
2003

PUBLIC EDUCATION NETWORK
YEAR IN REVIEW

OUR VISION

Every day, in every community, every child in America benefits from a quality public education.

OUR MISSION

To build public demand and mobilize resources for quality public education for *all* children through a national constituency of local education funds and individuals.

“Education is more than a luxury;
it is a responsibility that society
owes to itself.”

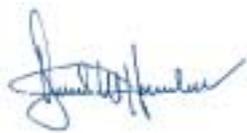
Robin Cook

The year 2003 was a landmark year for Public Education Network (PEN) and local education funds (LEFs). It was the year when we ended our four-year strategic plan, designed to build a constituency for public education, with many of our goals and objectives achieved. We doubled the network's membership base from 41 in 2000 to 89 by 2003, implemented a set of initiatives focusing on those systemic issues that have a great impact on student achievement, built a constituency of a million individuals who support quality public education, and established a brand identity for local education funds as key intermediaries for systemic school reform.

We also celebrated the 20th anniversary of local education funds. In the past twenty years, school reform approaches have come and gone, but LEFs have remained at the forefront of working toward improving public schools for *all* children. LEFs began their work by providing resources to teachers to implement innovations in the classrooms. These teacher mini-grants paved the way for whole school improvements-providing professional development, education leadership, and assistance in aligning standards, curriculum, instruction, and assessments. To date, they have invested more than \$1.5 billion in professional development programs, and leveraged an estimated \$10 billion in public dollars for public education by advocating, supporting and/or mobilizing their communities to support local tax and bond referenda.

Today, LEFs are not merely working to ensure that every child succeeds academically. They are working to connect individuals to their public institutions, and looking at how educated people function and perform in a rapidly changing world order. In essence, LEFs are playing two important roles. First, they help build school district capacity to establish and implement the necessary policies and practices that allow all of our children to achieve at high levels. Second, LEFs help build civic capacity that enable communities to hold their public officials accountable for continuous high performance of their public schools, and other local public institutions that were created to address the needs of children and families. Indeed, since their inception in 1983, LEFs have become the conduit of choice for investment in public education, the most important civic endeavor a democracy can undertake.

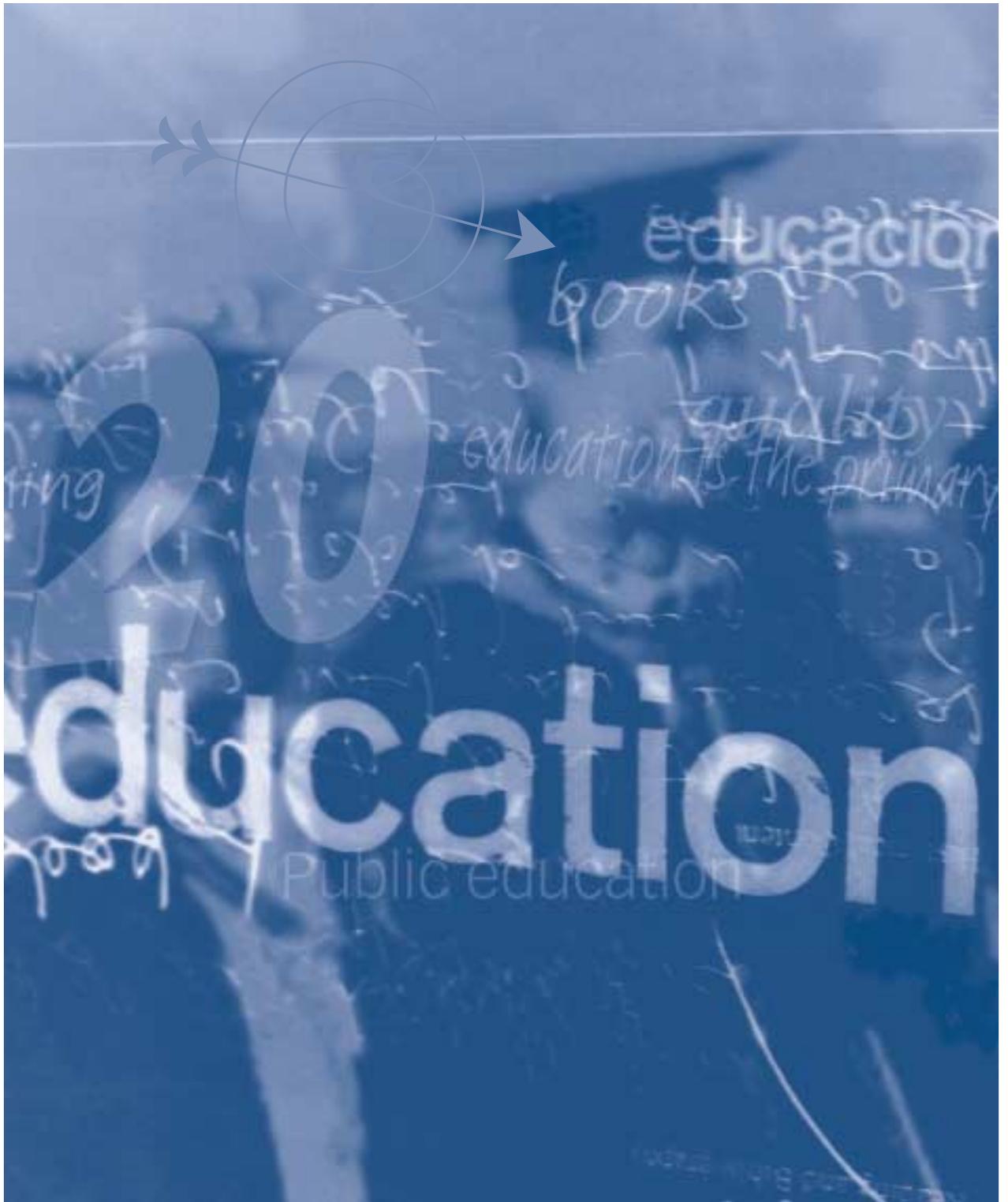
While 20 years of accomplishment is a notable milestone, there is still much to be done. In the words of Deborah Meier, “Public schools are worth saving, because it is in schools that we learn the art of living together as citizens, and it is in the public schools that we are obliged to defend the idea of a public, not only a private interest”.



