



2014 Brock International  
Prize in Education Nominee

**Eli Broad**

*Nominated by Sherman Whites*



**Eli Broad**  
**Founder**  
**The Broad Foundations**

Eli Broad is a renowned business leader who built two Fortune 500 companies from the ground up over a five-decade career in business. He is the founder of both SunAmerica Inc. and KB Home (formerly Kaufman and Broad Home Corporation).

Today, Eli Broad and his wife, Edythe, are devoted to philanthropy as founders of The Broad Foundations, which they established to advance entrepreneurship for the public good in education, science and the arts. The Broad Foundations, which include The Eli and Edythe Broad Foundation and The Broad Art Foundation, have assets of \$2.4 billion.

The Eli and Edythe Broad Foundation funds system-wide programs and policies that strengthen public schools by creating environments that allow good teachers to do great work and enable students of all backgrounds to learn and thrive. The Broad Foundation's major education initiatives include the \$1 million Broad Prize for Urban Education, The Broad Superintendents Academy and The Broad Residency in Urban Education.

The Broad Foundation also invests in advancing innovative scientific and medical research in the areas of human genomics, stem cell research and inflammatory bowel disease. In an unprecedented partnership with the Massachusetts Institute of Technology, Harvard University and the Whitehead Institute, the Broads in 2003 announced a \$100 million founding gift to create The Eli and Edythe Broad Institute for biomedical research. The Institute's aim is to realize the promise of the human genome to revolutionize clinical medicine and to make knowledge freely available to scientists around the world. They gave a second \$100 million gift to The Broad Institute in 2005, and in 2008, they gave an additional \$400 million to make the world's leading genomics institute permanent.

Over the past four decades, the Broads have built two of the most prominent collections of postwar and contemporary art worldwide: The Eli and Edythe L. Broad Collection and The Broad Art Foundation. The two collections together include more than 2,000 works by nearly 200 artists. Since 1984, The Broad Art Foundation has operated an active "lending library" of its extensive collection. Dedicated to increasing access to contemporary art for audiences worldwide, The Broad Art Foundation has made more than 8,000 loans of artwork to nearly 500 museums and university galleries worldwide.

Mr. Broad was the founding chairman and is a life trustee of The Museum of Contemporary Art in Los Angeles, to which The Broad Foundation gave a \$30 million challenge grant in December 2008 to rebuild the museum's endowment and to provide exhibition support. He is a life trustee of The Museum of Modern Art in New York and of the Los Angeles County Museum of Art, where the Broads gave a \$60 million gift to build the Renzo Piano-designed Broad Contemporary Art Museum, which opened in February 2008, and to fund an art acquisition budget. In August 2010, the Broads announced plans to build a contemporary art museum and headquarters for The Broad Art Foundation on Grand Avenue in downtown Los Angeles. The new museum, to be called The Broad, will be designed by Diller Scofidio + Renfro and is scheduled to open in early 2014.



Tireless advocates of Los Angeles, the Broads have championed the cultural and architectural vitality of the city. Committed to the belief that all great cities need a vibrant center, Mr. Broad was the visionary behind the development of Grand Avenue in downtown Los Angeles, which will blend residential, retail, cultural and recreational uses into a civic centerpiece to rival the main boulevards of the world's greatest cities. In 1996, Mr. Broad and then-Mayor Richard Riordan spearheaded the fundraising campaign to build the Frank Gehry-designed Walt Disney Concert Hall, which opened to worldwide acclaim in October 2003. The Broads provided the lead gift to the Los Angeles Opera to create a production of Richard Wagner's four-opera cycle *Der Ring des Nibelungen* that debuted in 2009—2010. They gave \$10 million in 2008 to create an endowment for programming and arts education at The Eli and Edythe Broad Stage and The Edye Second Space at the Santa Monica College performing arts center.

