Better Together

Policy Innovators in Education (PIE) Network
2010 Annual Report

PIE*n* / POLICY INNOVATORS IN EDUCATION *network*

PIE Network members 2010

Arizona
Stand for Children Arizona

California
EdVoice
The Education Trust—West

Colorado
Colorado Succeeds
Stand for Children Colorado

Connecticut
ConnCAN (Connecticut Coalition for Achievement Now)

Delaware
Rodel Foundation of Delaware

Florida
Foundation for Florida's Future

Illinois
Advance Illinois

Kentucky
Prichard Committee for Academic Excellence

Massachusetts
Massachusetts Business Alliance for Education

Mississippi
Mississippi First

Ohio
KidsOhio.org
Thomas B. Fordham Institute

Oklahoma
Oklahoma Business and Education Coalition

Oregon
Chalkboard Project
Stand for Children Oregon

Rhode Island
RI-CAN (Rhode Island Campaign for Achievement Now)

Tennessee
State Collaborative on Reforming Education (SCORE)

Texas
Texas Institute for Education Reform

Washington State
League of Education Voters
Partnership for Learning
Stand for Children Washington

Policy Partners

Center for American Progress
Center on Reinventing Public Education
Education Sector
Thomas B. Fordham Institute

Our mission:

To build, support, and promote a network of education reform advocacy organizations working to improve K-12 education in their states so that every child graduates world-ready.

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Introduction

Throughout 2010, PIE Network members proved that education advocates who are strategic, focused, and unrelenting can change political will. Our annual report shows how these lean, state-based coalitions created an impact far bigger than their sizes might predict. Network members provided a strong public voice to the policy-making process as they worked to ensure children graduate ready for college and a career in our global economy.

PIE*n* connects leading education advocacy organizations at the state level to each other, as well as to national experts in policy development. The ultimate goal is simple: to see good ideas on education reform get implemented.

At the end of 2010, PIE*n* consisted of:

- Twenty-three advocacy groups working in seventeen states to change the status quo and provide a voice for children.
- Our four policy partners, which represent a cross-ideological spectrum of the leading thinking in education reform today.
- A support hub that connects our members, helping groups share knowledge and build on each other's ideas.

We hope the stories of success in this report show how our network is much more than the sum of its parts; how, in fact, we are ***Better Together***.

Strategies for reforming and implementing state policies are honed at PIE*n* meetings in Nashville and Washington, D.C.

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Dear friends and supporters,

The PIE Network was founded on a simple premise: that bringing together leading state reformers working toward similar goals in different states could create a multiplier effect, ratcheting up the pace of reform nationwide. In 2010, PIE*n* demonstrated the power of that simple strategy, as network members worked *Better Together* to advance a year of extraordinary progress in education reform.

2010 offered unprecedented opportunities for improving public education. Demanding economic conditions in most states coupled with a unique, competitive infusion of federal support through Race to the Top encouraged state leaders to think differently about seemingly intractable problems. PIE*n* members spurred that competition by keeping tabs on advances in other states and reminding their own leaders what winning would entail. As a result, we saw bold policies implemented across the country as states adopted new national standards, closed data firewalls, increased charter caps, and raised the bar on teacher evaluation and effectiveness policies.

Without the network, 2010 would have unfolded differently. Too often, political leaders merely hype half-measures while downplaying the magnitude of change needed to improve schools. Without a steady source of counterintelligence, the public usually buys the spin. 2010 could have been no exception, were it not for the efforts of PIE Network members who delivered the message that "good enough" wasn't. Due to their involvement with the network, advocates came to policy debates in their own states informed about the real work being done in others. As a result, developments taking place across the country became sources of motivation and innovation. This regular crosstalk elevated the competition as reform leaders traded policy ideas and sometimes bill language, echoed effective communications, advised one another on strategy, and leveraged each other's successes to demand the same from leaders in their own states.

As we look to 2011, the economy isn't likely to offer much relief for straining state budgets. Many new governors and state chiefs were forced to match lofty ideas with harsh realities in their inaugural addresses. In such a climate state leaders will be inclined to hunker down, when boldness is most needed. The network's efforts to propagate ideas and strategies will be a crucial factor in maintaining the urgency of reform.

We end 2010 encouraged by how much we accomplished with our lean organization. We remain grateful to our funders and other supporters for helping us make 2010 such an exciting year for the network and for the education reform movement. We look forward to working with you as we continue our progress in 2011.

Suzanne Tacheny Kubach
Executive Director, PIE Network
March 22, 2011

2010 Highlights:
A year of extraordinary change

Jan 15

Tennessee General Assembly passes the First to the Top Act in special session after a SCORE panel develops the reform legislation.

Feb 10

Kentucky becomes the first state to adopt common academic standards, with groundwork laid by the Prichard Committee; by year's end 41 states adopt the standards.

Mar 25

Sec. Duncan meets with PIE Network members in Washington, D.C., praising their efforts in driving reform.

Mar 29

Delaware and Tennessee win first round of Race to the Top (RttT); Rodel Foundation of Delaware and SCORE instrumental in victories.

Sec. Duncan discusses RttT with PIE Network leaders.

PIE*n* members Paul A. Herdman and Patricia Levesque describe reform challenges in Delaware and Florida.

May 12

Colorado legislature passes SB 191, widely considered the most significant legislation to reform teacher tenure and evaluation enacted in 2010; bill co-sponsors praise Stand for Children Colorado and Colorado Succeeds.

June 1

Deadline for second round of RttT; *Wall Street Journal* reports at least 23 states enacted reform laws to improve their chances.

Aug 24

Second-round winners of RttT announced; PIE*n* members in Florida, Massachusetts, and Ohio contribute to state victories.

Sep 23

Sixty-two Teacher Incentive Fund (TIF) winners announced nationally; Chalkboard Project's CLASS project wins $13 million for seven Oregon districts.

Sep 24

Waiting for "Superman" released; many network members join the Done Waiting Coalition, sponsoring film screenings and panel discussions.

Oct 21-22

PIE Network's Fourth Annual Policy Summit held in Nashville with theme of "Now What? Translating Ambitious Legislation Into Workable Plans for Change."

KIPP

Section 1

Leveraging the power of our network

Student working at KIPP Journey Academy in Columbus, Ohio—one of seven charter schools authorized by the Thomas B. Fordham Foundation.

Our policy commitments

The PIE Network is nonpartisan in its ideas and bipartisan in its approach. Each member works to advance and defend these policy goals for education reform at the state level:

- Raise academic standards while closing achievement gaps to help all students graduate prepared for college and today's global workplace.
- Increase teacher and leader effectiveness and improve the means of delivering excellent education.
- Develop powerful accountability systems that include students, teachers, schools, districts, and states.
- Create urgency and develop effective strategies to improve or replace low-performing schools and districts.
- Advance quality charter schools and other options for parent choice.
- Strengthen the transparency, equity, flexibility, and productivity of education funding.

Our policy partners

PIE*n* is supported by four national policy organizations: the Center for American Progress, the Center on Reinventing Public Education, Education Sector, and the Thomas B. Fordham Institute. While they span the ideological spectrum, these leading thinkers share common commitments for improving public schools and recognize the important role states play in moving education reform forward. Our partners fuel reform on a national level, disseminate critical research that helps advocates win support, and offer guidance and expertise to network members.

Driving change through collaboration

Changing the status quo isn't easy. Before the PIE Network was formed, most state-based education advocacy groups worked in isolation. But the rapid growth of the network means leading innovators can now strategize with their peers across the country, quickening the pace of reform in their states. Trading tactics, lessons learned, and legislative proposals multiplies both the effectiveness and efficiency of our members, enabling them to build statewide support for reforms taking place elsewhere.

This was particularly true in 2010 as states scrambled to enact reforms to win federal funding. As an expert review on Philanthropedia put it, "PIE Network contributed very significantly to the success of Race to the Top in driving policy change at the state level because its network greatly facilitated the exchange of ideas and resources among the state reform organizations working to drive change."

