

## WHERE TO LEARN MORE

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### Additional resources to identify nonprofits in your community

- **Annenberg Institute for School Reform**, Brown University (<http://www.annenberginstitute.org/index.php>) – Conducts research and works with a variety of partners to build capacity in school districts and communities to improve education in the U.S., especially in urban areas
- **United Way** (<http://www.liveunited.org>) – Acts to create lasting community change by targeting the most pressing local issues, such as helping children and youth
- **The Urban League** (<http://www.nul.org>) – Works at the community level across the country to enable African Americans to enter the economic and social mainstream through five strategies including education and youth empowerment
- **Charity Navigator** (<http://www.charitynavigator.org>) – Provides a registry of U.S. nonprofit organizations that have filed IRS Form 990s for at least 4 years and that annually receive more than \$500,000 in public support
- **GuideStar** (<http://www.guidestar.org>) – Provides a registry of U.S. nonprofit organizations based on information available in IRS Forms 990, 990-EZ, 990-PF

### Peer networks

- **Grantmakers for Education** (<http://www.edfunders.org>) – National network of over 200 foundations, corporate giving programs, and individual donors in education

- **Public Education Network** (<http://www.publiceducation.org/index.asp>) – Network of local education funds and individuals dedicated to improving public education in low-income communities across the U.S.
- **Association of Small Foundations** (<http://www.smallfoundations.org>) – Network of more than 3,000 foundations with few or no staff
- **The Council on Foundations** (<http://www.cof.org>) – Network of more than 2,100 grantmaking foundations and corporations, with member assets totaling more than \$282 billion
- **Giving Circles Network** (<http://www.givingcircles.org>) – Resource center to inform and connect individuals who want to work with others who share similar giving goals; also maintains a list of U.S. giving circles

### Peer networks funding innovative ideas and entrepreneurship in education

- **NewSchools Venture Fund** (<http://newschools.org>) – Supports education entrepreneurs and systems change to transform the sector
- **New Profit, Inc.** (<http://www.newprofit.com>) – Supports social entrepreneurs to increase their impact and grow their innovations to scale
- **Venture Philanthropy Partners** (<http://venturephilanthropypartners.org>) – Invests in promising nonprofit organizations that are serving the core developmental, learning, and educational needs of children from low-income families in the National Capital Region

- **Skoll Foundation** (<http://www.skollfoundation.org>) – Invests in social entrepreneurs who work globally to advance systemic change
- **Ewing Marion Kaufman Foundation** (<http://www.kauffman.org>) - Focuses its grant making and operations on advancing entrepreneurship and improving the education of children and youth

### Internet sources synthesizing evidence base of select child-focused programs

- **Promising Practices Network**, RAND Corporation (<http://www.promisingpractices.net>) – Screens evaluations of programs intended to improve the lives of children, youth, and families for scientific rigor, relevance, and clarity, and summarizes programs and practices that are proven to improve outcomes for children
- **Blueprints for Violence Prevention**, University of Colorado at Boulder (<http://www.colorado.edu/cspv/blueprints/index.html>) – Identifies programs that meet rigorous standards of effectiveness in reducing adolescent violent crime, aggression, delinquency, and substance abuse
- **What Works Clearinghouse**, Institute of Education Sciences, U.S. Department of Education (<http://ies.ed.gov/ncee/wwc>) – Reviews evidence available for educational interventions including programs, products, practices, and policies
- **Social Programs That Work**, Coalition for Evidence-Based Policy (<http://www.evidence-basedprograms.org>) – Succinctly summarizes results from well-designed randomized controlled trials of programs targeting education, crime, substance abuse, and poverty reduction, and clearly marks which made a major impact and which produced little or no effect