From 2004 to 2009, Mr. Broad served as a Regent of the Smithsonian Institution by appointment of the U.S. Congress and the President. He is a Fellow of the American Academy of Arts and Sciences and in 1994 was named Chevalier in the National Order of the Legion of Honor by the Republic of France. Mr. Broad serves on the board of the Future Generation Art Prize. He received the Carnegie Medal of Philanthropy in 2007 and the David Rockefeller Award from the Museum of Modern Art in March 2009.

Strong believers in higher education, the Broads have further extended their philanthropy to a number of universities across the country. The Broad Foundation made a major contribution to the School of the Arts and Architecture at UCLA for The Eli and Edythe Broad Art Center. Mr. Broad is a life trustee at Caltech, where the Broads created the Broad Fellows Program in Brain Circuitry, gave the cornerstone gift to create the Broad Center for the Biological Sciences, and funded the creation of the Joint Center for Translational Medicine at Caltech and UCLA to advance experimental research into clinical applications.

In 2006, the Keck School of Medicine at the University of Southern California announced the creation of the Eli and Edythe Broad CIRM Center for Regenerative Medicine and Stem Cell Research. The Broads gave a major gift to UCLA for the Eli and Edythe Broad Center of Regenerative Medicine and Stem Cell Research, which opened in 2010. In 2008, the Broads gave a major gift to the University of California, San Francisco for the new headquarters of the Eli and Edythe Broad Center of Regeneration Medicine and Stem Cell Research. Mr. Broad has also served as chairman of the board of trustees of Pitzer College and vice chairman of the board of trustees of the California State University system.

In 1991, the Broads endowed The Eli Broad College of Business and The Eli Broad Graduate School of Management at Michigan State University (MSU), where Mr. Broad graduated cum laude in 1954. In June 2007, the Broads announced a \$26 million gift to create the Eli and Edythe Broad Art Museum at MSU, and they gave an additional \$2 million to the project in January 2010. The museum will open in November 2012.

Mr. Broad is also a bestselling author with the publication of his first book, "The Art of Being Unreasonable: Lessons in Unconventional Thinking," released by Wiley & Sons in May 2012.

The Broads reside in Los Angeles and have two grown sons.

*October 2012*

## Chapter 20

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# EDUCATION: NEVER LET A CRISIS GO TO WASTE

For one difficult year, I was an assistant professor at the Detroit Institute of Technology. It was a year after I graduated from MSU and started my fledgling accounting practice. I taught all the unglamorous night courses that no one else wanted, such as drugstore accounting. I scoured lesson plans, textbooks, and teachers' guides and tried as hard as I could to keep the attention of my 40 students each evening. A lot of them were older than I was, worked two or more jobs, or had just come back from fighting in Korea. Public speaking made me nervous back then, and some of my students fell asleep on me. I can't say I blame them. It was incredibly challenging work that left me with a lifelong respect for teachers.

Now, nearly 60 years later, that early experience has become all the more important because of our philanthropic work in education. One of our family's greatest priorities is to transform urban school districts by putting in place the leadership, innovations, policies, and institutions that enable students and teachers to succeed.

Given the scale of the problem, working to fix public education is the most unreasonable mission I've ever taken on.

### **THE WORLD IS MOVING FORWARD, BUT AMERICAN EDUCATION IS STAGNANT**

I am old enough to remember when America's K–12 public schools were the best in the world. I am a proud graduate of them, and I credit

much of my success to what I learned in Detroit Public Schools and at Michigan State University. When I was in high school, not long after World War II, the United States had the top graduation rate. Since then, we have dropped behind 20 other industrialized nations. In less time than you just spent reading the last few paragraphs, another American student has dropped out of school. American students today rank 31st in the world in mathematics and 23rd in science. If the academic rankings of our most precious resource—our young people—were the rankings of our Olympic athletes, it would be a source of major national embarrassment.

The most shameful part of the picture—the one that, by my count, is the civil rights issue of our time—is the dramatically lower graduation rates for poor and minority students. These students are far less likely to have access to the best teachers.

By any measure, America's schools are in the grip of a profound crisis.