Event and tools that foster collaboration

In 2010, PIE*n* members had numerous opportunities to work though challenges with each other and national leaders in education reform. Members met via monthly calls and webinars to work together to advance reforms.

The network's membership comes together in the spring and fall for these major events:

- **Invitation-only fall policy summit:** In October, the PIE Network's Fourth Annual Policy Summit took place in Nashville, focusing on the hard work of implementing policy. The event brought together the nation's leading education innovators in an intimate setting designed to build powerful connections.

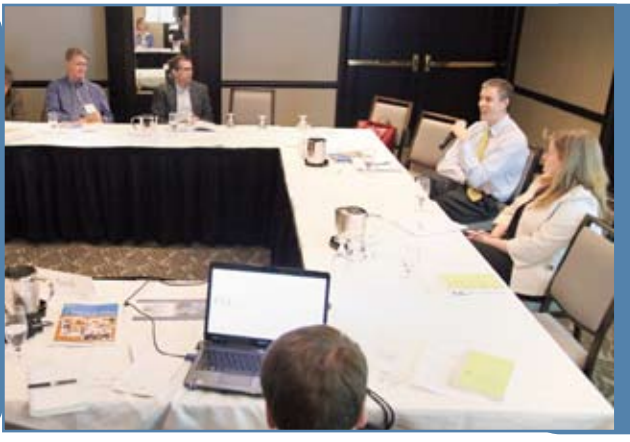
- **Spring and fall executives' meetings:** Network leaders candidly presented case studies of both policy wins and ongoing challenges. They also met U.S. Education Secretary Arne Duncan at the March Executives' Meeting in Washington, D.C., where he praised their reform efforts, saying, "We wouldn't be seeing the kind of changes we're seeing today without you. What you've done is remarkable."

RI-CAN's Maryellen Butke and Stand—CO's Kayla McGannon learn more about 50CAN over lunch at the Nashville policy summit.

"The PIE Network summit brings together the most impressive thought and action leaders in the country, people who are fighting so hard to get this right."

Colorado State Sen. Mike Johnston

SCORE Chair Bill Frist welcomes attendees to the PIE Network's Fourth Annual Policy Summit in Nashville.



Sec. Duncan thanks network members at the March Executives' Meeting in Washington, D.C.

Examples of joint member projects

PIE Network members benchmark each other's strengths, enabling advances in one state to spread across the country. As Partnership for Learning's Maureen Trantham puts it, "It's incredibly powerful to learn from individuals who are doing this work in other states." Studying best practices elsewhere also saves time and money, enhancing the efficiency of lean organizations.

Examples include:

- Leveraging the School Improvement Grant funding and the expertise of network members in developing policies for low-performing schools proved "invaluable" to Advance Illinois, according to Policy Associate Jim O'Connor. "As our state was creating its SIG program, we joined regular conference calls with Colorado Succeeds and the Rodel Foundation. As a result of this close communication, we were able to share best practices and move our state forward dramatically in its administration of the grant. Without a doubt, there will be more community buy-in and student achievement in Illinois turnaround schools as a result of the best practices we gleaned from our counterparts in Delaware and Colorado."
- After the Rodel Foundation and SCORE helped Delaware and Tennessee win the first round of Race to the Top, they pooled information on the challenges of implementing reforms. When second-round winners were named, Rodel and SCORE assisted their departments of education in bringing together all twelve grant recipients to trade implementation lessons.
- Colorado Succeeds' relationship with the Foundation for Florida's Future led to Foundation Chair Jeb Bush asking Republican members of Colorado's State Board of Education to support the Common Core State Standards, which were subsequently adopted in Colorado.
- The Chalkboard Project used the advice and materials of EdVoice and the Rodel Foundation in launching its first policy summit for legislators.
- ConnCAN shared research and policy work, including drafts of legislative language and data on teacher quality, school funding, and public charter schools. ConnCAN also gave birth to "50CAN: The 50 State Campaign for Achievement Now," which created advocacy groups in Rhode Island and Minnesota, now members of PIE*n*.
- The Massachusetts Business Alliance for Education relied on ConnCAN's advice and experience for its partnership with the National Council on Teacher Quality on the influential study, "Human Capital in the Boston Public Schools." Education Sector was another key advisor to MBAE, influencing its "Tapping Corporate Expertise for Teacher Evaluation" report and its work as part of Massachusetts's Task Force on Educator Evaluation.
- The Texas Institute for Education Reform worked with the Foundation for Florida's Future when gathering information about a 2009 bill establishing new school accountability checks and increased academic rigor. TIER also tapped Colorado Succeeds to learn more about Colorado's groundbreaking SB 191 as a model for possible Texas legislation dealing with educator quality and compensation.

"The partnerships we have developed through the PIE Network have strengthened our advocacy efforts; improved our approach to turning around the state's lowest performing schools; made us more effective conveners and coalition builders; and emboldened our commitment to the policy, advocacy, and accountability work necessary to transform Colorado's education system."

Tim Taylor, Colorado Succeeds

PIE*n* members Phyllis Hudecki and Mandy Clark connect at the network's policy summit.

Colorado Succeed's Tim Taylor and KidsOhio's Mark Real listen to a lunch presentation at the policy summit in Nashville.

Innovation fund pilot

One of the most powerful ways members replicate successful projects is through the PIE Network's innovation fund pilot, which fosters innovative policy development and capacity building. Supported by the Bill & Melinda Gates Foundation and the William and Flora Hewlett Foundation in 2009 and 2010, the network distributed $110,000 in small grants, with the bulk of the projects carried out in 2010. Recipients analyzed their results in reports, webinars, and at annual meeting sessions. The Gates Foundation awarded funding for a second round of grants in 2010 and new projects were selected in early 2011.

Grant projects:

- The Massachusetts Business Alliance for Education convened a task force of evaluation and compensation experts from leading employers in the state to identify practices relevant to educator evaluation and develop recommendations for a new teacher evaluation system. The task force's key recommendations focused on recognizing and rewarding excellence and connecting performance to compensation once an effective evaluation system is in place. MBAE's findings and conclusions are being used to influence policy decisions regarding design and implementation of a new evaluation system in Massachusetts.
- The Rodel Foundation of Delaware tested the feasibility of transferring micro-targeting research from ConnCAN to another state. Rodel learned that the model is transferable, with tailoring to fit a specific state's needs and parameters, a finding that is also benefiting other members. For example, the network's two groups in California, EdVoice and The Education Trust—West, are using ConnCAN's micro-targeting lessons to explore joint grassroots efforts throughout the state.
- The network's communications directors worked with consultants who helped them analyze their communications methods and identify best practices. This led to regular discussions on increasing the use of tools deemed most effective. Best practices were also included in "Rabble Rousers Revisited," a guide for launching state-based education reform advocacy organizations.
- Advance Illinois worked with The New Teacher Project to create an effective teacher-evaluation scorecard. Advance Illinois described its work at a network webinar and a session at the annual policy summit.
- ConnCAN's grant resulted in a report, "The Tab," which has led to an ongoing dialogue about fixing Connecticut's school finance system. ConnCAN disseminated the study among key stakeholder groups and used it as a blueprint for its "money follows the child" bill, introduced in 2010. Although the bill did not meet success, the State Board of Education publicly acknowledged that Connecticut's current school finance system is broken, and an ad hoc committee was tasked with reporting solutions. In 2011, Connecticut's new governor cited the need to reform Connecticut's school finance system in the near term during his budget address.

"The information that we receive from other PIE members is very helpful and serves as an impetus for change in California by providing concrete examples of statewide and local strategies for achieving education reform."

Arun Ramanathan, The Education Trust—West

"ConnCAN worked many times with other national- and state-level PIE-net organizations to share research and policy work, including drafts of legislative language and data on teacher quality, school funding, and public charter schools."

Alex Johnston, ConnCAN

PIE Network outreach

Game Changers newsletter launched in April

450

subscribers by year's end

Alex Johnston, Robin Steans, Mike Petrilli, and Richard Lee Colvin participate in a panel discussion on "The Race to Reform" in Washington, D.C.

