



**CRITICAL CONTRIBUTIONS:**  
PHILANTHROPIC INVESTMENT IN TEACHERS AND TEACHING

Prepared by:  
University of Georgia  
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# **CRITICAL CONTRIBUTIONS: PHILANTHROPIC INVESTMENT IN TEACHERS AND TEACHING**

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# TABLE OF CONTENTS

Foreword .....	8
Introduction .....	9
Methodology .....	10
Part 1. Exploring Activities: Findings from the Field .....	12
1. A Recurring Concern .....	12
2. Persistent Challenges .....	14
3. Vital Leadership and Demonstrated Progress .....	15
4. Merging Excellence and Equity .....	16
5. New Contexts, Powerful Opportunities .....	17
FEDERAL POLICY: An Expanding Reach, New Philanthropic Opportunities .....	19-20
Part 2. Examining Investments: A Chronological Review .....	21
1. Pre-1983: Uneven Attention, Shifting Concerns .....	21
2. 1983-2000: Re-focusing on Teacher Reform .....	26
3. 2000-2010: Expanding the Field: Connecting to Policy, Focusing on Outcomes .....	33
Figure 1: Annual Investments in Teachers and Teaching, 2000-2008 .....	33
Figure 2: Annual Total Grants Awarded, 2000-2008 .....	34
Figure 3: 30 Largest Grants to Teachers & Teaching, 2000-2008 .....	35
Figure 4: 30 Largest Investors in Teachers & Teaching, 2000-2008 .....	36
Figure 5 & 6: Categories of Funding, 2000-2008 .....	37
Figure 7: 20 Organizations Receiving the Largest Total Grants, 2000-2008 .....	38
Figure 8: Annual Philanthropic Investment in TFA, 2000-2008 .....	39
TEACH FOR AMERICA: Challenging Accepted Practices, Instituting New Approaches .....	40-41
Figure 9: 30 Largest Professional Development Grants, 2000-2008 .....	44
Figure 10: Annual Philanthropic Investment in Professional Development, 2000-2008 .....	45
THE BILL & MELINDA GATES FOUNDATION: Focusing Attention, Informing Policy .....	50-52
Part 3. Emerging Considerations .....	54
Continuing Opportunity: Learning, Action and Theories of Philanthropy .....	58
Appendix A: Interviewee List .....	59
Appendix B: Methodology .....	60
Figure 11: Boolean Search Terms Used for Study .....	62
Figure 12: Foundation-Specific Searches .....	63
Appendix C: Largest 100 Grants to Teachers and Teaching: 2000-2008 .....	65-67





We shall not cease from exploration  
And the end of all our exploring  
Will be to arrive where we started  
And know the place for the first time.

T.S. Eliot, Four Quartets

# FOREWORD

The idea for this report originated with Fred Frelow of the Ford Foundation, who thought that it would add value to a comprehensive programmatic exploration the Foundation was undertaking, which included a focus on teacher quality. Dr. Frelow believed that a scan of philanthropic investments in teacher quality would inform the work of a broad community of education funders while providing another dimension to the Ford investigation. He discussed the project with Robert Kronley of Kronley & Associates, a consulting firm that was providing strategic assistance to the Foundation in the development of its new education initiative. They agreed that Kronley & Associates would undertake the review with a university partner. The College of Education at the University of Georgia (UGA), led by Dr. Arthur Horne, was invited to join Kronley & Associates in conducting the review and in developing a report of findings for dissemination.

*Critical Contributions* highlights the role that foundations have played in identifying needs, testing ideas and fostering innovation in efforts to strengthen teaching. Their grantmaking and related work often has been undertaken from the perspective that much needs to change in the ways that teachers are trained, recruited, inducted into the profession, compensated and provided with learning opportunities. This report also underscores the magnitude of foundation investment in teachers and teaching. The substantial sums directed to this area speak to an underlying philanthropic commitment to ensuring that every student is taught by a highly effective teacher.

Over the years, philanthropic investment in teachers and teaching often has been directed to provoking deep change in the classroom and the profession. Significant financial commitment has frequently come with substantial prodding for reform. In making available significant funds, foundations have asked hard questions and constantly encouraged new approaches to promote teaching as a profession that requires appropriate preparation, relevant ongoing learning, collegial and supportive working conditions and accountability for performance. The report also demonstrates that funders have consistently sought to be responsive to context and to be analytical in responding to challenges within the teaching profession. As *Critical Contributions* finds, all of these elements have been true for 150 years and have taken on a greater urgency today as foundations have renewed their focus on teacher quality.

The report was developed collaboratively by a team of researchers from UGA and Kronley & Associates. Claire Suggs is the principal author with significant input from Kathleen deMarrais. Additional members of the team include Karen Watkins and Kate Swett, both of whom made vital contributions to the design of the project, the research that supported it, and the development of the report.

We are grateful to Fred Frelow and his colleagues at the Ford Foundation for their support and very much appreciate the input of knowledgeable interviewees, many of them funders who have pioneered in new strategic thinking about how to improve teaching. We also wish to thank Marla Ucelli of the Annenberg Institute for School Reform and Constanca Warren of the Academy for Educational Development for reviewing drafts of the analysis and providing helpful comments. Each of the reviewers has had significant experience in funding education initiatives involving support for effective teachers and teaching, and we greatly appreciate their insights, while acknowledging that any errors in this report are ours.

We hope that *Critical Contributions* stimulates reflection on and positive action to address the challenges of improving teacher quality by grantmakers as well as by all who are committed to ensuring that every student succeeds in the classroom and beyond.

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# INTRODUCTION

This report is about foundation investments in K-12 teachers and teaching. It comes at a time of significant disruption in education and significant change in education philanthropy. Both are driven in part by the widespread acknowledgement that public schools are not meeting the needs of many students, particularly students of color and those from disadvantaged backgrounds. The limited progress of a decade of reforms under the No Child Left Behind Act and robust public debate about the nature of schooling have added a sense of urgency to current efforts to foster real and sustainable improvements in public education. Many of these efforts focus on teachers and teaching; they are supported by research that finds that teacher effectiveness is the most important school-based factor in determining student achievement.

Education funders have had a central role in attempting to resolve issues of teacher quality. They have asked tough questions, brought attention to critical issues, generated new knowledge, fostered exemplars of practice and, in many settings, provided leadership for action. Funders' search for effective strategies to bolster teacher quality resulted in significant investments. Between 2000 and 2008, they poured \$684 million into teachers and teaching. Since then, one foundation, the Bill & Melinda Gates Foundation, has committed an additional \$500 million to improving teacher quality, and other funders, including Carnegie Corporation, and the Ford and Joyce Foundations, have also undertaken major investments in this area.

These outlays build on decades of philanthropic work to improve teacher quality. They also reflect a specific perspective that foundations have developed through hard experience—existing policies and practices often hinder effective teaching. These policies and practices and the institutions that promulgate them must be reformed in order to attain real gains in student learning and eliminate the achievement gap. To propel such reforms, funders have promoted specific changes in policies and practices that govern who is recruited to the profession, and how they are trained, evaluated, supported and compensated.

Today these investments play out in an evolving educational context, shaped in large part by increasing demand for accountability and concomitant shifts in federal policy accompanying the recent infusion of significant new federal dollars. These shifts, which align with the reforms promoted by many education funders, coincide with large funding cuts for education that are the product of constricted state and local budgets. The current turbulent context raises significant questions for reform-oriented funders: about how and to what extent their investments can be leveraged and sustained and their roles in doing so. As the stakes become higher and hope about propelling reform is weighed against a crushing fiscal reality, funders must be more purposeful about and clear in their understanding of how they can foster deep change in education.

As they seek this clarity, funders may find it useful to look back, consider and absorb some of the rich history of philanthropic involvement in teaching. There is much to explore. Foundations' interest in teachers and teaching stretches back to the nineteenth century. In more than 150 years, organized philanthropy has made major investments in virtually all aspects of the teaching profession, from preparation to retention and embracing almost everything in between. Examining earlier foundation support of efforts to improve teaching quality—often in response to some of the same challenges that continue to confound reform advocates today—and culling lessons from them may help funders as they consider how to derive the greatest impact from their strategies.

# METHODOLOGY

This study focuses primarily, but not exclusively, on private foundations, and mainly those that work nationally or regionally. It is informed by analysis of the results of three data collection activities:

- a literature review
- interviews with funders
- an examination of grants generated by FoundationSearch America and the Foundation Center's Online Directory.

A preliminary literature review was conducted by the University of Georgia (UGA); the review was later supplemented by Kronley & Associates. The literature reviews entailed identification and examination of various resources, including books and articles as well as foundation-generated reports, media coverage and other materials available via the Internet. Limited public accessibility of foundation documents led the authors to rely frequently on contemporary media accounts of philanthropic activities.

Kronley & Associates staff conducted 21 confidential phone interviews with representatives of foundations that are currently funding or have recently made investments in teachers and teaching; respondents were told that they would be identified, but their responses kept confidential. (See Appendix A for a list of interviewees.) Each interview took approximately one hour. A common protocol was developed to guide the interviews; it was subsequently expanded to include questions tailored to the specific work and experience of each respondent.

UGA employed FoundationSearch America, an online database of over 120,000 foundations, to examine grants by education funders. The database utilizes funders' descriptions of grants, which vary considerably from foundation to foundation. UGA consequently undertook a keyword search, using a range of terms applicable to teachers and teaching. The search generated a master list of grants made to support teachers and teaching in various categories between 2000 and 2008, the period for which complete data were available.<sup>1</sup>

A subsequent review of selected foundations' websites by Kronley & Associates staff found that there were omissions in the grants identified via FoundationSearch America. Funders are not required to report data on grants to either organization, nor are they required to describe or categorize their grants; keyword searches therefore proved to be limited. Kronley & Associates subsequently conducted a search of grants using the Foundation Center's Foundation Directory Online. Using subject terms related to elementary and secondary education and education reform designated by the Directory, grants made by 31 foundations were searched and those connected to teachers and teaching were identified. To ensure that the data set was as thorough as possible, the firm also examined grants to selected organizations that focus on teachers and teaching. A full description of the search process and terms is provided in Appendix B. Though the master list of grants that emerged from the search process is extensive, the challenges related to keyword searching suggest that it does not capture every grant connected to teachers and teaching made between 2000 and 2008.

The information that emerged from each data collection activity was analyzed and findings, drawn from all three, were developed. Investigators drew on these findings to craft "emerging questions" that are presented at the conclusion of the report. These may help to guide foundations' continued investment in activities to improve teacher effectiveness.

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<sup>1</sup> At the time the search was conducted, 2008 data were incomplete; the year was included, however, to present the most up-to-date information as possible.

The report is presented in three parts, the first two of which are complementary and overlapping. Part 1, **Exploring Activities: Findings from the Field**, presents thematic findings drawn from the analysis of data collection results. In discussing themes and trends in philanthropic activity, Exploring Activities also highlights some of the significant investments funders have made in the area of teachers and teaching. Part 1 also summarizes some of the material in Part 2.

Part 2, **Examining Investments: A Chronological Review of Philanthropic Investments in Teachers and Teaching**, provides a more detailed description of the evolution of philanthropic investment in teacher quality. The information presented in this section is broken into three time periods: pre-1983, 1983-2000, and 2000 to the present. The report concludes with Part 3, **Emerging Considerations**, which suggests issues for funders to consider as they contemplate continued investment in improving teacher effectiveness.

# PART 1. EXPLORING ACTIVITIES: FINDINGS FROM THE FIELD

Several themes run through this analysis. They speak to the evolution of philanthropic efforts to improve teacher quality. They also reflect issues that funders are struggling with today in their efforts to strengthen instruction. These themes are summarized below and considered in more detail in the pages that follow.

## SUMMARY OF THEMES

1. For more than a century, teachers and teaching have been an abiding interest of foundations concerned about elementary and secondary education. Today this interest is manifested in substantial and widespread philanthropic investments. Between 2000 and 2008, grants totaling approximately \$684 million—much of which went to a relatively small group of organizations—were made to support teachers and teaching in a number of areas.
2. The challenges funders face today in efforts to improve teacher quality and effectiveness have persisted over time.
3. Foundations have provided leadership in improving teacher quality and effectiveness and their efforts—utilizing a wide range of strategies—have led to progress.
4. Over the years funders’ priorities have shifted between excellence and equity; today both are often viewed as essential and intertwined elements in more systemic approaches to improving teaching.
5. The current convergence of federal policy and philanthropic concerns provides funders with an opportunity to promote and help scale efforts to improve teacher efficacy.

## THEMES: A DETAILED DESCRIPTION

### >> 1. A RECURRING CONCERN

Although their focus and intensity has varied, foundations have provided support for teachers and teaching since the end of the Civil War. Early on, support was directed toward ensuring a sufficient supply of qualified teachers by supporting the establishment of “normal schools,” forerunners to today’s schools of education. Several funders, including the Peabody and John F. Slater Funds, sought to address the needs of African American children by supporting efforts to increase the number and qualifications of African American teachers. As the new century dawned, the Jeanes Fund and General Education Board, which was connected to the Rockefeller Foundation, also wished to expand educational opportunities for African Americans and made grants to provide black teachers with additional professional guidance and support.

This early burst of philanthropic activity waned in the first decades of the twentieth century as foundation support for education was directed primarily to colleges and universities. A renewed focus on teachers and teaching began to emerge in the 1950s when Carnegie Corporation<sup>2</sup> and the Ford Foundation called for and made grants to reform the design and content of teacher preparation programs. They argued that existing practice did not adequately prepare future teachers. Along with the Rockefeller Brothers Fund, these foundations advocated for increased study of liberal arts and much greater clinical experience for future teachers. Ford also explored classroom-based strategies to improve instruction.

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<sup>2</sup> The full name of a foundation is used when the foundation is first identified. Subsequent references use the founder’s last name or other commonly utilized name. Exceptions to this are Carnegie Corporation, which is referred to by its full name to distinguish it from the Carnegie Foundation for the Advancement of Teaching, and the Rockefeller Foundation and Rockefeller Brothers Fund, which are referred to by their full names.

As the Civil Rights movement gained momentum in the 1960s, foundations focused on ensuring that historically disadvantaged nonwhite students had full access to public education and equal, if not equitable, opportunities to succeed. This concern remained central until the early 1980s, when funders, following the release of *A Nation at Risk*, recognized that teachers were a pivotal factor in student achievement.<sup>3</sup> Foundations again made teachers and teaching a priority. This focus was reinforced with the release of Carnegie Corporation's *A Nation Prepared: Teachers for the 21st Century* (1986), which advocated higher standards for teachers and called for significant reforms in teacher training, career ladders and compensation.

Teacher quality continued to be a core area of grantmaking throughout the 1990s. Funders invested in improving teaching even as they pursued other strategies, such as district reform, to promote student achievement.<sup>4</sup> Efforts to improve teacher quality gained new urgency in 1996 with the publication of *What Matters Most: Teaching and America's Future*, a report by the National Commission on Teaching & America's Future (NCTAF), which had been established by the Rockefeller Foundation and Carnegie Corporation. The report emphasized that teacher quality was the single most critical school-based factor influencing student achievement, and foundations responded with significant investments in factors that shape teaching, including recruitment and professional development.

Today, the philanthropic sector is paying greater attention than ever before to teachers and teaching. A review of the \$684 million directed to teachers and teaching between 2000 and 2008 suggests that:

- a. Foundations are willing to make significant investments. The 30 largest grants made to support teachers and teaching ranged in size from \$3 million to \$15 million.
- b. Individual funders have devoted large sums to teachers and teaching. Between 2000 and 2008, the total investment in teachers and teaching made by the top 30 grantmakers ranged from \$3.8 million to \$81 million. These funders include private, family, corporate and community foundations.
- c. Foundations collectively are most concerned about recruiting new, highly-skilled individuals to the teaching profession and with improving the knowledge and abilities of those currently in the classroom. Almost 40 percent of grants related to teaching were in the area of recruitment and 22 percent were directed to professional development.
- d. Twenty organizations captured 71 percent of philanthropic funds directed to teachers and teaching between 2000 and 2008. Nine of these organizations were established after 1990. Willingness to invest large sums in these groups implies that funders have sought novel approaches propelled by new and expert actors to respond to persistent challenges within teaching.
- e. Teach for America (TFA) received the largest total of grants from foundations—\$213 million. This sum represents 31 percent of grants to teacher- and teaching-related matters between 2000 and 2008. The magnitude and range of philanthropic support for TFA grantors suggest a deep and broad interest in attracting teachers whose backgrounds and training are unlike those of traditional teachers.
- f. Foundation support for professional development between 2000 and 2008 totaled approximately \$154 million. Investment in professional development, however, has risen and fallen throughout these years. This may reflect changes in grantmaking connected to variations in economic conditions that affect the amount of funds available. It may also indicate an interest among funders to find other levers for improving teacher quality.

<sup>3</sup> The U.S. Department of Education released *A Nation at Risk*, regarded as a seminal document in education reform, in 1983. Widely distributed, the report described the nation's public education system as "being eroded by a rising tide of mediocrity" and its call for significant reforms resonated with many funders.

<sup>4</sup> Funders that pursued district reform in the 1990s include the Edna McConnell Clark, Panasonic and Annenberg Foundations.

- g. Extensive focus on teachers and teaching is leading funders to explore new strategies to cultivate effective teaching, including deploying both human and social capital approaches to the profession. However these strategies remain directed to issues that have confronted funders for decades, including recruitment, preparation, and retention.

## >> 2. PERSISTENT CHALLENGES

*“(T)he present manner of throwing new teachers, fresh out of college, into difficult classroom assignments, often with little or no real help by colleagues and superiors is not only cruel punishment but harmful to sound professional development. Yet, this is now the rule rather than the exception.”<sup>5</sup> 1963*

*“New teachers too often get assigned to the kids and the classes that no one else wants to teach, which leaves them practicing on students who would benefit the most from the skills of expert, experienced teachers... Without support from the school system, many of them quit within days, weeks or months of being hired. Those who survive their first few years eventually try to move on to less demanding, more congenial teaching situations...”<sup>6</sup>1988*

*“New teachers are routinely left to sink or swim. And most earn tenure after the first few years on the job regardless of their performance. If they’re particularly capable, it hardly matters. In most school districts, there is no career path to identify, nurture and reward the most effective teachers so that they remain in the classroom.”<sup>7</sup> 2008*

How teachers are deployed—sending new and less effective teachers into classrooms with the neediest students while more accomplished teachers work in schools that are relatively advantaged—and how they are supported are enduring challenges. Others include:

- Improving teacher preparation
- Making certification, tenure and compensation decisions based on demonstrated performance
- Retaining effective teachers.

All of these issues have captured philanthropic attention at one time or another. In 1958, for example, the Rockefeller Brothers Fund, in its report, *The Pursuit of Excellence: Education and the Future of America*, called for a dramatic transformation of teacher preparation. Carnegie Corporation repeated the call in the 1960s through its support for James Conant’s study of teacher preparation programs, *Education of American Teachers*, and subsequent grants to reform schools of education. Forty years later, the Corporation sought again to reform schools of education through its Teachers for a New Era initiative. Frustrated by the apparent resistance of these institutions to change, many funders have turned their attention to alternative pathways to certification. These include support for new organizations focused on recruiting and training teacher candidates and for teacher residency programs.

<sup>5</sup> Hechinger, Fred M. “Dr. Conant’s Bitter Education Pills,” *New York Times*. February 27, 1963.

<sup>6</sup> Olson, Lynn and Rodman, Blake. “In the Urban Crucible,” *Education Week*. June 22, 1988.

<sup>7</sup> Olson, Lynn. “Human Resources a Weak Spot,” *Education Week*. January 10, 2008.

Early foundation reports also questioned established certification requirements and compensation practices. *The Pursuit of Excellence* advocated for “discarding seniority in favor of merit basis for promotions and pay.” In recent years, the Broad, Gates, Robertson, Walton Family, Donnell-Kay, Rose Community and Piton Foundations have all supported efforts to institute performance-based compensation in school districts.

Funders have also struggled with how to retain effective teachers. One time-honored mechanism for doing so is professional development—helping teachers build their knowledge and skills.<sup>8</sup> In the 1950s and early 60s, Ford helped develop and test various strategies to change and improve what teachers do in the classroom. Since then, many funders have made significant investments in professional development including design, implementation and assessment. More recently foundations have also explored other means for keeping effective teachers in the field such as developing multiple career paths that may include serving as a mentor, master teacher or school leader. The Teacher Advancement Program, launched by the Milken Family Foundation and which has attracted other funders, incorporates multiple career pathways as one of its core elements.

Repeated efforts by funders to change policies and practices reveal the scope and nature of the challenge of improving teacher quality. At the same time, funders have helped to show that change—while slow and complex—is possible and that they can play a key role in bringing it about.

## >> 3. VITAL LEADERSHIP AND DEMONSTRATED PROGRESS

Foundations have both led and supported efforts to define, identify and promote effective teaching. In some cases they directly created and coordinated groups; in others they funded organizations taking innovative approaches to improve teaching. They have raised awareness of the importance of effective teaching, tested strategies to cultivate it, and pursued and disseminated learning agendas to advance it.

Funders have long been vocal proponents of teaching as a true profession that requires specific knowledge and skills developed through well-designed training programs. In the late 1800s, troubled by the limited education of many teachers, philanthropists helped establish some of the first teacher training programs. States eventually followed their lead and set up publicly supported preparation programs.