Frankly, I'm not sure how far I would get if I attended public school today. It's not just that public schools aren't producing the results we want—it's that we're not giving them what they need to help students achieve at high levels. K–12 education in the United States is deeply antiquated. Most schools still have a three-month summer vacation, a practice that dates back to our agrarian past, when most Americans lived on farms and children were required to help tend and harvest crops. Most classrooms are still physically set up the way they were then, with a teacher facing rows of students. Children of many different backgrounds and learning styles are expected to learn the same lesson taught in the same way. School district policies and practices have not kept pace with student and teacher needs.

Although classrooms have stayed largely the same on the inside, the world around them has changed radically. The sheer pace of economic and societal forces as a result of the digital revolution, for example, far exceeds the capacity of our schools, as they are currently

structured, to keep up. How absurd that our students tuck their cell phones, BlackBerrys, iPads, and iPods into their backpacks when they enter a classroom and pull out a tattered textbook. Technological advances, such as iPads and iPhones, have personalized every arena of our lives, but very little has been done to harness the same power to personalize learning for students with different needs.

Classrooms in China, India, Japan, and South Korea, meanwhile, have advanced by leaps and bounds. They have elevated the teaching profession, insisted on longer school days and years, promoted education as a key value, created national ministries empowered to set priorities and standards, and built school cultures designed to help teachers uphold these high standards. They do all of this with far less money than the United States spends on education. In the past few decades, American taxpayer spending in real dollars has more than doubled with no associated increase in student achievement. Efforts to spend more money may be well intentioned, but money alone won't fix our schools.

The American middle class, once bolstered by well-paying jobs in the manufacturing and construction sectors that didn't require a higher education, now runs on service and technology sector jobs that require a significantly greater level of educational attainment. But too few young people are making it to college. Even when they do, the monumental cost of higher education and their unfortunate lack of sound K–12 preparation make the university track not just difficult, but also, in the eyes of an increasing number, undesirable. Without a sound education, these young people face higher rates of poverty, unemployment, and crime. Lifetime income, taxes, productivity, and health indicators all decline.

These are the kind of problems—lack of opportunity now and cynicism about the future—that contribute toward frustrations behind movements like Occupy Wall Street. They are right. We must do better.

**IF THERE'S A CRISIS, GET INVOLVED AND MAKE A CHANGE**

In the 1970s I began my philanthropic career by serving on the boards of Pitzer College and the California State University system. Higher education is where Edye and I made our first eight-figure gifts back in 1991: \$10 million for Pitzer to add buildings on campus, the first such expansion since the college's founding, and \$20 million to my alma mater, Michigan State University, to create a graduate school of management and a full-time Master of Business Administration program.

Through these roles, I quickly learned that the larger systemic issues in education were not, in fact, within higher education, but rather began at the primary and secondary levels. That's why students weren't making it to college or doing as well as they could.

When we started to invest more deeply in education philanthropy after merging SunAmerica with AIG, infusing our foundation with more than \$1 billion, we immediately knew where we wanted to focus: on the biggest urban K–12 school systems in the country, the ones that largely educated the poor or minority students most in need.

Entering this area was, of course, an enormous risk. Many talented and intelligent men and women have attempted to reform education, and many have quit the effort because of the enormity of the problem, the lack of progress, and the system's resistance to change. Still, as you know, I never shy from an unreasonable goal. And as President Barack Obama's former chief of staff and now Chicago Mayor Rahm Emanuel once smartly told the *New York Times*, "Rule One: Never allow a crisis to go to waste. They are opportunities to do big things."

I think that's a good rule for everyone to keep in mind, no matter the type of crisis you find yourself confronting—be it a big new task or a bad year for your business, a shake-up in a field you want to enter, or a philanthropic cause you're about to tackle. When external forces are changing your world, think about what you can do to move with

them, rather than reflexively hunkering down and refusing to change. Use crises as chances to rethink everything, question your assumptions, and start afresh. That's what we're trying to do in public education.