March 26th release of "The Race to Reform: How Education Reform Advocates are Leveraging Race to the Top"

1,400

downloads

www.pie-network.org website

500%

increase in unique visitors from 2009 to 2010

@pienetwork Twitter account

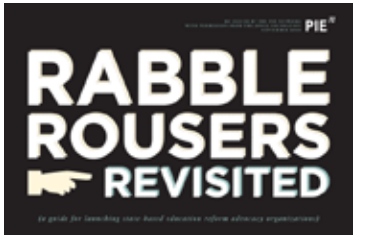
600%

increase in followers during 2010

September 15th release of a guide for launching state-based education reform advocacy organizations, "Rabble Rousers Revisited"

600

downloads



Section 2

Our members

Stand for Children Colorado member Ingrid Briant and her daughter at a November rally to support the turn-around of six of Colorado's lowest performing schools.

Spreading the message

Network members collectively reach more than **223,000** *people with their regular, ongoing communications. Outreach examples include:*

49,000
EdVoice's grassroots network

EdVoice sponsors a screening of *The Lottery* in Sacramento.

400
Average number of attendees at a League of Education Voters' "Voices from the Education Revolution" speaker series event

21,000
Prichard Committee's mailing list

11,500
Stand—AZ Facebook fans

75
Leaders who attended Foundation for Florida's Future Legislative Summit in January

10 busloads

Attendees at ConnCAN's March 15 statehouse rally for RttT reforms

ConnCAN supporters fill the atrium of Connecticut's Legislative Office Building.

81

Presentations made by SCORE staff across Tennessee on topics including RttT, academic standards, and teacher evaluations

25,000

Direct voter contacts made by Stand—WA in 2010 elections, resulting in victories for 11 of 14 priority candidates

336,000

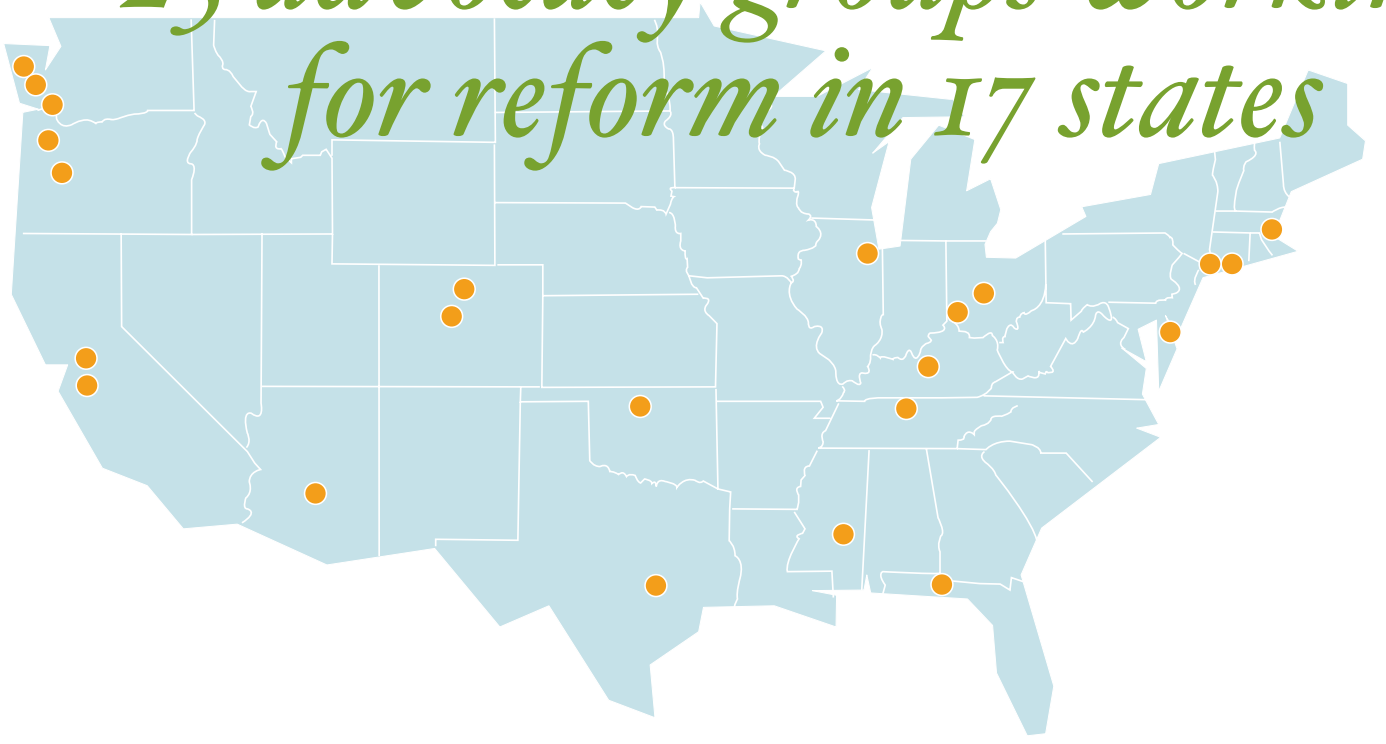
"Expect More, Achieve More" brochures distributed by SCORE

SCORE's brochure explains new, tougher testing to Tennessee parents.

State snapshots:

Key achievements by our members and priorities for 2011

23 advocacy groups working for reform in 17 states



ARIZONA

Evaluating educators by student progress

Stand for Children Arizona

"Our most significant achievement was in the passage of SB 1040, which requires teachers, principals, and school superintendents to have standardized performance evaluations. We are hopeful that the State Board of Education Task Force on Principal and Teacher Effectiveness, which was created by SB 1040, will develop a framework that will allow us to measure student learning and growth, and identify where our educators are doing well and where they need support."
Katy Cavanagh, Executive Director

- Stand for Children Arizona's work in passage of SB 1040 helped Arizona jump from a 40th place finish in the first round of Race to the Top to the finals in the second round. The legislation ensures, for the first time, that individual teachers and principals are evaluated by the progress of their students.
- By mobilizing members and contacting more than 20,000 voters, Stand—AZ successfully supported Prop 100—a temporary 1 percent increase in the state sales tax that helped avoid severe school funding cuts.

Top Priority for 2011

Stand—AZ plans to continue growing membership among not just parents, but educators, charter schools, and the business community. It hopes to recruit and assist education champions to run for local school board offices in 2012, and build the capacity to support state and local candidates who are education champions in the 2012 election. "Stand for Children Arizona is building a strong voice for children, one member at a time," says Cavanagh.

CALIFORNIA

The Education Trust—West and EdVoice work together to promote a student-focused agenda in Sacramento, and across California. At the PIE Network's Fourth Annual Policy Summit in Nashville, the two organizations explored the possibility of broadening and diversifying the reach of both groups, drawing from micro-targeting lessons provided by ConnCAN.

Closing achievement gaps for California's new majority

The Education Trust—West

"As a statewide policy, research, and advocacy organization, we use a three-pronged approach to highlight the disproportionate impact of opportunity and achievement gaps on students of color and students in poverty by making a powerful case for reforms that address the needs of California's new majority."
Arun Ramanathan, Executive Director

- The Education Trust—West pressed the state to apply for both rounds of Race to the Top. After California's first-round loss, ETW developed a blueprint for implementation in the second round, advising the state to take a bottom-up approach and use best practices in state school systems as the driving force of the application. The impressive districts pinpointed by ETW have since formed an externally funded nonprofit, CORE.
- Advocating for better state use of educational data, ETW co-hosted the event, "From Inputs to Outputs: The Power of Data and Technology to Close the Achievement Gap." More than 250 state leaders in education, policy, and business learned about the innovative data and policy strategies Californians are using to close the achievement gap.
- ETW released three separate reports on the crisis in achievement and opportunity for African-American, Latino, and Asian-American and Pacific Islander students.

Top Priority for 2011

"In terms of our legislative efforts, in the first part of the session, we're very much looking at reforming the state's seniority-based layoff policies and the teacher evaluation system," says Ramanathan.