More than a half-century later, in the 1950s and 60s, foundations again became concerned about the lack of well-prepared, effective teachers. They called attention to the issue and to the inadequacies of the policies and practices shaping the teaching profession. Funders, including the Rockefeller Brothers Fund and Carnegie Corporation, convened high-profile groups to study the profession, identify barriers to quality and propose responses. They disseminated the reports that emerged from these efforts and won considerable attention from the media. Subsequent foundation-initiated or supported efforts in the 1980s and 90s refocused attention on the need for good teachers and teaching. *A Nation Prepared* (1986) and *What Matters Most* (1996) are two prominent examples of funders’ attempts to raise awareness and promote policies and practices to improve instruction during this period. In the twenty-first century, funders have continued to call attention to the need for better teaching, often through support for organizations that conduct research on and advocate for high quality effective teaching.

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<sup>8</sup> Philanthropic investments in professional development are also driven as much by an interest in improving teacher effectiveness as a means to bolster student achievement.

Funders' efforts to identify, develop and test promising strategies to improve instruction have been at least as important as their work to raise awareness. In the 1950s and early 60s, through its Teacher Education Breakthrough Program, Ford explored different approaches to improving teacher preparation, including fostering the adoption of the Masters of Arts in Teaching (MAT) by schools of education. The MAT was embraced by subsequent reformers and continues to be the prevalent mode of teacher preparation programs at many colleges and universities.

Ford has also been among the funders testing approaches to improve the efficacy of classroom teachers. In the 1950s, it invested in team teaching, which it regarded as an opportunity to leverage the strengths of individual teachers. This early investment revealed that, for team teaching to succeed, considerable attention must be paid to all facets of its implementation, including better leadership and more time. In the 1980s and 90s, foundation-supported investments demonstrated the greater efficacy of integrated, site-based professional development, often provided by coaches, over the long-standing practice of centralized “sit and get” seminars or workshops.

In the 1990s and 2000s, foundations explored new approaches to recruiting and preparing teachers. Many made sizable grants to several of the most visible new preparation programs, notably Teach for America (TFA), the New Teacher Project (TNTP) and urban teacher residencies. While debate continues about the quality and long-term commitment of some of the teachers who enter the profession through these channels, alternative pathways have been embraced by many district leaders and, increasingly, by policymakers. Foundation support has helped drive these and similar programs to widespread acceptance and considerable acclaim as effective pathways to the profession.

Foundations have also played a vital role in addressing gaps in knowledge about cultivating effective teaching and probing assumptions that inform policy and practice connected to teachers. They have developed and pursued learning agendas and disseminated findings to the field. The Joyce and Spencer Foundations have funded research to identify and broaden understanding of effective professional development practices. The Wallace Foundation has devoted considerable funding to building a comprehensive knowledge base on promoting effective school leadership. The Gates Foundation has launched an extensive initiative to define and measure teacher effectiveness based in part on student achievement.

## >> 4. MERGING EXCELLENCE AND EQUITY

Funders have long been concerned about nonwhite and low-income children, whose educational opportunities and academic success falls short of their more advantaged peers. The efforts of the John F. Slater and Jeanes funds as well as those of the General Education Board are prominent examples of early philanthropic efforts to expand access to public education for African American children and to increase the number of teachers trained to serve them.

As foundations' general interest in K-12 education dwindled early in the first half of the twentieth century, so too did their interest in promoting educational equity. When they began examining teacher quality and investing in efforts to improve it in the 1950s and early 60s, for example, foundations were focused on educational excellence. The title of the Rockefeller Foundation report—*The Pursuit of Excellence: Education and the Future of America*—captures this focus.<sup>9</sup>

As the Civil Rights movement gained momentum, foundations turned their attention to equity. Many national funders invested in or expanded existing efforts to improve education in the South; others went beyond these

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<sup>9</sup> While urging the development of each individual to his or her potential, *The Pursuit of Excellence* also stated that the educational opportunities provided to students should be equal but not necessarily similar, given differing abilities to achieve excellence. This perspective—which suggests that not all students could meet certain levels of academic achievement—has since been emphatically rejected. Funders today speak of high expectations for all students, including students from disadvantaged backgrounds. To borrow language from the Panasonic Foundation, the links between race, poverty and educational attainment can be broken by improving the academic and social success of all students, and “all means all.”

efforts to promote racial equality nationwide. Educational excellence and an accompanying focus on teachers and teaching as a means for achieving it were not driving priorities.

In the 1980s a new perspective emerged, one that sought to connect more systemically funders' interests in equity and excellence. Funders renewed their concentration on making public education better for all students, while targeting interventions toward disadvantaged students to close the achievement gap and improving outcomes.<sup>10</sup>

Since then, funders in large part have attempted to pursue equity and excellence simultaneously, and improving teacher quality has often been central to their efforts.

## >> 5. NEW CONTEXTS, PROMISING OPPORTUNITIES

Changes in educational philanthropy have converged with large new federal investments in education, surfacing unique opportunities for funders to leverage their resources in efforts to improve teaching. Over the last 15 years, new funders, with roots in entrepreneurial activity, have emerged with new ideas and new approaches to foster new initiatives. A significant number of these nascent philanthropists employ a grantmaking approach that builds on their experience with venture capital and has become known as venture philanthropy. Venture philanthropy often supports organizations for a longer period, incorporates the development of business plans with clear goals, stresses accountability for specific results, and frequently entails more active participation by foundation staff than has been true traditionally.

The Gates Foundation is associated with aspects of venture philanthropy. It has moved from earlier investments in structural reform to embrace and lead philanthropic efforts to improve teaching. It has done so through grantmaking, by promoting and accelerating new thinking about entrepreneurial approaches to education, and by cultivating relationships with other actors from the public and private sectors to foster educational change.

The federal and philanthropic segments are overlapping in important ways as each attempts to support educational improvement. The unprecedented federal investment in education reform provides funders of all sorts with a unique and limited opportunity to leverage their efforts to improve teacher quality. The intersection between the philanthropic community and federal policymakers raises new questions of when, how and to what end funders should align their work with emerging policies and to what extent philanthropic agendas should be driven by these policies.

Leadership of the U.S. Department of Education has close ties to and experience with the philanthropic sector. Arne Duncan, the Secretary of Education, formerly served as the Chief Executive Officer of Chicago Public Schools. In that role, he pursued many of the reform strategies advocated by funders, and forged relationships with them. Key members of his senior staff at the Department worked in philanthropy, and have brought many of the ideas from that sector to Washington. This is most evident in several competitive grant programs, including Race to the Top (RTTT) and Investing in Innovation (i3). These programs embrace many of the policies promoted by foundations to improve teaching, including:

- Expanding alternative pathways to teaching
- Developing and implementing performance-based evaluations to inform tenure, retention (including professional development), compensation and dismissal
- Assessing teacher preparation programs.

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<sup>10</sup> Under an approach sometimes described now as “targeted universalism,” funders invested in strategies to improve instruction for disadvantaged students that could also inform and be applied to instructional approaches for the general student population. (Welner, Kevin and Farley, Amy. *Confronting Systemic Inequity in Education: High Impact Strategies for Philanthropy*. National Committee for Responsive Philanthropy, 2010).

As they have encouraged states and districts to pursue these initiatives, Duncan and his staff have reached out to the philanthropic sector to leverage scarce resources, recognizing that federal dollars are temporary. Some foundations are responding to this by investing in the federally-sponsored initiatives and in efforts to learn from them.

Regardless of their approaches, many funders have responded positively to the current policy environment. In interviews, one program officer described the current context as a “unique historical moment,” and another commented that new federal initiatives had changed the context in which funders operate, requiring a careful examination and, as needed, a revision of strategy.<sup>11</sup>

The convergence of new philanthropic actors with significant increases in federal money for education has also set the stage for more concerted action by foundations. There is more discussion about what collaboration means in this context and the various forms of collaboration that funders might undertake to leverage public funding. Grantmakers for Education, a membership organization of foundations interested in education, is playing a significant role in convening funders around these issues, promoting opportunities for building knowledge that will lead to action, facilitating discussions among funders and policymakers and analyzing accomplishments.<sup>12</sup>

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<sup>11</sup> Foundation staff interviews conducted by Kronley & Associates on November 2, 2009 and January 21, 2010.

<sup>12</sup> See, for example, *Benchmarking 2010, Trends in Education Philanthropy*. Grantmakers for Education, Portland, OR. 2010.



## Federal Policy: An Expanding Reach, New Philanthropic Opportunities

Historically education has been a local issue, one where decisions were believed to be made best in communities or at the state level. This structure frequently raised substantial challenges for funders seeking to spur significant improvements in K-12 education, including teaching. Making teacher certification requirements more rigorous, for example, would require engaging multiple state policymakers over a sustained period of time.

Aspects of this situation began to change in 1979 when the U.S. Department of Education was established as a cabinet-level agency. Initially controversial, the Department steadily expanded its influence throughout its first two decades. Its release of *A Nation At Risk* made the quality of public education a national issue in 1983 and, five years later, the reauthorization of the Elementary and Secondary Education Act (ESEA)<sup>1</sup> was a significant step forward in the Department's shift from monitoring compliance and collecting data to shaping policy decisions. The 1988 ESEA reauthorization focused attention for the first time on the academic achievement of disadvantaged students and, in part by requiring assessments of Chapter I programs based on student achievement, established a new expectation of and mechanism for district accountability.<sup>2</sup>

The federal role in education continued to grow during the 1990s with the development of the America 2000 plan under the George H. W. Bush administration. The America 2000 plan "was a blueprint for national school reform."<sup>3</sup> While it did not win congressional approval, the plan envisioned—and the administration strongly promoted—greater federal involvement. The Clinton Administration continued the push for an expanded federal role with Goals 2000, which outlined eight goals for the nation to reach by 2000 and was passed by Congress in the spring of 1994. Later that year, ESEA was again reauthorized; the new legislation required that states establish curriculum standards and aligned student assessments.

The broadening of the federal role in education policy accelerated in the 2000s, first with the passage of the No Child Left Behind Act (NCLB) in 2002, which was a

1 The Elementary and Secondary Education Act (ESEA) was originally passed in 1965 as part of the Johnson Administration's War on Poverty. Its cornerstone element was funding for economically disadvantaged children, through the Title I program.

2 Robelen, Erik W. "40 Years After ESEA, Federal Role in Schools Is Broader Than Ever." *Education Week*. April 12, 2005.

3 Stallings, D. T. *A Brief History of the United States Department of Education: 1979-2002*. Center for Child and Family Policy, Duke University, 2002.



## Federal Policy: An Expanding Reach, New Philanthropic Opportunities

reauthorization of ESEA, and later with the passage of the American Recovery and Reinvestment Act (ARRA) under President Barack Obama in 2009. Among other things, NCLB required states to set annual goals for student achievement and gave the federal government authority to hold districts and states accountable for achieving those goals. ARRA funneled new, though temporary, federal funds into education; these funds were used to create competitive grant programs, including Race to the Top (RTTT), Investing in Innovation (i3) and the Teacher Incentive Fund. Holding out the promise of significant grant awards, RTTT in particular has already spurred significant changes in education policy across the nation. These include increasing the number of charter schools, creating performance-based evaluation systems for teachers for use in tenure, retention and compensation decisions, and adopting a national curriculum—all reform strategies first explored, tested and then advocated for by the philanthropic sector.

The expanding influence of the federal government in local and state education policy has not eliminated the need for funders to engage local and state policymakers. Many decisions remain at those levels. It has, however, broadened opportunities for funders to promote reform strategies and perhaps to do so more effectively. Some funders are acting on the belief that engaging federal policymakers, while time consuming, may have more immediate impact and sustained effect than pursuing multiple sets of state or district actors.

# PART 2. EXAMINING INVESTMENTS: A CHRONOLOGICAL REVIEW

The following section presents a chronological accounting of philanthropic support for teachers and teaching. This approach captures the evolution of foundation activity as well as the stubbornness of the issues that undermine efforts to improve teacher effectiveness. It also provides a more detailed description and an extended discussion of some of the foundation activities and grants highlighted in Part 1: **Exploring Activities**. The information provided in this section is broken down into three periods: (1) prior to 1983, (2) 1983-1999, the period following the publication of *A Nation at Risk*, and (3) 2000-2010, when available philanthropic funding data enabled in-depth analyses of funding initiatives focused on improving teacher quality and effectiveness.

## >> 1. PRE-1983: UNEVEN ATTENTION, SHIFTING CONCERNS

As philanthropic activity became more prominent after the Civil War, funders, typically individuals dispersing their wealth directly or through newly created foundations, gave considerable sums to education. This included support for teachers and teaching. The earliest of these investments focused on teacher preparation. Funders supported the establishment of normal schools or other training programs to prepare teachers. In 1875, for example, the Peabody Education Fund, created by George Peabody, founded the Peabody Normal School, which today is the Peabody College of Vanderbilt University.<sup>13</sup> Twelve years later, Grace Dodge founded the New York School for the Training of Teachers, which became Teachers College, now part of Columbia University.<sup>14</sup>

As the number of normal schools grew, in part due to increased state support for them, funders considered other issues, notably expanding access to public education for African Americans. The Peabody Fund made grants to the Hampton and Tuskegee Institutes to increase the number of trained African American teachers; later the John F. Slater Fund did the same. The Jeanes Fund, founded in 1907, took a somewhat different approach to improving educational opportunities for African Americans. It provided salaries for Jeanes Teachers, African American teachers who traveled to rural communities throughout the South to support and provide guidance to the teachers working in African American schools.<sup>15</sup>

**1875** The Peabody Education Fund, created in 1867 by George Peabody, founds Peabody Normal School, the teacher training school that is now the Peabody College of Vanderbilt University.

**1902** General Education Board (GEB) is founded by John D. Rockefeller with an initial endowment of \$33 million to support southern education.

**1905** Andrew Carnegie establishes Carnegie Foundation for the Advancement of Teaching (CFAT) as an independent policy and research organization. He establishes the grantmaking organization, Carnegie Corporation of New York, in 1911.

**1907** Jeanes Fund is established by Anna T. Jeanes to fund – with some financial help from counties and the GEB – salaries for teachers of African American students in rural areas.

13 "George Peabody College of Vanderbilt University," The Tennessee Encyclopedia of History and Culture. <http://tennesseeencyclopedia.net/imagegallery.php?EntryID=G012>

14 "TC's Heritage: The People Behind TC," Teachers College, Columbia University. <http://www.tc.columbia.edu/abouttc/heritage.htm?id=The+People+Behind+TC>

15 The Jeanes Teachers were also referred to as Jeanes Supervisors. Their work stretched well beyond the classroom, providing whatever assistance they could to communities. ("Jeanes Supervisors," Encyclopedia of Alabama. <http://encyclopediaofalabama.org/face/Article.jsp?id=h-2327>. "Jeanes Teachers," Education.com. <http://www.education.com/reference/article/jeanes-teachers>.)

The General Education Board (GEB), a foundation established in 1902 by John D. Rockefeller with an initial endowment of \$33 million, also invested in efforts to expand and support the supply and quality of African American teachers.<sup>16</sup> It helped create the position of State Agents for Negro Schools, state employees who managed and assisted the Jeanes Teachers. In addition, the Board helped found teacher training schools for African Americans.<sup>17</sup>

Funders' interest in education persisted in the early decades of the 20th century, although their focus on teachers and teaching quality was inconsistent. Several institutions established by Andrew Carnegie showed periodic interest in elementary and secondary teachers and teaching through the 1940s.

Carnegie, like Rockefeller, gave considerable sums to charitable activities, and he established the Carnegie Foundation for the Advancement of Teaching (CFAT) in 1905 and Carnegie Corporation of New York in 1911. An operating foundation, CFAT is an independent policy and research organization; Carnegie Corporation is a grantmaking organization.<sup>18</sup> Originally intended to be a “professorial pension fund,” CFAT established the Teachers Insurance and Annuity Association in 1917.<sup>19</sup> From its inception, however, its work went beyond providing for retired teachers. CFAT examined and made recommendations about medical education in the Flexner Report, released in 1910, which triggered a transformation of medical education across the country. The impact of the Flexner report spurred CFAT to undertake similar reviews of professional training offered in other fields, including education. In 1920 CFAT released *The Professional Preparation of Teachers for American Public Schools*, which advocated a “professionalized curriculum” for teachers, one that emphasized methodology instead of subject area expertise. As one observer noted, gauging the impact of this study is difficult; many normal schools already focused on instructional techniques.<sup>20</sup>

### IMPROVING TEACHER PREPARATION

Three decades later, Carnegie Corporation was one of several funders that began championing “liberal education,” and challenging what had come to be viewed as the narrow

**1917** CFAT establishes the Teachers Insurance and Annuity Association (TIAA)

**1920** *The Professional Preparation of Teachers for American Public Schools* is published by CFAT, triggered by its Flexner report in 1910 about transforming medical education nationwide.

**1936** Ford Foundation is established by Henry and Edsel Ford; today it remains one of the top four philanthropies in the U.S., having granted over \$10 billion by 2010.

**1953** Ford Foundation offers 250 grants to secondary school teachers (having started grants to college professors in 1951); grants total approximately \$1.5 million each year.

**1956** The National Science Foundation (NSF), established in 1950, grants \$4 million to train high school math and science teachers, marking a prioritization of certain subject matter.

**1963** *The Education of American Teachers*, funded by Carnegie Corporation, is published by James B. Conant, former president of Harvard University. It is a scathing critique of teacher preparation programs, calling for emphasis on subject area and clinical practice.

16 By 1921, Rockefeller's gifts to the GEB totaled more than \$126 million. (*New York Times*, February 2, 1922.)

17 An influential actor in public education, particularly in its early years, GEB's interest in teachers and teaching, while not always a priority, persisted through much of its existence. In the late 1930s, GEB granted \$1.1 million to the American Council on Education to establish a Commission on Teacher Education, which subsequently recommended increasing teacher training from two years to four.

18 Most of Carnegie Corporation's investments in education in the early decades of the twentieth century appear to have been in higher education.

19 Condliffe Lagemann, Ellen. *The Politics of Knowledge: The Carnegie Corporation, Philanthropy and Public Policy*. Chicago: University of Chicago Press, 1989. The pension fund, now known as TIAA-CREFF, originally served university faculty and staff, not teachers in K-12 systems. In later years the fund began serving teachers and those working in nonprofit and healthcare organizations.

20 Lenkowsky, Leslie and Spencer, Emily. *The History of Philanthropy for Education Reform*. New York: The Fordham Institute. December 2001.

curricular approach of most teacher training programs. In 1952-53, for example, it made grants of \$5 million primarily to colleges and universities to improve the training of college teachers, in part through expanded opportunities to study the humanities and social sciences, and to encourage more people to pursue teaching. The latter included establishing a national fellowship program to recruit teachers.<sup>21</sup>

A decade later Carnegie Corporation funded an examination of teacher preparation programs by James B. Conant, the former president of Harvard University. His examination and critique of teacher preparation programs, published as *The Education of American Teachers* in 1963, was scathing. Among other things, he charged that teacher candidates were drawn from the least prepared students, that there was little interaction between subject-matter faculty and faculty from schools of education, and that poor supervision of practice teachers was the norm. He went on to describe the “foundation” courses commonly included in teacher training programs as “pathetic.”<sup>22</sup> Conant called for the transformation of these programs through increased emphasis on subject area study and clinical practice, which would be overseen by “clinical professors, ‘outstanding classroom teachers, who would supervise student teaching, preside over “methods” instruction and, in addition, continue their own teaching. They would, however, receive the full standing and pay of professors and would be employed jointly by the cooperating college or university and the public schools.”<sup>23</sup>

Conant also called for a new certification process by which entering teachers, having shown evidence of successfully completing student teaching, would enter a four-year probationary period in which they would be closely supervised by master teachers.<sup>24</sup> At the end of the probationary period, they would be rigorously evaluated, with those determined unsuitable not granted certification.

Conant’s critique and recommendations at first appeared to spur change in some colleges of education. Northwestern, Cornell and Colgate Universities as well as Brooklyn, Fredonia State and Vassar Colleges were among the higher education institutions that indicated they would try to implement the recommendations, some with financial support from Carnegie

**1965** The Elementary and Secondary Education Act (ESEA), the most expansive federal education bill passed to date, is enacted as part of President Johnson’s War on Poverty; its cornerstone element is funding for economically disadvantaged children through the Title I program.

**1965** A national testing program proposed by U.S. DOE (and administered by Carnegie Corporation) is opposed by the National Council of Teachers of English.

**1970** Gallup poll shows public favors greater accountability for teachers with 35% expressing opposition to tenure for teachers, and 58% thinking teachers should be paid on the basis of the quality of their work, rather than on a standard scale.

21 Author Unknown. “Teacher Put First by Carnegie Fund,” *New York Times*, June 15, 1953.

22 Hechinger, Fred M. “It’s Teacher’s Turn in the Corner,” *New York Times*, September 15, 1963.

23 Hechinger, Fred M. “Teacher Training Scored by Conant as U.S. ‘Scandal,’” *New York Times*, September 15, 1963.

24 Ibid.

Corporation.<sup>25</sup> The long-term influence of the Conant report, however, proved to be limited.<sup>26</sup>

Conant's interest in the combination of a liberal arts education and clinical practice had its antecedents in other philanthropic work. The Ford Foundation, through its Fund for the Advancement of Education, was a proponent of significant reform of teacher education and certification requirements. The Fund's staff—described as “a small group of educational reformers set out to battle the windmills of the status quo”<sup>27</sup>—launched the Teacher Education Breakthrough Program in the early 1950s. The initiative supported the development of five-year teacher preparation programs, combining undergraduate study in the liberal arts with intensive clinical experience at the graduate level. According to press reports, the Fund invested in at least 25 different “experiments” in teacher education.<sup>28, 29</sup>

## NEW LEVERS FOR CHANGE

The Fund also explored how to best deploy and support effective teachers. This strand grew out of the premise that “there would never be enough great teachers to staff the world's most ambitious mass-education enterprise,” so the time and talent of existing ones had to be leveraged carefully.<sup>30</sup> Strategies to do so included the use of paraprofessionals and collaborative team teaching.