When we first started researching why progress wasn't happening in K–12 education in America, we discovered something interesting. A lot of proposals seemed to have merit, such as improving professional development, but the problem was deeper. These efforts alone wouldn't make enough of a difference because the systems themselves were broken. We needed an unreasonable solution.

Simply put, entrenched bureaucracies, policies, and practices are no longer set up in a way that helps teachers and students progress. Taxpayer resources often don't make it to the classroom. Teachers are left to fend for themselves without adequate real-time information about how well their students are learning, access to best practices, or time to collaborate. Because their pay and expectations are, in most cases, low, many talented Americans are dissuaded from entering the profession at all. Half of those who become teachers quit within their first five years. Ask any of your friends or family members who are teachers whether their central office is a help or a hindrance to them in the classroom. You can guess what they'll say.

How did urban school districts get here? I suspect the reason is because too few dared to ask the right "Why not?" question: Why not redesign these districts? It's a simple matter of reframing basic assumptions. Data show that the greatest positive outcomes for students happen when entire school systems are either redesigned or started anew. But too often school systems seem hesitant to apply or even explore the best practices of other governmental agencies, the nonprofit world, or business. Although the education systems are run by well-meaning people, those leaders' interests, training, and qualifications don't always adequately prepare them for managing an organization as enormous and hugely important as an urban school district.

Take my hometown. The budget for the Los Angeles Unified School District is \$7 billion, the equivalent of a Fortune 500 company



or a large federal government agency. Every decision every day—about how and where funds will be used, how policies will be set, how to run facilities, operations, human resources, and transportation—has an enormous impact. If these decisions are not closely attuned to student needs, too often school systems become preoccupied with jobs for adults rather than the futures of students. To solve the problems we face, entire school systems, including dozens or even hundreds of schools, must be transformed to empower teachers and students to succeed in the classroom.

This is why our foundation's goal is to help turn a tired government monopoly into a high-performing public enterprise that in fact serves the public. We identified the area where we could be particularly effective: improving management and finding talent. These skills are found in any high-performing organization—nonprofit, government, or private.

In determining how best to leverage our investment in improving America's public schools, we relied on the essential ingredient in any successful organization: smart people. I realized that if we could help identify or train effective school district leaders, they could give teachers the necessary resources and support. That's why we decided to focus our philanthropy on training and supporting superintendents—the CEOs of our country's 14,000-plus school districts—and other education leaders who can help many schools dramatically improve at once.

Nothing we have done to try to create change has been easy. One of the great things about our investments in scientific and medical research is the constant inspiration I derive from the scientific community's commitment to change. I've never met a scientist who didn't want to knock over the status quo. In education, by contrast, I've seen hundreds of millions of dollars and countless hours of effort spent defending and preserving what is clearly a broken system. Making any change requires a lot of unconventional wisdom, long-term thinking, innovation, and an unwavering focus on what matters most: helping America's students once again be the best in the world.

### **BIG GOALS AND BIG RESULTS**

We launched The Broad Superintendents Academy in 2002 to train school district superintendents in how best to support teachers and students. We are proud that as of 2011, our graduates have taken on nearly 90 superintendent positions nationwide. Two-thirds of our graduates who have held their posts for at least three years are outperforming their peers in raising student achievement. We are also pleased that four Broad alumni have been named state superintendent of the year by their peers, and in 2012, one went on to be named the national superintendent of the year.

To help superintendents as they work to improve the basic functions of school systems, we created The Broad Residency to infuse management talent into K–12 public education. The two-year residency recruits successful early-career professionals with master’s degrees and experience in business, law, and other public service sectors to work in public school systems, charter management organizations, or state and federal departments of education. More than 90 percent of Broad Residency alumni remain in public education after their first two years. Many are promoted rapidly and attain high levels of responsibility. Those who return to their original fields take with them a passion for education reform and become advocates for improving public education.