Arun Ramanathan describes The Education Trust—West's work at a PIE Network executives' meeting.

CALIFORNIA

Defying zip code through policy

EdVoice

Bill Lucia moderates a panel discussion at the EdVoice-CA NAACP screening of *The Lottery*.

"2010 was a banner year for enacting EdVoice policy priorities. Combined, the successes pushed California closer to a future in which a child's zip code doesn't determine his or her destiny. New laws now require mandatory change for persistently failing schools; provide immediate transfer options to a better performing public school—even if it's in another school district; provide charter schools in low-income zip codes a permanent substantial grant to cover lease payments; establish transparency in quality of schools of education; and open new alternative routes to prepare effective teachers."
Bill Lucia, President and CEO

- Helping pass legislation to improve teacher effectiveness, EdVoice provided policy acumen and lobbying services to draft important bills and ultimately push them into law. EdVoice-sponsored AB 2086 delivers transparency in outcomes of teacher preparation programs. EdVoice advocated successfully for SB X5 1, which creates career pathways for STEM teachers, and SB X5 4, which provides open enrollment for students in low-performing schools. And in a tough budget package, EdVoice helped deliver an additional $38 million in facility funding for public charter schools through support of AB 1610.
- Co-hosting the first in a series of events to nurture reform-minded prospective candidates, the group created a pipeline political training program to prepare education reformers for elected office.
- EdVoice connected legislators and senior staff with education researchers and practitioners at the 2010 edition of the EdVoice Institute symposia series. The event took place during the national debate on Common Core and helped position EdVoice as a go-to resource on the next step of revising state assessments.

Top Priority for 2011

EdVoice doesn't publicly reveal tactical priorities early in the year. "However, in the current challenging fiscal climate," says Lucia, "the golden rule is to do what's best for kids and defend recent reform gains."

COLORADO

Colorado's history-making Great Teachers and Leaders law, SB 191, is a major achievement for both Colorado Succeeds and Stand for Children Colorado. The bill requires teachers and principals to receive annual evaluations tied in part to student academic growth, and ratings from this process determine teachers' non-probationary status—Colorado's version of tenure. Colorado Succeeds and Stand—CO are now working to ensure implementation fulfills the law's potential.

Business coalition plays critical role in landmark law

Colorado Succeeds

"Colorado Succeeds believes that we must educate our way to a better economy. Accordingly, we successfully leveraged the voice of the business community in advocating for historic reforms to our state's education system."
Tim Taylor, President

- Colorado Succeeds expanded the size and scope of the stakeholder coalition for SB 191, netting sixty business endorsements while coordinating committee testimony and advocacy efforts. State Sen. Mike Johnston, who co-sponsor the bill, praised the group, saying, "The only reason we were able to pull off this incredible feat was because we put together a coalition broader and deeper than any that's been brought to bear on a single piece of education legislation here at the state, and that was led by our partners at Colorado Succeeds."
- By providing public testimony to the State Board of Education, the group played a critical role in adoption of the Common Core State Standards.
- In January, the annual Colorado Succeeds Legislative Academy brought together elected officials and business leaders to interact with national education policy leaders.
- Colorado Succeeds commissioned a report analyzing Florida's recent education reform policies and comparing student achievement data in Florida and Colorado, "Proving the Possible: A case study of Florida's K-12 education reforms and lessons for Colorado." The report, released in conjunction with Waiting for "Superman," identified proven strategies, and has been discussed with elected officials and education leaders statewide.

Top Priority for 2011

"We will continue to advance a portfolio of reform-minded policies and deliver the voice of the business community in an effort to maintain the reform momentum," Taylor says. "While we are fully committed to ensuring the successful implementation of recent reforms, we also know that there is no silver bullet and that there is still a lot of work left to be done."

COLORADO

Stand—CO's Gregory Hatcher urges the Denver Public School Board to turn around low-performing schools.

Implementing historic reforms

Stand for Children Colorado

"Stand for Children Colorado's members agree that closing the achievement gap and improving the quality of education is key to preparing students—and our state—for long-term success. Stand's role in the passage of the Great Teachers and Leaders law, and focus on its successful implementation, demonstrate our commitment to rolling up our sleeves to produce the results that our students and teachers deserve."
Lindsay Neil, Executive Director

- Stand—CO's work was lauded by SB 191 bill co-sponsor state Sen. Nancy Spence. "Stand for Children in Colorado stood and delivered the most effective lobbying effort in recent memory," she said. "The Great Teachers and Leaders bill would be history were it not for the dedication of Stand. I've never seen a group of people with a greater commitment to improving public education."
- Fifteen of eighteen candidates endorsed by Stand were elected in its first round of legislative endorsements in Colorado.
- Stand—CO supported the turnaround of six of Colorado's lowest-performing schools in Northeast Denver, turning out more than ninety speakers to rally and provide testimony at a school board meeting. The board voted to approve the turnaround plans. Stand also worked to end forced teacher placement in low-performing schools within Denver Public Schools.

Top Priority for 2011

Stand—CO's focus is on implementation of the groundbreaking legislation passed last year. "We only get one chance to ensure that the Great Teachers and Leaders law is truly going to deliver results in the classroom," says Neil.

CONNECTICUT

Important victories for students as reform takes the spotlight

ConnCAN (Connecticut Coalition for Achievement Now)

"In 2010, through the "Our Race to the Top" campaign, we secured three victories on behalf of Connecticut's students: teacher evaluations tied to student performance, alternative pathways for great teachers to become principals, and the adoption of the Common Core standards. In our "Vote for Ed!" campaign, we elevated the issue of education reform in the governor's race, making education one of the most hotly contested issues of the campaign season."
Alex Johnston, CEO

- ConnCAN's public and private leadership was instrumental in the passage of Connecticut's education reform legislation. While Connecticut was not among Race to the Top's winners, Public Act No. 10-111 ties teacher evaluations to student achievement, and the State Board of Education adopted Common Core State Standards.
- The "Vote for Ed!" campaign presented ConnCAN's idealized candidate for governor: Ed U. Cation. Through a Gubernatorial Candidates Forum, a voter survey, television ads, yard signs, and bumper magnets, ConnCAN's education policy priorities became some of the most intensely debated issues in the governor's race.
- ConnCAN's 2009 investigative report, "The Tab," was used as the blueprint for a ConnCAN school finance bill that did not meet success in the legislature, but compelled the state board to publicly acknowledge Connecticut's current school finance system is broken. This led to formation of an ad hoc committee tasked with reporting solutions to the next governor. ConnCAN is now assembling a broad coalition of supporters for school finance reform.

Top Priority for 2011

"In 2011, through our "Get Smart Connecticut" campaign, we are proposing two bold solutions to Connecticut's education crisis: fix our outdated, illogical school funding system so we can stop wasting precious education dollars; and end last-in first-out hiring practices to make sure that when teacher layoffs happen, they do the least damage possible to students," says Johnston.

ConnCAN's Alex Johnston campaigns with Ed U. Cation in Connecticut's gubernatorial race.

"As Delaware moves ahead, Rodel will focus on offering support and maintaining the urgency needed to prevent us from sliding backwards," says Herdman. "As we face the substantial challenge of moving from idea to implementation, our top priority is to hold all stakeholders—including ourselves—accountable to the promise and commitment we made to Delaware's children."

DELAWARE

Rodel sets Delaware's winning 'Race' pace

Rodel Foundation of Delaware

"With Race to the Top, we have seen more movement in the last sixteen months than we have seen in the last six years. We have seen the state move on a range of critical policy levers: new standards, new assessments, and teacher evaluations. Our next priority is making sure these changes move student performance."
Paul A. Herdman, President and CEO

The Kuumba Academy Charter School in Wilmington is one of 26 schools in the Vision 2015 Network, a project of the Rodel Foundation of Delaware.
(photo credit: Kathy Atkinson)

- The Rodel Foundation helped shape Delaware's winning application for Race to the Top by working with and supporting Gov. Jack Markell, the Delaware Department of Education, educators, and the business community.
- Rodel supported the development and implementation of Delaware's Partnership Zone Initiative, a bold reform plan geared to transform Delaware's chronically low-performing schools.
- The Delaware Performance Appraisal System was changed to require evidence of student growth for teachers to earn tenure-like protections after Rodel provided significant support.
- Rodel organized and funded the annual Vision 2015 Leadership Forum, "Delaware's Race to Deliver," keynoted by New York City Schools Chancellor Joel Klein and attended by more than 500 educators, business and community leaders, elected officials, and concerned citizens.