Another area of interest was teacher compensation. In a series of reports about teachers in the 1950s, Ford called for a merit pay system to replace salary schedules.<sup>31</sup> One report stated, “The weakness of the typical salary structure in teaching is not simply that it is in general too low but it is too rigid—too narrow from top to bottom, too unrelated to ability and performance and too prone to treat all teachers and all teaching assignments as if they were essentially identical.”

Despite Ford's efforts, little changed in teacher preparation or the use of salary schedules. According to one media report, “Virtually all of these (Ford's) pioneering efforts were greeted with hostility or, at best, indifference” by the ‘educational Establishment—the professional organizations as well as individual superintendents and teacher-training experts.’<sup>32</sup> Even efforts to foster team teaching floundered. “(T)he arrangement never got off the ground on a massive scale. Many teachers resented working under a ‘master,’ particularly when team leaders were chosen with too little concern for their ability, leadership qualities and tact... Effective team teaching also called for time-consuming planning before, and critical analysis after, class.”<sup>33</sup> A widely publicized report by the Rockefeller Brothers Fund in 1958,<sup>34</sup> which offered similar criticisms of teacher preparation and compensation and was prepared by a panel chaired by John Gardner, then head of Carnegie Corporation and CFAT, also appears to have been of limited consequence.

25 Hechinger, Fred M. “Northwestern Tests Plan to Drop Methods Courses by Teachers.” *New York Times*. November 10, 1964.

26 See for example “James Conant's Uncompleted Revolution: Methods Faculty and the Historical Profession, 1978—2004,” in *The History Teacher* Volume 39, No. 1 November 2005.

27 Hechinger, Fred M. “End of Fund for Advancement?” *New York Times*. April 23, 1967.

28 Fine, Benjamin. “Education in Review: Fellowships with Salary Offered to College Graduates Who Will Enter Teaching.” *New York Times*. February 17, 1957.

29 In addition to supporting the creation of Masters of Arts in Teaching programs, Ford funded initiatives similar to those explored more recently including university and district partnerships to expand the clinical experience of teacher candidates. It also invested in a program in which new BA graduates in the liberal arts were provided a six-week orientation at Temple University and then assumed regular teaching positions. The new teachers were to be supported by mentor teachers, and during their first three years of teaching, earn an MAT. (“Experiment in Teacher Training.” *New York Times*. December 12, 1954)

30 Hechinger, Fred M. “End of Fund for Advancement?”

31 Journal Staff Correspondence. “US Teacher Shortage Seen as Insurmountable.” *The Milwaukee Journal*. November 10, 1955.

32 Hechinger. “End of Fund for Advancement?”

33 Hechinger, Fred M. “Where Have All the Innovations Gone?” *New York Times*. November 16, 1975.

34 Currivan, Gene. “Education in Review: Report by Rockefeller Fund Suggests Broad Changes in School Methods.” *New York Times*. June 29, 1958.

## ENSURING EQUITY

For almost two decades following World War II (1945-65), foundations grappled with issues related to teachers and teaching that can be found at the forefront of their concerns today. As the 1960s and 70s progressed, however, funders shifted their attention from improving teaching to ensuring educational opportunity for nonwhite and poor students. Ford, for example, invested in whole school reform in nonwhite communities and subsequently in school finance reform. Carnegie Corporation turned its attention to early childhood and expanding access to higher education, and the Rockefeller Foundation supported efforts to bring people of color into leadership positions in schools and districts.<sup>35</sup> It was not until 1983, with the release of *A Nation at Risk*, that teachers and teaching re-emerged as a key issue for the philanthropic sector.

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<sup>35</sup> Ford explored different strategies to improve schools serving disadvantaged children. It first pursued whole school reform through its Comprehensive School Improvement Program (CSIP). The limited results of the CSIP led Ford to undertake a different approach in the late 1960s—fostering greater community control of schools. After its efforts to do so in New York City went awry, Ford turned its attention to school finance reform to eliminate the wide disparities in school finance. Carnegie Corporation supported research in early childhood, some of which paved the way for legislation to enact Head Start. Carnegie Corporation also established the Carnegie Commission on Higher Education. The Commission's extensive research included examinations of higher education financing, which provided the framework for what became the Pell Grant program. The Rockefeller Foundation established internships to train minority teachers and administrators to serve as future principals and district leaders.

## >> 2. 1983-2000: RE-FOCUSING ON TEACHER REFORM

*A Nation at Risk* generated a sense of urgency about education and how to reform it. The report charged that the nation's public education systems were awash in "a rising tide of mediocrity," and laid out a series of recommendations to strengthen it, with particular attention to teaching. The report's primary recommendations included:

- Improvements in teacher preparation programs
- Higher teacher salaries that are "professionally competitive, market-sensitive and performance-based"
- A three-part career ladder that would include beginning, experienced and master teachers
- Using master teachers to design teacher preparation programs and to supervise beginning teachers.<sup>36</sup>

The report galvanized the philanthropic community, which began pushing for significant improvements in education. Key areas of philanthropic activity that emerged early in this period were teachers and teaching and whole school reform. As the 1990s dawned, foundations also began investing in district reform. Funders undertook this work with an explicit goal of improving educational outcomes for disadvantaged students and of eliminating the achievement gap between these students and their peers. For foundations, equity and excellence were linked in a way they had not been before.

In the early 1980s, funders increasingly embraced the idea that changing student outcomes requires changing the interaction between students and teachers. As the head of one foundation noted, "A significant number of people here have recognized that the only place education takes place is between teacher and student. It doesn't take place in the central office or in the governor's mansion...So if you want to improve education you have to make teachers better."<sup>37</sup> The strategies pursued by funders to improve teaching differed greatly and ran the course from professional development, recruitment and training, and reward and recognition efforts to significant capacity-building endeavors. These efforts were either free-standing or connected to other philanthropic education reform initiatives including whole school reform, leadership development, district reform and new school creation.<sup>38</sup>

**1983** *A Nation at Risk* is published, generating a sense of urgency about education and education reform and rousing the philanthropic community - foundations demonstrate the will and capacity to react to urgency and turn towards whole school reform as the way to do it.

**1983** Ford launches its local education funds (LEFs) initiative, providing seed money in communities throughout the U.S. to improve public education for low-income and minority children living in urban areas. The traditional focus of LEFs is teacher quality.

**1985** Carnegie Corporation establishes Carnegie Forum on Education and the Economy as a means to gather policymakers, researchers and other stakeholders to reshape education policy to reflect the demands of a scientific and technologically oriented economy.

**1986** *A Nation Prepared: Teachers for the 21st Century*, published by Carnegie Forum on Education and the Economy, reports that unless teachers are empowered and supported as professionals, schools will not be able to sustain significant change through school reform. Carnegie Corporation commits \$10 million to implement the report's recommendations.

<sup>36</sup> White, Eileen. "Educational System Placing Nation 'At Risk'." *Education Week*. April 27, 1983.

<sup>37</sup> Sirkin, J.R. "Foundations Pondering New Proposals for Improving the Quality of Teaching." *Education Week*. September 25, 1985

<sup>38</sup> All of these would resonate more powerfully after 2000.

## NEW AND VARIED APPROACHES

The Rockefeller Foundation was one of many foundations that supported professional development to improve teaching. It created the Collaboratives for Humanities and Arts Teaching (CHART), a network of urban districts and rural communities working to improve instruction and curriculum in the humanities and arts.

Carnegie Corporation took a different approach, one that combined advocacy and research. It created the Carnegie Forum on Education and the Economy, which, in 1986, released *A Nation Prepared: Teachers for the 21st Century*. The report contained a series of recommendations to improve teacher quality, including a voluntary certification system. With a follow-up investment of \$50 million, Carnegie established the National Board of Professional Teaching Standards (NBPTS). The Board developed a rigorous certification process, involving intensive study, expert evaluation, self-assessment and peer review. Since the establishment of the Board in 1987, all 50 states and at least 544 districts have adopted policies that encourage teachers to pursue NBPTS certification.<sup>39</sup>

Another significant report, also published in 1986, was *Tomorrow's Teachers* by The Holmes Group, a consortium of research universities, whose work was supported by Carnegie Corporation as well as by Ford and the Johnson Foundation at Wingspread. *Tomorrow's Teachers* addressed teacher preparation, certification and induction. Echoing foundation reports from earlier decades, it called for much greater and more closely supervised clinical experience and more in-depth study of liberal arts for teacher candidates and new certification standards. The Holmes Group also encouraged greater collaboration between schools of education and schools and districts, specifically the creation of professional development schools, which would “meld theory and practice, and by creating settings that are more conducive to experimentation and research...produce a new generation of more thoughtful and reflective practitioners.”<sup>40, 41</sup> Ford made a series of grants to improve the clinical practice of teacher candidates including support for a number of university-district partnerships

**1987** The National Board of Professional Teaching Standards (NBPTS), made up largely of teachers, is established to professionalize teaching through board certification, involving intensive study, expert evaluation, self-assessment and peer review. NBPTS has strong bi-partisan support in start-up funds as well as foundation support, including \$5 million from Carnegie Corporation.

**1989** *Turning Points*, a report issued by Carnegie Council on Adolescent Development, contends that middle school teachers must have subject knowledge and middle-grades certification. Foundations including Carnegie, Lilly, Kellogg and Clark recognize that school level reform is not sustainable or scalable without concurrent district reform.

**1989** National Council of Teachers of Mathematics releases the first comprehensive curriculum standards in a subject area. States begin developing curriculum frameworks and standards, but these efforts are sporadic until the mid-1990s, with the enactment of federal legislation and highly visible state efforts. Policymakers and educators subsequently realize that setting higher expectations for student learning requires concurrent higher expectations for teacher qualifications.

39 Harris, Douglas N. and Tim R. Sass. “The Effects of NBPTS-Certified Teachers on Student Achievement.” Calder Urban Institute, January 15, 2008.

40 Olson, Lynn. “Clinical Schools: Theory Meets Practice on the Training Ground.” *Education Week*. April 12, 1989.

41 While it did lead to some changes in the organization and content of some teacher preparation programs, the Holmes Group did not have the impact it had hoped. Its struggle to implement its proposals were chronicled by Michael Fullan in the 1997 book, *The Rise and Stall of Teacher Education Reform*.

collaborating on professional development schools.<sup>42</sup> These schools also captured the attention of the Exxon Education and Rockefeller Foundations, the Lilly Endowment and others.

A few years earlier, in 1983, Ford had begun an effort to seed local education funds (LEFs) in over 40 communities around the nation. In part a mechanism to build community support for public education and a means to generate additional resources for schools, many LEFs focused on supporting teachers. They often established small grant programs that enabled teachers to test new instructional or curricular innovations. Some LEFs have built substantially on these activities to fill an expanded role in the reform process. They have developed considerable expertise, frequently in issues connected to teaching, to both partner in and prod for comprehensive reform.

Responding to the growing proportion of minority and immigrant children entering public schools, Ford, along with other funders, sought to increase the supply and quality of minority teachers. The BellSouth Foundation, for example, invested in partnerships between leading schools of education and historically black colleges and universities (HBCUs). These partnerships were intended to create a pipeline for minorities to the teaching profession, seed best practices at the HBCUs, and connect faculty at the institutions to each other.

### REFORMING SCHOOL DISTRICTS

Some investments in teachers and teaching were embedded in other reform efforts. The Edna McConnell Clark Foundation was among several funders that launched middle grades reform initiatives in the mid- to late-1980s. Improving teacher knowledge and skill was a key element of the reform work of Clark's grantees, much of which occurred initially at the school site. Clark was among a group of funders that recognized efforts to improve teaching would be limited and unsustainable if districts were not also transformed to support improvements in schools.<sup>43</sup> This recognition helped shift some philanthropic focus to district reform, most visibly with the Annenberg Challenge, launched in 1993.

With an investment of \$500 million by the Annenberg Foundation, the Challenge was then the largest public/private effort to improve public education. It sought to transform urban districts as along with 700 rural schools around the country.

#### 1989 The First National Education

Summit, planned by the National Governors Association and the George H. Bush administration, assembles congressional leaders and governors in a bi-partisan effort to establish education goals. Subsequent summits are held in 1996, 1999, 2001 and 2005.

#### 1990 Teach for America (TFA) is founded

by Wendy Kopp with \$2.5 million start-up funding primarily from the business sector. TFA is based on the premise that top college students would choose teaching over more lucrative opportunities if a prominent and professionalized teacher corps existed. While first focused on increasing the supply of teachers, particularly in high-need schools, TFA launches a debate about what type of preparation teachers need, and inspires other philanthropically-backed teacher training start-ups.

#### 1990 Wisconsin legislature enacts the

Milwaukee school voucher program, giving approval to school choice but provoking fierce resistance from teachers' unions contending that vouchers will siphon money and students away from public districts.

#### 1991 Minnesota enacts the first charter

school law; other states follow. Teachers' unions oppose charters on the basis that they operate outside of union/district contracts.

<sup>42</sup> Ford made investments in two other areas connected to teachers and teaching – increasing the supply of minority teachers and fostering higher achievement in math among minorities and girls.

<sup>43</sup> See *Maturing Investments: Philanthropy and Middle Grades Reform* (Robert Kronley and Claire Handley, Grantmakers for Education, 2003) for a more detailed description of the activities undertaken by the Clark Foundation as well as those of Carnegie Corporation, the Lilly Endowment and the W.K. Kellogg Foundation to foster systemic middle grades reform.

One of the distinctive characteristics of the Challenge was its insistence that districts partner with an external organization in their reform efforts. Requiring matching funds, the Challenge generated significant additional dollars, much of which came from local foundations and went to intermediaries. Improving teacher quality was a primary component of reform plans in several Annenberg sites, including Boston. The Boston Public Schools and its LEF reform partner, the Boston Plan for Excellence, institutionalized the use of instructional coaches, master teachers who worked in schools to guide and support teachers in developing their content knowledge and pedagogical skills. Since then instructional coaches have become widely used to improve teaching.

The Annenberg Challenge was a powerful learning experience for funders although it did not generate the improvements in education it originally sought.<sup>44</sup> The Challenge revealed the enormous complexity and difficulty of district reform. Equally important, it established that external organizations can make significant contributions to the design and implementation of reform and have a vital role in changing public systems.

Funders' interest in teachers and teaching grew in the 1990s, reflecting in part what they learned from their experiences in whole school and district reform. Funders increasingly recognized that teacher quality had to be addressed concurrently with school and district change. In the early 1990s teacher education captured the attention of several funders including the Pew Charitable Trusts, the Lilly Endowment, and the DeWitt Wallace-Reader's Digest Fund.<sup>45</sup> The Claude Worthington Benedum Foundation worked with faculty at West Virginia University to establish the Benedum Collaborative Model of Teacher Education, through which an MAT program, with heavy emphasis on clinical practice, was developed at WVU. With input from Benedum, the Collaborative also created professional development schools in West Virginia to foster continued professional learning among novice and experienced teachers. There was also a growing recognition that the most common professional development experiences—"sit and get" seminars—were ineffective, though what comprised effective professional development remained uncertain. The John D. and Catherine T. MacArthur and Spencer Foundations were among those that invested in efforts to address this issue.<sup>46</sup>

**1993** Walter H. Annenberg's \$500 million "Challenge to the Nation" becomes the nation's largest public-private partnership in history dedicated to improving public schools. Focusing on systemic reform, money is granted to external, community-based organizations rather than to districts. Grantees are required to raise matching funds; over 1,600 businesses, foundations, colleges, universities and individuals contribute \$600 million. Several sites focus on teacher quality; their work provides new information about and raises visibility of job-embedded professional development.

**1994** The National Commission on Teaching and America's Future (NCTAF) is formed by the Rockefeller Foundation and Carnegie Corporation on the premise that quality teaching in schools is what matters most for student learning. The purpose is to close the student achievement gap by closing the teaching quality gap.

**1994** Passage of the Goals 2000: Educate America Act establishes eight goals to be achieved by 2000 including teachers' "access to programs for the continued improvement of their professional skills." The Act demonstrates a growing awareness that rigorous curriculum standards require teachers to have a greater level of knowledge and skill, which traditional professional development programs are not providing.

**1994** Reauthorization of the ESEA requires states to develop rigorous curriculum and performance standards. In combination with Goals 2000, ESEA reauthorization promotes the push for greater accountability including the introduction of high school exit exams.

<sup>44</sup> See, for example, *The Chicago Annenberg Challenge: Successes, Failures and Lessons for the Future*, (2003) by Mark A. Smylie and Stacy A. Wenzel, which found that the Challenge had little impact on student achievement.

<sup>45</sup> Weisman, Jonathan. "Teaching Our Teachers: Foundation Grants may Reflect Surge of Interest in Teacher Training." *Education Week*. March 27, 1991.

<sup>46</sup> Bradley, Ann. "Inquiring Minds: The Missing Link." *Education Week*. April 17, 1996.

## RENEWED URGENCY AND INNOVATIVE APPROACHES

The movement to promote teacher quality gained additional momentum following the release of *What Matters Most: Teaching and America's Future* in 1996. The report was produced by the National Commission on Teaching & America's Future (NCTAF), created in 1994 by the Rockefeller Foundation and Carnegie Corporation, and it proved to be a seminal document. *What Matters Most* offered an in-depth and comprehensive examination of teacher quality and outlined findings that spoke to the challenge of ensuring that every child is taught by a competent and caring teacher. The findings included:

- Teacher expertise is the most important factor in student achievement.
- Most schools are not structured to support high quality teaching.
- More than 12 percent of all newly hired “teachers” enter without any training at all, and another 14 percent enter without having fully met state standards.
- Nearly one-fourth (23 percent) of all secondary teachers do not have even a college minor in their main teaching field.
- Teachers are not rewarded for expertise and skill. New teachers entering without preparation are paid at the same levels as those who enter with highly developed skills. Outstanding teachers receive the same rewards as those with less knowledge and skill, and unlicensed “teachers” are placed on the same salary schedule as teachers licensed in two or more subjects.

The report laid out a series of recommendations, which addressed teacher preparation, licensure, professional development, evaluation, recognition, and school structure and environment. Its release launched a flurry of activity around issues of teacher quality. Carnegie Corporation and the Rockefeller Foundation continued to support NCTAF. Ford funded a NCTAF effort to improve teaching in urban and poor rural schools across the nation. Grants for follow-up work by NCTAF in specific states and regions came from the BellSouth and MacArthur Foundations, the Pew Charitable Trust, and the William R. Kenan Jr. Charitable Trust and others, including corporations.

**1994** New Mexico becomes the first state to offer incentives for teachers to earn certification from NBPTS; North Carolina and Mississippi quickly pass similar legislation to encourage teachers to gain certification. By 1999 38 states and 138 school districts offer incentives.

**1995** Ohio legislature creates the Cleveland School Voucher program, allowing some students to use vouchers in private and parochial schools. The teachers union opposes the program and its legality is immediately challenged.

**1996** *What Matters Most: Teaching for America's Future* is released by NCTAF, placing teaching quality at the center of the nation's education agenda. The report launches a conversation about what a high quality teacher is, and lays out a comprehensive teacher development agenda at the federal, state, and local levels to ensure a “competent, caring, qualified teacher” for every child by 2006.

**1997** The New Teacher Project (TNTP) is founded by TFA alum Michelle Rhee to address teacher shortages and teacher quality issues through the creation of high-quality alternative certification paths, professional development and pre-service training. TNTP staff works directly with district partners to develop the alternative certification programs; it also advocates for policies that promote the recruitment and retention of effective teachers. (See page 40)

**1997** NCTAF releases *Doing What Matters Most: Investing in Teacher Quality* as a “blueprint for recruiting, preparing, and supporting excellent teachers in all of America's schools.”

As their work around teachers and teaching progressed during this period, funders were exploring new approaches to philanthropic practice. Frustrated with limited and unsustainable results of programmatic investments and grappling with persistent questions about scale, many began thinking about more comprehensive approaches and focusing on systems. This was most apparent in the shift from whole school reform to district reform, but it was also evident in other areas. *What Matters Most* and subsequent work by NCTAF are examples of an effort to view teaching systemically and to craft a comprehensive strategy, including engaging and connecting federal, state and local policy, to improve it in a way that is both sustainable and scalable. Another is the Teacher Advancement Program (TAP), which was launched in 1999 by the Milken Family Foundation. TAP is a comprehensive approach to improving teacher quality; its four elements are: multiple career paths, ongoing applied professional development, instructionally focused accountability, and performance-based compensation.

Other changes in philanthropic practice included more rigorous evaluation of and more involvement in grantees' work. As early as the late 1980s, funders—Ford and the Annie E. Casey Foundation for example—described hiring outside evaluators to assess the work of grantees and providing intensive technical assistance to grantees either by foundation staff or by foundation-retained consultants.<sup>47</sup>

There was also an emerging interest in working with non-traditional actors. Private funders hesitated to invest in Teach for America (TFA) when it was launched in 1990. TFA recruits new graduates from selective colleges and universities, and, following intensive summer training and with ongoing professional support, places them primarily in high-need districts. Initial funding came from the corporate sector, including the Mobil Foundation and Union Carbide Corporation as well as from individuals, notably Ross Perot and Paul Newman.<sup>48</sup>

It did not take long, though, for the philanthropic community to begin supporting TFA. In 1992, the Lilly Endowment and the Knight Foundation made grants to it, though much of the organization's funding remained corporate-based.<sup>49</sup> By 1994, the Edna McConnell Clark Foundation had joined the list of private funders supporting TFA; the Geraldine R. Dodge Foundation did so soon after. As they searched for effective strategies to

**1999** Thomas. B. Fordham Foundation publishes *The Quest for Better Teachers: Grading the States*, which questions *What Matters Most* and challenges its assertion that teaching should be professionalized, which requires a national system of teacher preparation and development. In contrast, the Fordham report states that teaching does not need more regulation or professionalization; rather, that misguided government and professional regulation limits entry into the field.