### Books & Articles

#### *Costs/Benefit Analyses in Education*

- Belfield, C.R., & Levin, H.M. (Eds.). (2007). *The price we pay: Economic and social consequences of inadequate education*. Washington, DC: The Brookings Institution. – Quantifies the private, fiscal, and public costs created by public schools’ failings and considers the costs and benefits of several education reforms, including early childhood education programs
- Heckman, J.J. (2006, June 30). Skill formation and the economics of investing in disadvantaged children. *Science*, 312. Retrieved July 2, 2008, from <http://www.sciencemag.org/cgi/reprint/312/5782/1900.pdf> – Describes the influences of early childhood on later achievement, arguing that investments in early intervention programs (e.g., high-quality preschool and home visiting programs) earn higher returns than investments in later interventions (e.g., job training programs, tuition subsidies, reduced class-size initiatives)

#### *U.S. Education Reform*

- Hess, F.M. (2004). *Common sense school reform*. New York: Palgrave Macmillan Ltd. – Criticizes conventional school reform efforts such as class-size reduction, small schools, and enhanced professional development, showing that real change requires reforms that reward quality, punish failure, and grant educators the flexibility needed to best do their work
- Tyack, D.B., & Cuban, L. (1997). *Tinkering toward utopia: A century of public school reform*. Cambridge, MA: Harvard University Press – Describes the nature and complexity of educational reform, including why changing basic institutional patterns of schooling has proven so difficult and what has resulted from reform efforts to “reinvent” education in the U.S.

### *Education Finance*

- Carey, K., & Roza, M. (2008, May). *School funding's tragic flaw*. Washington, DC: Education Sector and Seattle, WA: The Center on Reinventing Public Education. Retrieved June 18, 2008, from [http://www.educationsector.org/usr\\_doc/Tragic\\_Flaw\\_may14\\_combo.pdf](http://www.educationsector.org/usr_doc/Tragic_Flaw_may14_combo.pdf) – Discusses how federal, state, and local policies that direct funding for public K-12 schools result in fewer dollars to low-income schools and more to schools in communities of greater wealth

### *Teacher Quality*

- Levine, A. (2006, September). *Educating school teachers*. Washington, DC: The Education Schools Project. Retrieved July 2, 2008, from [http://www.edschools.org/pdf/Educating\\_Teachers\\_Report.pdf](http://www.edschools.org/pdf/Educating_Teachers_Report.pdf) – Former president of Teachers College, Columbia University examines university-based teacher education programs, finding that too few have responded to economic, demographic, technological, and global changes, and have failed to agree on how to reform teacher education to prepare teachers most effectively for today's students. Presents a set of five recommendations for improving teacher training across the U.S.

### *Early Childhood*

- Tucker, D.S., Friedman, D., & Kuttner, R. (Eds). (2007, December). Life chances: The case for early investment in our kids. A special report. *The American Prospect*. Retrieved July 2, 2008, from [http://www.pewtrusts.org/uploadedFiles/American\\_Prospect\\_1207\\_EarlyEdSpecialReport.pdf](http://www.pewtrusts.org/uploadedFiles/American_Prospect_1207_EarlyEdSpecialReport.pdf) – Addresses critical issues in early childhood education, including policy change and politics in pre-K, quality of care in child care centers, and the payoffs to investments in early education, through a series of brief articles authored by leading thinkers in the field

### *Literacy (Elementary School)*

- Hirsch, E.D. (2003, Spring). Reading comprehension requires knowledge—of words and the world: Scientific insights into the fourth-grade slump and the nation's stagnant comprehension scores. *American Educator*, 10-44. Retrieved July 7, 2008, from [http://www.aft.org/pubs-reports/american\\_educator/spring2003/AE\\_SPRNG.pdf](http://www.aft.org/pubs-reports/american_educator/spring2003/AE_SPRNG.pdf) – Reviews why reading scores drop off in fourth grade, particularly for disadvantaged children; describes how readers' fluency, vocabulary, and domain knowledge shape their ability to comprehend what they are reading; identifies implications for Language Arts curriculum

