

2013

# Current Trends in National Foundation Funding for Education

With a Focus on Ten National Foundation





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## SOURCE MATERIAL

### **100Kin10**

<http://www.100kin10.org/>

### **Benchmarking Trends in Education 2012**

[http://www.edfunders.org/sites/default/files/benchmarking\\_2012.pdf](http://www.edfunders.org/sites/default/files/benchmarking_2012.pdf)

### **Bill & Melinda Gates Foundation – College-Ready Education**

<http://www.gatesfoundation.org/What-We-Do/US-Program/College-Ready-Education>

### **Bill & Melinda Gates Foundation – College-Ready Work Monographs – Fewer, Clearer, Higher: Moving Forward with Consistent Rigorous Standards for All Students**

<http://docs.gatesfoundation.org/highschools/documents/fewer-clearer-higher-standards.pdf>

### **The Budget Message of the President**

<http://www.whitehouse.gov/sites/default/files/omb/budget/fy2014/assets/message.pdf>

### **Budget of the US Government, FY 2014**

<http://www.whitehouse.gov/sites/default/files/omb/budget/fy2014/assets/education.pdf>

### **Carnegie Standards and Assessments**

<http://carnegie.org/programs/urban-and-higher-education/standards-and-assessments/>

### **CRESST Report 823: On the Road to Assessing Deeper Learning**

<http://www.cse.ucla.edu/products/reports/R823.pdf>

### **DML Research Hub**

<http://dmlhub.net/save-date-dml2014>

### **Ford Foundation – Educational Opportunities and Scholarship**

<http://www.fordfoundation.org/issues/educational-opportunity-and-scholarship>

**Ford Foundation – For Grant Seekers**

<http://www.fordfoundation.org/issues/educational-opportunity-and-scholarship/higher-education-for-social-justice/for-grant-seekers>

**Ford Foundation – Social Justice**

<http://www.fordfoundation.org/issues/educational-opportunity-and-scholarship/higher-education-for-social-justice>

**Innovation and Technology in Education**

<http://www.impatientoptimists.org/Posts/2013/03/SXSW-Innovation-and-Technology-in-Education>

**Jack Kent Cooke Foundation**

<http://www.jkcf.org/about-jkcf/our-mission/>

**John D. & Catherine T. MacArthur Foundation**

<http://www.macfound.org/programs/learning/>

**The Joyce Foundation**

<http://www.joycefdn.org/programs/education/>

**The Joyce Foundation – Shifting Gears**

<http://www.joycefdn.org/assets/1/7/ShiftingGearsEvaluationSynopsis.pdf>

**Kresge Foundation**

<http://kresge.org/programs/education/pathways-and-through-college>

**Lumina Foundation Strategic Plan 2013 to 2016**

[http://www.luminafoundation.org/advantage/document/goal\\_2025/2013-Lumina\\_Strategic\\_Plan.pdf](http://www.luminafoundation.org/advantage/document/goal_2025/2013-Lumina_Strategic_Plan.pdf)

**MET Project Policy and Practice Brief**

[http://metproject.org/downloads/MET\\_Ensuring\\_Fair\\_and\\_Reliable\\_Measures\\_Practitioner\\_Brief.pdf](http://metproject.org/downloads/MET_Ensuring_Fair_and_Reliable_Measures_Practitioner_Brief.pdf)

**Next Generation Learning Challenges – Access**

<http://nextgenlearning.org/breakthrough-grants>

**The Next Generation University**

[http://education.newamerica.net/sites/newamerica.net/files/policydocs/Next\\_Generation\\_University\\_FINAL\\_FOR\\_RELEASE.pdf](http://education.newamerica.net/sites/newamerica.net/files/policydocs/Next_Generation_University_FINAL_FOR_RELEASE.pdf)

**Open Education Resources**

<http://www.oercommons.org/>

**PIE Network**

<http://www.pie-network.org/>

**Re-visioning the student success ecosystem in South African Higher Education**

<http://kresge.org/about-us/presidents-corner/re-visioning-student-success-ecosystem-south-african-higher-education>

**A Stronger Nation through Higher Education**

[http://www.luminafoundation.org/stronger\\_nation/](http://www.luminafoundation.org/stronger_nation/)

**The Wallace Foundation**

<http://www.wallacefoundation.org/learn-about-wallace/Pages/default.aspx>

**The William and Flora Hewlett Foundation – Deeper Learning Strategy**

[http://www.hewlett.org/uploads/documents/EducationProgram\\_Deep\\_Learning\\_Strategy.pdf](http://www.hewlett.org/uploads/documents/EducationProgram_Deep_Learning_Strategy.pdf)

***The William and Flora Hewlett Foundation – Education Program***

<http://www.hewlett.org/programs/education-program>



# *Trends in National Foundation Funding for Education*

**J**n his 2014 Budget of the U.S. Government issued on April 10, 2013, President Obama sets out a vision and priorities for U.S. education. Despite program cuts in other budget areas, the Obama administration proposes a 4 percent increase in education funding to meet the goal that the United States will have the highest proportion of college graduates in the world by the year 2020. Some of the education priorities call for more aggressive federal funding budgeted in the following:

- Make college more affordable and accessible to all Americans, expand student financial aid opportunities, and lower student loan interest rates
- Support community college partnerships with businesses and build the skills of American workers through a reformed career and technical education program
- Reform K-12 funding by setting high standards, encouraging innovation, and rewarding effective teaching and success
- Prepare 100,000 STEM teachers over the next decade and improve STEM education

Many of the large national foundations with significant U.S. education programs are aligned with these components of the Obama administration's education plan. In their current education programming, the foundations are concentrating on the issues of **college readiness**, **college access**, **college completion**, and **innovation** with an overarching interest in **reforming education policy**. Many foundations are now partnering on public policy movements to affect national change. Within these broad areas, the foundations have particular interest in:

- Seamless Progression from K-12 to Post-secondary through Standards Alignment
- Community Colleges
- Standards, Assessments, and Teacher Effectiveness
- Digital media, technology, and out-of-classroom learning opportunities
- Student-centered and self-directed learning models
- STEM education

Grantmakers for Education (GFE) is the leading organization for private and public philanthropies that support improved education outcomes for students from early childhood through higher education.

The GFE Board and Staff have identified five themes that guide their current initiatives. "We use these themes, which encompass some of the most pressing and high-leverage areas in which our members are funding, as a lens for designing many of our programs, publications and activities." The current guiding themes are:

1. Closing achievement gaps for students from diverse racial, linguistic, and socioeconomic backgrounds.
2. Strengthening and aligning the education pipeline from cradle to career.
3. Improving teaching and leadership.
4. Fostering innovation and new models for learning.
5. Building philanthropy's roles and impact on education policy at the local, state and national levels.

Building on these themes, the 2012 GFE report identified the following priorities for the current policy investments:

#### EARLY CHILDHOOD EDUCATION

1. Improve access to, and quality of, early education programs.
2. Focus on expanded funding, quality enhancement, and birth-8 systems building.

#### SCHOOL FINANCE AND FUNDING

1. Invest in financial education models that reach students early—ideally at the middle and high school levels—preparing them to understand the costs and benefits of postsecondary education.
2. Provide funding to test new models of financial education that pair asset-building training with college financial information, scholarships, and intense advising so that students acquire a full portfolio of tools and resources to save and pay for college.

#### COLLEGE AND CAREER READINESS

1. Partner with institutions to test new or expand promising models that focus on diagnostic assessment.
2. Work with policymakers in states whose public institutions are required to administer placement tests that are not diagnostic, such as the widely used ACCUPLACER assessment, to reform policies to allow the use of diagnostic placement tools.
3. Promote curricular reform in developmental courses to shift the focus from remediation to preparation for postsecondary success. One promising approach involves accelerated developmental education curricula, which can help many students achieve or re-establish mastery of pre-college level work more quickly than standard semester-length developmental education courses.
4. Collaborate with workforce funders to examine new ways of reaching adult workers who require basic skills instruction.
5. Support research scans to identify additional promising practices and bring them to scale.

#### COMMUNITY COLLEGES AS POINTS OF TRANSFER TO FOUR-YEAR INSTITUTIONS

1. Convene leaders from community colleges and four-year institutions to align curriculum and identify areas where transfer policies and procedures can be streamlined.
2. Work with policymakers to foster policy environments that encourage associate degree completion prior to transfer because earning an initial associate degree correlates with higher rates of bachelor's attainment.
3. Build will among policymakers and the public to support adequate funding of community colleges as entry points into the larger postsecondary system, particularly for underserved students.

#### INSTITUTIONAL ACCOUNTABILITY AND CAPACITY

1. Convene postsecondary leaders and trustees to examine what institutional policies, practices, and curricular reforms can increase postsecondary success on their campuses.
2. Make college success a priority in institutional support. Institutional funding based on course completion and degree completion rather than enrollment will push schools to focus on increasing timely degree progress.



3. Support the development and use of systems that enable schools to better track, analyze, and act on data about student degree progress, particularly at early intervention points.
4. Support the expansion of new models for student services, including student success courses and technology solutions that enable students to identify whether they are on track for degree completion.
5. Invest in approaches that engage key subject-area faculty in pedagogy and course reform efforts focused on student success so that instruction and curriculum consistently support timely degree progress.

In 2012, GFE surveyed U.S. funders for its *Benchmarking 2012: Trends in Education Philanthropy* report, where funders were asked about funding strategies and priorities. This report states, “Once an uncommon philanthropic strategy, many funders now engage in the public policy arena as a part of their work.” As seen in the most recent awarded grants, many education funders are looking beyond individual projects that would foster incremental changes and are collaborating with other foundations to leverage their grant-making impact and expand the scope of what they can accomplish. However, the report also indicated that there is “a greater level of uncertainty among grantmakers about their emphasis on policy moving forward.” The report notes a nuanced shift toward funding advocacy rather than public-will campaigns. As well, 49% of funders are now working in collaboration with other funders and an additional 27% are collaborating in cross-sector partnerships that often require roles beyond funding to include such things as convening. ***There is relatively low funding occurring in actual implementation*** – something the report acknowledges places a heavier burden on states as they work to enact programs such as the Common Core Standards. As well, funding is shifting from federal levels, to state and local level advocacy.

Though still common, funders noted several challenges when engaging in public-private partnerships. Key concerns were in the areas of autonomy, leadership, credit sharing, and deep difference in organizational cultures. “Even as many respondents shared the challenges of participating in public-private partnerships, many agreed that these were worthwhile.”

One theme that emerged in this year’s survey findings surround the **“need for funders to shift from making silo investments to supporting more systemic solutions.”** Nearly 60 percent of funders are now looking at the education pipeline and noting that early learning, K-12, college and career-ready, and postsecondary programs cannot be viewed as individual steps but rather as a continuous progression. To that end, the new focus is on aligning educational systems to provide a seamless transition from high school to post-secondary school. Significant discussion focuses on community college opportunities.

While spreading their support across several initiatives, education grant-makers share an ***overwhelming emphasis on closing the achievement gap for low-income or minority populations***, with **92%** listing this as an “area of investment” and **65%** indicating that they commit “major investments.” This priority is a component of almost every strategic area in the GFE survey. Funding is directed at achievement, dropout prevention/disconnected youth, and education of English-language learners/immigrants.