**1999** Rooted in *What Matters Most*, the Center for Teaching Quality (CTQ) is established, aiming to improve student learning and advance the teaching profession through cultivating teacher leadership, conducting research and crafting policy.

**1999** Teacher Advancement Program (TAP) is launched by Milken Family Foundation. TAP is designed to fundamentally change the career path and salary structures for teachers through providing multiple leadership roles as leaders, decision-makers and mentors.

**2000** Bill & Melinda Gates Foundation launches its education initiative, committing \$350M to three areas: (1) model schools and districts, (2) professional development, and (3) scholarships. Its initial high school reform strategy is geared to creating small schools and small learning communities. Grantmaking is based on multiple models via intermediaries, and investments in multiple sites.

<sup>47</sup> Olson, Lynn. "Donors Seek Deeper, More Lasting Results from Gifts," *Education Week*. March 2, 1987.

<sup>48</sup> Lawton, Millicent. "The New Recruits," *Teacher Magazine*. September 1, 1991.

<sup>49</sup> Chira, Susan. "Idealism Vies with Failure In an Experiment in Teaching," *The New York Times*. July 6, 1992.

recruit and better prepare teachers, funders continued to invest in TFA and other organizations promoting alternative pathways to teaching. These included The New Teacher Project (TNTP), which was founded in 1997. TNTP has received considerable philanthropic support as have urban teacher residency programs, the first of which was formed in the late 1990s. As discussed below, interest in TFA, TNTP, urban teacher residencies and other alternative pathways to teaching rocketed in the 2000s.

These trends—more focus on evaluation, more funder involvement and more support for non-traditional actors—surged in the mid- to late-1990s with the emergence of venture philanthropy and strategic philanthropy. Similar in approach, both are based on a business model and typically include developing comprehensive, research-based plans, setting clear goals and identifying metrics for measuring progress. They also entail close working relationships between funders and grantees and preference for new actors over traditional institutions that are often seen as part of the problem instead of a source for innovative solutions. Buttressed by policy developments, these came to be defining attributes of education grantmaking in the 2000s.

**2000** Schools for a New Society (SNS) is created by Carnegie Corporation as a portfolio of seven districts receiving funding over five years to restructure high schools, with technical assistance provided by intermediaries. The aim is high school systemic reform, requiring entire school districts to reinvent the way they deliver education and involving the whole community in reform efforts. Funders include Gates, which contributes \$25 million. By late 1990s/early 2000s, many funders disengage with systemic reform and begin looking for other ways to spur change that don't necessitate engaging large, bureaucratic public school districts.

**2000** National Council on Teacher Quality (NCTQ) is founded to provide an alternative national voice to teacher unions and promote comprehensive reform to regulate the profession.

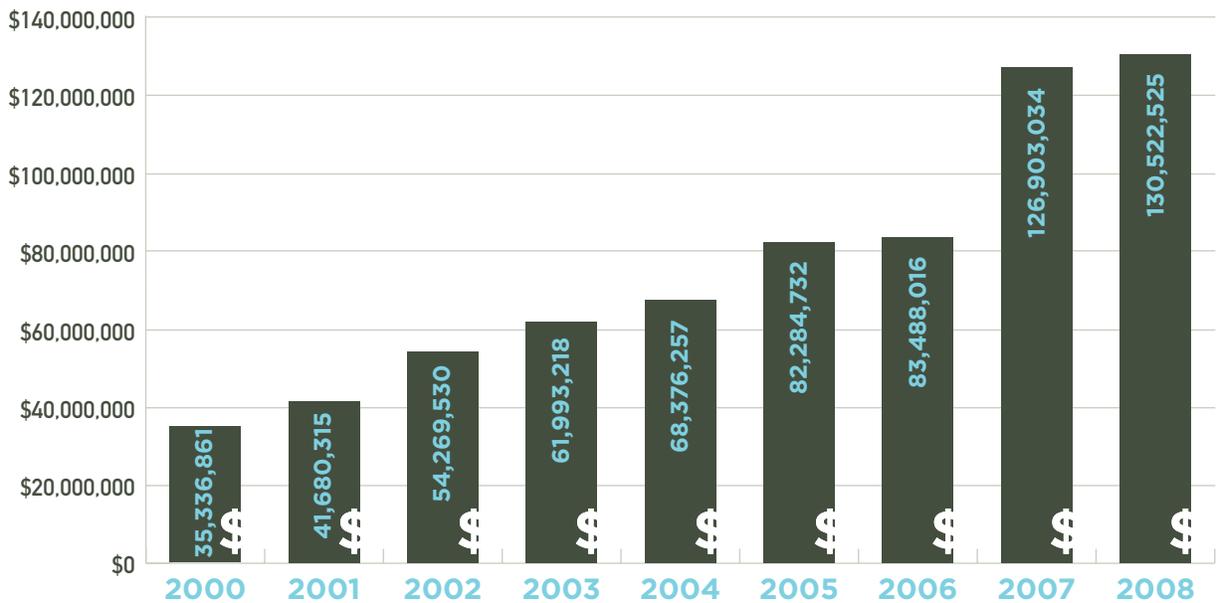
**2000** *Teacher Quality and Student Achievement* by Linda Darling Hammond, examining how teacher qualifications and other school inputs are related to student achievement across states, finds that teacher preparation and certification are the strongest correlates of student achievement in reading and mathematics. Data suggest that policies adopted by states (teacher education, licensing, hiring, and professional development) greatly impact the qualifications and capacities of teachers. The report supports schools of education and raises questions about start-up preparation programs.

## >> 3. 2000-2010: EXPANDING THE FIELD, CONNECTING TO POLICY, FOCUSING ON OUTCOMES

In the early twenty-first century, funders' commitment to improving student achievement, particularly among nonwhite and low-income students endures.<sup>50</sup> In re-affirming this commitment, funders have also increased their focus on teacher quality. This reflects in part the clear evidence of the impact of teacher quality on student achievement, and the understanding that if the achievement gap is to be eliminated, all students must be taught by highly effective teachers.

Some funders are also reacting to the generally disappointing outcomes of their investments in structural reforms. These efforts were primarily directed to secondary schools and emphasized changing how schools were organized. The changes fostered by these reforms, including smaller groupings of students, greater collaboration among educators, more sustained and personalized interaction between educators and students, helped create an environment conducive to effective teaching. By themselves, however, they did not change what teachers did or how they did it, and gains in student achievement did not meet expectations. These results have led foundations to provide significant sums to efforts to improve teacher quality. As Figure 1 reveals, approximately \$684 million was invested in teachers and teaching between 2000 and 2008.<sup>51</sup>

**FIGURE 1: ANNUAL INVESTMENTS IN TEACHERS AND TEACHING, 2000-2008**



50 The finding that equity remains a priority for education grantmakers is drawn from interviews conducted by Kronley & Associates and from a review of selected foundations' investments. In a recent report, the National Committee for Responsive Philanthropy (NCRP) reached a different conclusion. Following a broad review of foundations, NCRP found that only 11 percent of education grantmakers directed 50 percent or more of their education funds to marginalized communities. (Welner and Farley)

51 As described in the methodology (see Appendix B), the data presented in Figures 1 and 3-10 were generated through searches of FoundationSearch America and the Foundation Directory Online. Foundations' own accounting of funds disbursed may differ.

## TRACING INVESTMENTS

Figure 1 also indicates that grants to teachers and teaching climbed between 2000 and 2008. This contrasts with overall foundation giving during these years, when total annual grants awarded either declined or had smaller increases in periods of economic recession.

**FIGURE 2: ANNUAL TOTAL GRANTS AWARDED, 2000-2008<sup>52</sup>**

YEAR	AMOUNT
2000	\$27,600,000,000
2001	\$30,500,000,000
2002	\$30,400,000,000
2003	\$30,300,000,000
2004	\$31,800,000,000
2005	\$36,400,000,000
2006	\$39,000,000,000
2007	\$44,400,000,000
2008	\$46,800,000,000
<b>TOTAL</b>	<b>\$317,200,000,000</b>

Funders' increasing support for teachers and teaching, regardless of economic conditions, suggests that teacher quality is an overarching priority. It further suggests that foundations will vigorously pursue opportunities in this area, even if it means reducing grants or operational costs in other areas.<sup>53</sup>

Between 2000 and 2008, foundations awarded almost 5,000 grants directed to teachers and teaching. The grants ranged in size from \$1,000 to \$15,000,000. There were 480 grants of \$10,000—the most common grant size—but many grants were much larger. Over 120 grants of \$1 million or more were made during this period as were 125 grants between \$500,000 and \$999,999. Figure 3 lists the largest 30 grants made; the top 100 grants are identified in Appendix C.

**2001** American Board for Certification of Teacher Excellence (ABCTE) is formed via a federal grant to offer a flexible and cost-effective teacher certification program designed for career changers. It plans to use student achievement as a criterion in certifying master teachers. In 2004, the U.S. DOE awards ABCTE a five-year \$35 million grant to develop alternative routes to full teacher certification, while simultaneously eliminating federal funding for NBPTS.

**2002** The bipartisan passage of the No Child Left Behind (NCLB) Act introduces the most sweeping changes to the ESEA since its 1965 enactment. NCLB mandates the disaggregation of data and makes defining “highly qualified teacher” a matter of law. It pledges highly qualified teachers in every classroom by the 2005-06 school year, and requires that each state develop a specific plan for reaching that goal.

**2002** Carnegie Corporation launches Teachers for a New Era, a national initiative to reform teacher education at 11 universities. Grantees receive grants of \$5 million, which they are required to match. The Ford, Annenberg and Rockefeller Foundations provide additional support. Uneven results lead some funders and policymakers to view schools of education as resistant to change.

**2002** U.S. Supreme Court upholds constitutionality of Cleveland’s school choice (voucher) program, setting the expectation that no one should have to be in poorly staffed schools.

52 Foundation Center. “Highlights of Foundation Yearbook.” *Foundations Today Series*. October 2010.

53 The Bill & Melinda Gates Foundation launched its education program in 2000 with a commitment of \$350 million. Between 2000 and 2008, the Foundation invested \$4 billion in scholarships and schools (*Bill & Melinda Gates Foundation 2008 Annual Report*). This level of funding buoyed overall grantmaking in education; it is less clear, however, that Gates’ funds had the same effect on grants to teachers and teaching. Until 2009 the key focus of area of its education grantmaking was high school reform; Gates did not begin to invest significant amounts in teachers and teaching until 2009, when it established teacher quality as a core investment area.

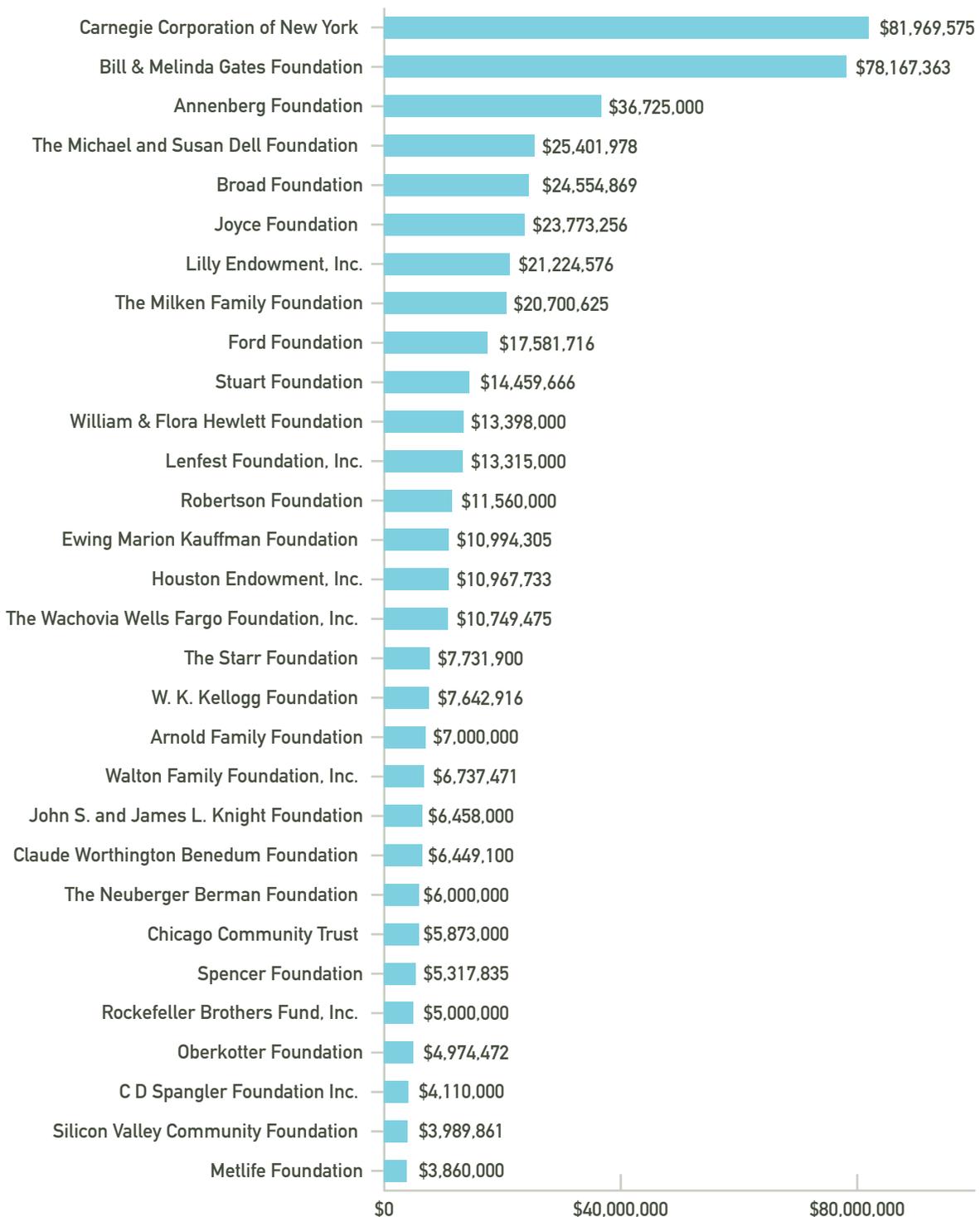
**FIGURE 3: 30 LARGEST GRANTS TO TEACHERS & TEACHING, 2000-2008**

FUNDER NAME	GRANTEE	AMOUNT	YEAR OF INVESTMENT
BILL & MELINDA GATES FNDN	NORTHWEST EDUCATIONAL SERVICE DISTRICT 189	\$15,012,830	2000
BILL & MELINDA GATES FNDN	NORTHWEST EDUCATIONAL SERVICE DISTRICT 189	\$15,000,000	2001
BILL & MELINDA GATES FNDN	NORTHWEST EDUCATIONAL SERVICE DISTRICT 189	\$15,000,000	2002
CARNEGIE CORP OF NEW YORK	ACADEMY FOR EDUCATIONAL DEVELOPMENT <sup>54</sup>	\$13,578,400	2006
CARNEGIE CORP OF NEW YORK	ACADEMY FOR EDUCATIONAL DEVELOPMENT	\$12,559,600	2004
LILLY ENDOWMENT, INC.	WOODROW WILSON NATIONAL FELLOWSHIP FNDN	\$10,161,106	2007
ANNENBERG FNDN	PHILADELPHIA FNDN	\$10,000,000	2007
LENFEST FNDN, INC.	TEACH FOR AMERICA	\$10,000,000	2008
THE MICHAEL AND SUSAN DELL FNDN	TEACH FOR AMERICA	\$10,000,000	2005
BILL & MELINDA GATES FNDN	EDUCATIONAL TESTING SERVICE	\$7,348,925	2008
LILLY ENDOWMENT, INC.	COMMUNITY FOUNDATION ALLIANCE	\$7,200,000	2005
ROBERTSON FNDN	TEACH FOR AMERICA	\$7,120,000	2007
CARNEGIE CORP OF NEW YORK	ACADEMY FOR EDUCATIONAL DEVELOPMENT	\$6,500,000	2003
ARNOLD FAMILY FNDN	TEACH FOR AMERICA	\$5,500,000	2008
BROAD FNDN, ELI & EDYTHE	TEACH FOR AMERICA	\$5,000,000	2008
THE MILKEN FAMILY FNDN	TEACHER ADVANCEMENT PROGRAM	\$5,000,000	2005
W. K. KELLOGG FOUNDATION	UNIVERSITY OF FLORIDA FNDN	\$5,000,000	2007
ROCKEFELLER BROTHERS FUND, INC.	WOODROW WILSON NATL. FELLOWSHIP FNDN	\$5,000,000	2008
CARNEGIE CORP OF NEW YORK	ACADEMY FOR EDUCATIONAL DEVELOPMENT	\$4,546,700	2005
C D SPANGLER FNDN INC	TEACH FOR AMERICA	\$4,000,000	2007
BILL & MELINDA GATES FNDN	NEW SCHOOLS FUND	\$3,999,127	2008
WILLIAM & FLORA HEWLETT FNDN	UNIVERSITY OF CALIFORNIA AT SANTA CRUZ	\$3,800,000	2007
FORD FNDN	ACADEMY FOR EDUCATIONAL DEVELOPMENT	\$3,750,000	2004
CARNEGIE CORP OF NEW YORK	ACADEMY FOR EDUCATIONAL DEVELOPMENT	\$3,728,700	2008
CARNEGIE CORP OF NEW YORK	CHILD CENTERED SCHOOLS INITIATIVE	\$3,387,000	2002
THE MILKEN FAMILY FNDN	TEACHER ADVANCEMENT PROGRAM	\$3,188,009	2001
BILL & MELINDA GATES FNDN	COALITION OF ESSENTIAL SCHOOLS NORTHWEST	\$3,004,365	2006
WILLIAM & FLORA HEWLETT FNDN	NEW TEACHER CENTER	\$3,000,000	2008
THE MICHAEL AND SUSAN DELL FNDN	TEACH FOR AMERICA	\$3,000,000	2007
THE NEUBERGER BERMAN FNDN	TEACH FOR AMERICA	\$3,000,000	2007
<b>TOTAL</b>		<b>\$207,384,762</b>	

<sup>54</sup> The Academy for Educational Development (AED) was the fiscal agent for Carnegie Corporation's Teachers for a New Era (TNE) initiative as well as a technical assistance provider to grantees. Most of the funding that AED received was redistributed to the 11 universities that participated in TNE. According to the TNE website, each university received \$5 million over five years and was required to secure the same amount in matching grants. (<http://www.teachersforanewera.org/index.cfm?fuseaction=home.institutions>)

Many foundations invested significant sums into issues connected to teachers and teaching. Figure 4 lists the 30 foundations that made the largest total investments in teaching.

**FIGURE 4: 30 LARGEST INVESTORS IN TEACHERS & TEACHING, 2000-2008**



Collectively, the grants made by these 30 funders, totaling \$496,687,692, represent 72 percent of philanthropic investments in teachers and teaching during this period.

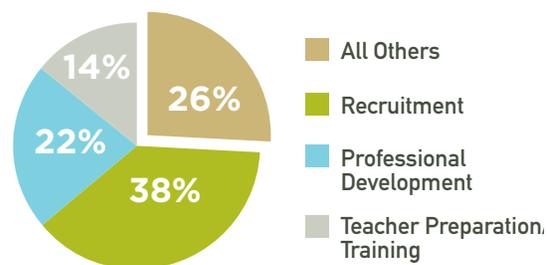
Funders have not only invested deeply in teachers and teaching, they have invested broadly, making grants in virtually all aspects of the profession. They have supported efforts to recruit non-traditional entrants into the profession and to train them differently. They have underwritten innovative ways to restructure how districts support and manage teachers. Funders have also sought to build the knowledge and skills of the current teacher workforce and to help newly entering teachers succeed in their challenging first years in the classroom. They have pursued research agendas, seeking to test new ideas and probe long-standing assumptions and much more. In doing so, foundations have pushed for reforms in existing institutions and systems as well as pursued efforts that focused on developing new systems, new practices and new organizations. Figure 5 presents the broad categories of foundation investments in teachers and teaching as well as the amount of funds that were directed to individual areas.

**FIGURE 5: CATEGORIES OF FUNDING, 2000-2008<sup>55</sup>**

CATEGORY	TOTAL	PERCENT
RECRUITMENT	\$259,210,561	37.8%
PROFESSIONAL DEVELOPMENT	\$154,229,910	22.5%
TEACHER PREPARATION/TRAINING	\$96,305,363	14.1%
RESEARCH	\$42,492,180	6.2%
TEACHER EXCELLENCE/QUALITY	\$28,913,636	4.2%
INNOVATIVE PROGRAMS & SERVICES	\$27,237,823	4.0%
INDUCTION	\$21,368,024	3.1%
SALARY SUPPORT	\$19,498,407	2.8%
SCHOOL IMPROVEMENT	\$10,931,276	1.6%
POLICY	\$13,915,265	2.0%
GENERAL OPERATING	\$3,318,307	0.5%
MENTOR	\$3,092,932	0.5%
TEACHER SUPPORT	\$1,637,033	0.2%
RETENTION	\$1,452,900	0.2%
AWARD/REWARD	\$1,250,871	0.1%
<b>TOTAL</b>	<b>\$684,854,488</b>	

As Figures 5 and 6 indicate, grants in three categories—recruitment, professional development, and teacher preparation and training—comprise 74 percent of all grants made between 2000 and 2008. Many of the organizations that have garnered the most support from foundations work in these areas. Figure 7 identifies the 20 organizations that received the largest total amount of funds from foundations. The collective amount these organizations received—almost \$460 million—represents 71 percent of the philanthropic funds directed to teachers and teaching.