Top Priority for 2011

EdVoice doesn't publicly reveal tactical priorities early in the year. "However, in the current challenging fiscal climate," says Lucia, "the golden rule is to do what's best for kids and defend recent reform gains."

FLORIDA

Two steps forward, one step back

Foundation for Florida's Future

"In 2010, we were the driving force behind legislation that increased graduation standards to meet the expectations of college and the work force. We were also successful in supporting a bill that expanded Florida's tax-credit scholarships for low-income students to become the biggest in the nation, with over 35,000 students participating this year."
Patricia Levesque, Executive Director

- The Foundation for Florida's Future threw its support behind three bills passed by the legislature. SB 4 aligned state standards with the American Diploma Project, and the Foundation supported the bill by preparing talking points for legislators, drafting op-eds, arranging for expert testimony, and lobbying. SB 6 would have ended tenure for newly hired teachers, implemented performance pay, and improved evaluation systems. While SB 6 was vetoed, the work done in 2010 made teacher quality a top priority in 2011 for the senate president, house speaker, and new governor. In addition, Florida's winning application for Race to the Top included a proposal requiring teachers to be evaluated and rewarded based on student learning. The Foundation also supported SB 2126, which expands Florida's tax-credit scholarship program.
- Comprehensive outreach to legislators included a summit in January 2010, which was attended by seventy-five legislative, business, and education leaders, including the senate president and speaker of the house. The Foundation's annual Legislative Report Card and Honor Roll, lawmakers who support reform efforts, also contribute to its influence.

Foundation for Florida's Future Chair Jeb Bush meets with legislators, business leaders, and education advocates in preparation for the 2010 Legislative Session.

Top Priority for 2011

"Our top priority is to pass legislation that reforms the teacher profession by ending tenure and changing the way we evaluate and compensate our teachers," says Levesque. Other advocacy goals include customizing education through digital learning, expanding access with more charter and private school choice and protecting funding for education programs that improve student achievement.

ILLINOIS

"Education reform was named a top priority by leadership both in the Illinois House and Senate, and Advance Illinois is proud to play a key role in giving our children the education they deserve."

Robin Steans, Advance Illinois

Creating a blueprint for reform

Advance Illinois

"Advance Illinois' involvement in Race to the Top played a key role in shaping the state's policy blueprint for reform. Our in-depth investigations into the state of Illinois' education system and our role on the state's P-20 Council helped to create the framework which will, moving forward, help Illinois to prepare all children for success in college and careers."
Robin Steans, Executive Director

- Advance Illinois was a key collaborator in development of Illinois' Race to the Top applications and efforts to gain statewide buy-in. While Illinois didn't win funding, its second-round application now functions as the state's blueprint for education reform. Advance Illinois also played a role in passing legislation related to Race to the Top, including SB 0315, which links student growth and teacher evaluations, and SB 0226, which raises standards for principal preparation programs.
- Advance Illinois advocated for and informed Gov. Pat Quinn's convening of the Illinois P-20 Council, which is charged with ensuring a seamless and quality educational experience for every Illinois student.
- "The State We're In: A Report Card on Education in Illinois," the group's first state report card, garnered significant media coverage and empowered families, communities, educators, and policy makers to use achievement indicators to drive change.

Top Priority for 2011

"Our top priorities for 2011 involve following through on our 2010 successes by ensuring strong implementation of those programs, and expanding our work on improving teacher quality by linking performance to decisions about tenure, certification, layoffs, dismissal, and placement through the passage of our legislative agenda," says Steans. Advance Illinois is also initiating the Illinois KIDS (Kindergarten Individual Development Survey) development and pilot program, and strengthening its school report card by introducing information on student growth and school climate.

KENTUCKY

Making progress in "Top 20 by 2020" challenge

Prichard Committee for Academic Excellence

"The Prichard Committee has challenged Kentucky to move into the top twenty states on key indicators by 2020, and in 2010 we were able to report important progress in NAEP reading and math results, success on Advanced Placement tests, college admissions, and associate degree completion. The 'Top 20 by 2020' challenge lets us use each report of Kentucky progress to urge our commonwealth to continue the effort to improve education for each and every student."
Cynthia J. Heine, Interim Executive Director

- In February 2010, Kentucky became the first state to adopt Common Core State Standards. The Prichard Committee built understanding and support for the standards, and strongly supported implementation of 2009's college and career-readiness-focused SB 1.
- The Prichard Committee took a leadership role in early Kentucky implementation of the Gates Foundation's literacy and math strategies, coordinating grant work with teachers and building leadership understanding of the Gates' approaches. In July, Executive Director Robert Sexton provided the Gates team with key lessons of Kentucky's twenty-year reform movement.

Top Priority for 2011

"With Common Core standards in place, the work ahead is to create a wider understanding of the deeper learning and the intensive teaching it will take to get all students ready for college and careers," says Heine. "Building the public will to raise achievement to substantially higher levels will be our central project for 2011 and beyond."

> *"It is not an exaggeration to say that Bob Sexton has influenced and enriched the education experience for generations of students."*
> *Gov. Steve Beshear after the death of the Prichard Committee's long-time leader in August.*

MASSACHUSETTS

"MBAE has been an invaluable partner in Massachusetts' success in education."

Gov. Deval Patrick

Mobilizing business to win 'Race' and adopt standards

Massachusetts Business Alliance for Education

"MBAE's leadership on key education issues in 2010 led to extraordinary success in raising standards, passing significant reforms that will help to turn around under-performing schools, and securing Race to the Top funds to implement a reform agenda."
Linda Noonan, Executive Director

- MBAE was acknowledged for its leadership in passing "An Act Relative to the Achievement Gap," which raised charter school caps and strengthened provisions for turning around under performing schools.
- MBAE played a major role in the state's adoption of the Common Core State Standards, providing the only independent analysis of how the CCSS compared to the state's already high standards. The conclusion that the Common Core was as rigorous as the state's own standards—and stronger in areas considered essential for college and career success—provided key evidence supporting adoption.
- Gov. Deval Patrick acknowledged MBAE as the voice of the business community in developing the state's winning Race to the Top proposal and securing $250 million in federal grant money. MBAE called for bold reforms and provided the only external members on working groups drafting the application.
- Health care became an education issue after MBAE analyzed the state's school funding formula and determined that a system that once successfully equalized per-pupil funding lost ground due to rising health care costs.

Top Priority for 2011

"MBAE will focus on ensuring that the state lives up to the promises it made as part of the Race to the Top proposal," Noonan says. "If we are successful, we'll have a clear and consistent college- and career-readiness agenda, Common Core standards that move the state forward, and highly effective teachers in every classroom."

MISSISSIPPI

More money and higher standards for low-performing schools

Mississippi First

"We are the first real policy organization in Mississippi, with people who are trained to be policy wonks and focusing on education issues in that way. We are building our credibility. We're a new voice for children and a new voice for change, and I think that's going to pay big dividends in the years to come."
Rachel Hicks, Executive Director

- Mississippi First was intimately involved in efforts to turn around the state's lowest-performing schools by writing Mississippi's successful application for School Improvement Grant dollars. The state received $47 million, and schools receiving funds through the program are expected to move the ball forward on student achievement.
- Working with a research center at Mississippi State University to identify and profile the state's highest-performing, highest-poverty schools, Mississippi First will use value-added scores to honor schools based on student achievement and demographics.
- Though the legislature didn't significantly strengthen the state's weak charter school law in 2010, pressure from Mississippi First laid the groundwork for improved charter school laws.