High-interest funding areas, supported by at least 50% of survey respondents, include the following:

- ***Improving Teaching Quality*** (80% of respondents)

- Specifically teacher professional development, school and/or district leadership, teacher preparation, teacher performance and compensation, and teacher voice initiatives.
- **Ensuring College and Career Readiness** (74%)
  - Specifically high school reform, postsecondary access, and postsecondary success/attainment.
- **Expanding Learning Opportunities** (70%)
  - Specifically out-of-school/afterschool/summer programs, family involvement, family/community support, expanded learning time, and social and emotional learning.
- **Reading/literacy skills** (71%)
  - Specifically reading and literacy, STEM, and arts education. High ratings were in the areas of STEM literacy. (67%)
- **Education Delivery Systems and Designs**
  - School and/or district leadership (58%), charter schools and charter school networks, standards and assessments, and digital/online learning.
- **Accountability**
  - Data systems/performance management (55%)
  - New Schools Models/Designs (53%)
- **Early Learning**
  - Early Learning – quality enhancement and expanded access

The key foundations listed herein reflect the changes that are afoot in the grant-funding arena. ***Focused on leveraging to make a significant impact, individual institutions this year are being encouraged to consider broader collaborations and demonstrate unique partnerships in order to compete for foundation support.***

## National Foundations Focused on Education

### Bill & Melinda Gates Foundation

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(See page 36 for representative grants to colleges and universities)

#### Gates Overview

In his 2013 Annual Letter, Bill Gates introduces the Foundation's increased focus on developing effective means for measuring progress. Gates writes, "... in the past year I have been struck again and again by how important measurement is to improving the human condition." Changing the emphasis of the previous year, Gates is now concentrated on creating teacher feedback systems that allow for both measurement of effectiveness, coupled with development of feedback avenues to support professional development. While Gates cites evidence that the United States teacher education programs fall behind countries with better education systems, his letter remains optimistic that the United States can emerge as a leader in the field. "The process I have described – setting clear goals, picking the right approach, and then measuring results to get feedback and refine the approach continually – helps us to deliver tools and services to everybody who will benefit." He highlights a goal **that uses the tools of business to improve educational systems**. It is important to note that his annual letter does not emphasize post-secondary success by name, though his key yearly initiatives clearly continue to support this goal area. However, like teacher readiness, the shift is toward measureable outcomes for determining continued improvement.

The Gates Foundation's U.S. Education Program centers on two broad areas, each with an ambitious overarching goal:

#### 1. COLLEGE-READY EDUCATION

To **support innovation** that can improve U.S. K-12 public schools and ensure that students graduate from high school **ready to succeed in college**. (Program Led by Vicki Phillips)

#### 2. POSTSECONDARY SUCCESS

To ensure that **all low-income young adults** have **affordable access** to a quality postsecondary education that is tailored to their individual needs and educational goals and leads **to timely completion** of a degree or certificate **with labor-market value**. (Program Led by Daniel Greenstein)

View the complete 2013 Annual Letter at the following URL:

[http://annualletter.gatesfoundation.org/pdf/2013\\_AL\\_English.pdf](http://annualletter.gatesfoundation.org/pdf/2013_AL_English.pdf)

# COLLEGE-READY PROGRAM

## OVERVIEW

***The Foundation has made a significant shift in its approach to achieving college-ready education improvement.*** Reconsidering the priorities, the new focus is on the “common goal of improving education through innovation...” with special emphasis placed on building and sharing tools, strategies, and standards. According to Gates, “We invest in programs with a common aim: to strengthen the connection between teacher and student.” The foundation’s strategy has an interlinked, three-pronged approach toward educational progress:

### 1. FOCUS ON EFFECTIVE TEACHING

The Foundation’s strategy will be to **empower teachers** to keep learning by targeting their strengths and encouraging growth through collaborative standards development. To accomplish this goal the Foundation plans to:

- Work with school districts across the country to create personalized, scalable solutions to teacher learning.
- Create new leadership opportunities for accomplished teachers without having them leave the classroom (presumably through technology-driven innovations).
- Support the design and roll-out of better data systems to measure progress in each classroom so that teachers and students know whether classroom practices are working and so we can evaluate our investments.

### 2. FOCUS ON LEARNING

The Foundation strategy works to embolden the use of the **Common Core Standards**. This year’s plan is to:

- Use the Common Core State Standards for student learning as a basis for new materials to be developed collaboratively with teachers to promote facility with concept learning.
- Center the creation and refinement of curriculum and instruction materials on teacher expertise.
- Include clear learning expectations, measures for success, and measures for graduation readiness.
- Increase speed of feedback, transparency of data, and clarity of expectations so that interventions can occur in a timely manner.

### 3. INNOVATE TO ENGAGE STUDENTS

The Foundation is focusing on the development of **new generation courseware and game-based learning** to accelerate students’ learning and to capitalize on the social network abilities already developed in 95% of 12- to 17-year olds. The Foundation will:

- Invest in game-based learning and blended learning pedagogies to appeal to digital native students.
- Capitalize on independently paced learning models to allow for more teacher development time.
- Empower students with mastery pacing for progress.

## EFFECTIVE TEACHING

### MEASURES OF EFFECTIVE TEACHING PROJECT

“Fair, thorough evaluations empower teachers to keep learning and growing within the profession by targeting their strengths and areas for improvement.” (Gates Foundation) Having completed the

“Measures of Effective Teaching (MET)” project in January 2013, the final briefing emphasizes specific initiatives that combine student perception surveys and classroom observations. Effectiveness is influenced by assurance of student confidentiality, training and certification of observers, and observation of multiple lessons by different observers. The study concludes that:

- Student perception surveys and classroom observations can provide meaningful feedback to teachers.
- Implementing specific procedures in evaluation systems can increase trust in the data and the results.
- Each measure adds something of value.
- A balanced approach is most sensible when assigning weights to form a composite measure.
- There is great potential in using video for teacher feedback and for the training and assessment of observers.

The Foundation’s future plans for the MET Project include **the development of a digital repository of effective teaching videos** to be used as teaching tools for future teachers. Further, the data from the three-year research study has been released for further analysis and study replication to verify findings and determine additional definitions of effective teaching.

## LEARNING

Pointing to the Common Core State Standards for student learning, the Foundation’s learning objectives focus on **the design of materials that provides conceptual learning models and quick, accurate measurements of progress**. Continuing with the theme of new tool development, the reports on learning discuss the need for assessment systems to support teachers. “Part of our work at the foundation is to provide grants to organizations developing the tools teachers need to be successful, as well as grants to states and districts working on implementing such tools” (Gates)

The vision emphasizes innovative ways to access college-preparatory work “outside the traditional high school courses and sequences.” This includes connections to community college networks, investment in higher level options beginning in middle school, and development of new courses aligned with the common core standards. Again, the emphasis is on investing in “next-generation courses that leverage technology to create hybrid- and online – learning environments that are student-centered and student-driven.” (Gates) To frame the discussion the Foundation is pointing to a three-pronged approach: “Fewer, Clearer, Higher.”

The “Fewer” idea promotes the concept that students need enough academic preparation to meet math and literacy requirements to enter a two-year college. “What adjustments in course content and sequencing at the high school need to be made to give students full access to all post-secondary pathways? Is the level of rigor expected in credit-bearing courses the same in two-year colleges and four-year colleges? Do these two college pathways require the same math and literacy levels?” The discussion also focuses on the differing needs for, say, a math and engineering student versus a humanities student and how educators’ align to the needed criteria for admission. Finally, “fewer” refers to creating courses that

are teachable within the time allotted for the subject matter. This links to ideas such as course sequencing and time necessary to master material.

“Clearer” refers to aligning curriculum and assessments directly to the course and teacher’s instructional materials. “We want to help states align the common core with other parts of their system, including state assessments and graduate policies.” Noting the change from linear to multidimensional relationship learning progressions, the Foundation points to the need for assessments that link the relationships rather than focusing on the outcomes. They point to formative assessments as key to providing teacher-appropriate input in order to adjust instruction techniques based on needs.

The third prong in the discussion, “Higher,” focuses on the ability of learners to both apply their new-found knowledge and to transfer the knowledge to different situations. Again, with an eye on the assessment pieces, the Foundation points to international exemplars of assessment systems. Specifically, the Foundation looks to the importance of competing in an international arena and investigating the efficacy of aligning assessments with international standards.

### INNOVATE TO ENGAGE STUDENTS

Noting that 95% of students between 12- to 17-year-old go online regularly, the Foundation is promoting the use of technologies such as social networks, websites, and online learning tools to meet the students where they are. With particular **interest in game-based learning**, the foundation is investing in new courseware to adapt this technology to provide immediate feedback and progress reports. As well, it is the Foundation’s goal to encourage blended learning techniques to provide increased opportunities for self-paced learning. The “**Next Generation Learning Challenges**” funding (administered with several partners) encourages breakthrough schools designed around seven key principles: student center, high expectations, self-pacing and mastery-based credit, blended instruction, student ownership, financial stability, and scalability. This Wave IV grant, drawing together partners from across several foundations and associations, provides examples of innovation that are being embraced by the Foundation and its partners. (<http://nextgenlearning.org/breakthrough-grants>)

### STANDARDS, CURRICULUM, AND ASSESSMENTS

In 2009, together with other philanthropic organizations, the Foundation supported the groundbreaking work of the Common Core State Standards Initiative. Driven by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA), the initiative aimed to establish a set of shared K-12 standards for English language arts and mathematics that states could adopt and implement voluntarily. Forty-eight states came together to develop academic standards for K-12 students that provide clear and consistent guidelines for what students need to learn at every grade level to graduate prepared for college and careers. ***The Foundation is now investing in development of next-generation instructional tools for teachers and students that will help states and school districts implement the new standards. Funding is***

*also focusing specifically on new technology-driven tools to allow for self-paced study, blended learning applications, game centered designs, and multi-layered assessment approaches.*

## **POSTSECONDARY SUCCESS PROGRAM**

### **OVERVIEW**

***The Foundation has set an ambitious goal to “ensure that all low-income young adults have affordable access to quality postsecondary education that is tailored to their individual needs and education goals and leads to timely completion of a degree or certificate with labor-market value.”***

No longer perceived as a singular program, the postsecondary initiatives build on the college-readiness plans to foster a seamless transition to higher educational opportunities.

#### **1. COLLEGE READINESS**

Centered on supporting improvements in student assessment, this goal goes a step further and suggests improved placement and restructuring of remedial education. Current funding initiatives will support:

- Restructuring efforts in remedial education programs to better serve students who enter college academically underprepared.
- Improvements in student assessment and placements.

#### **2. PERSONALIZED LEARNING**

When writing about a recent conference presentation, Bill Gates said:

“My message is simple: Finally, online learning and other educational technologies are taking off in a big way. As a result, the next decade is going to be a period of tremendous innovation in teaching and learning. **If there’s one word to explain how technology can transform education, it’s personalization.**”

To achieve this goal, the Foundation is centering its current funding initiatives to support:

- Development and use of technologies that enhance teaching and learning. Specifically, the Foundation is viewing online learning and blended learning tools as key areas for future development.
- Development and use of massively online open courses (MOOCs) as a part of the post-secondary education process.
- Courses developed that will automatically adapt to differences in students’ learning styles and needs.
- Adaptable learning technologies that seamlessly transfer from format to format, such as computer to cellular phone.