### **TAKING BIG RISKS MEANS GETTING BIG PUSHBACK**

If your goals are large and public, you will face criticism. I know I have. I listen to it all, but I change my behavior based only on critiques that are valid. There is no reason to listen to criticism based on bias, resentment, or fear.

As soon as we started working in education, we faced a deluge of attacks, particularly online. Believe it or not, we pay attention. We pay less attention to name-calling and knee-jerk screeds, but we never ignore concerns rooted in logic.

When I'm not getting criticism for getting involved in public education as a concerned private individual, I'm usually being hammered for not doing enough. As venture philanthropists, we take far bigger risks than government organizations or older foundations, even if we share the same goal: To spur and sustain dramatic increases in academic achievement for students of all backgrounds.

As much as we hope our contributions will help catalyze large-scale change, education is a \$600 billion industry. The \$4 billion that goes into education philanthropy each year is a drop in the bucket. For something as important as the reinvention of our public education systems, entire communities must be accountable. We try to provide policymakers and the public with access to research, data, and best practices in education where we can, and we have supported local efforts where we think they will truly help students and teachers succeed. But elected officials, parents, teachers, taxpayers, and the media must join us to demand change.

The problem is immense. The solution must be big enough to match it. But there is good news. It is possible to challenge the status quo while honoring good teachers and defending public education. It is possible to encourage innovative, creative, and new solutions to tackle the challenges facing our public schools. And it is possible to provide all of our children with equal access to a free, quality public education, not just those lucky enough to live in an area with a great school, like I did 70 years ago.

## Management That Matters.

The Broad Residency in Urban Education is a leadership development program that immediately places participants into full-time, managerial positions in urban school systems.

Too many school systems are failing. Although the reasons for this are complex, management excellence can turn those floundering organizations into school systems into high-performing ones.

The Broad Residency places talented, emerging leaders into full-time, paid positions at the top levels of urban school districts, charter management organizations, federal and state departments of education across the country—environments with complex issues that rival those found in the corporate world.

Broad Residents are professionals with leadership and managerial experience who have significant accomplishments and are now engaged in work that truly matters. Working from within the system, they are well positioned to identify, catalyze and lead the transformation required to ensure that every child receives a world-class education.

During the first two years of their placements, Residents gain intensive professional development and access to a nationwide network of education leaders. As alumni, more than 90 percent continue to work in K-12 education, making a significant impact as leaders within their organizations.

*“This isn’t just your typical organizational challenge. School systems are broken and need fixing. Talented, experienced managers like Broad Residents can play a critical role in improving public education for our most disadvantaged students.”*

– ELI BROAD



**ELI BROAD** founded two Fortune 500 companies, SunAmerica Inc. and KB Home. Broad and his wife established The Eli and Edythe Broad Foundation, a national venture philanthropy based in Los Angeles that seeks to dramatically improve urban K-12 public education through better governance, management, labor relations and competition.

## What do Broad Residents do?

Residents are tasked with leading major projects that require superb analytical skills and the ability to manage projects and teams.

- Strategic planning
- Supporting major policy initiatives
- Opening new schools
- Overhauling budgeting processes
- Improving human resources management
- Implementing new technology
- Overseeing complex accountability programs

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## What impact do Broad Residents have?

Here is a sampling of Broad Residents' accomplishments:

- Reduced district deficit by \$3.2 million
- Designed a model to forecast principal vacancies with 97 percent accuracy
- Managed charter school organization's growth from three to 500 employees
- Increased applications for federal student aid by 50 percent, helping students earn a record \$40 million in college scholarships
- Developed nearly \$50 million of real estate for charter school facilities
- Created a dropout prevention program for high-risk ninth-graders in which 91 percent of participants stayed in school

*“What compelled me was that children here were already disadvantaged by the perfect storm of low expectations and questionable practices long before Katrina.”*



**DeLano Ford**  
**Broad Residency**  
**2008–2010**

**PRE-RESIDENCY:**  
 Capgemini

**BROAD RESIDENCY:**  
 Director of Operations  
 KIPP New Orleans Schools

**POST-RESIDENCY:**  
 Chief Operating Officer  
 KIPP New Orleans Schools

Deputy Superintendent of Services  
 Deputy Superintendent of Transformation  
 Recovery School District

The arrival of Hurricane Katrina in New Orleans further handicapped a school system that was already considered one of America’s worst. The system had fallen so short of serving students that one of its valedictorians failed the state’s basic competency exit exam four times.