Top Priority for 2011

"We are going to be focused intensely on school turnarounds, school transformation, and different ways of improving our low-performing schools," says Hicks.

"I can't say enough about how important the PIE Network has been to us. It has enabled us to keep our eye on the ball in the long term, and not always be thinking about putting out fires in the short term."

Rachel Hicks, Mississippi First

KidsOhio.org and the Thomas B. Fordham Institute share a commitment to helping schools improve quality while becoming more efficient. A September event hosted by both marked a tipping point when education leaders and policy makers statewide started to seek smart ways of dealing with the impending fiscal budget crisis. With an infusion of funds from Race to the Top, Ohio is poised to build on the successes of 2010.

OHIO

Leading Ohio in the 'Race'

KidsOhio.org

"Our nonpartisan work on Ohio's Race to the Top application involved working with Democrats and Republicans, business and labor, districts and nonprofits. Our allies included the Ohio Grantmakers Forum and nearly seventy other organizations."
Mark Real, President

- KidsOhio.org played a leadership role in helping Ohio win Race to the Top. KidsOhio co-produced independent guides to the first- and second-round applications, co-convened one hundred leaders from seventy organizations to advise the Ohio Department of Education, and helped Ohio's second-round presentation team prepare for Washington.
- A policy brief educated decision-makers about Ohio's efforts to increase the annual number of college graduates, and the group co-released a guide showcasing college credit opportunities for high school students.
- In Columbus, KidsOhio collaborated with community leaders to form Learn4Life, an effort to boost academic achievement by strengthening health and social services. A KidsOhio report provided an overview of the increase in student need among Colum bus suburbs, identifying elementary school enrollment trends among low-income parents.

Top Priority for 2011

"Our top priority in 2011 is improving student achievement and college and career readiness," says Real. "Due to legislative term limits, one in three Ohio legislators are new. These policy makers appreciate information about the needs of Ohio schoolchildren and efforts that are making measurable progress."

OHIO

Strengthening accountability as budgets tighten

Thomas B. Fordham Institute

- Fordham released "Education Imperatives for Ohio: K-12 Education Policy Priorities for the Next Biennium," a policy brief for lawmakers as they headed into a tough fiscal year. Many ideas were introduced in the new legislative session, including lifting the moratorium on new e-schools, using value-added data in teacher evaluations, and getting rid of the current evidence-based funding model.

- Fordham's book, Ohio's Education Reform Challenges: Lessons from the Frontlines, analyzes Fordham's successes and failures as a charter school authorizer. Many media outlets reported on the book's key finding: the success of a charter system depends on the state clearly defining the role and responsibilities of authorizers.
- The report, "Needles in a Haystack: Lessons from Ohio's high-performing, high-need urban schools," examined eight high-performing Ohio urban public schools. Fordham's findings reaffirmed policy priorities on the legislative radar for 2011, including creating avenues for highly effective teachers and leaders in high-need schools, and greater autonomy for these schools and districts.

Students at Dayton Leadership Academy, a charter school authorized by the Thomas B. Fordham Foundation in Ohio.

Top Priority for 2011

"Maintaining and strengthening Ohio's accountability system is a top priority for the next biennium. With the GOP in charge of every major statewide office and both chambers of the legislature, there's political will to move the ball forward with overhauling teacher evaluations, abolishing antiquated seniority-based preferences for hiring and firing teachers, and expanding school choice programs. But with the state's enormous budget deficit may come the temptation to put testing on the chopping block, or water down existing accountability metrics for district and charter schools. Fordham will be pushing for more autonomy for school districts, but only in exchange for tighter accountability."
Terry Ryan, VP of Ohio Programs and Policy

OKLAHOMA

Business agenda leads to tenure and evaluation reform

Oklahoma Business and Education Council

"OBEC is now the official partner working to develop the governor's education policies and agenda. This brings the business agenda for education reform directly into line with the governor."
Phyllis Hudecki, Executive Director

- The Oklahoma Business and Education Council mobilized business leaders and advocated successfully for SB 2033, which ties teacher and principal evaluation to student achievement, eliminates some of the burden and cost for terminating ineffective teachers, and renders tenure more selective. Business leaders on OBEC's board also aided efforts to reform teacher evaluation at Tulsa Public Schools by implementing employee evaluation methods proven effective in the private sector.
- Executive Director Phyllis Hudecki was appointed to Gov. Mary Fallin's Cabinet as Secretary of Education, and OBEC is now the state of Oklahoma's official partner in developing state education policy.
- OBEC successfully defeated House and Senate bills that proposed rolling back high school graduation requirements and weakening academic rigor, and is currently providing technical assistance to a senator developing a bill that would ramp up math requirements for graduation.

Top Priority for 2011

"We keep trying to solve new problems and old problems with old methods and old ways of funding," says Hudecki. "The private sector is saying, 'Let's break out of that.' We want to transfer that kind of thinking into education."

OREGON

After a change of control in the House and election of a reform-minded new governor, the policy environment in Oregon is primed for meaningful reform. The Chalkboard Project and Stand for Children Oregon are both partnering with the Oregon Association of School Executives (OASE) Task Force on Education Vision and Policy, which also includes progressive superintendents and Oregon Business Association representatives. The group is pushing an aggressive legislative agenda that emphasizes effective educators, high standards, aligned assessments, and other state-level reforms. A member was appointed as Gov. John Kitzhaber's education policy advisor.

True innovation in Oregon classrooms

Chalkboard Project

"The wind is turning into our sails. The current climate is feeding a more meaningful reform conversation than we have seen in a while. There is true potential for Oregon to take major strides forward in the next twelve months."
Sue Hildick, President

- A $13.2 million Teacher Incentive Fund (TIF) grant won by the Chalkboard Project supports implementation of the CLASS program, which provides a consortium of school districts with a framework to locally design and implement career and compensation reforms for teaching. The Oregonian points to the "true innovation" of CLASS as an example of what can be accomplished statewide: "This program, a brainchild of the ever-persistent nonprofit Chalkboard Project, has expanded to twelve districts in Oregon with eight more reportedly on the waiting list."
- "The Economic Impacts of Oregon's Student Achievement Gap" showed Oregon could boost the size of its economy by closing the academic achievement gap between students of color and white students.

Top Priority for 2011

Chalkboard's top priority is strengthening the effectiveness of educators throughout the state. "In 2011 we'll be implementing our Teacher Incentive Fund grant as well as pushing at the state level to leverage funds to better recruit, retain, support, evaluate, recognize, and reward educators," says Hildick.

> *"Done right, bottom-up efforts like this can help compensate for inertia at the top—and even spark systemic change over time."*
>
> *Oregonian* editorial on CLASS project

OREGON

Ensuring that change is collaborative

Stand for Children Oregon

"2010 was a year of laying foundations. Last year, Stand for Children transitioned from an organization focused primarily on education funding to a pioneer of Oregon's education reform movement. We helped keep the issue of establishing a Rainy Day Fund—critical for stable funding of schools—at the forefront, despite the fact that it was widely considered to be too politically dangerous to take on."
Sue Levin, Executive Director

- Stand for Children Oregon supported ten Education Champions, incumbents with proven records for education, of whom nine were reelected. Stand also helped elect rising education leader Rep. Val Hoyle in a close race.
- Stand—OR initiated a study completed by the national Stand for Children organization, analyzing why teachers across the country aren't engaging in the conversation about improving the public education system. Stand—OR is integrating the findings into its local work and planning to organize an Oregon-specific Innovative Educator Conference this summer.

Top Priority for 2011

"Our goal in 2011 is to take concrete steps toward creating a statewide system of vibrant, high-performing schools that are a great place to teach and learn, with stable funding and strong leadership," Levin says. "We have a robust policy agenda that takes advantage of a state climate ripe for change."