#### **3. PERFORMANCE MEASURES**

Much of the Foundation’s higher education policies, including funding and financial aid, have been focused on college access. However, there is a clear shift in philosophy this year as funding moves to assessment and performance indicators. Focused on flexible and agile organizations, the current funding works to develop performance indicators that can be adjusted based on assessment evidence.

- Develop key performance indicators and decision support tools that enable organizations to identify problems, set goals and priorities, allocate resources, measure progress, and easily make adjustments.
- Develop decision-making based on key evidence tools such as student success and cost.
- Enable institutional comparisons and assessments to determine strengths and weaknesses.
- Develop tools that draw comparisons of specific technologies, solutions, business models, and approaches to instruction and student support.

#### 4. RESEARCH AND ADVOCACY

While the Foundation has always been a clear advocate in educational advancement, perhaps one of the important acknowledgements in the recent initiatives is that the changes proposed require time and sustained effort to succeed. The goal of Research and Advocacy serves to support the fundamental shift by researching obstacles and ways to address them. To address this need the Foundation will support several research areas.

- Research on the obstacles to student completion and ways to address them with an added focus on the costs and benefits of each solution.
- Exploration into new approaches to student financial aid.
- Improvement in the amount and quality of data collected about colleges and student performance.

**Underlying Theme:** Underlying these areas of concentration for the postsecondary success strategy is the value that postsecondary education can provide for social mobility, economic growth, and increased national competitiveness in a global economy. **Notably the Foundation highlights issues of rising education costs, widening educational gap, and stressed financial aid systems. Solutions focus on technology-enabled teaching and advising tools as well as enterprise systems designed to gather and analyze data on institutional levels.**

### CONSIDERING FUNDED PROGRAMS

While it is useful to consider the top funded programs within the Post-Secondary Success initiatives, it is equally important to note that many programs were funded at levels broader than individual institutions. For example, the North Carolina Community College System received a \$400,000 award to execute the role of state policy lead for “Completion by Design” in North Carolina. While this is just a sample, similar **statewide and national initiatives were among the top award recipients**. Included among those broader institutions is ***the Association of Public and Land Grant Institutions*** that received funding for the Student Achievement Measure Project.

As noted in last year’s report, based on a series of criteria (percent of low-income young adults; percent of community colleges; positive state policy environment), Gates had selected ***Ohio, North Carolina, Texas, Washington, Arizona, California, Florida, Georgia, and New York*** as priority states as was evidenced in some of this year’s recipients. **The Foundation will concentrate up to half of its programmatic investments in these states and will invest directly in the development and implementation of state policies focused on completion.**



# Lumina Foundation for Education

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(See page 37 for representative grants to colleges and universities)

The Lumina Foundation's goal is to **increase the proportion of Americans with high-quality postsecondary degrees and credentials to 60% by the year 2025**. Several factors have changed since its original conceptualization in 2009 and this year unveils a revised strategic plan, named "Goal 2025," intended to guide work for the next four years from 2013 through 2016. The current plan recognizes significant national adoption of key plan components while also acknowledging a decided lack of resources to support new initiatives. While the first quarter of the plan focused on research to understand current successes, in the second quarter the Foundation's focus is on accomplishing two things: 1) developing a clear understanding of what we must do to create a system of higher education that can reach much higher levels of attainment, and 2) making real progress toward the 60% goal. Though the overall goal has not changed, the understanding of the landscape has become more nuanced and as a result the benchmarks and plans for the future have been revised. In "Goal 2025" the Foundation states:

For individual Americans, the consequences of not completing postsecondary education are increasingly dire. For many years, the main reason many people went to college was to gain access to better-paying jobs that allowed them to earn more throughout their lives. But earnings potential is no longer the only driver. In this economy, the issue is whether you even *have* a job.

See the following link for more details on Lumina's strategic plan:

[http://www.luminafoundation.org/advantage/document/goal\\_2025/2013-Lumina\\_Strategic\\_Plan.pdf](http://www.luminafoundation.org/advantage/document/goal_2025/2013-Lumina_Strategic_Plan.pdf)

## DEVELOPING A ROADMAP

Sticking with the goal of attaining 60% by 2025, the first step has been to review who is coming out of the K-12 education system. "Currently, about 69% of K-12 students graduate from high school, and 62% of these graduates go directly to college. Increasing these rates to 75% and 70% respectively—significantly higher than current rates but still well below the rates already achieved by the highest-performing states—would produce 3.6 million additional college graduates by 2025." The foundation's next step is to increase college completion rates. To accomplish this goal the Foundation is focusing on two imperatives: mobilizing to reach Goal 2025 and Building a 21<sup>st</sup> Century Higher Education System.

### 1. MOBILIZATION

As the title implies, this imperative focuses on mobilizing policy makers, stakeholders and employers, government agencies and higher education institutions to make a commitment to the end goal and act to increase attainment.

#### Priority Strategies

- Build a Goal 2025 social movement.
- Mobilize employers, metropolitan areas, and regions to increase attainment.
- Mobilize higher education to increase student success.

- Advance state policy for increased attainment.
- Advance federal policy to increase attainment.

#### Anticipated Outcomes

- An increased number of target audiences and populations actively support policies and practices that increase attainment to reach Goal 2025.
- Active partnerships involving employers, K-12 education, postsecondary education, local and state government, community-based organizations, business, media, and other stakeholders commit to Goal 2025 and act to increase attainment.
- Higher education systems and institutions adopt data- and evidence-based policies, partnerships, and practices that close attainment gaps for underserved students and improve overall completion rates.
- States adopt formal goals and commit to implementation plans for increasing attainment that are challenging, quantifiable, long-term and address attainment gaps for underrepresented populations.
- Policy proposals that support progress toward the goal of increased higher education attainment are developed and advanced through federal legislation and the programs and policies of the Department of Education, Department of Labor, and other federal agencies and departments.

#### Examples of Prospective Work to Advance the Strategies

- Establish infrastructure to support Goal 2025 social movement with an initial focus on metropolitan regions.
- Establish metropolitan region partnerships based on active engagement and collaboration of political leadership, employers and business, higher education institutions, K-12 education, youth-serving organizations, etc. Develop commitment toward attainment and defined roles and implementation plans.
- Engage higher education systems and institutions in increasing completion rates and closing gaps in attainment by underrepresented students to increase overall degree production. Focus on system changes in higher education based on strategic partnerships, leadership, evidence-based approaches, and data-driven decision-making. Special focus is on scaling proven approach to increasing degree completion by adult students.
- Develop clear strategies for increasing attainment in states. Track state progress; coordinate efforts among grantees, partners, and contractors, and integration of state policy actions across Lumina strategies. Expand “Strategy Labs” to provide technical assistance and support services to policy makers.
- Increase staff in Washington DC to increase participation in national and federal-level policy discussions. Increase engagement of federal policy makers to develop a stronger federal policy agenda. Specific focus on measurements, financial structures, alignment of workforce needs, and improvement of federal data.

## **2. BUILDING A 21ST CENTURY HIGHER EDUCATION SYSTEM**

To develop specific models leading to the creation of a learning-based system of higher education by developing new student financial support, business and finance models, and post-secondary credentials and credits.

### Anticipated Outcomes

- New national models of financial support are developed and advanced that make college more affordable for low-income students, make costs transparent and predictable, simplify and align state, federal, and institutional policies and programs and provide incentive for completion.
- New education business modes, supported by public finance and regulatory policies, expand capacity through greater user of innovation, high-quality, and low-cost academic delivery.
- More productive higher education systems and institutions affordably educate more students.
- A national framework for defining learning outcomes of postsecondary credentials is developed.
- Innovative, learning-based approaches are developed to expand capacity and improve student outcomes.

### Priority Strategies

- Design new models of student financial support.
- Design new higher education business and finance models.
- Design new systems of quality credentials.

### Examples of Prospective Work to advance the Strategies

- Support the design of new student financial models to assure that low-income students have access to postsecondary education and are able to succeed.
- Develop incentives for completion and brevity for students and incentives to support them for institutions.
- Align tuition and financial aid policy at state and campus level.
- Increase employer support of postsecondary attainment and simplify and clarify eligibility and application processes.
- Support development of performance-based business sound financial models for states, systems, and institutions. Include incentives for affordability and completion, increased attainment of underrepresented students and expanded capacity to address workforce shortages and needs in high-demand fields and improve productivity.
- Align financial incentives and fiscal and regulatory policies to encourage lower-cost academic delivery.
- Promote learning based approaches through the development of a second-generation Degree Qualifications Profile (DQP) that aligns postsecondary learning outcomes with Common Core State Standards.

It is important to note that the completion rates include **not only traditional degree programs but also “high-value certificates”** which make-up the largest group of the credentialed population. This suggests a shift from the traditional degree granting credentialing. It is an important distinction to watch. Key emphasis in current speeches from Lumina Foundation President Jamie P. Merisotis is on **the goal of attainment of credentialing**.

### CURRENT INTERESTS

Examples of current proactive work include the Lumina Community Partnership for Attainments Program, a white paper on Models of Student Financial Support, exploration in Next Generation College Preparation and Access Networks, and innovative approaches to Increasing Adult Degree Completion.

# The Kresge Foundation

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(See page 37 for representative grants to colleges and universities)

Since 2010, the Kresge Foundation's grant-making strategy has been to increase the number of low-income and underserved individuals entering and completing two- and four-year college and university degrees. Currently the three-part strategy focuses on supporting ***pathways to and through college, strengthening institutions*** whose primary mission is ***to educate low-income and underrepresented and first generation students***, and ***higher education in South Africa***.

As a \$3 Billion private, national foundation, Kresge funds both nonprofit organizations and groups of higher education institutions (including both two- and four-year institutions), International 501(c)3 equivalents, and government entities. "We support networks of colleges, research organizations, and community-based organizations that work to remove those barriers to access and success. We are interested in efforts that have broad and meaningful impact beyond the boundaries of any one campus." Like many of the foundations, this year's goals focus on ***innovative, sustainable programs that are scalable to the larger community of learners***.

## 1. PATHWAYS TO AND THROUGH COLLEGE

Kresge seeks to propel more underrepresented students – especially low-income, first-generation, African American, Latino, Asian American and Pacific Islander, and Native American students – into two- and four-year institutions, prepare them to succeed, and increase the number of students who ultimately graduate. The Foundation's plans point to:

- College readiness
- Awareness of and access to financial aid
- Research into and models for removing barriers to student success
- Advocacy efforts for student success
- Degree completion and attainment of family-supporting wages
- Innovations to add education capacity, such as online learning
- Technological improvements in teaching to enhance learning

## 2. STRENGTHENING INSTITUTIONS

The Kresge Foundation is working to help postsecondary institutions that focus primarily on the needs of low-income and underrepresented students by increasing the institution's capacity to carry out its mission and better serve students. To accomplish this goal the Foundation supports organizations and networks of institutions that focus on low-income, first-generation, African American, Latino, Asian American and Pacific Islander, and Native American students and other underrepresented students. The overall goal is to fund programs that strengthen and promote:

- Accreditation

- Community engagement
- Curriculum development
- Campus environmental sustainability and energy savings
- Back-office cost-cutting
- Facilities management/campus environmental sustainability
- Fundraising/advancement
- Leadership training
- Student persistence
- Technology-based innovation such as online teaching and e-counseling
- Promoting Access and Success at South African Universities

### 3. EDUCATIONAL DEVELOPMENT IN SOUTH AFRICA

Adding a *new area of focus*, the Kresge Foundation is now interested *in funding educational development in South Africa*. The impetus for this new initiative is the belief that universities are a critical driver of democracy and economic development in this key region. Enhancing the ability of universities in South Africa to graduate the next generation of knowledge workers – agronomists, teachers, engineers, researchers, health care providers, and computer scientists – will expand the country’s industrial base, address long-term development challenges, sustain civil society and make it possible for South Africa to compete more effectively in the global economy. This particular program is narrowly focused and is building on a 2005-2011 partnership with Inyathelo, the South African Institute for Advancement. Kresge is now funding the Kresge-Inyathelo Advancement Initiative in South Africa. It offers training and challenge-grant support to four universities seeking to strengthen their advancement capacity.