David W. Hornbeck
Chair



Wendy D. Puriofoy
President



“This isn’t simply a story of how school reform efforts mushroomed across this country. It’s a story of how our democracy has been deepened and strengthened...”

– Susan Berresford, President, Ford Foundation

2003

saw the realization of a vision and the affirmation of a theory that have guided PEN during the four years of its groundbreaking strategic plan, *A Powerful Partnership for Public Education*. The accomplishments of the past four years give compelling evidence of what can be accomplished when the public speaks out on behalf of a quality public education for every child.

Undergirded by PEN’s unique theory of action—that the quality of public education is dependent upon the public taking responsibility for its public schools—the strategic plan’s four goals construct the framework of a powerful partnership. With an investment of \$31 million, the network more than doubled; member organizations leveraged \$4 billion for schools through tax levies, bond referenda, and private donations; and a million people were enlisted in the cause of improving public education.

GOAL

1

Expand the network

PEN's membership more than doubled in four years, from 41 in 2000 to 89 in 34 states and the District of Columbia by 2003. PEN members are active in 8 of the 10 largest cities, and the network's influence deepened in key states such as California, Texas, Ohio, Florida, and Michigan.

GOAL

2

Promote sustainable policy and practice

During the four years of the 2000–2003 strategic plan, PEN provided \$7.5 million to 14 LEF sites—which, in turn, raised an additional \$4 million in matching funds—to test PEN's theory of action and the strategies leading to sustained change in policy and practice in teacher quality, schools and communities, and standards and accountability. LEFs worked to increase their capacity, and that of their school districts and communities, to create conditions for sustained policy and practice and engagement around specific education goals.

Teacher quality sites developed extensive data frameworks to assess the quality of teaching in their communities. Policy targets centered on effective teacher recruitment and retention practices, equitable distribution of quality teachers, and flexible and adequate compensation systems.

Schools and communities increased programs dramatically as LEFs made greater use of the 21st Century Learning Center grants; became more strategic regarding school construction plans and funding; advocated for schools and community partnerships at state and district levels; aligned out-of-school time programs with academic outcomes; and adopted national models of schools and community partnerships to provide non-academic supports for children and youth.

Standards and accountability work focuses on large-scale public engagement efforts. The standards sites set themselves four policy targets: ensure a quality teacher in every classroom; align community resources to support learning and achievement; use data to improve accountability, and address finance adequacy. LEFs have created common community understanding of teaching and learning standards, and have engaged public officials and other local leaders into fully supporting efforts to provide public schools the resources they need to ensure high achievement for all students.