**FIGURE 6: CATEGORIES OF FUNDING, 2000-2008**



<sup>55</sup> As noted in the methodology (see Appendix B), categorization of grants was based on foundation descriptions, which are neither consistent nor universal. Some subjectivity in categorization was necessary in developing this analysis.

**FIGURE 7: 20 ORGANIZATIONS RECEIVING THE LARGEST TOTAL GRANTS, 2000-2008**

GRANTEE	AMOUNT
TEACH FOR AMERICA	\$213,444,431
ACADEMY FOR EDUCATIONAL DEVELOPMENT	\$59,063,000
NORTHWEST EDUCATIONAL SERVICE DISTRICT 189	\$45,012,830
WOODROW WILSON NATIONAL FELLOWSHIP FOUNDATION	\$21,561,106
THE NEW TEACHER PROJECT	\$17,955,680
UNIVERSITY OF CALIFORNIA AT SANTA CRUZ, NEW TEACHER CENTER	\$16,642,730
TEACHER ADVANCEMENT PROGRAM	\$15,480,625
NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS	\$12,401,350
PHILADELPHIA FOUNDATION	\$10,000,000
TEACHERS NETWORK	\$9,441,402
NATIONAL INSTITUTE FOR EXCELLENCE IN TEACHING	\$8,841,966
EDUCATIONAL TESTING SERVICE	\$7,348,925
COMMUNITY FOUNDATION ALLIANCE	\$7,200,000
STANFORD UNIVERSITY	\$5,091,883
UNIVERSITY OF FLORIDA FOUNDATION	\$5,000,000
COALITION OF ESSENTIAL SCHOOLS NORTHWEST	\$4,991,030
UNIVERSITY OF CALIFORNIA	\$4,988,100
CENTER FOR STRENGTHENING THE TEACHING PROFESSION	\$4,600,159
TEXAS STATE UNIVERSITY SYSTEM	\$4,600,000
TEACHERS COLLEGE, COLUMBIA UNIVERSITY	\$4,598,115
<b>TOTAL</b>	<b>\$478,263,332</b>

As Figures 5-7 make clear, recruiting non-traditional entrants to the teaching profession has captured the attention of many funders. The philanthropic community has invested heavily in Teach for America (TFA). Foundations made grants totaling approximately \$213 million to TFA, either the national office or local efforts; this sum represented 31 percent of all grants made to teachers and teaching between 2000 and 2008.

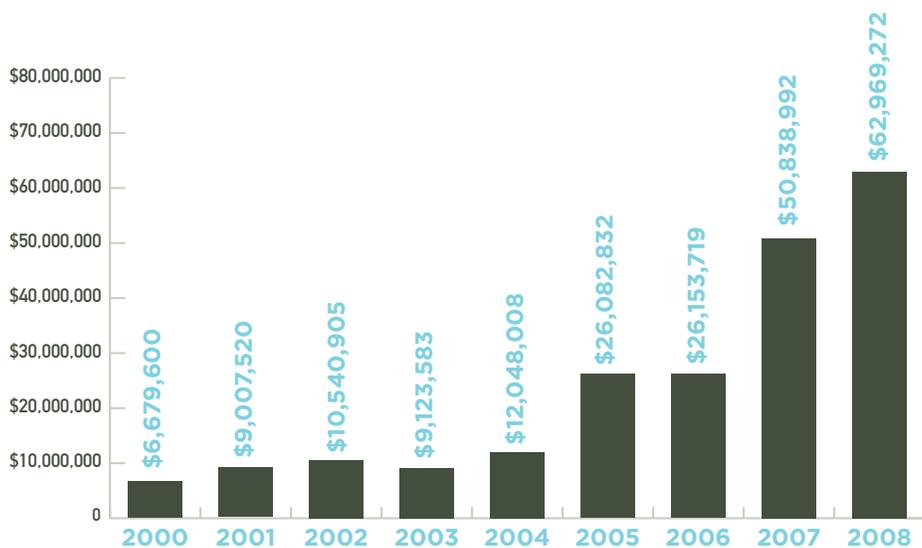
Philanthropic interest in TFA likely reflects its success in recruiting high achieving teacher candidates, often from highly selective colleges and universities along with the organization's approach to teacher preparation. In 2010, approximately 46,000 people applied to TFA, including almost 20 percent of the graduating classes of Harvard and Yale. About 4,500 were chosen.<sup>56</sup> The training these candidates receive is very different from that provided in schools of education. TFA candidates go through an intensive five-week summer institute. Once deployed, typically in high-needs schools, TFA teachers receive on-site coaching, participate in learning teams and have access to online support and tools.

The growth of TFA, as well as The New Teacher Project (TNTP), an organization founded by TFA alumni that collaborates with districts and states to develop alternative certification pathways and recruits and trains

<sup>56</sup> "Winerip, Michael. "A Chosen Few Are Teaching for America." *New York Times*. July 11, 2010.

teachers in high-need areas, has spurred a fierce debate within the education community about what constitutes adequate teacher preparation and how it should be provided.<sup>57</sup> Some, echoing concerns raised in schools of education and by unions and others, believe that TFA, with its abbreviated training, does not provide new teachers with the knowledge and skills needed to help disadvantaged children succeed academically. Others question whether TFA (or any effort confined to relatively few new teachers) can meet the vast need for highly effective teachers. One program officer described TFA and similar approaches as putting “a Band-Aid on a boil.”<sup>58</sup> As the magnitude of philanthropic support for it makes clear, however, these philanthropic reservations about TFA are limited. A year-to-year review of grants to TFA suggests, in fact, that foundation interest in TFA continues to grow.

**FIGURE 8: ANNUAL PHILANTHROPIC INVESTMENT IN TFA: 2000-2008**



As interest in TFA and other nontraditional programs has increased, funder interest in schools of education as a mechanism for bolstering the supply and quality of teachers has lagged. The 2006 report, *Educating School Teachers*, funded by the Annenberg, Ford, Kauffman and Wallace Foundations, notes the debate within the education community about the efficacy of university-based teacher preparation programs.<sup>59</sup>

This debate extends to the philanthropic community, where there has been one particularly noteworthy effort to change how universities prepare teachers since 2000—Carnegie Corporation’s Teachers for a New Era initiative (TNE). Collectively foundations invested a significant amount in teacher preparation and training between 2000 and 2008—over \$95 million.<sup>60</sup> Almost two-thirds of that—approximately \$60 million—was tied

57 Advocates of traditional teacher preparation programs and of alternative certification pathways have argued about the merits of both approaches for years. In 1991, Arthur Wise and Linda Darling Hammond, in an op-ed entitled “Alternative Certification Is an Oxymoron,” (*Education Week*, September 4, 1991) charged that alternative certification routes were less effective in preparing future teachers than traditional preparation programs. In 1994 Darling Hammond wrote a highly critical piece on TFA that was published in *Phi Delta Kappan*, an education journal. The article generated heated debate in the education community, leading to widespread media, including *The New Yorker* and *National Journal*. (“Teacher Education Tiff Playing Out in Print,” *Education Week*, November 9, 1994) In the 2000s, there were multiple studies of TFA that had varying and sometimes contradictory results. In a 2005 report, *Does Teacher Preparation Matter?* (Stanford University), Darling Hammond and her colleagues found that TFA teachers were less effective than teachers who had gone through a traditional preparation program. This differs from a 2004 report, *The Effects of Teacher for America on Students: Findings from a National Evaluation*, which was conducted by Mathematica Policy Research, Inc. In this study, TFA teachers were found to be more effective in providing math instruction than colleagues with traditional preparation; both groups of teachers were comparably effective in teaching literacy. Studies on the effectiveness of different teacher preparation approaches, not only that of TFA, continued through the 2000s, often without clear conclusions. More recently, there has been recognition that neither traditional nor alternative programs prepare future teachers adequately for the demands of teaching in high-needs schools. (Darling-Hammond, Linda and Haselkorn, David, “Reforming Teaching: Are We Missing the Boat,” *Education Week*, April 1, 2009.)

58 Foundation staff interview, conducted by Kronley & Associates, on November 2, 2009.

59 Levine, Arthur. *Educating School Teachers*. The Education Schools Project. September 2006.

60 Most TFA grants as well as grants to The New Teacher Project were categorized as “recruitment,” given their focus on recruiting specific groups of people. Both, however, also have developed alternative preparation programs for which they are now equally well-known.



## Teach for America: Challenging Accepted Practices, Instituting New Approaches

Teach for America (TFA) has garnered significant philanthropic support. It was awarded \$213 million in grants between 2000 and 2008, and a review of preliminary data indicates that it received an additional \$62 million from foundations in 2009 and 2010. In addition it won a \$50 million federal i3 grant in 2010.<sup>1</sup> Its operating revenue, from public and private sources, was \$192 million in FY 2010.<sup>2</sup> The organization that was created in 1990 by the then 21-year-old Wendy Kopp as an outgrowth of her senior thesis has grown to influence policy and practice in part by developing new approaches to teacher recruitment and training that challenge long-standing beliefs about both. It has also seeded a community of young activists who are creating new organizations and new strategies to address persistent challenges of educational achievement. It has done so with a corps of teachers who, in the 2010-11 school year, number 8,200—less than one percent of the teacher workforce.<sup>3</sup>

TFA recruits non-traditional entrants to the teaching profession—college graduates with a record of high academic accomplishment, particularly in fields such as science, engineering and finance, and leadership. For TFA, mastery of rigorous subject matter and clear leadership capacity are core elements of effective teaching and are among the key indicators of who will succeed in the classroom. Similarly, the abbreviated training and support elements TFA provides to its corps members raise questions about the traditional framework of teacher preparation, which requires candidates to devote substantial time to pedagogy prior to entering the classroom, and induction practices, which vary in format and quality across districts.

While its numbers are small, TFA's influence is large. Its approach has buttressed the argument that there should be multiple pathways to the teaching profession. Foundations of all sizes continue to support TFA as well as other alternative pathway programs, including urban teacher residencies and The New Teacher Project. Support for alternative pathways is

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<sup>1</sup> The TFA website also reports that the organization will receive \$11.3 million annually for the next three years from AmeriCorps. In addition, both the House and Senate appropriations bills currently include more than \$20 million for TFA in FY2011. (<http://www.teachforamerica.org/federal-funding>)

<sup>2</sup> <http://www.teachforamerica.org/about-us/growth-plan/>

<sup>3</sup> The TFA website reports that the size of the 2010-11 TFA teaching corps is approximately 8,200. (<http://www.teachforamerica.org/about-us/history/>). According to data from the National Center for Education Statistics (NCES), there were approximately 3.7 million K-12 teachers across the country in 2009-10. Presuming the NCES data did not change significantly, current TFA teachers account for about 0.2 percent of all teachers.



now also set in federal policy with the inclusion of alternative pathways into teaching in the Race to the Top criteria.

TFA has also fostered the growth of a new generation of leaders who are shaping education policy and practice. Many TFA alumni have moved into leadership positions in states, schools or districts, their perspectives informed by TFA training and experiences. Many others have created new organizations or new strategies to respond to challenges within public education. Organizations created by TFA alumni include:

- KIPP – Knowledge is Power Program
- The New Teacher Project
- IDEA Public Schools
- YES College Preparatory Schools
- Generation Schools
- New Schools for New Orleans
- Students First

Many of these organizations have succeeded in winning support from the philanthropic community. KIPP, for example, has received over \$26 million in grants since 2003 and almost \$11.9 million has gone to New Schools for New Orleans.<sup>4</sup>

Cultivating leadership is a deliberate element of TFA's structure. The organization encourages alumni to pursue new endeavors and new roles in education. This has resonated among funders and policymakers. A former chief operating officer at the Broad Foundation now leading an organization that promotes charter schools and who is himself a TFA alumnus, commented, "We think of TFA as a farm system for leaders."<sup>5</sup>

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<sup>4</sup> These amounts are calculated based on a search of the Foundation Center Directory Online. The total for KIPP includes grants made to the KIPP Foundation, the national organization, and grants made to individual KIPP schools.

<sup>5</sup> Foote, Donna. *Relentless Pursuit: A Year in the Trenches with Teach for America*. New York: Alfred A. Knopf. 2008. p. 37.

## Teach for America: Challenging Accepted Practices, Instituting New Approaches

to TNE. Launched in 2001, TNE was intended to “define excellence in teacher education.” Over a five-year period, 11 schools of education participated in the initiative. Echoing earlier efforts, the initiative required extended clinical practice and greater collaboration with arts and science faculty. It also required grantees to undertake “qualitative, quantitative and experimental research” to foster improvement in teacher preparation.<sup>61</sup> In addition to Carnegie Corporation, the Annenberg, Ford and Rockefeller Foundations made grants to TNE. Other notable investments in teacher preparation include Benedum’s continued support for professional development schools in West Virginia in part as a means to expand the clinical experience of teacher candidates. In the early 2000s, MacArthur also made several grants to the University of Illinois to restructure its teacher preparation program.

Those that did invest in reforming teacher preparation often had frustrating experiences. One program officer noted in an interview that her foundation had funded an effort to reform a university-based teacher preparation program, which ultimately yielded little. Concluding that schools of education are resistant to change, this foundation will no longer fund efforts to reform them. It is now testing different strategies to improve teacher quality.<sup>62</sup>

A program officer at another foundation recounted a similar effort to reform the teacher preparation program at a public research university, though he described university faculty as partners who welcomed reform. After much planning, a five-year MAT with more extensive clinical experience was developed, which was intended to replace the BA in education. Eliminating the BA in education, however, did not receive legislative approval because of budgetary implications; the MAT, with its more rigorous coursework and extended timeframe, was anticipated to have lower enrollment than the BA program and therefore would generate less revenue. The university now offers both degree programs.<sup>63</sup> Experiences such as these have made many funders hesitant to invest in reforming schools of education. When they have made grants in support of teacher preparation, foundations have often sought instead to enhance teacher preparation in specific areas such as literacy or science or in other, more narrowly targeted ways.

One exception to this trend is the urban teacher residency

61 Carnegie Corporation. *Teachers for a New Era: Transforming Teacher Education*. 2006.

62 Foundation staff interview conducted by Kronley & Associates, November 9, 2009.

63 Foundation staff interview conducted by Kronley & Associates on January 28, 2010.

**2003** *No Dream Denied: A Pledge to America’s Children*, published by NCTAF, presents teacher turnover and attrition as a national crisis. It attributes high teacher turnover to inadequate preparation, poor working conditions, and insufficient compensation, suggesting these erode teacher quality and create teacher shortages.

**2004** *Teaching at Risk: A Call to Action*, is published by the Teaching Commission, a bipartisan group of 19 leaders in government, business and education founded by IBM CEO Louis Gerstner, Jr. The report claims the public school system offers no incentives for excellence and strongly criticizes the long-dominant collaboration of schools of education and state education departments in certifying teachers largely on the basis of courses completed. The report reflects the concern that, under NCLB, states with teacher shortages may lower the bar or maintain inadequate requirements. It endorses merit pay for teachers, recommending the use of a value-added method to evaluate teachers for significant pay increases. It calls for districts, states, and the federal government to enact a comprehensive package of policy reforms.

**2005** ProComp (Professional Compensation System for Teachers) is launched in Denver, CO after four-year pilot program. It is the first performance pay system approved by local unions (who voted contrary to the national organization), legislators and city officials, and citizens (58% of Denver voters approved a \$25 million/year tax increase to fund it). Local and national philanthropic contributions are essential to its development, piloting and approval; between 1999 and 2005, the Rose Community Foundation gave nearly \$4 million, along with substantial contributions from the Broad Foundation and the Daniels Fund.

program, which offers an alternative route to teaching. Schools of education are collaborators in these programs, working with school districts and usually another entity such as a local education nonprofit to transform teacher preparation. In these initiatives, highly qualified residency fellows typically begin their preparation with intensive study during the summer. They are then placed in schools where they teach under the supervision of a master teacher. This clinical time is supplemented by concurrent study in an aligned master's degree in education program through which they link practice and theory. The Boston Teacher Residency, a joint initiative of Boston Public Schools, the Boston Plan for Excellence, the LEF, and the University of Massachusetts Boston is one example. Its philanthropic supporters include Carnegie Corporation, Strategic Grant Partners, and the Ford, Motorola and W. Clement & Jessie V. Stone Foundations.

While their current investments in university-based teacher preparation may be relatively limited, foundations continue to commit considerable funds to colleges and universities to support other activities related to teachers and teaching. About \$106 million was awarded to colleges and universities between 2000 and 2008.<sup>64</sup> Of this, approximately \$14 million went to research and about \$18 million to support teacher induction. The infusion of funding for induction was propelled by the establishment and rapid growth of the New Teacher Center at the University of California-Santa Cruz, which was awarded over \$16 million in grants. (See Figure 7 above.) Approximately \$22.5 million was directed to both teacher preparation and professional development.

Figure 5 also shows that funders made grants totaling approximately \$154 million to support a wide range of professional development. These include: efforts to increase the number of teachers who earn NBPTS certification; the creation of district- and university-based teacher training or support centers; the cultivation of teacher leadership; and placing coaches or master teachers in schools. Foundations also made grants to improve subject-area instruction in literacy, writing, STEM fields, history, and robotics. This range of grantmaking was matched by funder willingness to invest large amounts in specific initiatives. Fifteen of the grants directed to professional development were for \$1 million or more, and an additional 19 grants were between \$500,000 and \$999,999. Figure 9 lists the 30 largest grants directed to professional development.

**2005** *Unintended Consequences: the Case for Reforming the Staffing Rules in Urban Teachers Union Contracts*, released by TNTP, laments that nearly 40% of all teacher vacancies in urban schools are filled with teachers over whom the principal has little or no choice in hiring. The report inspires TNTP's advancement of a human capital model for urban school systems.

**2006** *Educating School Teachers*, published by Arthur Levine, Dean of Teachers College at Columbia University, offers a comprehensive—and critical—insider's assessment of the quality of schools of education. On the role of funders, Levine states "Philanthropies created their own problems by funding teacher education programs to undertake the fad *du jour*... Priorities changed quickly; funding was available largely for start-ups, and little effort was made to scale up successful approaches." The report is funded by the Annenberg, Ford and Kauffman Foundations; support for dissemination comes from the Wallace Foundation.

**2009** The Race to the Top (RTTT) Fund is initiated by U.S. Department of Education under President Obama as a \$4.3 billion competition among states to come up with reform agendas around four assurance areas: (1) standards and assessments; (2) data; (3) high quality, effective teachers and leaders; and (4) turning around lowest achieving schools. The focus on teacher quality emphasizes new systems for evaluating teachers linked to student success, encourages alternative certification and seeks new accountability for schools of education.

<sup>64</sup> This does not include TNE funding, most of which was directed to AED and then re-granted to individual institutions.

**FIGURE 9: 30 LARGEST PROFESSIONAL DEVELOPMENT GRANTS, 2000-2008**

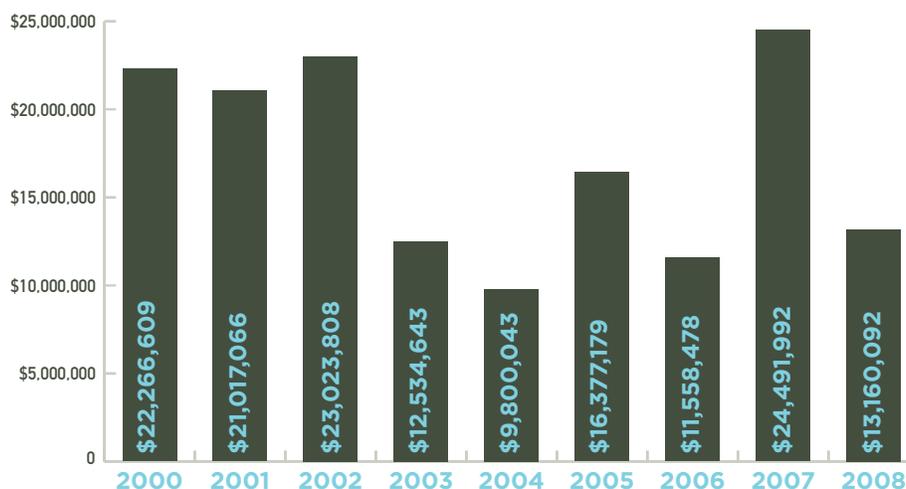
GRANTEE	AMOUNT	YEAR OF INVESTMENT	FUNDER
NORTHWEST EDUCATIONAL SERVICE DISTRICT 189	\$15,012,830	2000	BILL & MELINDA GATES FNDN
NORTHWEST EDUCATIONAL SERVICE DISTRICT 189	\$15,000,000	2001	BILL & MELINDA GATES FNDN
NORTHWEST EDUCATIONAL SERVICE DISTRICT 189	\$15,000,000	2002	BILL & MELINDA GATES FNDN
PHILADELPHIA FOUNDATION	\$10,000,000	2007	ANNENBERG FNDN
COMMUNITY FOUNDATION ALLIANCE	\$7,200,000	2005	LILLY ENDOWMENT, INC.
NEW SCHOOLS FUND*	\$3,999,127	2008	BILL & MELINDA GATES FNDN
UNIVERSITY OF CALIFORNIA AT SANTA CRUZ, NEW TEACHER CENTER	\$3,800,000	2007	WILLIAM & FLORA HEWLETT FNDN
COALITION OF ESSENTIAL SCHOOLS NORTHWEST	\$3,004,365	2006	BILL & MELINDA GATES FNDN
NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS	\$2,057,000	2000	PEW CHARITABLE TRUST
BAY AREA COALITION FOR EQUITABLE SCHOOLS (FORMERLY BAYCES)	\$1,600,700	2008	CARNEGIE CORPORATION OF NEW YORK
HIGH/SCOPE EDUCATIONAL RESEARCH FOUNDATION	\$1,404,836	2003	W. K. KELLOGG FOUNDATION
UNIVERSITY OF PENNSYLVANIA	\$1,100,000	2008	ANNENBERG FNDN
UNIVERSITY OF CALIFORNIA AT SANTA CRUZ, NEW TEACHER CENTER	\$1,050,000	2000	NOYCE FNDN
COALITION OF ESSENTIAL SCHOOLS NORTHWEST	\$1,022,900	2007	BILL & MELINDA GATES FNDN
NATIONAL GOVERNORS ASSOCIATION CENTER FOR BEST PRACTICES	\$1,000,000	2005	EWING MARION KAUFFMAN FOUNDATION
NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS	\$1,000,000	2002	WASHINGTON MUTUAL FNDN
COALITION OF ESSENTIAL SCHOOLS NORTHWEST	\$963,765	2006	BILL & MELINDA GATES FNDN
ROSE-HULMAN INSTITUTE OF TECHNOLOGY	\$950,000	2008	LILLY ENDOWMENT, INC.
WEST ORANGE-COVE CISD*	\$844,842	2003	NELDA C AND H J LUTCHER STARK FNDN
MONTEREY INSTITUTE FOR TECHNOLOGY AND EDUCATION	\$800,000	2008	WILLIAM & FLORA HEWLETT FNDN
RESOURCE AREA FOR TEACHERS	\$750,000	2007	DAVID AND LUCILE PACKARD FNDN
UNIVERSITY OF PENNSYLVANIA	\$700,000	2006	ANNENBERG FNDN
NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS	\$650,000	2008	WEYERHAEUSER COMPANY FNDN
NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS	\$600,000	2003	WASHINGTON MUTUAL FNDN
UNIVERSITY OF PITTSBURGH	\$552,200	2004	CARNEGIE CORPORATION OF NEW YORK
EDUCATION DEVELOPMENT CENTER*	\$514,275	2007	SILICON VALLEY COMMUNITY FNDN
COALITION OF ESSENTIAL SCHOOLS BAYCES	\$500,000	2005	ANNENBERG FNDN
COALITION OF ESSENTIAL SCHOOLS BAYCES	\$500,000	2006	ANNENBERG FNDN
COALITION OF ESSENTIAL SCHOOLS BAYCES	\$500,000	2007	ANNENBERG FNDN
RURAL SCHOOL AND COMMUNITY TRUST*	\$500,000	2004	ANNENBERG FNDN
	\$92,576,840		

\*These grants supported professional development as well as other activities.

