in the Fifth, Berea, Kentucky: Communities in the Fifth Congressional District in (rural) Eastern Kentucky; \$320,000

Hattiesburg Area Education Foundation, Hattiesburg, Mississippi: City of Hattiesburg schools and six surrounding suburban/rural public school districts; \$87,000

Los Angeles Education Partnership, Los Angeles, California: Los Angeles Unified School District and work in selected areas in Los Angeles County, Long Beach and other nearby districts; \$6 million

Mary Lyon Education Fund, Shelburne Falls, Massachusetts: three rural public school districts; \$117,000

New Visions for Public Schools, New York City, New York: New York City public schools; \$7.3 million

Partners in Public Education, Memphis, Tennessee: Memphis public schools; \$900,000

Philadelphia Education Fund, Philadelphia, Pennsylvania: Philadelphia public schools; \$6.7 million

Public Education and Business Coalition, Denver, Colorado: Denver public schools and five suburban county school districts; \$1.2 million

Public Education Foundation, Chattanooga, Tennessee: Hamilton County public schools; \$3.2 million

Public Education Fund, Providence, Rhode Island: Providence public schools and selected districts outside Providence; all districts in the state for Tech Corps; \$2.2 million

The Public Education Fund, Grand Rapids, Michigan: Grand Rapids public schools; school-to-work activities in 20 school districts in adjacent County; \$1.2 million

San Francisco Education Fund, San Francisco, California: San Francisco Unified School District; \$1.2 million

Wake Education Partnership, Raleigh, North Carolina: Wake County public schools; \$900,000

The Education Alliance, Charleston, West Virginia: works statewide (55 counties); \$1 million

## Appendix B

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### Interviews Conducted

Executive Directors:*	17
Members of Boards of Directors:**	22
Other LEF Staff Members:	51
Administrators in School Districts:***	18
Teachers in Participating Programs:	11
Community Volunteers/Parents:	8
Civic and Partner Leaders	7
<b>TOTAL INTERVIEWS</b>	<b>134</b>

The median number of interviews per site was seven, with a range from 4 to 12. Informal interviews with staff and program participants at staff meetings, program events, and/or visits to schools also took place during 12 of the site visits.

\*Thirteen of the 17 executive directors and four of their designees (senior staff) were interviewed in the fall of 1997 at either the annual Library Power conference in Nashville, Tennessee, or at the PEN Annual Conference in Washington, DC. All but one of these executive directors were re-interviewed during the site visits between December 1997 and June 1998. The four who were not interviewed in the fall of 1997 were interviewed during the site visit.

\*\*No member of the Board was interviewed in four of the LEFs.

\*\*\*In one LEF, no member from the constituent school district was interviewed.



**PUBLIC  
EDUCATION  
NETWORK**



# Board Members

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**David W. Hornbeck: Chair** (1999)  
Superintendent  
School District of Philadelphia  
Administration Building

**Virgil Roberts: Vice Chair** (2000)  
Bobbitt & Roberts

**Beth Lief: Secretary** (1999)  
Executive Director  
New Visions for Public Schools

**Richard Vierk: Treasurer** (2000)  
Partner In Charge-Tax Operations  
Deloitte & Touche

**Paula Banks** (2000)  
President  
The Amoco Foundation, Inc.

**Benjamin Barber** (1998)  
Professor, Department of Political Science  
Rutgers University  
Walt Whitman Center for the Culture &  
Politics of Democracy

**Ernesto Cortes, Jr.** (1999)  
Southwest Regional Director  
Industrial Areas Foundation

**Margaret Hiller** (1998)  
Executive Director  
Bridgeport Public Education Fund

**Ruth Holmberg** (1999)  
c/o Chattanooga Times

**Betty King** (2000)  
Ambassador  
U.S. Mission to the United Nations

**Byron F. Marchant** (2000)  
Senior Vice President and General Counsel  
BET Holdings, Inc

**Marshall D. Orson** (2000)  
Vice-President and General Manager  
Turner Trade Group

**Alba Ortiz** (1999)  
Associate Dean  
School of Education  
University of Texas

**Robert Peterkin** (1999)  
Director, Urban Superintendents Program  
Harvard Graduate School of Education

**Wendy D. Puriefoy** (2000)  
President  
Public Education Network

**S. Paul Reville** (2000)  
Co-Director  
Pew Forum on Standards-Based Reform  
Harvard University  
Graduate School of Education

**Sophie Sa** (2000)  
Executive Director  
Panasonic Foundation

**Warren Simmons** (1998)  
Executive Director  
Philadelphia Education Fund

**James A. Smith** (1999)  
President & CEO  
U S West Dex

**Deborah Wadsworth** (1998)  
Executive Director  
Public Agenda Foundation

**Ron Wolk** (2000)  
Board Chair  
Editorial Projects in Education

**Beth Dille**  
President  
Partners in Public Education

# Network Members

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## ALABAMA

Mobile Area Education Foundation  
Ms. Carolyn Akers  
Executive Director

## ARIZONA

Educational Enrichment Foundation  
Ms. Sally Trattner  
Executive Director

## CALIFORNIA

Los Angeles Educational Partnership  
Ms. Peggy Funkhouser  
Executive Director

Marcus A. Foster Educational Institute  
Dr. Julie Henderson  
Executive Director