Four universities were chosen through a national competitive process:

- Durban University of Technology, Durban
- Tshwane University of Technology, Pretoria
- University of Johannesburg
- University of the Free State, Bloemfontein

This is a significant shift for the Kresge Foundation, and one which Foundation President Rip Rapson sees as a commitment to expanded democracy across the world as noted in his presentation “Re-visioning the student success ecosystem in South African higher education.” (<http://kresge.org/about-us/presidents-corner/re-visioning-student-success-ecosystem-south-african-higher-education>)

### CURRENT INTERESTS

Overall, the Kresge Foundation is supporting activities that focus on geographic priority areas including **Arkansas, Michigan, Texas, and Southern California**. In addition they are addressing specific activities in 57 cities specifically those seeking the Talent Dividend Prize. **South Africa is their sole international interest** at this time. The Foundation is directly looking for groups of institutions or partnerships that are designed to broadly increase graduation rates. Finally an important emphasis is placed on improving productivity and innovation through online education, green buildings, and back-office consolidations that reduce costs. The lead team at Kresge participates in major national higher education organizations such as the American Council on Education and the Association of American Colleges and Universities as a key point of communication and contact.

# *The William and Flora Hewlett Foundation*

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(See page 39 for representative grants to colleges and universities)

**T**he Hewlett Foundation's Education Program hopes to improve education for all students, with a particular emphasis on those individuals from disadvantaged areas. Its goals are to increase economic opportunity and civic engagement by educating students to succeed in a changing world through deeper learning; to improve the conditions for Education reform in California; to equalize access to knowledge for teachers and students around the world through open educational resources; and to raise educational achievement to disadvantaged communities in the San Francisco Bay Area. Though two of the goals have a California focus, the other two have broader appeal and are the heart of this discussion. For additional information see: [http://www.hewlett.org/uploads/documents/EducationProgram\\_Deeper\\_Learning\\_Strategy.pdf](http://www.hewlett.org/uploads/documents/EducationProgram_Deeper_Learning_Strategy.pdf)

## Deeper Learning

The purpose of this component is "to increase economic opportunity and civic participation by educating students to succeed in a changing world." The program has set an ambitious goal to ensure that 8 million students (about 15 % of K-12 public school population) are taught deeper learning skills by 2017. Deeper learning program plans are centered on:

- Helping students master core academic content including fact and theories and the language and skills needed to acquire and understand the content.
- Teaching students to think critically and solve complex problems.
- Teaching students to how to work collaboratively including the ability to organize people, knowledge, and resources toward a goal, and to understand and accept multiple points of view.
- Teaching students to communicate effectively.
- Providing students with the ability to learn how to learn so that they can monitor and direct their own work and future learning.

In order to achieve these goals, Hewlett's granting plans are centered on resetting learning goals, testing for deeper learning skills, and learning, evaluating, and demonstrating what works.

### 1. RESETTING LEARNING GOALS AND REQUIREMENTS FOR SCHOOLS.

Investments in this area are concentrated on helping state and federal policymakers articulate and commit to deeper learning and implement initiatives to support this vision.

- Changing K-12 System grants will build on Common Core Standards and:
  - Design new assessment and accountability systems for schools, teachers and students that prioritize skills and knowledge essential for college and career readiness.
  - Prioritize alignment of teacher training and support to facilitate student mastery of deeper learning
  - Support innovations that reimagine the use of time in schools, so students can engage with content in new and deeper ways
  - Deploy tools and technologies that build local system capacity
- Aligning K-12 Standards with Postsecondary Entry Requirements

- “the Program is encouraging higher education to play a strong leadership role in informing and implementing the new assessments aligned with the Common Core
- Engaging Key Stakeholders in Reform Discussions

## 2. TESTING FOR DEEPER LEARNING SKILLS

In order to realize a fuller integration of deeper learning skills, the Foundation has decided to fund **development of testing materials** that align to the goal and include measurements through essay writing, problem solving and portfolios of student work. Baseline work was developed through two state-led assessment consortia (Smarter Balanced Assessment Consortium (Smarter Balanced) and the Partnership for Assessment of Readiness for College and Careers (PARCC)). The development of comprehensive, technology-based assessments has begun. **Additional funding is being offered in the areas of sustainability planning, innovation research and design, and communications.** Further, watchdog grants are available and cover such activities as independent evaluation of the consortia’s work. Future work, outside the consortia, is focused on leading edge test development and new “tests aligned to emerging ‘next generation’ science standards.” Finally, the program is sponsoring awards for rapid innovation in testing with an emphasis on cost-saving.

## 3. STRENGTHENING TEACHING CAPACITY

This area of investment is centered on stimulating production of high-quality teacher materials and increasing demand for deeper learning teaching tools and professional development. In order to achieve this goal the Foundation is working to:

- “Create “smart demand” states that will drive supply by funding the development of quality standards that, in turn, increase the production of new materials and ultimately the adoption of new curriculum by states.”
- Create high –quality teaching material examples that align with the common core including curricula, lesson plans, classroom assessments, etc. developed to be easily and widely disseminated through technology.
- Provided limited funding for increased teacher capacity.

## 4. LEARNING, EVALUATING, AND DEMONSTRATING WHAT WORKS

Noting that public schools require capable teachers, good tools, and support school environments, the Foundation is funding model schools that integrate these three components, particularly those located in high-poverty communities. The ultimate goal is to strengthen what is dubbed as the “Deeper Learning Network” by strengthening ties between selected charter and public schools that are serving as these exemplars. It is important to note:

“Although at this point the Program does not plan to fund the expansion of the Deeper Learning Network, it does foresee making small-scale investments to seed innovative practices that might help the system learn more about or evaluate deeper learning.”



## Open Education Resources

The Open Education Resources (OER) provides openly licensed, high quality online materials. A shared open-access library, of sorts, this project is based on the idea of a creative commons for teacher resources that includes both curricular ideas as well a research tools, education news and training in the education field. The Foundation is continuing to invest in organizations that:

- Develop OER for K-12 and community colleges, expand OER networks, and develop guidelines and tools for the field
- Promote policies or strategies creating funds and incentives, or provide communications and technical assistance to policymakers, that will advance greater access to learning through OER
- Research and evaluate the impact of OER on teaching and learning
- Develop innovative OER models

Sample projects can be seen at <http://www.oercommons.org/>

For Hewlett, the plans for future investments focus on supporting infrastructure needed to sustain a well-functioning open educational ecosystem, and specific demonstration projects that strengthen student access to deeper learning for middle school years through community colleges in the United States.

### 1. THE MAINSTREAM ADOPTION OF OER SUSTAINABILITY INCREASES EDUCATIONAL CAPACITY.

To achieve this goal, the Foundation is focusing efforts in three specific funding areas:

- Production of high-quality resources for the core academic subjects in K-12 and higher education.
- Development of supportive policies that remove restrictions on OER funding and implementation and the provision of incentives to support OER.
- Development of implementable standards to guide OER development and increase discoverability, interoperability, and accessibility.

### 2. OER INCREASES LEARNING GAINS BY DELIVERING PERSONALIZED EDUCATIONAL EXPERIENCES AND REDUCING COSTS.

To achieve this goal, the Foundation is focusing efforts on two specific funding areas:

- Research that spurs demand for and guides production of OER.
- Innovations that help build an OER pipeline that continuously transforms teaching and learning.

These initiatives fall under the broader, umbrella goal of equalizing access to knowledge for teachers and students around the globe through OER.

## OF NOTE

The remaining two grant areas are specifically focused on California and therefore are not available for solicitation. That said, it is useful to watch these initiatives they serve as examples for the Foundation's larger initiatives. Per se, as goes California, so go the national plans from the Foundation. After establishing a California Education Policy Fund, the Foundation has decided to provide organizations and institutions

that work on research and analysis, communication, advocacy, community organizing, or technical assistance with three year general operating grants to improve conditions for state policymaking to raise student achievement.

## Ford Foundation

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(See page 39 for representative grants to colleges and universities)

The Ford Foundation's education program focuses on strengthening educational systems to ensure all young people receive an education that enables them to engage in meaningful work and contribute as citizens in diverse societies. The Foundation works with organizations that produce compelling new thinking and evidence; promotes effective and scalable practices; and communicates, advocates, and builds the capacity for reform. Ford's **secondary education work focuses on expanded and redesigned learning opportunities, high-quality teaching, adequate and fairly distributed resources, and strong accountability**. The **Foundation's higher education efforts support greater access and affordability, and innovations that increase the likelihood of students earning degrees**. Ford also supports scholarship and is cultivating the next generation of public intellectuals to inform and inspire social justice progress. With three new initiatives this year, Ford is taking a global approach to addressing key educational challenges. Ford focuses its education work in the following areas:

### TRANSFORMING SECONDARY EDUCATION

The goal of this work is to transform secondary education through innovative programs that address dropout rates and hold education leaders accountable, making it possible for all young people in China to complete high school. While the majority of funding is occurring within China, Northwestern University is currently working through a grant that addresses research and pilot interventions aimed at reducing the junior high school dropout rate in poor rural areas of northwestern China. The Foundation is pursuing a three-pronged approach to meet the broader goals:

- Improving education quality and equity by enhancing the relevance of teaching and learning materials, improving pedagogy in classroom instruction and extracurricular activities, upgrading teachers' knowledge and skills, expanding use of distance-education technologies and techniques, and pressing for better evaluation and monitoring of learning outcomes.
- Examining management and policy matters, including the allocation of government funding for education, issues of safety for schoolchildren, cultural factors affecting student learning, and participation by key stakeholders in school management.
- Supporting local pilot programs to explore innovative solutions to systemic problems and engaging with government agencies to expand successful pilots for long-term impact.

### HIGHER EDUCATION FOR SOCIAL JUSTICE

The goal of this work is to foster policy and institutional reforms that improve disadvantaged people's access to and success in high-quality higher education. Primarily a policy and reform goal, the work in the United States is centered on establishing stronger links between two- and four-year colleges, creating robust tuition and financial aid policies geared to the needs of marginalized and low-income students, and scaling up effective academic support programs.