The amount that foundations have invested in professional development reflects deep commitment to improving the knowledge and skills of the current teacher workforce. The wide array of activities funded may suggest some uncertainty about how best to do so. Some funders have taken on the question of what is effective practice in professional development directly. The Joyce Foundation has supported research to build knowledge about and practices in improving teacher quality, including professional development. Continuing work undertaken in the 1990s, the Spencer Foundation also invests in research focused on improving professional development and other aspects of teaching.

Although foundations have invested significant sums in professional development, there are signs of funder hesitancy about supporting it at the levels of earlier years. Figure 10 tracks foundations' uneven investment in professional development between 2000 and 2008.

**FIGURE 10: ANNUAL PHILANTHROPIC INVESTMENT IN PROFESSIONAL DEVELOPMENT, 2000-2008**



The growth and contraction in grants for professional development may be connected to shifts in overall grantmaking, which rose and fell in conjunction with changes in the nation's economy. Overall grants to teachers and teaching, however, did not decline during this period. This may suggest that funders are looking for strategies other than professional development to improve teacher quality. Interviews support this.

Some funders reported that they are reducing the amount they allocate to professional development. They cite a number of factors for doing so: emerging opportunities to invest in other critical areas such as policy, concerns about progress in instituting effective professional development approaches, and questions about whether the current teacher workforce has the desire or capacity to significantly improve its instructional practice.<sup>65</sup>

### SHIFTING STRATEGY, GREATER ACCOUNTABILITY

Foundations are also exploring strategies to identify and align the multiple elements that shape teacher effectiveness. These elements, taken as a whole are articulated as a human capital framework.<sup>66</sup> This approach reflects the broader perspective laid out in *What Matters Most* and draws heavily on the experience of the business sector. The human capital framework links teacher preparation, sourcing, certification, induction, tenure, training and development, performance management, and compensation and non-monetary rewards as well as the institutions and policies that drive each.<sup>67</sup> Embrace of a human capital framework for educators as a means to improve teacher quality synthesizes and extends innovative foundation-supported work undertaken by organizations like TNTP and the Consortium for Policy Research in Education. It also reflects funders' recognition that pursuing a narrower approach to teacher quality—focusing on specific elements such as recruitment or retention—has not led to the changes necessary for significant and widespread improvements in instruction. Several funders, including Broad and Carnegie Corporation, have established grantmaking initiatives focused directly on human capital. Others, such as Kauffman, Ford, Joyce and Gates, have supported organizations

<sup>65</sup> Foundation staff interviews, conducted between October and December 2009 by Kronley & Associates.

<sup>66</sup> Human capital is an economic theory about how to increase workers' productivity and value through education. It was initially developed in the 1960s by Theodore Schultz and Gary Stanley Becker.

<sup>67</sup> Wurtzel, Judy and Curtis, Rachel. *Human Capital Framework for K-12 Urban Education: Organizing for Success*. Aspen Institute. July 2008.

working on human capital including the Aspen Institute, the Center on Reinventing Public Education and the Strategic Management of Human Capital, a project based at the University of Wisconsin-Madison.

The emergence of a human capital framework for teaching is tied to a push to define teacher effectiveness. While there is widespread understanding of the value of effective instruction, there are little reliable data on its specific characteristics. As a result, funders and educators have used “inputs” to gauge teacher quality, including certification, academic degrees and years of experience. This approach to assessing teacher quality was reinforced with the federal No Child Left Behind Act (NCLB), which became law in early 2002 and required states to define “high quality” teachers. Research has shown, however, that credentials are poor measures of teacher effectiveness. Recently, foundations have taken significant steps to identify the characteristics of effective teaching based on outputs, create ways to assess it and surface proven strategies for cultivating it. Grants by Gates provide a prominent example of this approach.

As part of its initiative to improve college-readiness, Gates is focusing on “empowering excellent teachers.” This includes investments to “design measures, observational and evaluation tools, and data systems that can fairly and accurately identify effective teaching.”<sup>68</sup> In 2009 Gates launched its Measures of Effective Teaching project (MET), in which researchers working in partnership with districts, unions and teachers in seven communities are developing multiple measures of teacher effectiveness. In December 2010, Gates released findings from the first phase of its work, which include the utility of value-added measures as well as student perceptions of teachers’ ability to manage classrooms and to provide challenging lessons as predictive of teacher effectiveness. Carnegie Corporation and Joyce have also supported efforts to identify the characteristics of effective instruction.

Philanthropic interest in performance pay is tied to both the emergence of the human capital framework and interest in defining and measuring effective teaching. Teacher compensation—particularly linking salary to effectiveness measured in part by student outcomes—is an issue that has moved to the fore in policy discussions. One of the first prominent efforts to promote performance-based compensation is TAP, described above. Supporters of TAP and of the National Institute for Excellence in Teaching, a nonprofit organization established to support districts and schools implementing TAP,

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“[PRIOR TO 2006] WE WERE INVESTING OUR ENERGY IN THE IDEA THAT YOU COULD STRENGTHEN THE TEACHER PROFESSION BY PROVIDING BETTER PROFESSIONAL DEVELOPMENT. WHEN WE LOOKED AT OUR GOALS, WE CHANGED COURSE. WE REALIZED THAT EVEN IF WE STAYED THE COURSE FOR 10-20 YEARS, [WE] WEREN’T GOING TO SEE THE SYSTEMS CHANGE IN THE WAY WE WERE INVESTING. IF OUR GOAL WAS TO IMPROVE SYSTEMS CHANGE ACROSS THE STATE, THEN WE HAD TO RETHINK HOW WE WERE INVESTING. THAT’S HOW THINGS STARTED TO CHANGE.”

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<sup>68</sup> Bill & Melinda Gates Foundation. *College-Ready Education Plan*, 2009.

include the Joyce, Broad and Lowell Milken Family Foundations.

Among national funders, Broad was an early and consistent advocate for performance pay for teachers. Since 2003, Broad has invested over \$1.3 million in Denver’s performance-based pay program, known as ProComp. Critical support for ProComp also came early from local funders including the Rose Community, Daniels, Donnell-Kay and Piton Foundations. Beyond funding, these foundations often provided critical leadership in the effort to develop ProComp. Rose, for example, was instrumental in bringing district and union leadership together to forge agreement on ProComp and in building support for it among teachers. These foundations have continued to invest in aspects of teacher compensation, including building knowledge, informing policy, and raising public awareness efforts about new approaches to compensation.

Philanthropic investment in reforming teacher compensation has extended beyond the pioneering efforts of TAP and ProComp. In the late 2000s, two high profile district superintendents—Michele Rhee in Washington DC and Joel Klein in New York City—pushed for performance pay, and their efforts garnered significant foundation support. Broad invested in their efforts as did the Gates, Walton Family, Robertson, and Laura and John Arnold Foundations.<sup>69</sup>

### REFINING PHILANTHROPIC PRACTICE

The support these funders offered to Klein and Rhee is indicative of a growing trend in philanthropy—opportunistic responses to changes in context and a deep interest in investing in key leaders who are willing to take political risks to move a reform agenda. In making grants and pursuing collateral activities, some funders are increasingly looking to leverage openings provided by policy and other developments. In doing so, they are less bound by the parameters of structured philanthropic programs.<sup>70</sup> They determine a focus area—which may be as specific as teacher compensation or as broad as improving teacher quality—and seek out organizations doing promising work or they engage in what one program officer called “starting fires”—helping to generate new activity in an area which they view as ripe for change.<sup>71</sup> Another funder spoke of working with key stakeholders to identify problems and develop solutions to address them; he explained that his foundation “really avoided internally created programs,” those that are developed largely by staff in response to foundation-selected problems, “because they are a short-term Band-Aid.”<sup>72</sup>

Increased opportunism in philanthropy is closely connected to other developments in the field. In the last 15 years, educational philanthropy has attracted the interest of new actors, many of whom created foundations from newly-minted fortunes in technology and finance. Their experience with start-up companies and their familiarity with venture capital led them to craft and deploy strategies that are generally referred to as venture philanthropy. Venture philanthropy has the following elements at its core:<sup>73</sup>

1. Investments in long-term (3-6 years) business plans
2. A managing partner relationship
3. An accountability-for-results process
4. Provision of cash and expertise
5. Requirement of an exit strategy

<sup>69</sup> Press reports indicate that grants to support Washington’s pay for performance initiative were dependent in part on Rhee’s continuing tenure (which came to an end in the fall of 2010), suggesting that foundation investment there and possibly elsewhere reflects philanthropic support for the individuals leading those districts as much as belief in the value of merit-based pay as a strategy for improving instruction.

<sup>70</sup> Analysis of foundation staff interviews conducted by Kronley & Associates between October and December 2009.

<sup>71</sup> Foundation staff interview conducted by Kronley & Associates on October 29, 2009.

<sup>72</sup> Foundation staff interview conducted by Kronley & Associates on January 28, 2010.

<sup>73</sup> Moody, Michael. *The Construction and Evolution of Venture Philanthropy*. (Los Angeles, CA: University of Southern California, May 2006).

While the number of venture philanthropists has remained relatively small, they have influenced how foundations operate and how they pursue impact. They are connected to a larger group of funders who have embraced the notion of strategic philanthropy, a broader term than venture philanthropy. According to Paul Brest of the William and Flora Hewlett Foundation, a strategic [philanthropic] approach entails:

1. Setting clear goals or objectives
2. Developing an empirically sound plan designed to achieve those goals
3. Considering the costs, risks and benefits of the plan to judge its effectiveness compared with other ways of achieving the goals; and assessing whether, in light of the opportunity costs, implementing the plan is a good use of the organization's resources
4. Monitoring whether one is on track toward achieving one's goals, and making reasonable efforts to know if one has succeeded.<sup>74 75</sup>

A third approach has been described as catalytic philanthropy, where the question the funder seeks to answer is “how can I catalyze a campaign that achieves measurable impact?” An observer noted that this is distinctly different than the question more traditional funders pose—“who should I support,” as well as the question which guides many venture philanthropists—“how can I scale up effective non-profits?”<sup>76</sup> In this framework, funders themselves become responsible for the success of efforts. Along this continuum, the focus of grantmaking shifts from directly funding non-profits to building their capacity to supporting multi-sector campaigns to address an issue.

All three approaches have influenced a wide range of funders. Dissemination of new thinking and learning from various initiatives has been advanced by the active presence of Grantmakers for Education (GFE), an affinity group of education funders. Through meetings, workshops and reports, GFE has kept funders abreast of developments in the field and, as discussed below, helped connect the field with policymakers.

## PURSUING POLICY

Foundation interest in emerging opportunities and increased institutional flexibility to respond to them has been strengthened by recently instituted federal policies calling for reforms in many areas of K-12 education and increased federal funding to support these reforms. There have always been interactions between policymakers and foundations—funders have traditionally sought to inform policy by investing in innovative and effective models, helping to build public awareness and will, and supporting research and advocacy. Starting in 2009, however, there has been a high degree of communication with and collaboration between the philanthropic and public sectors, especially at the federal level. As noted earlier, this has been driven by an alignment of ideas and strategies and abetted by personal connections between the two sectors.

Prior to becoming Secretary of Education, Arne Duncan led Chicago Public Schools, a position he came to after running an education foundation that funded postsecondary study for inner city children, and helping to establish a charter school. Under his leadership, the district attracted considerable philanthropic support and developed working relationships with many funders. In building his leadership team at the Department of

74 Brest, Paul. “In Defense of Strategic Philanthropy.” *Proceedings of the American Philosophical Society*. Vol. 149, No. 2, June 2005.

75 There are other definitions of strategic philanthropy. (See, for example, Katz, Stanley. “What Does It Mean to Say that Philanthropy is Effective? The Philanthropists’ New Clothes.” American Philosophical Annual Meeting, Philadelphia, PA April 23, 2004. This discussion presents some other views, notably those of Rebecca Rimel of the Pew Charitable Trusts.) Across these definitions, however, there are common elements that include setting clear goals, relying on data and ongoing research both to understand the causes of a social problem and to craft a response to it, developing a multi-year, multi-strand program to implement the selected response, and using data to monitor progress toward goals.

76 Kramer, Mark R. “Catalytic Philanthropy.” *Stanford Social Innovation Review*. Fall 2009.

Education, Duncan recruited staff from various foundations.<sup>77</sup> These staff members have guided several of the Department's most visible and influential reform initiatives, including Race to the Top (RTTT) and Investing in Innovation (i3).

These initiatives triggered a flurry of foundation activity. Gates, for example, provided funding to selected states to develop RTTT proposals; it also offered planning grants to some organizations seeking i3 funding. Kauffman funded aspects of the development of Missouri's RTTT application and offered to do the same for Kansas. A program officer at Joyce worked on the team that developed Illinois' RTTT proposal; Joyce also funded an effort to increase local media coverage of RTTT in its geographic focus areas. The W. K. Kellogg Foundation awarded a grant to the Rural School and Community Trust to assist rural communities in developing i3 proposals.

By design, the i3 program generated philanthropic investment by requiring grantees to secure matching funds of 20 percent of the i3 grant. The philanthropic community responded to the i3 matching funds requirement. In April 2010, 12 foundations committed \$500 million to leverage i3 grants.<sup>78</sup> They also established the Foundation Registry i3, a streamlined online application process, to increase the visibility and access of smaller applicants and allow funders to better coordinate investments with each other and with the Department. In describing the philanthropic commitment to the i3 program, Duncan said, "For too long, private investors have been the only ones to seek out and invest in big ideas still operating on [a] small scale. The Department of Education is now taking its cue from these foundations and investing \$650 million in innovation, which the foundations will leverage through their \$500 million commitment."<sup>79</sup>

This level of philanthropic activity in support of new federal policies reflects a shared vision and a deliberate determination by policymakers to engage funders. Many of the policies currently promoted by the Department of Education have been supported and advanced by funders. So closely aligned are many of the Department's priorities with those of some funders—most notably Gates—that it has been criticized for being "too cozy" with the philanthropic community.<sup>80</sup>

Funders themselves have expressed discomfort with aspects of their relationship with the Department. Some complained that, by requiring a matching grant of i3 applicants, federal policymakers were putting foundations in the position of determining which organizations would be eligible for i3 funding. Gates president Allan Golston noted that, "it makes philanthropies de facto gatekeepers for applicants by requiring the match at the time of application; it privileges those organizations that already have relationships with large foundations,"<sup>81,82</sup> Despite such criticisms, Duncan has made reaching out to potential partners and supporters a priority. As an example, he and other senior Department officials have worked with GFE to make connections, disseminate information and begin to share strategies. GFE has hosted several conference calls and webinars with Department officials and funders.

77 Former Gates staff who joined the Department of Education include the Chief of Staff, Assistant Deputy Secretary for Innovation and Improvement, and Director of Special Initiatives, Office of Innovation and Improvement. Two other members of the Department's leadership previously worked for foundations: the Assistant Secretary for Elementary and Secondary Education, worked for the Stupski Foundation in 2005-06, and the Director of the White House Initiative on Educational Excellence for Hispanic Americans, worked for the Rockefeller Foundation in the 1990s.

78 The 12 participating funders are The Annie E. Casey Foundation, Bill & Melinda Gates Foundation, Carnegie Corporation of New York, Charles Stewart Mott Foundation, Ford Foundation, John D. & Catherine T. MacArthur Foundation, Lumina Foundation for Education, Robertson Foundation, The Wallace Foundation, The Walton Family Foundation, the William & Flora Hewlett Foundation, and W. K. Kellogg Foundation.

79 U.S. Department of Education, 12 Major Foundations Commit \$500 Million to Education Innovation in Concert with U.S. Education Department's \$650 Million "Investing in Innovation" Fund, April 29, 2010. Web. [www.2.ed.gov/news/pressreleases/2010/04/04292010a.html](http://www.2.ed.gov/news/pressreleases/2010/04/04292010a.html). April 8, 2010.

80 McNeil, Michele. "Duncan Carves Deep Mark on Policy in First Year." *Education Week*. January 20, 2010.

81 McNeil, Michele. "Changes Urged in Rules for Federal Innovation Aid." *Education Week*. November 19, 2009.

82 In response to these criticisms the Department changed the rules of i3 program. Prospective grantees were still required to secure matching funds of 20% but did not need to do so until they had been notified by the Department that they were in line to win a grant.



## The Bill & Melinda Gates Foundation: Focusing Attention, Informing Policy

With assets of almost \$37 billion,<sup>1</sup> the Bill & Melinda Gates Foundation is the largest foundation in the world. In 2009, it awarded 144 grants totaling \$138.9 million in elementary and secondary education. The second largest grantmaker in elementary and secondary education that year was Walton Family Foundation, which made grants totaling \$67.3 million, about half of Gates' awards.<sup>2</sup> With resources of this size, Gates has a vast reach, and its activities are closely watched by other funders, policymakers, educators and others interested in improving public education.

The Gates Foundation was established in 1999 and, in its earliest years, a significant element of its educational focus was on leadership development for principals and superintendents in whole systems change and technology integration. Gates also made grants for teacher professional development. Its work quickly shifted to school reform, however, specifically high school reform and to increasing the number of young people who successfully complete secondary education and move on to postsecondary study or training. It launched a national effort to create personalized learning environments, often through small schools or small learning communities within larger schools.

As its work progressed and it realized that school-site reforms were frequently hindered by district practice and were usually unsustainable, Gates embraced more comprehensive change. Its work at the state and district levels was geared toward structural reform—changing the organization, policies and practices of schools and districts to improve their efficacy. By 2008 Gates realized this focus was not enough to achieve its goals. It launched a new education program, one that made improving teacher effectiveness a priority. In an address announcing the new program, Bill Gates said, “We also learned that changing the size and structure of schools, which had been at the root of our strategy, often isn’t enough by itself. In the years to come, our grants will also focus on effective teaching.”<sup>3</sup> According to press reports, Gates anticipates spending \$500 million to improve teacher effectiveness.

1 Bill & Melinda Gates Foundation. “Fact Sheet.” <http://www.gatesfoundation.org/about/Documents/foundation-fact-sheet.pdf>

2 The Foundation Center. “Top 50 U.S. Foundations Awarding Grants for Elementary and Secondary Education, circa 2009.” [www.foundationcenter.org/findfunders/statistics](http://www.foundationcenter.org/findfunders/statistics).

3 Bill & Melinda Gates Foundation. *2008 Annual Report: Progress and Pressing Needs*. 2008.



Since launching its new education program, Gates has made significant investments in expanding knowledge about teacher effectiveness and in innovative efforts to cultivate it. A core area of investment is intensive work with three districts—Memphis, TN, Pittsburgh, PA, and Hillsborough County, FL—as well as a consortium of Los Angeles-based charter management organizations to significantly improve teacher quality through the development of management systems that address teacher retention, evaluation, compensation, tenure and promotion. It has made grants totaling \$290 million to these organizations. Gates is also working with a second group of districts to improve teacher effectiveness. Beyond this, it has awarded a broad range of grants to organizations focusing on strengthening instruction.

While it is too early to determine the longer-term impacts of its efforts to foster better teaching, Gates' agenda, approach and the magnitude of its investments are affecting policy discussions, philanthropic approaches and strategy development by districts, states and non-profit organizations. It provided, for example, \$250,000 to 24 states, which it determined were in “good strategic alignment” with the Foundation including in their approach to teacher quality, to support the development of their Race to the Top applications.<sup>4</sup> Of the 12 RTTT winners, nine were funded by Gates to help develop their proposals.