San Francisco Education Fund  
Ms. Kathy O. Turner  
Executive Director

## COLORADO

Public Education & Business Coalition  
Ms. Barbara Volpe  
Executive Director

## CONNECTICUT

Bridgeport Public Education Fund  
Ms. Margaret Hiller  
Executive Director

New Haven Public Education Fund, Inc.  
Dr. Linda D. Kosturko  
Executive Director

## DISTRICT OF COLUMBIA

Parents United for the DC Public Schools  
Ms. Delabian L. Rice-Thurston  
Executive Director

## FLORIDA

Dade Public Education Fund  
Ms. Linda Lecht  
Executive Director

The Mary & Robert Pew Public Education Fund  
Ms. Louise Grant  
President

## GEORGIA

APPLE Corps, Inc.  
Dr. Dianne Mancus  
Executive Director

## INDIANA

Allen County Local Education Fund  
Ms. Rosetta Moses Hill  
Executive Director

Indianapolis Public Schools Education Foundation  
Ms. Karen Showalter  
Executive Director

## KENTUCKY

Forward in the Fifth  
Ms. Ginny Eager  
Executive Director

## LOUISIANA

Academic Distinction Fund  
Ms. Jan Melton  
Director

## MARYLAND

Fund for Educational Excellence  
Sister Rosemarie T. Nassif  
Executive Director

## MASSACHUSETTS

The Boston Plan for Excellence in the Public Schools  
Ms. Ellen Guiney  
Executive Director

The Cambridge Partnership for Public Education  
Ms. Mary Eirich  
Executive Director

Lynn Business/Education Foundation  
Ms. Mary Sarris  
Executive Director

Mary Lyon Education Fund, Inc.  
Dr. Susan Silvester  
Executive Director  
Alliance for Education  
Mr. Alford Dyson, Jr.  
Interim Executive Director

#### **MICHIGAN**

Partners in Public Education  
Ms. Beth Dilley  
President  
Kalamazoo Public Education Foundation  
Ms. Mary Ann Mitchell  
Executive Director

#### **MISSISSIPPI**

Hattiesburg Area Education Foundation  
Ms. Sue Van Slyke  
Director

#### **NEBRASKA**

Lincoln Public Schools Foundation  
Ms. Barbara M. Bartle  
Executive Director

#### **NEW JERSEY**

Paterson Education Fund  
Ms. Irene Sterling  
Executive Director

#### **NEW YORK**

New Visions for Public Schools  
Ms. Beth Lief  
President & CEO  
Education Fund for Greater Buffalo  
Ms. Cara Rosenthal  
Executive Director

#### **NORTH CAROLINA**

Charlotte-Mecklenburg Education  
Foundation  
Ms. Corinne A. Allen  
Executive Director  
Durham Public Education Network  
Ms. Lloydette Humphrey Hoof  
Executive Director  
Wake Education Partnership  
Dr. M. Anthony Habit  
President

#### **OHIO**

Cleveland Education Fund  
Ms. Deborah Howard  
Director

#### **OREGON**

Portland Public Schools Foundation  
Ms. Cynthia Guyer  
Director

#### **PENNSYLVANIA**

Mon Valley Education Consortium  
Dr. Linda Croushore  
Director

Philadelphia Education Fund  
Dr. Nancy McGinley  
Executive Director

Pittsburgh Council on Public Education  
Ms. Bette L. Hughes  
Executive Director

#### **RHODE ISLAND**

Public Education Fund  
Ms. Margaretta Edwards  
Executive Director

#### **SOUTH CAROLINA**

Alliance for Quality Education  
Ms. Grier Mullins  
Executive Director

#### **TENNESSEE**

Public Education Foundation  
Ms. Suzanne Fraley  
Interim President  
Metropolitan Nashville Public Education  
Foundation  
Ms. Debby Gould  
Executive Director  
Partners in Public Education  
Ms. Sonia Loudon Walker  
Executive Director

#### **WEST VIRGINIA**

The Education Alliance  
Mr. John Corbett  
Executive Director

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Alabama Power Foundation, Inc.  
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Black Entertainment Television, Inc.  
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The Centers for Disease Control and Prevention  
Chase Manhattan Foundation  
Chevron Products Company  
Cooperative Marketing Concepts, Inc.  
Corporation for National and Community Services  
The Danforth Foundation  
The DeWitt Wallace-Reader's Digest Fund  
The Ford Foundation  
The Gap Foundation  
The George Gund Foundation  
The Grable Foundation  
The Howard Heinz Endowment  
The Hitachi Foundation  
IBM Corporation  
John Hancock Financial Services  
The W.K. Kellogg Foundation  
Kraft Foods, Inc.  
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The Charles Stewart Mott Foundation  
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The William Penn Foundation  
People's Bank  
The Piton Foundation  
The Plan for Social Excellence, Inc.  
Prudential Foundation  
The Rockefeller Foundation  
Sara Lee Corporation  
Joseph E. Seagram & Sons, Inc.  
Sears, Roebuck & Company  
The Spencer Foundation  
The Sulzberger Foundation  
Surdna Foundation, Inc.  
Target Stores  
Turner Broadcasting System, Inc.  
The UPS Foundation  
U S WEST Foundation