The Foundation is particularly interested in local, state and federal reforms that enhance college access and success of the most vulnerable students from cities such as **Los Angeles, Denver, Chicago, Detroit, Philadelphia, New York City, and Newark**. Foundation funding is focused on:

- Greater college access and affordability
- High-quality academic and social support
- Smoother pathways between two- and four-year colleges
- Other policy and institutional innovations that expand opportunity and increase the likelihood of students completing degrees

Projects that support and communication to build a case for reform; identify, test, and advance scalable approaches; foster a network of diverse advocates for policy change; or, build the capacity of higher education institutions to implement and sustain reforms to achieve program goals address current priority areas for the Foundation.

#### **MORE AND BETTER LEARNING TIME**

The goal is to reinvent public schools through more and better learning time in neighborhoods of concentrated poverty, so that students are prepared equitable for college, career and civic participation.

Seeing impressive results from hundreds of schools around the nation that have adopted expanding learning schedules, the Ford Foundation seeks to make more and better learning the “new normal” in American underserved communities by matching the school day and school year to the learning needs of students and working families. The Foundation supports efforts to create school systems that:

- Provide more hours of academic instruction, a well-rounded 21<sup>st</sup> century curriculum, and more personalized learning relationships with adults
- Integrate traditional schooling with after-school, out-of-school, and anytime/anywhere learning opportunities
- Redesign how the work of students, teachers, and community partners is organized

Ford works with national, state, and local partners to provide durable evidence, create powerful examples, and advocate for supportive policies. It also supports parents, community groups, educators, and others in **New York City, Newark, Philadelphia, Chicago, Detroit, Los Angeles** and the metropolitan **Denver** region who are creating systems of schools in impoverished neighborhoods with more and better learning time.

Proposed projects under the More and Better Learning Time initiative should focus on the following strategies:

- 1. Carrying out research and communications** that inform and build a strong case for the systematic and sustained expansion and redesign of learning time. This includes projects that engage scholars, school leaders, and reform advocates in collaborative research designed to influence both local practice (downstream) and national policies (upstream).
- 2. Advancing implementation** of scalable, more, and better learning time designs that:
  - Provide students a rich mix of focused academics, well-rounded educational opportunities, and personalized support

- Give educators time to work together in ways that improve their practice and achievement in low-performing schools
- Better meet the needs of working families

Such designs provide learning opportunities over longer days and years using a variety of strategies:

- **Overhauling Teacher Time:** Whole school redesigns of teachers' professional workdays, including staggered schedules
- **Second-Shift Educators:** Hybrid models incorporating an integrated "second shift" of "educators" drawn from partnerships with private and/or nonprofit organizations
- **Resource Collaboration:** Schools linking college preparatory academics and career and technical education, using business and public sector partners
- **Wrap-around Services:** Community-school models providing educational and social supports to families and children from birth to college

3. **Building public and political will** for more and better time by engaging diverse advocates in a variety of community organizing, advocacy, public education, and consensus-building strategies.
4. **Enhancing the capacity of states, school systems, and communities** to implement and sustain more and better learning time, including reform-minded relationships among mayors, school districts, teachers unions, and community partners.

Recent, substantial grants (>\$1M) have been provided to the National Academy of Sciences for the Foundation's pre-doctoral, dissertation, and postdoctoral fellowships; to the National Center on Time & Learning, Inc. to coordinate the TIME Collaborative and help school districts in five states use newly available federal funds to plan and implement high-quality cost-effective expanded learning time and related reforms; to Vera Institute of Justice to develop, pilot and document postsecondary education and reentry programs for incarcerated and recently released ex-offenders in North Carolina and New Jersey. ***As these grants suggest, while smaller amounts are being funded directly to individual institutions, cross-institutional organizations are receiving the largest funding.***

# Carnegie Corporation of New York

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(See page 40 for representative grants to colleges and universities)

Throughout its history Carnegie Corporation has sought to promote and preserve a robust American democracy by supporting expanded opportunity through education. Carnegie's goal is to **generate systemic change throughout the kindergarten to college (K - 16) continuum** with particular emphasis on secondary and higher education. Carnegie aims to enable many more students, including historically underserved populations and immigrants, to achieve academic success and perform at the highest levels of creative, scientific, and technical knowledge and skill. Grant-making concentrates on efforts to improve policy in these three areas:

- Common core standards and next generation assessments
- Innovation in human capital preparation and management
- New designs for innovation in classrooms, schools, colleges, and systems in K-16

***Carnegie has issued an urgent call for a national mobilization to transform mathematics and science education and deliver it equitably and with excellence to all students.*** At the same time, Carnegie is contributing to the development of higher education institutions that enroll and successfully educate a diverse range of students, preparing them to compete in a global economy and exercise leadership in a democratic society. The Corporation has identified four levers of change, each representing an area for specific grant-making, through which to pursue these goals:

## 1. NEW DESIGNS: INNOVATION IN CLASSROOM, SCHOOL, COLLEGE, AND SYSTEM DESIGN

This program seeks innovative designs that use people, time, money, and technology differently in secondary and higher education. Carnegie supports a portfolio of school models that have a strong basis in research. The Corporation invests in the growth of charter schools emphasizing the use of technology and other innovations to provide more personalized and effective instruction. The Corporation works with partners to reform systems, increase adoption of documented effective practices to raise graduation rates among underserved students, and eradicate barriers to innovation. A new area for Carnegie is advancement of next generation learning.

Priorities for 2013 include:

- Supporting organizations that enable schools and school systems to design and put into practice strategic reforms and implement innovative school models at scale.
- Supporting the Shared Learning Collaborative through active engagement in its governance and the building of a sustainable, non-profit organization.
- Strengthening the alignment between K-12 and higher education, including development of clear educational and career pathways for underserved students.

## **2. STANDARDS AND ASSESSMENTS**

Carnegie supports the Common Core State Standards in Math and English, which have been adopted by 45 states and the District of Columbia as of early 2012. Next, Carnegie believes it is essential to develop aligned assessments.

The Corporation's priorities for 2013 include:

- Continuing support for adoption of the math and English Common Core Standards and support education leaders as they confront the implications of rigorous new academic demands
- Ensuring completion of new high-quality science standards
- Advancing the development of science learning assessments and of standards for English language proficiency

## **3. INNOVATION IN TEACHING AND HUMAN CAPITAL MANAGEMENT**

To reach the goal of having an effective teacher for every child, Carnegie is focusing on building a vision and demand for a more comprehensive approach to human capital management in K-12 education. The Corporation invests in preparing and supporting excellent teachers and school leaders; improving educators' skills and allowing greater accountability for student results; and enabling thoughtful innovation and continuous improvement. Math and science teachers are a leading focus of this work.

Carnegie's grant-making priorities in this area include:

- Advancing a systemic approach to human capital management.
- Strengthening the preparation and support of teachers and school leaders.
- Mobilizing for stronger STEM teaching by engaging a wide range of organizations to expand significantly the supply of STEM teachers and other STEM talent for the nation's schools.
- Implementing the 100Kin10 initiative (a 2010 commitment to train 100,000 STEM teachers in 10 years), including identifying new partners, strengthening the quality of commitments, and building the capacity of the partnership.
- Supporting innovative solutions that may result from the Ashoka Challenge and expanding support for school leadership.
  - Ashoka – the world's largest community of social entrepreneurs – has identified 20 key challenges in today's world that require outstanding entrepreneurs to tackle them.

## **4. IMPROVING POLICY: CREATING BETTER CONDITIONS AND PLATFORMS FOR ACCOUNTABILITY, INNOVATION, AND SYSTEMIC REFORM**

The Urban and Higher Education Program focuses on building understanding of what it will take to implement the Common Core State Standards. Carnegie encourages action on reauthorization of the Elementary and Secondary Education Act and supports grants to policy work related to degree completion and effective postsecondary education. Grants currently support organizations engaged in improving policy conditions, including policies that would increase high school graduation rates, college readiness, and adoption of the Common Core standard. The priority for 2013:

- Maintaining public support and understanding for Common Core Standards implementation and building public receptivity to new science standards.

## 5. OPPORTUNITY EQUATION

Based on a report jointly funded by the Carnegie Corporation of New York and The Institute for Advanced Study Commission on Mathematics and Science Education, the “Opportunity Equation” describes ways that multiple stakeholders can come together to affect change. Carnegie is intending to continue support in the key areas of:

- Establishing new common standards in mathematics and science that are fewer, clearer, and higher, coupled with aligned high-quality assessments.
- Improving teaching and professional learning – supported by better school and system management.
- Redesigning schools and school systems to deliver excellent, equitable math and science learning more effectively.
- Initiating a national movement including public awareness campaigns increased public understanding about the links between effective math and science learning and the job market and a focus on improving outcomes among historically underperforming groups through new benchmarking to evaluate school improvement efforts at all grade levels for all students.

### 100Kin10 PARTNERSHIP (<http://100kin10.org/>)

In response to President Obama’s mention of a critical shortage of STEM teachers in February 2012 at the White House Science Fair, the 100Kin10 partnership, led by Carnegie Corporation and Opportunity Equation, announced a \$22 million fund to help make possible many of the partners’ innovations in STEM teacher preparation and retention. In a January 19, 2012 release, Carnegie announced more than 100 partners in the 100Kin10 partnership, **including Michigan State University**. Through this partnership, Michigan State University will “recruit and prepare 500 middle- and high-school STEM teachers by 2015, and will also prepare 150 elementary teachers as STEM specialists to address the critical need for preK-6, high-quality STEM instruction.”



# Jack Kent Cooke Foundation

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(See page 40 for representative grants to colleges and universities)

**T**he Jack Kent Cooke Foundation's mission is **to advance the education of exceptionally talented students who have financial need**. Through strategically targeted grants and individual scholarships, the Foundation works to expand educational opportunities for thousands of students whose families, schools, and communities need additional resources to help these students fulfill their promise. The Foundation pursues its work through three program areas:

## 1. YOUTH EDUCATION

The Foundation supports youth education by investing in organizations that expand learning opportunities for high-achieving, low- to moderate-income students during their K-12 years. The program offers direct support to students as well as for schools and out-of-school programs, summer enrichment activities, specialized education courses, and scholarships.

- **Summer Enrichment:** The Foundation supports nonprofit organizations or universities who provide access to high-quality summer enrichment programs for high-achieving low-income students entering grades 6 through 12.
- **Performing Arts:** The Foundation's "Widening the Stage" grant initiative aims to expand access to advanced music instruction for talented young musicians, ages 8-18, from low-income backgrounds.
- **Talent Development:** The Foundation's "Talent Development Award" recognizes exemplary practices that transform high-potential elementary and middle school students into high achievers, with particular attention to economically disadvantaged students.
- **Twice Exceptional:** The Foundation's "Twice-Exceptional Education Grants" are designed to ensure that extraordinary students who possess a high level of academic ability as well as learning differences receive the extra resources needed to nurture their talents.

## 2. COLLEGE ACCESS

The Foundation's College Advising Corps is an innovative, nationwide initiative that works to **significantly increase access to college among qualified low- to moderate-income high-school and community-college students**. The Foundation has awarded eleven \$1 million grants to highly selective private and state flagship colleges and universities, including **Brown University; Franklin & Marshall College; Loyola College; Northern Virginia Community College; Pennsylvania State University; Tufts University; University of Alabama; University of California, Berkeley; University of Missouri; University of Utah; and the University of Virginia**. Moreover, the Foundation has made select grants in its region to increase college access for exceptionally promising students with financial need. In addition, the University of North Carolina at Chapel Hill, in partnership with the Foundation and the National College Access Network, created the National College Advising Corps Office, which supports the network of university-based programs designed to increase college access for low-income high-achievement students and actively encourages other universities to start similar programs.