RHODE ISLAND

Building a movement RI-CAN
(Rhode Island Campaign for Achievement Now)

"Fundamental changes only happen in those rare moments when the public demands that our public officials take the risks necessary to push past the stiff resistance of the status quo. RI-CAN was created to help build this movement, to bring every Rhode Islander together for our kids and for the future of our state."
Maryellen Butke, Executive Director

- RI-CAN (Rhode Island Campaign for Achievement Now) launched officially as an organization in December 2010 and immediately released its first report, "The State of Education in Rhode Island." Its key finding is that the state has unacceptably large racial, ethnic, and class divisions in student achievement. RI-CAN held a sold-out October screening of Waiting for "Superman," featuring a panel that included Education Commissioner Deborah Gist.

Top Priority for 2011

"With a new governor who is skeptical of education reform, RI-CAN is advocating to keep Commissioner Gist and the state Board of Regents in office," says Butke. RI-CAN is also working to establish a science of literacy test for elementary school teachers, and to change state policies that make it difficult for charter schools to secure facilities. "We are all going to have to work together to on the hundreds of solutions needed to build the new public school system our children deserve," she adds.

TENNESSEE

SCORE Chair Bill Frist (right) kicks off the "Expect More, Achieve More" campaign in Knoxville with then Education Commissioner Tim Webb and Gov. Phil Bredesen (left and center).

Building consensus for an early 'Race' victory

State Collaborative on Reforming Education (SCORE)

"In the past twelve months, the state passed the most comprehensive K-12 education reform bill in nearly two decades, as well as received over $710 million in competitive federal and philanthropic funds. We were glad SCORE could play a part in these efforts."
Brad Smith, Executive Director

"2010 will be remembered as the year Tennessee leaped to the forefront of the national education reform movement."
Bill Frist, SCORE Chair

- SCORE played a key role in the state's first-round Race to the Top win. Tennessee's First to the Top Act, the largest education reform bill in the state since 1992, included all major recommendations from SCORE's 2009 final report, "A Roadmap to Success." SCORE's efforts to build consensus among stakeholders contributed significantly to the broad buy-in for Tennessee's application.
- Individual school districts writing Race to the Top plans were supported by eight consultants hired by SCORE, working from regional offices of the Tennessee Department of Education. SCORE also provided assistance to the fifteen members of the Teacher Evaluation Advisory Committee created by the First to the Top Act.
- Building support for Tennessee's policy reforms, SCORE's advocacy efforts included eighty-one presentations statewide. SCORE hosted an education-focused gubernatorial debate in January, and co-sponsored a September candidates' forum. Its largest advocacy effort was the "Expect More, Achieve More" campaign, which built support for Tennessee's new standards and was led by a coalition of thirty business and education organizations.

Top Priority for 2011

SCORE's focus in 2011 will be ensuring that the many new education reforms that were passed into law in 2010 are effectively implemented, especially the state's new teacher evaluation system.

TEXAS

"PIE allows us to do a lot more than we could on our own. We're very grateful for the network and for being a part of it."

Texas Institute for Education Reform's Andrew Erben

Helping Texas prioritize policy

Texas Institute for Education Reform

"In 2009, we passed HB 3. The major goal is that the state will be the national leader in college and career readiness. Last year, we were working on the implementation of that bill, which will take probably five or six years."
Andrew Erben, President

- Though the Texas Legislature was not in session in 2010, the Texas Institute for Education Reform (TIER) advocated successfully for Education Commissioner Robert Scott to include a college- and career-readiness measure when rating schools.
- TIER adopted a new, ten-year business plan mapping out a plan for growth and six priorities: ensuring Texas ranks in the top five states in post-secondary readiness by 2020, promoting differentiated pay for educators, expanding competition and choice through charter schools and other innovative programs, improving education data systems, streamlining state bureaucracy, and holding districts and schools accountability for financial stability and cost savings.

Top Priority for 2011

"In light of the budgetary pressure, our top priority is to preserve programs that drive student achievement in this state, such as teacher incentive pay and other grant programs," says Erben. "We hope that some good comes out of the existing budget crisis by helping the state re-prioritize public policy on education."

WASHINGTON STATE

Partnership for Learning, The League of Education Voters, and Stand for Children Washington collaborate frequently, crossing partisan lines and bringing together a wide range of supporters. In 2009, the three organizations helped develop the Excellent Schools Now coalition, a diverse group of business leaders, grassroots voters, parents, and reform-minded educators.

The coalition worked cohesively in 2010 to enact Washington's Race to the Top bill, SB 6696, which empowers the state to intervene in low-performing schools, establishes a four-tiered evaluation for teachers, and moves the granting of tenure from two to three years after hire. Although Washington did not receive a grant, the reforms outlined in the legislation will help improve the quality of the state's principals, teachers, and schools.

Uniting around a blueprint for reform

Partnership for Learning

"We've really developed a people's plan for education in Washington."
Maureen Trantham, Acting Executive Director

- Partnership for Learning worked with the League of Education Voters and Stand for Children Washington to drive a legislative victory in conjunction with the state's Race to the Top application.
- In the wake of Washington's Race to the Top loss, PFL helped identify education reform priorities for the next five to seven years with a far-reaching group of advocates and business leaders. The result of this process is a "people's plan" for education in Washington. Work in 2011 will be completed toward the goal of seeing a version of this plan adopted as a state blueprint, and buy-in will be generated following the model of Delaware's Vision 2015.

Top Priority for 2011

"In these tough times, when we're facing teacher layoffs, we must be sure that we're really retaining teachers based on performance rather than years in the classroom," says Trantham. "The important thing for us is to leverage what Arne Duncan calls, 'the New Normal.' Districts are going to have to make innovative use of dollars and make more with less. We think that's a really strong impetus for the state to make smart decisions."

WASHINGTON STATE

Parents organized by the League of Education Voters and the Our Schools Coalition testify in favor of linking student achievement to teacher evaluations at a Seattle school board meeting.

Groundbreaking contract for Seattle schools

League of Education Voters

"In 2010, we brought diverse parent and student voices together to support historic changes that will improve the quality of education across the state. We worked to approve reforms that will make our teacher and principal evaluations more robust and enable our state to turnaround consistently low-performing schools."
Chris Korsmo, CEO

- Working closely with community groups, the League of Education Voters supported approval of a groundbreaking contract between Seattle Public Schools and the local teachers' union, which allows student test scores to be used in a new teacher evaluation system.
- LEV launched the Voices from the Education Revolution Speaker Series, bringing high-profile speakers to the Seattle area to talk about education reform efforts.

Top Priority for 2011

"Our top priority is to get better education results for all children," says Korsmo. "This financial crisis has shown that our state can't keep doing business as usual. We need to seize this opportunity to sweep away whatever is dysfunctional or inefficient and build the education system we want for our students."

WASHINGTON STATE

Electing education champions

Stand for Children Washington

"In 2010, we did what no other education reform group in the state has ever done—raised over $244,000 and mobilized our members to elect education champions committed to passing legislation to close the achievement gap and assure that Washington students graduate ready for college and careers."
Shannon Campion, State Director

- In the 2010 primary and general elections, Stand for Children Washington made more than 25,000 direct voter contacts and spent $244,000 to successfully elect eleven of fourteen priority candidates. This achievement has established Stand—WA firmly as a "winner" in 2010 elections, opines PubliCola, and the bipartisan slate of candidates supported by Stand—WA provided common ground in the legislature.
- Stand's Seattle Chapter succeeded in supporting a historic new teachers' contract by setting clear priorities, testifying at school board meetings, meeting with key stakeholders, and bringing community voices that often go unheard to the table.