GOAL 3

2003 Network Numbers

89 members in 34 states and the District of Columbia

11.1 million children in 16,700 schools in 1,200 districts

\$190 million raised

100,000 volunteers donated 1 million hours of time

Build a national constituency

PEN's efforts to promote public responsibility for public education were pursued through its advocacy website, GiveKidsGoodSchools.org; through *NewsBlast*, its weekly online update on leading education issues; and through its annual opinion poll conducted in partnership with *Education Week*. In the process, valuable lessons have been learned about what it takes to engage a constituency of individuals in civic action, and what it takes to introduce the concept of public responsibility for public education into popular culture.

GOAL 4

Brand LEF organizational principles and practices

The work to build LEF organizational capacity, and “brand” their organizational principles and practices as the national standard for organizations working to improve public education in their communities, has been instrumental in giving LEFs a more prominent identity. They are now recognized as effective, powerful intermediaries—and as the conduit of choice for investment in public education reform—by public officials, philanthropic leaders, and the education reform community.



Celebrate!



In 2003, local education funds celebrated 20 years as visionaries, catalysts, brokers, and change agents supporting and advancing quality public education in communities across the country. The evolution and growth of local education funds over the past two decades is a testament to the wellspring of demand for democracy to be reclaimed.

The year 2003 was both an affirmation of the work they have done and a renewed commitment to the work that still remains. To celebrate, a gala event was held in the beautiful atrium of the Homer building and the prestigious Crossing the River Jordan Award was presented to three extraordinary women—Marian Wright Edelman, Anne Carlson Hallett, Sara Lawrence-Lightfoot—in recognition of the significant contributions they have made to supporting public education and increasing educational opportunities for low-income and minority children.

The PEN Board of Directors also announced the creation Wendy D. Puriefoy Award to recognize distinguished efforts by a local education to create conditions of learning that benefit all children. The Boston Plan for Excellence in the Public Schools was presented the inaugural Puriefoy award for outstanding work in whole-school change and professional development for teachers.

“This is only the prelude. We have seen the promise of local education funds, but the next 20 years will be the real battle for quality education for all. This fight will stretch our courage, our determination, and our resolve. We will be asked to reach out to others and to partner in unprecedented ways. We will be asked to be political, strategic, and unrelenting.”

– David Hornbeck, Chair, PEN Board of Directors

Crossing the River Jordan Awards

Marian Wright Edelman, Founder & President, Children’s Defense Fund

“Lord, I can’t preach like Dr. Martin Luther King, Jr., or Jesse Jackson, or turn a poetic phrase like Maya Angelou. But I care, and I’m willing to serve....Use me as thou wilt to save thy children today and tomorrow, and to build a nation and a world to where no child is left behind, and every child is loved and every child is safe.”



Anne Hallett, Founder & Executive Director, Cross City Campaign for Urban School Reform

“School reform can’t, shouldn’t, and won’t happen without the involvement of parents, students, and community organizations. They are the lifeblood of this movement, and it is their dedication that makes true reform a reality....”



Sara Lawrence Lightfoot, Emily Hargroves Fisher Endowed Chair, Harvard University

“I do not see goodness as a reducible quality that is simply reflected in achievement records, number of graduates attending college, literacy rates, or attendance records. Goodness is a much more complicated notion....It is not the absence of weakness that makes a good school, but how a school attends to the weakness.”



2003

Annual Conference

PEN's 13th Annual Conference—Reclaiming Democracy: Intermediaries, Local Education Funds, and Public Education—was a celebration of 20 years of LEF achievement as visionaries, catalysts, brokers, and change agents in communities across the country. The conference began with a historical look at the unique role that nonprofit organizations have played in shaping American democracy. Themes of civic participation, advocacy, leadership, and accountability were explored through the work of LEFs and other organizations and the many important contributions they have made to our democratic way of life. Conference participants went away with a deeper understanding of the role of intermediaries in American society, and a greater awareness of the knowledge, skills, and capacity they need to do this challenging work.

Conference Keynotes



***Vision, Voice, Victories:
The Ford Foundation and Local Education Funds***
Susan Berresford, President, Ford Foundation



Reclaiming the Public in Public Higher Education
Lani Guinier, Bennett Boskey Professor of Law, Harvard Law School



***A Cornerstone of American Democracy:
Nonprofits Yesterday, Today, and Tomorrow***
Lester Salamon, Johns Hopkins University Institute for Policy Studies

Financial Overview

STATEMENT OF FINANCIAL POSITION

Year Ended December 31, 2003 (Selected Audited Information)

TOTAL PUBLIC SUPPORT

Foundations	\$ 7,038,462
Corporations	246,524
Other	200,445
Earned Income	310,659
Total	\$ 7,796,090

TOTAL EXPENSES

Program Services	\$ 7,551,394
Management and General	1,933,478
Fundraising	130,106
Total	\$ 9,614,978

NET ASSETS

Beginning of Year	\$ 11,272,245
Change in Net Assets	5,938,512
End of Year	\$ 5,333,733

* In accordance with generally accepted accounting principals, Public Education Network records contributions in the year in which they are committed even if the funds are not received.