### 3. COMMUNITY COLLEGE TRANSFER

The Foundation's Community College Transfer Initiative (CCTI) is designed to ***help high-achieving community-college students earn bachelor's degrees*** at top colleges and universities nationwide by providing ***support to four-year institutions to implement or expand innovative programs to recruit and facilitate the successful transfer of low-income community college students***. The Foundation has invested \$6.8 million at highly selective four-year institutions. Recent grantees include: Bryn Mawr, Loyola Marymount University, Southwestern University, Syracuse University, University of California, Los Angeles, University of California, and Santa Barbara. Past recipients include: Amherst College; Bucknell University; Cornell University; Mount Holyoke College; University of California, Berkeley; University of North Carolina at Chapel Hill; ***University of Michigan***, Ann Arbor; and University of Southern California. The institutions are expected to enroll 1,100 new transfer students from 60+ partnering community colleges.

# The Joyce Foundation

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(See page 41 for representative grants)

**T**he Joyce Foundation supports policies that improve the quality of life for people in the Great Lakes Region and that can serve as a model for the nation. Its education programs aim to close the achievement gap by improving the quality of teachers in schools serving low-income and minority children, enhancing early childhood education, and exploring such innovations as charter schools.

## TEACHER QUALITY

The Foundation supports efforts to **improve federal, state, and district policies** so that high-need schools in Chicago, Indianapolis, and Minneapolis can attract and retain first-rate teachers. Efforts include:

- Research and policy development to improve central office recruiting and hiring systems.
- Research, policy development, and advocacy to support creation of new teacher evaluation systems in Chicago, Indianapolis, and Minneapolis.
- Support for research and policy development to transform the teaching career to make it more attractive to promising teachers and to ensure teachers receive clear guidance on how to improve.
- Support research on job protections and pensions in other sectors and development of policies to reform tenure, teacher compensation, and retirement options.

## EARLY READING

The Foundation supports **policy initiatives** to ensure that students read well by the end of third grade to help close the achievement gap. Efforts include research, public education, policy development, and advocacy designed to:

- Create more effective policies and measures of student and teacher performance on important reading skills in grades pre-K-3.
- Provide pre-K-3 teachers with more training before and after they enter the classroom on how to teach reading most effectively.
- Integrate effective early reading policies with other Joyce Foundation teacher quality strategies.

## INNOVATION GRANTS

The Foundation's goal is to support policy-oriented efforts to expand the supply of high-quality charter schools to help close the achievement gap. The Innovation portfolio supports efforts to improve and create these charter options in Chicago, Indianapolis, and Minneapolis.

The key initiatives for innovation grants supported statewide charter support organizations in statewide advocacy, supported efforts to engage community members in target states to advocate for more charter school options, national research that helps elevate issues that need to be addressed for charter schools, and research and policy development that shows how charter schools can improve chronically low performing schools.

In addition to these efforts, the Foundation's support for the **Shifting Gears Initiative** (<http://www.shifting-gears.org/>) has now completed its five-year commitment with programs now shifting over to the individual states. Spurred by changing economies, the six states (Illinois, Indiana, **Michigan**, Minnesota, Ohio, Wisconsin) in the Shifting Gears initiative designed policy solutions aimed at expanding access to and completion of postsecondary credentials that lead to family-supporting careers. These solutions included:

- Breaking down the walls separating basic skills and English language services from postsecondary education and training and offering these options together
- Supporting access to and success in postsecondary education with more readily available financial aid and other supports
- Connecting education and work through career pathways programs that help adults gain employment and advance in specific industry sectors
- Using data to guide policy change at the state level

Funding for this project was completed in 2011 with future responsibility now shifted to the states. In Michigan, **Grand Valley State University and Northwood University** are the current "Program and Regional Partners" listed from higher education (see: <http://www.mitalent.org/michigan-shifting-gears-program/>).

# *John D. & Catherine T. MacArthur Foundation*

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(See page 43 for representative grants to colleges and universities)

## *Digital Media and Learning*

**T**he John D. & Catherine T. MacArthur Foundation's primary education grant-making is focused on **Digital Media and Learning**. The Foundation awards grants in the areas of research, practice, and field-building.

### RESEARCH

Funded research includes ethnographic studies, surveys, interdisciplinary research networks, and other projects that examine what young people are doing online, how they view online activities, and what types of competencies, skills, and knowledge they are gaining.

### PRACTICE

The Foundation supports efforts to understand how schools, libraries, museums, and other learning environments need to adapt, change and collaborate as a result of young people's use of digital media.

- Projects examine learning in virtual worlds, through game design, with mobile devices, and through social networks.
- Funding supports new school design; and, in Chicago and New York, collaborations of civic and cultural institutions that are teaming up to help young people integrate learning across physical, virtual, formal, and informal environments.
- Some joint funding is occurring with the Gates Foundation that is specifically centered on game-based assessment.

### FIELD-BUILDING

The goal is to increase participation and interaction in the field of digital media and learning. The Foundation supports a series of publications, an interactive website and blog, plus the Digital Media and Learning Research Hub.

- An annual competition now in its fifth round – **Digital Media and Learning Competition** – awards \$2 million in grants to a range of participants who compete in three areas to design digital learning content and/or system design to deliver the learning content. The Foundation and its partners fund the program, and grant awards are administered by HASTAC - an alliance of individuals and institutions interested in new technologies. The 2013 competition is now entering its third phase with the first phase serving as a kick-off, the second phase currently underway focused on summer youth programming, and the third phase yet to be unveiled. The project funding is based on the principles of Connected Learning – learning that is equitable, social, and participatory. Winners create:
  - Social tools for social good
  - Social tools that enable control of information
  - Social tools that enable literacy
- Projects such as social and mobile apps creation, egalitarian learning content creation, and digital learning labs serve as prominent focal points for the competitions.

## CONNECTED LEARNING

Connected Learning is intended to address the new political and economic realities faced by schools in America because it calls for a new way to think about learning that is geared to the promise of our new knowledge society and sees schooling as only one pathway for learning. It addresses three key shifts as society evolves from the industrial age of the 20th century and its one-size-fits-all approach to educating youth for the 21st century networked society:

- A shift from education to learning: Education is what institutions do; learning is what people do. Digital media enable learning anywhere, anytime; formal learning must also be mobile and just-in-time.
- A shift from consumption of information to participatory learning: Learning happens best when it is rich in social connections, especially when it is peer-based and organized around learners' interests, enabling them to create as well as consume information.
- A shift from institutions to networks: In the digital age, the fundamental operating and delivery systems are networks, not institutions such as schools, which are one node of many on a young person's network of learning opportunities. People learn across institutions; so an entire learning network must be supported.

Other projects in Digital Media and Learning are generally identified through staff deliberation and consultation with experts in the field. - See more at: <http://www.macfound.org/info-grantseekers/grantmaking-guidelines/learning-grant-guidelines/#sthash.gmCKa4Tj.dpuf>

***It appears that participation in the annual Digital Media and Learning Conference can serve an entry into the Foundation's conversations for future development.*** "The annual conference is meant to be an inclusive, international and annual gathering of scholars and practitioners in the field, focused on fostering interdisciplinary and participatory dialogue and linking theory, empirical study, policy, activism, and practice."

### ***Girls' Secondary Education in Developing Countries***

While Digital Media provides a local approach, opportunities are emerging in international program development. Currently in the exploratory phase of its investment in girls' secondary education, the Foundation (working through the Partnership to Strengthen Innovation and Practice in Secondary Education, the Global Compact on Learning, the International Education Funders Group, and the Global Partnership for Education) is planning to:

- Fund pilot projects that offer innovative solutions to girls' learning and access to education and engage stakeholders in the scaling up of successful models;
- Support policy-relevant research and the development of a research agenda that address gaps in the knowledge base on secondary education and improves girls' access to education and quality learning; and
- Advance evidenced-based advocacy to strengthen national and sub-national secondary education policy development and implementation.

The geographic focus of these projects is in Nigeria, India, and Uganda.

## The Wallace Foundation

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(See page 44 for representative grants to colleges and universities)

**T**he Wallace Foundation is a national philanthropy that seeks to improve education and enrichment for disadvantaged children. “The Foundation has an unusual approach: funding projects to test innovative ideas for solving important social problems, conducting research to find out what works and what doesn’t and to fill key knowledge gaps – and then communicating the results to help others.” The Foundation strives to improve children’s lives and prospects by tackling large educational problems that hinder the development of disadvantaged children, such as the inadequacy of public education in U.S. cities. It seeks opportunities to develop possible solutions and gives grants to fund real world tests of innovations. Finally, the Foundation works to disseminate what they have learned to inform policymakers and others in a position to make beneficial change. Known as “The Wallace Approach” the three step process includes understanding the context, generating improvements, and catalyzing broad impact. The approach has two main parts:

1. **Developing Innovation Sites.** Wallace works closely with its grantees to help them plan and carry out potential solutions to public problems. Their on-the-ground efforts offer insights into what works, and what doesn’t, as well as the conditions that support or impede progress.
2. **Developing and Sharing Knowledge.** Wallace commissions research to objectively evaluate the efforts it funds and fills knowledge gaps in its fields of interest. Through the Foundation’s Web site, publications, conferences, and other means, Wallace tells decision-makers and the public what it is learning and encourages them to use the most promising ideas.

Wallace’s signature phrase – “Supporting ideas. Sharing solutions. Expanding opportunities.” – encapsulates how the Foundation works today. It supports innovative ideas and shares lessons from them that can help institutions, governments, and nonprofits expand opportunities. Generally, the Foundation determines which nonprofits and government agencies might have the interest in and ability to carry out its projects. Wallace then invites them to submit proposals for how they would do the work the Foundation envisions and then chooses grantees from that group. The possible solutions the grantees test generally require careful, detailed planning, the cooperation of many institutions, and time to unfold and be properly evaluated. Therefore, Wallace’s grants are generally larger than those issued by similar foundations (a median size of about \$1 million compared with \$150,000 at ten “peer” foundations) and last longer (an average 3.5 years, compared with 2.1 years for other large foundations).

### SCHOOL LEADERSHIP

Despite years of education reform efforts, success in lifting student achievement remains elusive for many urban public schools. An often-missing ingredient is effective school leadership, cited in research as second only to teaching in school influences on student success. Since 2000, Wallace has supported states and school districts to develop and test ways to improve leadership by principals and others key to better

schools. The Foundation's efforts have included leadership improvement undertakings in 24 states and numerous urban school districts within them as well as the publication of 70-plus related research studies and other reports. The Foundation's school leadership strategy, building on this research, is to:

- Disseminate reports and other materials about what we have learned so that education decision-makers develop informed school leadership policies and procedures.
- Create tools, such as how-to guides, that are based on what Wallace has learned and will help those in the trenches of school reform to work more effectively.
- Support selected districts seeking to build a pipeline of excellent principals.

In 2011, Wallace launched a \$75-million initiative to help six urban school districts develop a much larger corps of effective school districts: ***Charlotte-Mecklenburg in North Carolina; Denver; Gwinnett County (near Atlanta) in Georgia; Hillsborough County (near Tampa) in Florida; New York City; and Prince George's County (near Washington, D.C.) in Maryland.*** At the same time Wallace funded the Education Development Center – a secondary nonprofit organization designed to assess the quality of leadership training program tools. Recent reports have been published on this project and may suggest future direction in school leadership.