“What compelled me was that children here were disadvantaged by the perfect storm of low expectations and questionable practices long before Katrina,” says DeLano Ford, deputy superintendent of transformation for the Recovery School District. “Katrina created an environment for change.”

Prior to The Broad Residency, Ford helped organizations improve operations as a consultant for Capgemini and Accenture. He began his Residency as director of operations for KIPP New Orleans Schools (KNOS), a network of high-performing charter schools that now serves nearly 1 in 10 public school students in New Orleans.

Ford immediately began assessing the five KNOS schools that were open at the time. Each operated independently, with no consistent way to do the same tasks from school to school, and roles were frequently duplicated between the individual school campuses and the central support center. While KNOS was successful academically, its ambitious growth plan required operational alignment.

Drawing on best practices from the corporate world, Ford relieved schools of functions that could be performed better, faster and cheaper when consolidated by the KNOS support center. This enabled school leaders to focus solely on student achievement while a team of business managers handled operational issues.

Ford clarified these roles, identified key skills, established on-boarding procedures and standardized training and development. Simultaneously, he improved and introduced tools to strengthen communication and alignment between the business and academic teams across schools.

These were significant steps toward growth both for KNOS and for Ford, who soon became chief operating officer for KNOS. Now in his role with the Recovery School District, Ford recognizes the challenges but plans to keep the momentum.

“New Orleans is the confluence of social, economic and historical complexities,” says Ford. “It won’t be easy. We have a long way to go. But the children of this resilient, beautiful, cultural mecca inspire me to build a brighter future.”



*“As a first-generation immigrant and proud product of public schools, I know how powerful education can be in lifting families out of poverty and creating community leaders.”*



**Victor de la Paz**  
Broad Residency  
2008–2010

**PRE-RESIDENCY:**  
Capital One

**BROAD RESIDENCY:**  
Resident Operating Officer,  
Office of the Superintendent  
Hartford Public Schools

**POST-RESIDENCY:**  
Deputy Chief Financial Officer  
Chief Operating Officer  
Hartford Public Schools

Chief Financial Officer  
Baltimore City Public Schools

Victor De La Paz was a rising star in financial services. He began his career at JP Morgan Chase. After business school, he worked in mergers and acquisitions at The Hartford and Aetna, Inc., eventually rising to senior manager at Capital One. But his upbringing in a single-parent, blue-collar home fueled a desire to build a bridge between those two worlds—one of struggle and one of opportunity—for kids growing up like he did.

“As a first-generation immigrant and proud product of public schools, I know how powerful education can be in lifting families out of poverty and creating community leaders,” says De La Paz. “I believe in public schools and can think of no cause more critical than ensuring they work for all children.”

After joining The Broad Residency in 2008, De La Paz served as special assistant to the superintendent of Hartford (Conn) Public Schools, leading the development of their first strategic plan. “When only 29 percent of high school freshmen graduate—as in 2006—there is very little time to eradicate inequity. The graduation rate was more than 41 percent in 2009, yet there was still every reason to be unsatisfied,” he says.

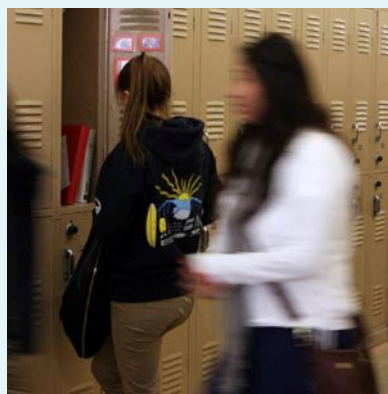
He also implemented governance councils at 28 schools across the district—community partnerships that took responsibility and were held accountable for the school’s success. The effort to engage and empower parents and community members caught the eye of state legislators, becoming the model for a state-wide effort. In 2010, he was named Hartford’s deputy chief financial officer, which came with a \$400 million budget, and rose to chief operating officer a year later.