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ALASKA

Citizens for the Educational Advancement of
Alaska's Children

ARKANSAS

Public Education Foundation of Little Rock
El Dorado Education Foundation

CALIFORNIA

Alliance for College Ready Public Schools
Berkeley Public Education Foundation
Linking Education and Economic
Development
The Galef Institute
Urban Education Partnership
Marcus A. Foster Educational Institute
San Francisco Education Fund

COLORADO

Public Education & Business Coalition

CONNECTICUT

Bridgeport Public Education Fund
Hartford Education Foundation
New Haven Public Education Fund
Norwalk Education Foundation
Stamford Public Education Foundation

DISTRICT OF COLUMBIA

DC VOICE
In2Books
Parents United for the DC Public Schools
Public Education Partnership Fund

FLORIDA

The Alliance for World Class Education
Education Foundation of Collier County
Education Foundation of Palm Beach County
The Education Fund
Hillsborough Education Foundation
Foundation for Orange County Public Schools

GEORGIA

Great Schools Atlanta

ILLINOIS

Chicago Education Foundation

INDIANA

Allen County Education Partnership
The Public Education Foundation

KENTUCKY

Forward in the Fifth

LOUISIANA

Academic Distinction Fund
Greater New Orleans Education Foundation

MARYLAND

Delmarva Education Foundation
Fund for Educational Excellence

MASSACHUSETTS

Alliance for Education
The Boston Plan for Excellence in the Public
Schools
Cambridge Partnership Education
Lynn Business/Education Foundation
Mary Lyon Foundation

MICHIGAN

Kalamazoo Communities in Schools
Foundation
Schools of the 21st Century

MINNESOTA

Achieve!Minneapolis

MISSISSIPPI

Area Education Foundation
Association for Excellence in Education

NEBRASKA

Foundation for Lincoln Public Schools

NEW JERSEY

East Orange Education Foundation
Englewood Community Foundation
Montclair Fund for Educational Excellence
Paterson Education Fund
Public Education Foundation of Plainfield

NEW YORK

Good Schools for All
Greater Syracuse Education Fund
New Visions for Public Schools

NORTH CAROLINA

Charlotte Advocates for Education
Chatham Education Foundation
Durham Public Education Network
Guilford Education Alliance
Public School Forum of North Carolina
Wake Education Partnership

OHIO

Center for Leadership in Education
Cleveland Initiative for Education
KnowledgeWorks Foundation
Partnership for Education in Ashtabula County
Stark Education Partnership

OKLAHOMA

Oklahoma City Public Schools Foundation

OREGON

Portland Schools Foundation

PENNSYLVANIA

Lancaster Foundation for Educational
Enrichment
Mon Valley Education Consortium
Philadelphia Education Fund
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RHODE ISLAND

Education Partnership

SOUTH CAROLINA

Alliance for Quality Education
The Charleston Education Network
The Education Foundation
Pee Dee Education Foundation
Public Education Partners

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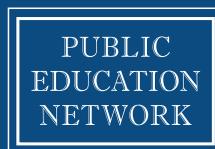
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Public Education Network (PEN) is a national organization of local education funds (LEFs) and individuals working to improve public schools and build citizen support for quality public education in low-income communities across the nation. PEN believes an active, vocal constituency is the key to ensuring that every child, in every community, benefits from a quality public education. PEN and its members are building public demand and mobilizing resources for quality public education on behalf of 11.1 million children in 1,200 school districts in 34 states and the District of Columbia.

Local education funds were established in 1983 with funding from the Ford Foundation to improve public education for low-income and minority children living in urban areas. Today, local education funds are leaders in school reform, dedicated to increasing student achievement in public schools and building broad-based support for quality public education.

LEFs advocate for *involvement* by all segments of the public in public education, for *accountability* and achievement of high standards by all involved with public education, and for *significant improvement* in the quality of public education. In addition, LEFs generate *resources* for public education by facilitating investment from local governments, businesses, and philanthropic foundations.



Public involvement. Public education. Public benefit.

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