The Foundation's resources and visibility enable it to drive public discourse about the issues that concern it. It has, for example, pressed for the adoption of voluntary national curriculum standards by funding the two organizations leading the creation of those standards, the National Governors Association Center for Best Practices and the Council of Chief State School Officers, as well as a review of the standards by the Fordham Institute. Its effort to encourage their implementation includes supporting the development of instructional tools aligned with the standards by Research for Action, Inc. and raising awareness of them among superintendents, principals, teachers and other educators through a grant to ASCD. While many funders could support some elements of the creation and institution of national curriculum standards, few others, if any, are able to affect them as comprehensively as Gates.

## The Bill & Melinda Gates Foundation: Focusing Attention, Informing Policy

<sup>4</sup> Cavanaugh, Sean. “Race to the Top: Gates Backs a Bunch of Winners,” *Education Week*. August 27, 2010.



## The Bill & Melinda Gates Foundation: Focusing Attention, Informing Policy

Its reach, particularly its connections to and influence on federal and state policy, has led to criticism. Noting that Gates made grants to a wide array of education organizations including policy and advocacy groups, one observer charges that there are few who can objectively critique its work.<sup>5</sup> Others have pointed to a lack of transparency and grassroots input.<sup>6</sup> While the merit of these observations is debatable, Gates' powerful influence on education policy and practice is not. As one philanthropic leader commented, "Bill Gates is now the face of philanthropy for the country...the Gateses will have an obligation to lead and deliver for decades to come."<sup>7</sup>

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5 Schmit, Julie. "Inside the Gates Foundation." *USA Today*. June 2, 2010.

6 Stepanek, Marcia and Maldonado, Cristina. "Rockefeller 2.0: Gates Relaunches Philanthropy." *Contribute*. [www.msnbc.msn.com/id/25332025/ns/us\\_news-giving/](http://www.msnbc.msn.com/id/25332025/ns/us_news-giving/).

7 *Ibid*.

Given the resources required to leverage sustainable reform, federal interest in encouraging the philanthropic community's investment in aspects of improving teacher quality is understandable. At this writing, foundations continue to provide considerable funds to support efforts to improve teachers and teaching.

The most visible example is the Gates Foundation. Under its current education strategy, Gates is expected to spend \$500 million in improving teacher quality.<sup>83</sup> A significant portion of this funding—\$290 million—is supporting the efforts of three districts (Hillsborough County, FL, Pittsburgh, PA and Memphis, TN) and a consortium of five charter management organizations based in Los Angeles to dramatically improve teacher effectiveness. Since 2009 Carnegie has invested over \$11 million in efforts to improve teacher quality through its human capital program, while Ford has made grants of more than \$5 million to strengthen teacher effectiveness.

These grants underscore the philanthropic resources that are potentially available to act on new policies and surface new learning. As Duncan noted, the interaction between policymakers and foundations is about leveraging scarce resources—“It's not just about getting out of your government silos but also getting out of your corporate and your philanthropic silos.”<sup>84</sup>

Many funders view the convergence between the philanthropic sector and federal policymakers as presenting a rare and fleeting opportunity. One program officer described the context as unprecedented and called for foundations to “take advantage of policy windows,” which he saw as “teacher pay, evaluation and tenure.” He commented, “Right now there's political will to take on teacher compensation and the unions so that's where we're going. There's no way I'm going to invest in professional development right now.”<sup>85</sup>

As foundations consider how to move forward in the current context, some are contemplating the impact of previous efforts—their own and those of others—to improve teaching. In a series of interviews, funders stated that, regardless of the specific area of investment, their goals had not been fully met. This reflects the complexity and challenge of changing the behavior of institutions and individuals, which are influenced by multiple factors. Funders did see some progress, however, especially in the generation of new knowledge about teaching, about the process of improving teaching and the teaching profession, and in increased awareness of and political will to address the issue. Many spoke of approaching teacher quality without a specific timeframe, indicating that the issue was too broad and too deep to fit reform efforts into prescribed periods. Several interviewees also noted the importance of ongoing evaluation to drive learning. While most reported having an evaluation process, their utility seemed to vary, leaving questions about the impact of certain investments. Asked about evaluation and learning, one funder stated, “What is missing is that the funders do not ask in-depth questions about the work that is underway. It is essential to have a learning agenda.”<sup>86</sup>

83 Sawchuk, Stephen. “Winners Named for Gates Teacher Grants,” *Education Week*. November 19, 2009.

84 McNeil, Michele. “Duncan Carves Deep Mark on Policy in First Year,” *Education Week*. January 20, 2010.

85 Foundation staff interview conducted by Kronley & Associates on November 2, 2009.

86 Foundation staff interview conducted by Kronley & Associates on September 27, 2009.

## PART 3. EMERGING CONSIDERATIONS

To capitalize on the unprecedented federal investment in education, funders are seeking to bring long-cultivated and much-needed teaching innovations to fruition. They are also seeking to leverage both public and private funds to do so. As they continue to move ahead, past experience can provide valuable lessons about educational practice, the process of reform and the role of foundations.

Many of the issues education funders confront today as they seek to improve teaching are not new. Previous attempts to resolve them have not succeeded, and they remain significant hurdles to reform. Some of the most pressing are: teacher preparation, recruitment and retention; human capital; certification; and relationships with unions. All of the foregoing issues have attracted current foundation funding. Challenges for funders in each area are outlined below.

- *Teacher Preparation.* Effective teaching is the most critical school-based factor in student success, and becoming an effective teacher is a process that begins before one enters the classroom. For the most part, teachers are prepared by schools of education or through programs that provide alternative pathways to certification. Over the years, each approach has attracted its advocates and detractors. There remain, however, powerful questions about the efficacy of either approach; these questions must continue to be examined.
  - *Schools of Education.* Most new teachers receive their training in schools of education, and it is unlikely that this will change soon. While alternative preparation programs are growing, their reach remains limited. A 2008 report found that approximately 88 percent of public school teachers had received traditional certification through accredited schools of education.<sup>87</sup> Dramatically increasing the number of well-prepared new teachers requires significant reforms in and across schools of education and the universities in which they are housed. Identifying sufficient pressure points for reform—e.g. substantially more rigorous, performance-based certification requirements, external competition, publicized assessments of efficacy based on performance of graduates—and strategies to leverage them is critical.<sup>88</sup>
  - *Alternative Pathways to Certification.* More people are entering teaching through alternative pathways, which have circumvented barriers to the profession and attracted both new teachers and mid-career changers. Between 1985 and 2005, the number of teachers trained through alternative programs grew from zero to approximately 60,000.<sup>89</sup> Alternative pathways vary greatly in form and are governed by different policies across states. There is, in addition, a growing array of providers. Some programs are supported by districts and states; others are offered by nonprofits such as TFA. TFA and other programs, like the New York Teaching Fellows, are highly selective while others are not. Online programs—particularly those offered by for-profit postsecondary institutions such as the University of Phoenix and Walden University—are also growing.<sup>90</sup>

There is significant debate about the efficacy of some of these programs, even the most selective, in preparing teachers.<sup>91</sup> It is critical to develop mechanisms to monitor the quality of the learning experiences and mentoring offered through alternative pathways and to undertake rigorous assessments of their graduates' effectiveness in the classroom.

<sup>87</sup> Glass, Gene V. *Alternative Certification of Teachers*. East Lansing, MI: Great Lakes Center for Education Research & Practice, May 2008.

<sup>88</sup> Reforming teacher education will likely also require changes in institutional incentives and rewards within schools of education.

<sup>89</sup> Glass.

<sup>90</sup> Ibid.

<sup>91</sup> It should be noted that highly selective alternative teacher preparation programs like TFA and the NYC Teaching Fellows prepare a very small proportion of teachers. Graduates of the NYC Teaching Fellows program comprise about ten percent of the district's teachers (Glass, 2008). TFA's current teaching corps represents less than one percent of all teachers.

- *Recruitment and Retention.* Getting the best people and keeping them is an ongoing challenge. According to a recent NCTAF report, up to 46 percent of teachers leave the profession within five years.<sup>92</sup> The annual teacher attrition rate has risen to 16.8 percent and in some urban districts it is now more than 20 percent.<sup>93</sup> According to an analysis done by NCTAF, losing these teachers imposes tremendous costs—New York City alone loses \$115 million each year to teacher turnover.<sup>94</sup>

Research is identifying factors influencing retention. Continuing this work and understanding its implications for practice at the school, district and state levels is vital. Funders must determine which interventions can be pursued through private dollars, which require policy changes and what the role of funders should be.

- *Human Capital.* There is growing consensus that teacher effectiveness is shaped by multiple factors, including preparation, certification, induction<sup>95</sup>, tenure, training and development, deployment, valuation, and compensation. There is also general agreement that these factors should be addressed systemically, not as disconnected elements. However, a significant gap exists between this recognition and practice. What does a human capital framework look like in a school district and what does it take to implement it? What should states do to spur and support the institution of effective human capital systems in districts? Answering these and similar questions is essential if a human capital framework is to be a guiding philosophy and organized process for cultivating teacher effectiveness and not simply an experimentation with human resource practices.
- *Certification.* Currently states set requirements for gaining teacher certification or licensure, and these requirements vary significantly. Some require passing a basic skills and/or subject matter test to become certified. Others require some assessment of knowledge of teaching or performance in teaching. Only ten expect entering teachers to pass each type of assessment—basic skills, subject matter, knowledge of teaching, and performance.

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“NO ONE IS TAKING ON THE BIG PICTURE. PLAYERS HAVE IDENTIFIED ONE ISSUE – RECRUITMENT, INDUCTION – BUT IT’S SEPARATE FROM THE CORE WORK OF SCHOOLS. THE WHOLE QUESTION OF TEACHER QUALITY MUST BE PUT IN THE CONTEXT OF REAL SCHOOL REFORM AND WHAT THAT’S ABOUT.”

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92 Carroll, Thomas G., Fulton, Kathleen and Doerr, Hanna. *Team Up for 21st Century Teaching and Learning: What Research and Practice Reveal about Professional Learning*. National Commission on Teaching and America’s Future. June 2010.

93 Carroll, Thomas G. *Policy Brief: The High Cost of Teacher Turnover*. NCTAF, 2007

94 Ibid.

95 Several funders interviewed noted induction as a particularly important area for philanthropic involvement, and one that will be part of their investment strategies. As one interviewee stated, “Induction seems to be the better leverage point for the dollar.” This may actually be disputed by a June 2010 report by the U.S. Department of Education, *Impacts of Comprehensive Teacher Induction: Final Results from a Randomized Controlled Study*, which found that comprehensive induction programs did not raise the quality of teaching or result in improved student achievement. The attractiveness of induction may be because it is seen as the critical bridge between pre-service learning, which funders currently appear more reluctant to embrace, and effective classroom practice. Induction also comprises other attractive intervention areas, such as mentoring and professional learning, often viewed as positive ways to create community and culture within the learning environment.

Effective teachers are needed in every classroom in every state, and what constitutes effectiveness is universal. Strengthening certification requirements and standardizing them are potentially effective levers for improving teacher quality. The American Association of Colleges of Teacher Education, the Council of Chief State School Officers and Stanford University are creating a performance-based certification system that is modeled on the National Board of Professional Teaching Standards and grows out of the Performance Assessment for California Teachers.<sup>96</sup> While much progress has been made in developing and now testing the system, there remain many critical questions about this or any similar initiative. Does it accurately measure teachers' abilities? Are assessment results predictive of teachers' effectiveness in the classroom? What will it take for states to adopt this model? How does use of the certification system impact student learning and how will this be measured? Foundations must determine what their role in promoting this or similar systems should be.

- *Labor.* Teachers' unions typically have a central role in determining hiring, evaluation, training and dismissal policies as well as compensation—all of which influence what teachers do in the classroom. Funders are also looking at how teachers use time—for collegial activities, for their own learning, and in promoting better student learning—which is often influenced by contractual agreements.<sup>97</sup> Unions frequently have resisted attempts to change long-accepted practices in these areas and are consequently regarded as barriers to reform. There are also, however, examples of unions embracing reform. In Pittsburgh, the teachers' union has worked closely with district leadership to develop a plan to ensure that every teacher is highly effective. The plan has multiple components, including a performance-based evaluation system that will drive continued professional learning and inform tenure decisions. Some funders, including the Panasonic Foundation, have deliberately crafted education reform strategies that involve union participation. The Rose Community Foundation played a pivotal role in bringing together and working closely with Denver Public Schools and the teachers union in the design, implementation and evaluation of ProComp. Panasonic and Rose, however, remain exceptions in the philanthropic community. An ongoing question for funders remains one of will and capacity to engage unions in deep change.

Running through these issues are persistent questions about philanthropic practice. Foundations must be as attentive to their own practices—and aware of how they influence the possibilities of sustainable systemic change—as they are to the issues that shape teaching. Foundations may be more likely to propel significant reforms in teaching if they pay particular attention to collaboration, time and evaluation. None of these is new to philanthropic consideration, but their persistence signals their importance.

- *Collaboration.* While funders often say that they are collaborating with each other, what they typically describe is co-funding. There is value to co-funding—it dilutes risk and leverages grantees' resources. Spurring widespread transformation of teaching likely requires more than this, however. More productive collaboration among funders requires deliberate and deep integration of work across a mutually defined agenda along with a process of shared learning.
- *Time.* Many foundations operate on fixed grant cycles. The challenges of improving instruction—and engaging the systems that shape it—do not lend themselves to fixed time periods. Fostering some change in these systems may be possible in five years; cultivating sustainability likely is not. Sustainable change may require a more open-ended time commitment by funders.

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<sup>96</sup> Heitin, Liana. "Pilot Project Tests Teacher Performance Assessments." *Teacher Magazine*. October 22, 2010.

<sup>97</sup> The Ford Foundation has launched a comprehensive exploration that will, in part, promote better use of time by teachers.

- *Evaluation.* Rigorous evaluation—the core of building knowledge to change practice—is essential. Evaluation is increasingly considered a routine element of philanthropic practice, but comments from funders indicate that the rigor of evaluations varies significantly. Evaluations lacking rigor can undermine the quality of information that emerges, leaving many questions about the efficacy of the policy or practice supported and the value of attempting to replicate it.

The question of scale is embedded in all of the foregoing issues of philanthropic practice. What does “scaling up” mean within the context of improving teacher quality? What will it take for funders to successfully “scale up” policies or programs that lead to instructional improvements?

Equally important, and related, is the question of sustainability. The current context raises new questions for foundations. What happens when the federal grants end? Do funders have the capacity and will to develop and support strategies to sustain reforms launched through the new federal grant programs? If so, which ones? What is a philanthropic learning agenda for these federal initiatives? These questions and others must be explored for funders to maximize the opportunity afforded by the new federal activity and funding.

## >> CONTINUING OPPORTUNITY: LEARNING, ACTION AND THEORIES OF PHILANTHROPY

Organized philanthropy has played an ongoing, and sometimes central, role in efforts to improve teachers and teaching. While foundation interest in teacher quality has varied as contexts have shifted, it has been a core focus area for the past three decades. Most recently, funders have sought to leverage the growing impatience with traditional approaches to improving teacher supply and quality, a greater emphasis on measurable results, and an extraordinary infusion of federal support for education to strengthen instruction.

It is unclear if these three elements will continue to converge with the same power and intensity. Public concern about government spending combined with results of the Congressional elections of 2010 have led to a federal policy and funding context that is uncertain and fluid. This emerging environment will test foundations, which have in the past let their interest in teaching diminish as contexts changed.

If the philanthropic community is to continue to play a significant part in the development and implementation of strategies that positively affect teaching, funders must continually work to understand and define what their roles are in a long-term and complex process that inevitably seeks to disrupt the status quo and implicates private interests and public policies. Over the course of more than 150 years, funders have seen comprehensive efforts to affect teachers and teaching attract significant attention and flourish briefly, only to disappear as interest wanes, resistance peaks, and the policy context evolves.

Funders have learned a good deal during this time, as philanthropy has come to pursue more substantial and lasting impact on critical issues and is increasingly committed to greater introspection about and evaluation of its role, its actions and their impacts. Just as funders seek to understand the change process that they wish to help ignite, so too do many of them wish to define more clearly their own roles. This involves the articulation, development and testing of a theory of philanthropy (TOP).<sup>98</sup>

A TOP seeks to understand a funder's impact as more than its grantees' performance. Developing a clear TOP makes explicit a funder's role in and impact on the process of propelling and supporting complex change. It acknowledges the values, assumptions, assets and attributes that a funder brings to the change initiative. It connects them to program goals, outcomes, strategies, actions and anticipated impacts. A TOP also places the funder within a specific context, one that is shaped both by the landscape of the field of activity as well as the policy environment that influences the reform process. In considering the field, a TOP contemplates, among other things, how a funder may extend existing knowledge and practice and address gaps in both. It then aligns the needs of the field with an assessment of the policy environment and delineates appropriate intervention points. The TOP framework views the funder as a vital contributor to the change process whose actions directly affect the course of an initiative and its outcomes.

Developing theories of philanthropy will enable funders to capitalize on this moment of possibility and propel substantive and lasting change in teaching. As they do so, foundations must be informed by a vision of the future that is guided by learning from the past. Today's vision must be framed by a sense of urgency that recognizes the critical importance of effective teaching to students' life chances and a desire to cast off failed strategies in favor of bold experiments that emphasize accountability and promote positive and measurable results. Learning from past actions and acting on this learning will help to make that vision real.

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<sup>98</sup> Theory of philanthropy was developed by Kronley & Associates in its work with several foundations. It is related to but different than theory of change. The latter was developed to chart the totality of an initiative rather than focusing on the elements of a funder's approach and highlighting and isolating the philanthropic role in the change process. TOP entails more detailed scrutiny of the funder. It contemplates an analytic process that is similar to that employed in theory of change while demanding a different and more precise focus on the funder.

# APPENDIX A: INTERVIEWEE LIST

Candace Bell  
Program Officer  
William Penn Foundation

Phoebe Boyer  
Executive Director  
Tiger Foundation

Jim Denova  
Vice President  
Claude Worthington Benedum Foundation

Karin Egan  
Program Officer, Education (former)  
Carnegie Corporation of New York

Phillip Gonring  
Senior Program Officer, Education  
Rose Community Foundation

Paul Goren  
Senior Vice President (former)  
Spencer Foundation

David Grant  
President  
Geraldine R. Dodge Foundation

Shané Harris  
Vice President  
Prudential Foundation

Arron Jiron  
Program Officer, Children, Families & Communities  
David and Lucile Packard Foundation

Greg John  
Director of Education  
Stuart Foundation

Eli Kennedy  
Associate Director (former)  
Broad Foundation

Kristi Kimball  
Program Officer, Education Program  
William & Flora Hewlett Foundation

Richard Laine  
Director of Education Programs  
Wallace Foundation

Gudelia Lopez  
Senior Program Officer, Education  
Chicago Community Trust

A. Richardson Love, Jr.  
Program Manager, Education  
MetLife Foundation

John Luczak  
Education Program Manager  
Joyce Foundation

Peggy Mueller  
Senior Program Officer, Education  
Chicago Community Trust

Ann K. Mullin  
Senior Program Officer, Education  
George Gund Foundation

Lynn Olson  
Senior Program Officer for U.S. Programs, Education  
Bill & Melinda Gates Foundation

Van Schoales  
Program Officer, Urban Education (former)  
Piton Foundation

Constance M. Yowell  
Director of Education  
John D. & Catherine T. MacArthur Foundation

# APPENDIX B: METHODOLOGY

## RESEARCH METHODS

Researchers from the University of Georgia and Kronley & Associates utilized three methods for gathering data in preparing this report: a literature review, interviews, and searches of foundation grants made in connection to teachers and teaching. Each proved to be iterative; adaptations to the data collection process were made as findings emerged. Each method is described in detail below.

## LITERATURE REVIEW

The purpose of the literature review was to identify philanthropic support for K-12 and teacher education. Two specific questions in this search: (1) How did philanthropic foundations support K-12 education and teacher education during the latter half of the twentieth century and into the twenty-first century? (2) What are the philanthropic funding trends during these years for K-12 and teacher education?

In phase one of the literature review, the UGA reviewers searched one of the major cumulative education databases, EBSCOhost, for articles relevant to the research questions using the following search terms: teacher recruitment, teacher support, teacher induction, teacher retention, teacher preparation, teacher professional development/training/learning, teacher education, teacher reward, teacher research, teacher researcher, teacher policy, teacher inquiry, teacher excellence, teacher quality, teacher effectiveness, teacher and school improvement, school improvement, school system. Scholarly articles and books dating from the 1970s were identified and reviewed for relevancy.

In the second phase, the Kronley & Associates reviewers used Google News and Google Scholar to search for specific foundation activities and grants. Search terms included foundation names (e.g. Ford Foundation, Carnegie Corporation, Rockefeller Foundation, etc.) in combination with teacher, teacher quality, teacher effectiveness, teacher preparation, teacher training, professional development, teacher recruitment, and teacher retention. This identified contemporary media reports and scholarly articles and books as well as foundation-generated documents, which were reviewed. The archives of *Education Week* were also reviewed to identify contemporary media reports as well as other materials developed by policy, research, education reform and other organizations. In addition, foundation websites were examined to identify, where possible, current and past efforts connected to teachers and teaching. Reviewed websites include the following:

Ford Foundation

Carnegie Corporation,

Rockefeller Foundation

Rockefeller Brothers Foundation

Bill & Melinda Gates Foundation

Eli & Edythe Broad Foundation

Joyce Foundation

Stuart Foundation

Claude Worthington Benedum Foundation

Michael & Susan Dell Foundation

John D. & Catherine T. MacArthur Foundation

Stupski Foundation

## INTERVIEWS

Prior to beginning the interview process, one of the UGA co-primary investigators completed a UGA Institutional Review Board application and received approval for the interview protocols at the *exempt* level for research.