Top Priority for 2011

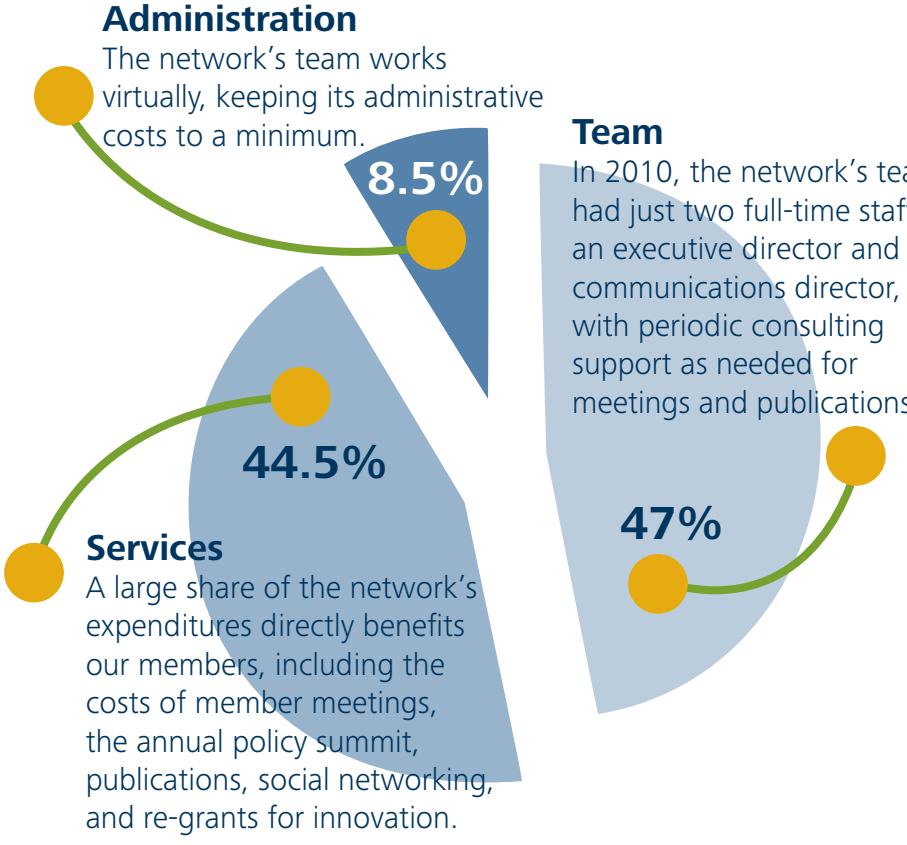
"During the 2011 legislative session we will work tirelessly to pass our Great Schools Bill (SB 5399 and HB 1609)—legislation that will end forced teacher placements and require performance to be a primary factor considered in layoff decisions," says Campion. "Our goal is to ensure that all Washington schools are great places to teach and learn."

Section 3

Our team and funding

Outsized impact with modest resources

Organizationally, the PIE Network is a lean, virtual organization that operates under the same degree of accountability we demand of the education system. In 2010, the network's operating expenditures totaled just $553,000. Three factors enable us to operate efficiently, achieving an outsized impact to spread reforms from state to state.



Administration
The network's team works virtually, keeping its administrative costs to a minimum.

Team
In 2010, the network's team had just two full-time staff: an executive director and a communications director, with periodic consulting support as needed for meetings and publications.

Services
A large share of the network's expenditures directly benefits our members, including the costs of member meetings, the annual policy summit, publications, social networking, and re-grants for innovation.

PIE network team

Suzanne Tacheny Kubach

Executive Director

Suzanne Tacheny Kubach has led the PIE Network since its inception in 2007. From 2002 to 2005, Tacheny Kubach served as a member of California's State Board of Education, setting policy for the state's high school exit exam, leading its work on the Early College Placement Program, and fostering innovations in test score reporting, adoption of statewide testing contracts, and NCLB implementation. Tacheny Kubach also served as program officer for education at the San Francisco Foundation from 2003 to 2006, where she led a high school reform initiative. From 2000 to 2003, she was a cofounder and leader of California Business for Education Excellence, an advocacy group representing leading businesses and business organizations.

Tacheny Kubach earned her Ph.D. in Education Policy, Planning and Administration from the University of Southern California's School of Education, and her Bachelors of Arts degree in Communications from the University of Minnesota.

Karen Frankola

Media and Communications Director

Karen Frankola joined the PIE Network in 2010 after serving as global director of Internal Communications and Creative Services for Deloitte. Previous work includes communications and marketing positions with the National Institute for Early Education Research and NYUonline.

Frankola's experience as a journalist includes leading news departments at two NBC affiliate stations and producing newscasts at CNN and MSNBC. She also worked as a Six Sigma Master Black Belt for NBC and as a freelance journalist and corporate writer.

Frankola taught broadcast journalism as an associate professor at the University of Missouri, where she also obtained a master's degree in Media Management.

PIE Network steering committee

December 2010

Cynthia G. (Cindy) Brown
Vice President for Education Policy
Center for American Progress

Christine Campbell
Senior Research Analyst
Center on Reinventing Public Education

Chester E. Finn, Jr.
President
Thomas B. Fordham Institute

Paul A. Herdman
President and Chief Executive Officer
Rodel Foundation of Delaware

Alex Johnson
Chief Executive Officer
ConnCAN

Robin Steans
Executive Director
Advance Illinois

Tim Taylor
President
Colorado Succeeds

Bill Tucker
Managing Director
Education Sector

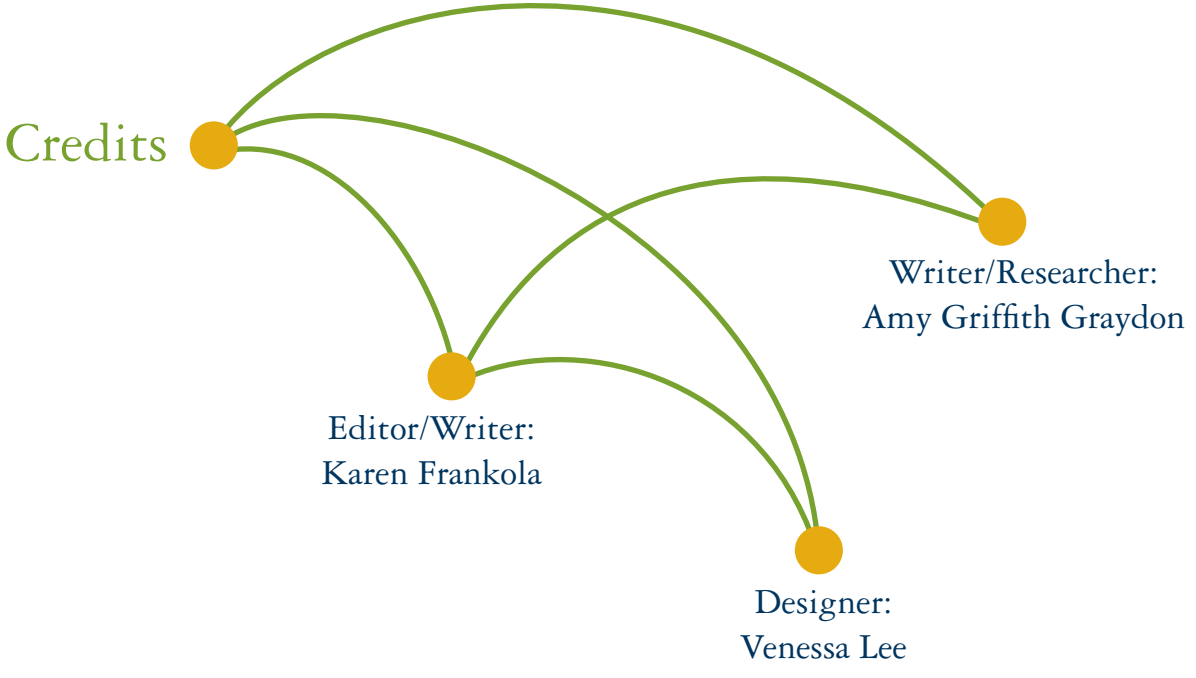
Funding

The PIE Network has been supported from its inception through grants from some of the nation's leading education foundations.

Since our first meeting in 2007, we have grown from a pilot project to a player on the national scene, doubling the number of funders supporting the network in 2010. We are grateful to all the organizations that have contributed their support, shown here in order of their gift size.

PIE Network 2010 Funders:

Bill & Melinda Gates Foundation
The Walton Family Foundation
The Joyce Foundation
Stuart Foundation
The Eli and Edythe Broad Foundation



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