### *Middle School*

- Juvonen, J., Le, V., Kaganoff, T., Augustine, C.H., & Constant, L. (2004). *Focus on the wonder years: Challenges facing the American middle school*. Santa Monica, CA: The RAND Corporation. Retrieved July 3, 2008, from <http://www.rand.org/pubs/monographs/MG139> – Assesses the U.S. middle school model and describes how the current structure supports poor student behavior, disengagement, and weak achievement; identifies strategies to improve middle school results, such as reassessing the organization of K-12 schools, targeting assistance to students most at risk of failure, and working with proven professional-development programs

### *Secondary School & College*

- Roderick, M., Nagaoka, J., Allensworth, E., Coca, V., Correa, M., & Stoker, G. (2006). *From high school to the future: A first look at Chicago public school graduates' college enrollment, college preparation, and graduation from four-year colleges*. Chicago, IL: Consortium on Chicago School Research at the University of Chicago. Retrieved July 3, 2008, from [http://ccsr.uchicago.edu/content/publications.php?pub\\_id=7](http://ccsr.uchicago.edu/content/publications.php?pub_id=7) – Describes the college experiences of graduates

of the Chicago Public Schools from 1998, 1999, 2002, and 2003, finding that while nearly 80 percent of seniors stated that they expected to graduate from a four-year college, only about 30 percent enrolled in a four-year college within a year of graduating from high school, and only 35 percent of those who enrolled finished a bachelor's degree within six years; concludes that increasing high school graduates' qualifications is the most important strategy to improving students' college participation, access to four-year colleges, and higher college graduation rates

#### *Education Philanthropy and Case Examples of Grantmaking*

- Rotherham, A.J. (2008). *Achieving teacher and principal excellence: A guidebook for donors*. Washington, D.C.: Philanthropy Roundtable. Retrieved October 1, 2008, from <http://www.philanthropyroundtable.org/files/TeacherExcellence.pdf> – Identifies five strategic priorities for philanthropists focused on education's human capital issues and provides examples of individuals' and foundations' grantmaking that are aligned with these needs

#### *U.S. Education Websites*

- Website for industry rag, **Education Week** ([www.edweek.org](http://www.edweek.org)) – Provides extensive coverage of education news, including policy updates, new research, and commentaries from stakeholders in the field
- Website for the **National Center for Education Statistics (NCES)** (<http://nces.ed.gov>) – Presents a wealth of numbers describing the “condition of education” nationwide; sponsored by the U.S. Department of Education and the Institute of Education Sciences, which is primarily responsible for collecting and analyzing U.S. education data

- Website for **Diplomas Count** (<http://www.edweek.org/ew/toc/2008/06/05/index.html>) – Provides high school graduation rates at the school district, congressional district, state, and national levels, calculated using the same methodology to enable comparison. Note: currently, states report graduation rates to the U.S. Department of Education using their own (and varying) methods for calculation. Diplomas Count is a research project of Editorial Projects in Education (EPE), and is sponsored by the Gates Foundation
- Website for education policy think tank, **Education Sector** (<http://www.educationsector.org>) – Provides independent research intended to influence policy and practice, ultimately leading to improved student opportunities and outcomes

#### *Email List-Servs*

- **ECS e-Clips** (<http://www.ecs.org/ecsmain.asp?page=/html/newsMedia/e-Clips.asp>) – Daily news service provided by the Education Commission of the States (ECS), an organization that supports states' efforts to develop effective policy in public education through research; summarizes top education reports from journals across the country, including *Education Week*, *The New York Times*, *Inside Higher Ed* and the *LA Times*. Subscribe by sending your name, title, organization and e-mail address to [e-Clips@ecs.org](mailto:e-Clips@ecs.org) with the words “subscribe” in the subject line
- **Public Education Network Weekly NewsBlast** (<http://www.publiceducation.org/newsblast/current.asp>) – Weekly news summaries and grants listing provided by Public Education Network (PEN), a national association of local education funds and individuals working to advance public school reform in low-income communities. Subscribe by visiting the website <http://www.publiceducation.org/subscribe.asp> and supplying an email address