### AFTER SCHOOL

More than 15 million school-age children are left to their own devices after 3 p.m.; yet millions of parents report they would enroll their kids in after-school and summer programs if only they were available. This is an enormous missed opportunity for learning and enrichment during “out-of-school time” (OST), especially for children most in need. Typically OST programming is fragmented, with the many varied after school programs and government agencies and private groups that finance them operating in isolation from one another. In 2003, Wallace began working in **Boston, Chicago, New York City, Providence, and Washington, D.C.** to help coordinate the after-school workings of these groups – creating citywide “systems” of OST that could support better programs and increase access to them. In late 2010, a RAND evaluation said the cities' work had provided “a proof of principle” that OST systems hold promise. In early 2012, Wallace announced “next generation” grants in nine cities to further develop systems already begun in those communities: **Baltimore, Denver, Fort Worth, Grand Rapids, Jacksonville, Louisville, Nashville, Philadelphia and St. Paul.** The Foundation's after school strategy has three components:

- Inform city decision-makers nationwide about the value of OST systems and how to build them.
- Develop web materials to help city leader's act on what we've learned.
- Help cities already building OST systems to put in place essential pieces, including computer systems to provide reliable citywide data on program participation and quality.

In a separate Chicago initiative, Wallace is trying to help out-of-school time providers overcome a little-recognized barrier to offering more and better OST programs – weakness in financial management. The effort provides financial management training and assistance to nonprofits and funds a forum for state, philanthropic, and OST leaders to find ways to reduce common financial reporting and reimbursement burdens.



### SUMMER AND EXTENDED LEARNING TIME

The conventional six-hour, 180-day school year may not provide enough time for many poor and minority students in urban public schools to receive the education they deserve. In addition, the well-documented learning loss that poor children experience over summer contributes significantly to the achievement gap between them and children with more advantages in life. Launched in 2010, the **More Time for Learning initiative** supports efforts to engage children in more hours of learning both over the summer and during the school year (in what is commonly called "extended learning time"). A central part of this work is to study these programs, measure their effects on student achievement, and make the findings public. The Foundation's summer learning and extended learning efforts are guided by three common strategies:

- Inform mayors, school district leaders, parents, and others about how more hours for learning could improve student achievement.
- Strengthen the few well-established nonprofits with strong summer or extended learning programs so they can serve more children.
- Help selected city school districts introduce and test more-learning-time programs on a wide scale, and then evaluate the results.

Wallace is working in **Boston; Cincinnati; Dallas; Duval County, Florida; Pittsburgh;** and **Rochester** on a four-year summer learning "research and demonstration" project in which low-performing students about to enter the fourth grade will receive reading, writing, and math instruction as well as enrichment activities like music and sports. The project is designed to combine high-quality learning for children with a much-needed rigorous test of what works and what doesn't in these summer programs.

Three summer-learning programs – BELL (Building Educated Leaders for Life), Higher Achievement, and Horizons National – have received support from Wallace, while Citizen Schools and Communities in Schools, The After-School Corporation, and Say Yes to Education have received support for their extended learning efforts.

## *Representative Recent Grants*

Recent granting trends show that funds are being distributed to larger, collaborating organizations rather than individual institutions. To that end, representative grants from both individual institutions and from larger organizations have been included to provide a picture of the current granting initiatives.

### **BILL & MELINDA GATES FOUNDATION**

#### COLLEGE READY –2013 ACADEMIC RECIPIENTS

##### **Harvard University** (\$1,602,380)

The purpose of this award is to test a new model of teacher evaluation that provides an auditable artifact to ensure and maintain reliable scoring

##### **Michigan State University** (\$650,000)

The purpose of this award is to support an implementation study of the Common Core State Standards in Mathematics

##### **University of Washington** (\$610,819)

The purpose of this award is to develop tools and resources to support school and district leaders in the implementation of the Common Core State Standards.

#### COLLEGE READY –2013 RECIPIENTS

##### **Acuitus, Inc.** (\$13,763,544)

The purpose of this award is to provide early-stage research and development for digital algebra instruction.

##### **Educause** (\$12,630,000)

The purpose of this award is to support Next Generation Learning Challenges Wave IV.

##### **New Venture Fund** (\$12,000,000)

The purpose of this award is to incubate an anchor Literacy Design Collaborative (LDC) organization to further expand reach and impact.

#### POSTSECONDARY SUCCESS –ACADEMIC RECIPIENTS

##### **Athabasca University** (\$402,555)

The purpose of this funding is to support a coordinated program awarding 10-20 small grants of \$10,000-\$20,000 that target specific questions about the design, delivery, and scale of MOOCs in higher education.

##### **Arizona State University** (\$330,000)

The purpose of this funding is to support the creation of the next generation of adaptive courses to enable student success.

##### **Excelsior College** (\$168,572)

The purpose of this funding is to support the creation of the next generation of adaptive courses to enable student success

## POSTSECONDARY SUCCESS— TOP 2013 RECIPIENTS

### **Educause** (\$605,386)

The purpose of this funding is to promote the adoption of analytics based systems like Integrated Planning and Advisory Services (IPAS) among 2- and 4-year institutions of higher education.

Creative Commons Corporation - \$500,000

The purpose of this funding is to support general operating.

### **American Institutes for Research in the Behavioral Sciences** (\$426,633)

The purpose of this funding is to develop three tools for the state of Texas that counselors, students, and parents can use to make more informed decisions about how their educational choices will impact future employment and earnings.

## **LUMINA FOUNDATION**

### **American Chamber of Commerce Executives, Inc.** (\$2,265,900)

To mobilize chambers of commerce and their executives to undertake community organizing, leadership and practice to increase higher education attainment, to create national strategies for regional chamber engagement and business mobilization in support of goal 2025, and to proliferate business practices that increase higher education alignment with local economies and higher education attainment.

### **Institute for Higher Education Policy** (\$1,499,800)

To synthesize and disseminate findings and resources across all metro partners and cities and conduct community learning labs for city-based stakeholders engaged in localized college completion work.

### **The Aspen Institute** (\$500,000)

To support a third, two-year cycle of the aspen prize for community college excellence.

### **Mitch Daniels Leadership Foundation** (\$75,000)

To support the Mitch Daniels arc of leadership prize.

### **UNITE-LA** (\$750,000)

To support the research, preparation and vetting of a comprehensive set of employer policies and practices to increase higher education.

### **W.E. Upjohn Unemployment Trustee Corporation of Kalamazoo, MI** (\$47,000)

To demonstrate how providing detailed information on net costs, debt repayment and earnings outcome can improve students' understanding of college affordability.

### **Lane Community College** (\$789,000)

To explore use of the degree qualifications profile within Oregon's public colleges and universities.

## **KRESGE FOUNDATION**

### **ACCESS** (\$700,000)

ACCESS, now known as uAspire, promotes college access for underserved students by offering free college-affordability programs to high school students in Boston and Springfield, Mass. This three-year grant supports a national expansion into three new cities, the extension of financial-aid counseling to 20,000 additional students and the development of a certification program in college financial-aid advising.

***Achieving the Dream*** (\$2,040,000)

The national reform initiative seeks to increase the academic success of community college students, particularly students of color and those with low incomes. This three-year grant supports leadership development for community college presidents and trustees, the addition of three community colleges to the initiative and the sharing of lessons learned in the pursuit of postsecondary reform by U.S. and South African higher education leaders.

***Alumni Association of the University of Michigan*** (\$200,000)

The alumni association is an independent, membership organization that offers alumni programs and services and supports the University of Michigan. This two-year grant provides funding for the association's LEAD Scholars Program, which uses scholarships and targeted outreach to recruit, retain and graduate underrepresented minority students.

***Carnegie Foundation for the Advancement of Teaching*** (\$2,000,000)

The independent policy and research center seeks to transform U.S. education through innovations in teaching practice, student learning and knowledge building. This three-year grant supports the piloting and national expansion of two developmental mathematical curriculums, Statway and Quantway, designed to help community college students more quickly and successfully transition to credit-bearing college mathematics courses.

***Community College of Baltimore County*** (\$500,000)

The multi-campus two-year college provides undergraduate education, workforce development, technology training and lifelong learning to nearly 70,000 people a year in the Baltimore metropolitan area. This grant funds the expansion of its Accelerated Learning Program, an approach to improving student success in developmental English courses, and ***a launch of the program at up to 10 Michigan community colleges.***

***El Paso Community College*** (\$645,000)

EPCC offers more than 130 academic programs and 350 personal enrichment and continuing education courses at five campuses in El Paso County. This grant supports the planning and initial implementation of a strategy to increase degree completion by military personnel, veterans and their dependents in partnership with the University of Texas at El Paso and other four-year institutions.

***Governors State University*** (\$875,000)

The upper-division university, where course work begins at the junior baccalaureate level, is the only public institution of higher education in Chicago's south suburban area. This three-year grant funds the expansion of the university's Dual Degree Program, which aims to increase the transfer rate of students from six local community colleges.

***Macomb Community College*** (\$620,000)

Thousands of college students earn college degrees or receive advanced training at this community college, the only publicly funded higher education institution in Detroit's suburban Macomb County. This five-year grant supports the college's participation in Achieving the Dream.

***Michigan College Access Network*** (\$425,000)

The network seeks to increase college readiness, participation and completion rates in Michigan, particularly among low-income, first-generation and minority students. This grant provides funding for startup grants to support the growth and development of six Local College Access Networks in the state; and enables the organization to serve as a fiduciary for a national conference focused on outcomes of the U.S. Department of Education's Free Application for Federal Student Aid completion project.

***Michigan Community College Association*** (\$1,050,000)

The trade association for Michigan's 28 community colleges provides coordination, professional development and legislative advocacy for its members. This three-year grant establishes the Center for Student Success to serve as a statewide hub for coordinating a cohesive research, policy and practice agenda aimed at increasing college degree attainment in Michigan.

***Western Michigan University Foundation*** (\$700,000)

The university is a leader in recruiting and educating young people who have aged out of foster care. Funding from this multiyear grant enables the university to spearhead statewide efforts to improve college access and achievement for former foster youth.

***WILLIAM AND FLORA HEWLETT FOUNDATION***

***Alliance for Excellent Education*** (\$1,200,000)

For policy development and advocacy to promote deeper learning.

***Creative Commons*** (\$1,500,000)

For general operating support.

***Rockefeller Philanthropy Advisors*** (\$3,700,000)

For the California Education Policy Fund.

***EdNovo*** (\$400,000)

For platform development that assists in curation, auto-tagging, and contextualization of OER.

***PIE Network*** (\$300,000)

For state-based Common Core and deeper learning outreach.

***Rice University*** (\$750,000)

For creating three openly-licensed textbooks.

***University of Chicago*** (\$50,000)

For supporting development of a survey of non-cognitive factors in learning.

***Jobs for the Future*** (\$1,525,815)

For building a knowledge base for student-centered approaches to learning.

***Organisation for Economic Co-operation and Development*** (\$600,000)

For refinement and global scale-up of the PISA-based Test for Schools.