A list of 25 potential interviewees representing foundations that have or recently concluded programs related to teachers and teaching was created based on preliminary research of the educational philanthropy field. Following a letter sent by the Ford Foundation requesting their assistance, Kronley & Associates distributed a letter asking the identified foundation representatives to participate in an interview. Twenty-one of the 25 identified responded positively to this request.

Kronley & Associates drafted a standard interview protocol as the basis for all foundation representative interviews. This standard protocol was then customized for each individual interviewee, based on research conducted on his or her organization and background. Interviewees each received information regarding the report and were guaranteed confidentiality for their comments. Kronley & Associates interviewers took notes throughout the interview; some interview quotes are included in the report without attribution to highlight findings that emerged from the literature review or analysis of grants information.

## FOUNDATION GRANTS SEARCH

In June 2009, UGA researchers initiated the search for grants made by foundations in connection to teachers and teaching. They used Metasoft System's FoundationSearch, an online database of philanthropic funding that collects information reported by philanthropic organizations on their IRS 990 forms. The search was confined to 2000 – 2008 as only partial data were available prior to 2000. In addition, since federal tax laws allow two years for nonprofit organizations to file their 990s, full data for 2009 and 2010 will not be available until 2011 and 2012, respectively. Additionally, UGA purchased a subscription to the Foundation Center Online, a second database containing information from 2003 and later, to attempt to verify findings and search for additional information as foundation giving was researched.

The FoundationSearch database is searchable by grantors, grantees, location of both, type of foundation, and by key words that are assigned by FoundationSearch based on the abstract submitted by the foundation. To develop the most comprehensive data set possible, researchers searched by key words.<sup>99</sup>

The search began with a list of 34 foundations identified by Kronley & Associates and UGA researchers that are known to fund education. Using the general search term "education," the UGA research team searched the FoundationSearch database for grants made by these foundations; the results guided the team's next steps to obtain further data and to create a master list of key funders.

In preparation for a thorough search of FoundationSearch focused on teacher quality, a master spreadsheet was developed to identify specific information to related to each grant. Initially researchers included five search categories related to improving teacher quality:

1. Teacher training and teacher preparation
2. Support
3. Professional development
4. Teacher excellence and teacher quality
5. Mentoring.

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<sup>99</sup> While this approach casts a wide net as desired, it also presents challenges as multiple key words may be assigned to grant-supported projects. For example, one project may be labeled teacher quality, teacher preparation, and technology. Hence, there is no way to determine how much of the funding went to each portion of a given project.

Researchers developed a list of Boolean search terms to guide the online search in July 2009 selecting those terms most descriptive of efforts focused on improving teacher quality and P-12 teaching. All searches are listed in Figure 11.

**FIGURE 11: BOOLEAN SEARCH TERMS USED FOR STUDY**

**7-23-09 FOUNDATION SEARCH TERMS**

TEACHER AND EXCELLENCE	TEACHER AND INCENTIVE
TEACHER AND INDUCTION	TEACHER AND MENTOR
TEACHER AND MENTORING	TEACHER AND POLICY
TEACHER AND PREPARATION	TEACHER AND PROFESSIONAL AND DEVELOPMENT
TEACHER AND PROFESSIONAL AND LEARNING	TEACHER AND QUALITY
TEACHER AND RECRUITMENT	TEACHER AND RESEARCH
TEACHER AND SCHOOL AND CULTURE	TEACHER AND SCHOOL AND IMPROVEMENT
TEACHER AND SCHOOL AND REFORM	TEACHER AND SUPPORT
TEACHER AND TRAINING	TEACHER AND URBAN AND SCHOOLS
EDUCATION AND SOCIAL AND JUSTICE	

**FOUNDATION SEARCH TERMS THAT ELICITED NO GRANTS**

TEACHER AND INNER AND CITY	EDUCATION AND SOCIAL AND CAPITAL
TEACHER AND REWARD	TEACHER AND SOCIAL AND CAPITAL

**8-3-09 SEARCH TERMS**

PUBLIC AND SCHOOL AND REFORM	SCHOOL AND DISTRICT AND REFORM
SCHOOL AND SYSTEM AND REFORM	FACULTY AND DEVELOPMENT
STAFF AND DEVELOPMENT	TEACHER AND IMPROVEMENT
HARVARD*	TEACHERS COLLEGE*

\*SELECTED BASED ON KNOWLEDGE OF GRANTS TO THESE INSTITUTIONS.

Thirty-one searches in all were completed using each Boolean search term. The results from each search were merged into the master spreadsheet. While most grant awards were easily placed in the proper category, the decision about what category of funding they belonged in was derived by analyzing the FoundationSearch descriptions of the funded grants. Many searches resulted in the same funder and grant money being identified in multiple categories. To ensure that each grant was listed only once to get accurate total funding, the list was then reviewed to eliminate duplications.

As researchers worked with the data, the categories of funding were refined and made more discrete and descriptive of the particular projects included in those categories. For example, the category of “support” was modified for more precise description including teacher support, general support, and salary support. The category of rewards was expanded to include awards. A category of innovative programs was developed to include those projects that focused on the creation of new, innovative programs in schools that foster teacher quality.

Following a comprehensive search and construction of a master list of funded projects using Foundation Center online search tools, each funded project was identified as belonging to one of the following categories:

1. Induction (projects that funded teachers when first in field)
2. Recruitment (efforts to recruit postsecondary students into teaching)
3. Retention
4. Professional development/training/learning (supports learning for teachers already in field)
5. School improvement
6. Teacher excellence and teacher quality
7. Teacher preparation (programs at high schools and colleges/universities/organizations that prepare students or introduce them to teaching)
8. Reward (including teacher awards)
9. Research
10. Innovative programs and services
11. Policy
12. Mentor
13. Salary support
14. Teacher support
15. Support

Kronley & Associates' researchers reviewed the master list of grants against grants identified on selected foundations' websites, which revealed some omissions in grants identified by FoundationSearch. As a result, Kronley & Associates' researchers conducted a search of grants using the Foundation Center's database of grants, Foundation Directory Online. Grants made by the following 25 foundations were searched:

**FIGURE 12: FOUNDATION-SPECIFIC SEARCHES**

ANNENBERG FNDN	FORD FNDN	ROCKEFELLER BROTHERS FUND
ANNIE E. CASEY FNDN	GERALDINE R. DODGE FNDN	ROCKEFELLER FNDN
BILL & MELINDA GATES FNDN	HEINZ ENDOWMENTS	ROSE COMMUNITY FNDN
CARNEGIE CORPORATION	JOHN D. & CATHERINE T. MACARTHUR FNDN	SILICON VALLEY COMMUNITY TRUST
CHARLES STEWART MOTT FNDN	JOYCE FNDN	SPENCER FNDN
CHICAGO COMMUNITY TRUST	LILLY ENDOWMENT	STUPSKI FNDN
CLAUDE WORTHINGTON BENEDUM FNDN	MICHAEL AND SUSAN DELL FNDN	W. K. KELLOGG FNDN
DANIELS FUND	NEW YORK COMMUNITY TRUST	WALLACE FNDN
DAVID & LUCILE PACKARD FNDN	PITON FNDN	WALTON FAMILY FNDN
ELI & EDYTHE BROAD FNDN	ROBERTSON FNDN	WILLIAM & FLORA HEWLETT FNDN

To obtain the broadest listing of grants possible, researchers conducted a subject search using subject areas defined by Foundation Directory Online. The following subject area terms were used:

- Education, management/technical assistance
- Education, public policy
- Education, reform
- Education, research
- Elementary/secondary education
- Elementary/secondary school reform
- Teacher/school education

In addition, researchers searched for grants made to specific organizations with a focus on teachers and teaching between 2003 and 2008. These organizations are The New Teacher Project, the National Board for Professional Teaching Standards, the National Commission on Teaching & America's Future, Teachers Network, the National Council on Teacher Quality and Teach for America. The grants identified through these supplemental searches were reviewed for duplication against the master list. Non-duplicative grants were added to the master list. Where there were discrepancies between grants, generally in grant amount, identified via FoundationSearch America and the Foundation Directory Online, the Foundation Directory Online grants were used as this is a database cited by funders as an "authoritative source of up-to-date information on private philanthropy." (See the Annie E. Casey Foundation, <http://www.aecf.org/AboutUs/GrantInformation.aspx>.)

## **LIMITATIONS**

The search process was limited to the information available from FoundationSearch and Foundation Center online search tools, information listed on foundation web sites and recipient web sites, and literature searches. No representation is made that all possible funding distributed by foundations or received by entities for the specific categories named in the master list were identified. Researchers categorized grants on the master list using the best available information from grant descriptions provided by the online search tools.

Initial analysis of the master list included the number of grant awards in each category, number of grants each year, and the number of grants and total funding given by each donor. These findings led to several key decisions. First, because the FoundationSearch online data were partial for years prior to 2000, only grants awarded in 2000 or later were included in the master list. Second, only donors who gave a combined total across all grants of more than \$50,000 after 2000 are included on the master list.

## APPENDIX C: LARGEST 100 GRANTS TO TEACHERS AND TEACHING: 2000-2008

GRANTEE	FUNDER NAME	AMOUNT	YEAR OF INVESTMENT
NORTHWEST EDUCATIONAL SERVICE DISTRICT 189	BILL & MELINDA GATES FNDN	\$15,012,830	2000
NORTHWEST EDUCATIONAL SERVICE DISTRICT 189	BILL & MELINDA GATES FNDN	\$15,000,000	2001
NORTHWEST EDUCATIONAL SERVICE DISTRICT 189	BILL & MELINDA GATES FNDN	\$15,000,000	2002
ACADEMY FOR EDUCATIONAL DEVELOPMENT	CARNEGIE CORPORATION OF NEW YORK	\$13,578,400	2006
ACADEMY FOR EDUCATIONAL DEVELOPMENT	CARNEGIE CORPORATION OF NEW YORK	\$12,559,600	2004
WOODROW WILSON NATIONAL FELLOWSHIP FNDN	LILLY ENDOWMENT, INC.	\$10,161,106	2007
PHILADELPHIA FNDN	ANNENBERG FNDN	\$10,000,000	2007
TEACH FOR AMERICA	LENFEST FNDN, INC.	\$10,000,000	2008
TEACH FOR AMERICA	THE MICHAEL AND SUSAN DELL FNDN	\$10,000,000	2005
EDUCATIONAL TESTING SERVICE	BILL & MELINDA GATES FNDN	\$7,348,925	2008
COMMUNITY FNDN ALLIANCE	LILLY ENDOWMENT, INC.	\$7,200,000	2005
TEACH FOR AMERICA	ROBERTSON FNDN	\$7,120,000	2007
ACADEMY FOR EDUCATIONAL DEVELOPMENT	CARNEGIE CORPORATION OF NEW YORK	\$6,500,000	2003
TEACH FOR AMERICA	ARNOLD FAMILY FNDN	\$5,500,000	2008
TEACH FOR AMERICA	BROAD FNDN, ELI & EDYTHE	\$5,000,000	2008
TEACHER ADVANCEMENT PROGRAM	THE MILKEN FAMILY FNDN	\$5,000,000	2005
UNIVERSITY OF FLORIDA FNDN	W. K. KELLOGG FNDN	\$5,000,000	2007
WOODROW WILSON NATIONAL FELLOWSHIP FNDN	ROCKEFELLER BROTHERS FUND, INC.	\$5,000,000	2008
ACADEMY FOR EDUCATIONAL DEVELOPMENT	CARNEGIE CORPORATION OF NEW YORK	\$4,546,700	2005
TEACH FOR AMERICA	C D SPANGLER FNDN INC	\$4,000,000	2007
NEW SCHOOLS FUND	BILL & MELINDA GATES FNDN	\$3,999,127	2008
UNIVERSITY OF CALIFORNIA AT SANTA CRUZ	WILLIAM & FLORA HEWLETT FNDN	\$3,800,000	2007
ACADEMY FOR EDUCATIONAL DEVELOPMENT	FORD FNDN	\$3,750,000	2004
ACADEMY FOR EDUCATIONAL DEVELOPMENT	CARNEGIE CORPORATION OF NEW YORK	\$3,728,700	2008
CHILD CENTERED SCHOOLS INITIATIVE	CARNEGIE CORPORATION OF NEW YORK	\$3,387,000	2002
TEACHER ADVANCEMENT PROGRAM	THE MILKEN FAMILY FNDN	\$3,188,009	2001
COALITION OF ESSENTIAL SCHOOLS NORTHWEST	BILL & MELINDA GATES FNDN	\$3,004,365	2006
NEW TEACHER CENTER	WILLIAM & FLORA HEWLETT FNDN	\$3,000,000	2008
TEACH FOR AMERICA	THE MICHAEL AND SUSAN DELL FNDN	\$3,000,000	2007
TEACH FOR AMERICA	THE NEUBERGER BERMAN FNDN	\$3,000,000	2007
TEACH FOR AMERICA	THE STARR FNDN	\$3,000,000	2005
STATE HIGHER EDUCATION EXECUTIVE OFFICERS ASSOCIATION	CARNEGIE CORPORATION OF NEW YORK	\$2,811,833	2004
NEW TEACHER PROJECT	BILL & MELINDA GATES FNDN	\$2,500,280	2007
TEACH FOR AMERICA	EWING MARION KAUFFMAN FNDN	\$2,500,000	2007
TEACH FOR AMERICA	THE MICHAEL AND SUSAN DELL FNDN	\$2,500,000	2006

## APPENDIX C: LARGEST 100 GRANTS TO TEACHERS AND TEACHING: 2000-2008

GRANTEE	FUNDER NAME	AMOUNT	YEAR OF INVESTMENT
WOODROW WILSON NATIONAL FELLOWSHIP FNDN	ANNENBERG FNDN	\$2,500,000	2007
WOODROW WILSON NATIONAL FELLOWSHIP FNDN	ANNENBERG FNDN	\$2,500,000	2008
ACADEMY FOR EDUCATIONAL DEVELOPMENT	CARNEGIE CORPORATION OF NEW YORK	\$2,374,600	2006
TEACHER ADVANCEMENT PROGRAM	THE MILKEN FAMILY FNDN	\$2,241,955	2004
TEACH FOR AMERICA	WALTON FAMILY FNDN, INC.	\$2,229,382	2008
PUBLIC EDUCATION FUND CHATTANOOGA HAMILTON COUNTY	CARNEGIE CORPORATION OF NEW YORK	\$2,100,000	2002
NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS	PEW CHARITABLE TRUSTS	\$2,057,000	2000
TEACH FOR AMERICA	ROBERTSON FNDN	\$2,020,000	2007
TEACHER ADVANCEMENT PROGRAM	THE MILKEN FAMILY FNDN	\$2,013,403	2002
MIND TRUST	LILLY ENDOWMENT, INC.	\$2,000,000	2007
NATIONAL INSTITUTE FOR EXCELLENCE IN TEACHING	THE MILKEN FAMILY FNDN	\$2,000,000	2007
NEW TEACHER PROJECT	CARNEGIE CORPORATION OF NEW YORK	\$2,000,000	2008
TEACH FOR AMERICA	BROAD FNDN, ELI & EDYTHE	\$2,000,000	2006
TEACH FOR AMERICA	BROAD FNDN, ELI & EDYTHE	\$2,000,000	2007
TEACH FOR AMERICA	BROAD FNDN, ELI & EDYTHE	\$2,000,000	2008
TEACH FOR AMERICA	CARNEGIE CORPORATION OF NEW YORK	\$2,000,000	2008
UNIVERSITY OF WISCONSIN	CARNEGIE CORPORATION OF NEW YORK	\$2,000,000	2008
BOSTON PLAN FOR EXCELLENCE IN THE PUBLIC SCHOOLS FNDN	CARNEGIE CORPORATION OF NEW YORK	\$1,907,000	2002
TEACH FOR AMERICA	BILL & MELINDA GATES FNDN	\$1,900,000	2008
TEACHER ADVANCEMENT PROGRAM	THE MILKEN FAMILY FNDN	\$1,802,835	2003
TEACHERS COLLEGE COLUMBIA UNIVERSITY	THE NEW YORK COMMUNITY TRUST	\$1,800,000	2003
AUSTIN COMMUNITY FNDN FOR THE CAPITAL AREA	THE MICHAEL AND SUSAN DELL FNDN	\$1,660,000	2008
TEXAS STATE UNIVERSITY SYSTEM	HOUSTON ENDOWMENT, INC.	\$1,640,000	2004
BAY AREA COALITION FOR EQUITABLE SCHOOLS	CARNEGIE CORPORATION OF NEW YORK	\$1,600,700	2008
NATIONAL INSTITUTE FOR EXCELLENCE IN TEACHING	THE MILKEN FAMILY FNDN	\$1,600,000	2008
NATIONAL INSTITUTE FOR EXCELLENCE IN TEACHING	THE MILKEN FAMILY FNDN	\$1,600,000	2008
BOSTON PLAN FOR EXCELLENCE IN THE PUBLIC SCHOOLS FNDN	CARNEGIE CORPORATION OF NEW YORK	\$1,585,000	2005
ACADEMY FOR EDUCATIONAL DEVELOPMENT	ANNENBERG FNDN	\$1,500,000	2006
ACADEMY FOR EDUCATIONAL DEVELOPMENT	ANNENBERG FNDN	\$1,500,000	2007
TEACH FOR AMERICA	JOHN S. AND JAMES L. KNIGHT FNDN	\$1,500,000	2004
TEACH FOR AMERICA	LENFEST FNDN, INC.	\$1,500,000	2006
TEACH FOR AMERICA	THE MICHAEL AND SUSAN DELL FNDN	\$1,500,000	2008
TEACH FOR AMERICA	THE STARR FNDN	\$1,500,000	2002

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GRANTEE	FUNDER NAME	AMOUNT	YEAR OF INVESTMENT
TEXAS STATE UNIVERSITY SYSTEM	HOUSTON ENDOWMENT, INC.	\$1,500,000	2002
HIGH/SCOPE EDUCATIONAL RESEARCH FNDN	W. K. KELLOGG FNDN	\$1,404,836	2003
UNIVERSITY OF MISSOURI	EWING MARION KAUFFMAN FNDN	\$1,397,831	2003
NATIONAL COUNCIL ON TEACHER QUALITY	BILL & MELINDA GATES FNDN	\$1,318,239	2007
TEACH FOR AMERICA	WALTON FAMILY FNDN, INC.	\$1,317,000	2004
ACADEMY FOR EDUCATIONAL DEVELOPMENT	ANNENBERG FNDN	\$1,250,000	2005
ACADEMY FOR EDUCATIONAL DEVELOPMENT	ANNENBERG FNDN	\$1,250,000	2006
TEXAS STATE UNIVERSITY SYSTEM	HOUSTON ENDOWMENT, INC.	\$1,250,000	2003
TEACHER ADVANCEMENT PROGRAM	THE MILKEN FAMILY FNDN	\$1,234,423	2005
UNIVERSITY OF MISSOURI	EWING MARION KAUFFMAN FNDN	\$1,229,428	2004
TEACH FOR AMERICA	THE STARR FNDN	\$1,200,000	2003
CENTER FOR AMERICAN PROGRESS	BILL & MELINDA GATES FNDN	\$1,198,248	2008
NEW TEACHER PROJECT	WALTON FAMILY FNDN	\$1,167,259	2008
ANTI-DEFAMATION LEAGUE OF B'NAI B'RITH	FORD FNDN	\$1,100,000	2006
UNIVERSITY OF PENNSYLVANIA	ANNENBERG FNDN	\$1,100,000	2008
NEW TEACHER PROJECT	WALTON FAMILY FNDN, INC.	\$1,090,089	2007
TEACH FOR AMERICA	THE MICHAEL AND SUSAN DELL FNDN	\$1,080,000	2008
ASPEN INSTITUTE	BILL & MELINDA GATES FNDN	\$1,073,396	2007
EDUCATION TRUST	JOYCE FNDN	\$1,055,998	2004
NATIONAL INSTITUTE FOR EXCELLENCE IN TEACHING	LOWELL MILKEN FAMILY FNDN	\$1,050,000	2008
NEW TEACHER CENTER, UNIV OF CALIFORNIA AT SANTA CRUZ	NOYCE FNDN	\$1,050,000	2000
TEACH FOR AMERICA	BROAD FNDN, ELI & EDYTHE	\$1,050,000	2008
TEXAS A&M UNIVERSITY SYSTEM	HOUSTON ENDOWMENT, INC.	\$1,029,000	2004
COALITION OF ESSENTIAL SCHOOLS NORTHWEST	BILL & MELINDA GATES FNDN	\$1,022,900	2007
TEACH FOR AMERICA	SILICON VALLEY COMMUNITY FNDN	\$1,015,000	2008
UNIVERSITY OF TEXAS SYSTEM	HOUSTON ENDOWMENT, INC.	\$1,015,000	2003
ACADEMY FOR EDUCATIONAL DEVELOPMENT	ANNENBERG FNDN	\$1,000,000	2003
ACADEMY FOR EDUCATIONAL DEVELOPMENT	ANNENBERG FNDN	\$1,000,000	2004
ACADEMY FOR EDUCATIONAL DEVELOPMENT	ANNENBERG FNDN	\$1,000,000	2004
ACADEMY FOR EDUCATIONAL DEVELOPMENT	ANNENBERG FNDN	\$1,000,000	2005
ACADEMY FOR EDUCATIONAL DEVELOPMENT	ANNENBERG FNDN	\$1,000,000	2007
ACADEMY FOR EDUCATIONAL DEVELOPMENT	ANNENBERG FNDN	\$1,000,000	2008
<b>TOTAL</b>		<b>\$319,277,397</b>	