***FORD FOUNDATION***

***Teachers College*** (\$750,000)

For the Community College Research Center to undertake qualitative and quantitative research for & provide technical assistance to partners in the foundation's Corridors of College Success initiative.

***The Regents of the University of Colorado*** (\$550,000)

For the National Education Policy Center to study, evaluate & document extended learning time activities in Colorado, focusing on community engagement, the policy context & the metro Denver experience

***Tennessee Higher Education Commission*** (\$500,000)

For Complete College Tennessee 2.0 to evaluate the effects on campus of the state's new outcomes-based funding formula for public higher education and develop Web-based reporting and analysis tools

***Bard College*** (\$500,000)

Core support for the Bard Prison Initiative to challenge incarcerated men and women with a liberal education and transform the outcomes of the criminal justice system

***The Regents of the University of California, Los Angeles*** (\$250,000)

For the UCLA Labor Center's Dream Resource Center to promote equal access to postsecondary education by developing educational resources, support, and leadership development for immigrant students

***Colorado Department of Higher Education*** (\$250,000)

To develop and implement a performance-based funding model for public institutions of higher education in Colorado and for related research and reporting to ensure continued buy-in by stakeholders

***Rutgers University Foundation*** (\$200,000)

For the Newark Schools Research Collaborative to develop a data system for longitudinal student-level studies & launch research on more & better learning time initiatives in Newark, Harlem & Rochester

**CARNEGIE CORPORATION OF NEW YORK**

**Brandeis University** (\$250,600)

Urban and Higher Education, National Program: For strengthening, sustaining, and expanding Science Posse, a program for increasing the recruitment and retention of under-represented students in STEM disciplines.

**Stanford University** (\$400,000)

National Program, Urban and Higher Education: For a landscape analysis and case studies of successful models for English Language Learners

**University of Washington** (\$860,900)

Urban and Higher Education: For research and tools to build readiness and capacity for districts to enact new school designs.

**JACK KENT COOKE FOUNDATION**

**Carleton College** (\$189,902)

To offer high school students' intensive study in writing, science and quantitative reasoning.

**College of William and Mary - Center for Gifted Education** (\$250,000)

For Camp Launch, an initiative that will bring together rising 7th- and 8th-grade students from low-income communities in Richmond, Petersburg and surrounding areas for two-week courses in science, math and writing.

**Johns Hopkins University - Center for Talented Youth** (\$250,000)

For rural, gifted student access to CTY summer programs and year-round academic advising.

***Purdue University*** (\$250,000)

For The Gifted Education Resource Institute (GERI) Project HOPE+ for 50 high-potential, low-income Native American students on Navajo (Arizona), Standing Rock (South Dakota) and Red Lake (Minnesota) Reservations to attend GERI summer residential academic programs. Project HOPE+ also seeks to validate methods for identifying talent among underrepresented students.

***University of California Berkeley*** (\$250,000)

For the six-week Pre-College Academy, this will enable an additional 100 students from under-served urban high schools to study math, writing or engineering.

**Sample College Advising Corps Grants (\$1 Million each)**

***Brown University***

Brown University (Providence, RI) is using its College Advising Corps grant to expand its existing college-access programs at the University's Howard R. Swearer Center for Public Service.

***Franklin & Marshall College***

Franklin & Marshall College (Lancaster, PA) is using its College Advising Corps grant to develop a college access network in partnership with three other public and private institutions – Dickinson College, Millersville University, and Shippensburg University.

***Loyola College***

Loyola College (Baltimore, MD) is using its grant to implement a college advising program in Maryland high schools with low college-going rates and large numbers of low-income students.

***Northern Virginia Community College***

The Pathways to the Baccalaureate Program at Northern Virginia Community College (NVCC) helps academically prepared students with financial need in Loudoun County enter and succeed at NVCC and, ultimately, transfer to George Mason University or another four-year institution.

***Pennsylvania State University***

Pennsylvania State University (State College, PA), and its 24 campuses, are using its grant to create a pre-college advising program that places advisers in underserved high schools statewide.

**JOYCE FOUNDATION**

**Teacher Quality (sample)**

***Bellwether Education Partners*** (\$200,000)

To support its efforts to advance the national conversation on the sustainability and reform of educator pensions through engaging relevant stakeholder audiences.

***Consortium for Educational Change*** (\$200,000)

To provide training in new educator evaluation systems to both teacher and principal evaluators in Illinois.

***Editorial Projects in Education, Inc.*** (\$250,000)

To support coverage in Education Week and on edweek.org on state policies that aim to improve the teaching profession.

***Education Writers Association*** (\$225,000)

To support the improvement of media coverage in the Midwest and nationally of efforts to raise the caliber of the nation's education workforce, including the charter sector.

***EducationCounsel LLC*** (\$200,000)

To support the Teacher Leader Evaluation Multi-State Network, a collaborative to accelerate state policy reform on teacher and leader effectiveness in Illinois, Indiana, Minnesota, and several other states.

***Latino Policy Forum*** (\$225,000)

To implement its K-12 education agenda.

***New Teacher Center*** (\$250,000)

To strengthen and expand the reach of induction and mentoring policy and program infrastructure in Illinois, and to ensure that new teacher induction is embedded into the implementation of teacher evaluation and tenure policies across the state.

***Public Impact*** (\$200,000)

To develop and disseminate resources to help policy makers in Great Lakes states and beyond to create an Opportunity Culture and extend the reach of excellent teachers.

***Teach for America Inc.*** (\$400,000)

To support expansion and growth of the Policy and Advocacy Leadership Initiative.

***The Aspen Institute Inc.*** (\$400,000)

To conduct off-the-record meetings and public events to improve the design and implementation of new teacher effectiveness and evaluation policies.

***The New Teacher Project Inc.*** (\$800,000)

To expand the supply of qualified teachers in Chicago, Indianapolis, and Minneapolis by reducing the policy barriers that keeps each district from staffing its classrooms effectively.

***Early Childhood Education (sample)***

***Achieve Inc.*** (\$400,000)

To work with Illinois and Indiana teachers and policy makers to design developmentally-appropriate K-2 formative and summative assessments that can be used in new teacher evaluation systems.

***Wisconsin Council on Children and Families Inc.*** (\$50,000)

To improve the educational qualifications of teachers in early childhood programs throughout Wisconsin.

***Innovation Grants (sample)***

***Children First Fund the Chicago Public Schools Foundation*** (\$250,000)

To support the establishment of a new Chicago Public Schools (CPS) Office of Strategy Management (OSM) and the development of a comprehensive 10-year Neighborhood Vision for CPS.



**Illinois Network of Charter Schools (\$200,000)**

To support its efforts to create funding parity for charters in Chicago; the development of a strategic facilities plan by the Chicago Public Schools district; the successful launch and proper execution of the Illinois Charter School Commission; and the meaningful engagement of education reform advocates, parents, and students in promoting high-quality school options.

**JOHN D. & CATHERINE T. MACARTHUR FOUNDATION****Digital Media and Learning (sample)*****University of Michigan School of Information (\$150,000)***

The School of Information at the University of Michigan aims to prepare socially-engaged information professionals and create knowledge, systems, and institutions for the information age. In 2012, MacArthur and the National Science Foundation partnered with the University to convene a group of education funders to gauge their interest in building a new network to support innovations in learning, and found strong interest in innovations in learning-related science, technology, engineering, and math (STEM). This grant will be used to carry out a set of activities--research, meetings, and communications--to build a new funders network that supports innovations in STEM learning.

***Northwestern University (\$350,000)***

Northwestern University's Office of STEM Education Partnerships supports grade K-to-12 students and teachers by connecting them with the world-class science, technology, engineering, and mathematics (STEM) resources of Northwestern University. It will use this grant to help bring to scale the FUSE project, an effort to engage young people in STEM fields through easy-to-accomplish, hands-on exploratory challenges. Northwestern will focus on increasing the number of challenge-based sequences, in areas such as robotics, electronics, and 3-D prototyping, to easily engage a young person in a continuum of STEM learning from novice to expert over the course of a year.

***Mozilla Foundation (\$1,550,000)***

The Mozilla Foundation is the Foundation's lead grantee in developing the technology infrastructure for digital badges, and overseeing the work of the New York Hive Learning Network. Hive Learning networks - currently active in New York, Chicago, and Pittsburgh - are communities of civic, cultural, and other youth-serving institutions committed to reconfiguring learning activities in their cities to meet young people's needs in the digital age. With this grant, Mozilla will continue in its stewardship of the New York Hive Learning Network, assume stewardship of the Chicago Hive Learning Network, and spread the Hive concept to other locations across the country.

***Mills College (\$4,900,000)***

Since 2010, Mills College has hosted the MacArthur Research Network on Youth and Participatory Politics, which, in its first phase, explored whether and how youth are using digital tools and networks for political engagement, and new practices and dynamics that are facilitated by widespread availability and use of new media. This grant funds a second phase, in which the Network will examine new pathways to, and the consequences, quality, quantity, and response by institutions to, participatory politics, and gain a better understanding of how educators, policymakers, designers, and youth can work to strengthen young peoples' engagement with participatory politics.

***University of Chicago (\$500,000)***

Game Changer Chicago Design Lab (GCC Lab) is a new research initiative at the University of Chicago that taps staff, students, and faculty to work with youth to create digital stories, trans-media games, and new media art projects related to the social and emotional well-being of urban youth. With this grant, the Game Changer Chicago Design Lab will work with the Chicago Hive Learning Network, Mozilla Foundation, Born This Way Foundation, and the MacArthur

Research Network on Youth and Participatory Politics to create experiences that engage young people in learning through their interest in improving their communities and schools.

**Girls Secondary Education in Developing Countries (sample)**

***Center for Universal Education*** (\$550,000)

To institutionalize recommendations in the Global Compact on Learning, with an emphasis on supporting quality secondary education for girls in developing countries (over two years).

***Forum for African Women Educationalists, Uganda Chapter*** (\$500,000)

To increase access to and retention rates of war-affected girls in secondary schools in post-conflict Northern Uganda (over two years).

***New Course*** (\$95,000)

To develop a school curriculum on sustainable livelihoods and natural resource management in post-conflict situations in Africa's Great Lakes region (over 18 months).

***PiggyBankKids*** (\$120,000)

To support research and communication activities of the A World at School initiative that complement the goals of the Global Education First Initiative, the implementation of which is also being led by UN agencies and furthered through the work of Gordon Brown, UN Special Envoy on Global Education (over two years). More

***Results for Development Institute*** (\$292,000)

To synthesize and disseminate learning from projects supported by, the Strengthening Innovation and Practice in Secondary Education donor collaborative (over two years). More

***Tides Center Africa Grantmakers Affinity Group*** (\$85,000)

To support the Africa Grantmakers Affinity Group (over three years). More

**THE WALLACE FOUNDATION**

***Note: only two grants were funded by the foundation in 2012***

***Boston Public Schools, Arts Expansion Initiative*** (\$4,000,000)

To sustain and expand high-quality arts education in schools across the district.

***National League of Cities Institute*** (\$1,000,000)

To help coordinate the initiative to create high-quality citywide afterschool programs for low-income children and serve as a resource

**JOINTLY FUNDED**

***Educause – Next Generation Learning Challenges (NGLC)*** (\$12,630,000 Gates Foundation – \$600,000 William and Flora Hewlett Foundation)

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