Now, as CFO at Baltimore City Schools, he’s applying the knowledge he gained about per-pupil funding and district management on a much bigger scale.

“After academics, school districts spend most of their money on operations, so understanding the logistics and how much you can cut through procurement and purchasing red tape is key,” he says. “I have to ensure that our funding formula brings equity across all of our classrooms for all of our students.”

As CFO, De La Paz is leading the fiscal efforts for two groundbreaking projects in Baltimore: a new teacher contract that includes differentiated pay structures and the district’s 10-year school construction plan. Each relies on layers of data not employed in past decision-making efforts to show they are yielding high returns, for the city and for the students.

“Our students are my inspiration,” says De La Paz. “When I talk to them or their families, I see the possibilities. My challenge is to ensure everyone else sees those possibilities and sincerely believes in those students, too.”



*“It is heart-wrenching that in my home state, my nephews and my own son could potentially become part of the statistics, not because of their aptitude, but because of the environment within which they are learning.”*



**Audrey Lane**  
Broad Residency  
2008–2010

**PRE-RESIDENCY:**  
British Petroleum, North America

**BROAD RESIDENCY:**  
Coordinator of Developmental Programs  
Charleston County School District

**POST-RESIDENCY:**  
Deputy for Organizational Advancement  
Deputy for Human Capital Development  
Charleston County School District

Audrey Lane knew the bleak statistics: in Charleston County School District, the second-largest in South Carolina, one in three boys did not graduate.

“It is heart wrenching that in my home state, my nephews and my own son could potentially become part of the statistics, not because of their aptitude, but because of the environment within which they are learning,” says Lane.

After business school and 11 years in management positions at Xerox and BP, Lane knew it was time to return home. She joined The Broad Residency to put her experience into practice in a way that would make an impact. The district was facing a projected \$28 million budget shortfall and needed to consolidate several underutilized, inefficient school sites to save money. Which ones? That was the question facing Lane when she joined Charleston County as the program manager for district redesign.

“Having worked on projects of various sizes throughout my career as an engineer and business developer, I approached it with the same project management skills,” Lane says. “But the environmental factors were vastly different. We weren’t moving widgets around the district, but people, their families and their connection to schools—what some considered the center of their community.”

Lane quickly researched and analyzed other districts around the country that were consolidating schools, paying particular attention to ones that raised student achievement and saved money. Community meetings then followed and finally an analysis of which school closures would give parents better academic options for their children.

She proposed 11 possible sites; the school board approved five. Even though the schools slated for closure all had significantly above-average per pupil costs, for at least two years in a row each suffered from declining enrollment, performed poorly on state assessments and wasn’t making adequate growth in student learning. It took a year for Lane to consolidate the schools and put displaced students into stronger schools, but opening day was one of the smoothest in the district’s history. The redesign saved \$3.5 million, and Lane’s management approach has been applied to other district-wide initiatives to improve efficiency. The project led the superintendent to create a new department that focuses on performance management, school choice and grants. Lane has since become the head of this new department.

“It’s a great feeling,” Lane says. “I’m again waking up on the coast of South Carolina with my work and my life grounded in making the words ‘ALL students can achieve’ a reality in my home state.”





## Placement in Carefully Selected Organizations Around the Country

Candidates may apply for placement in a school district, charter management organization or federal or state department of education.

During the selection process, candidates rank their geographic and organizational preferences and are matched with an organization that offers significant challenges and the opportunity to make an impact.

## School Districts

Many urban school districts are the size of Fortune 500 companies—with billion-dollar budgets and thousands of employees. For example, the New York City Department of Education has a larger budget (\$19 billion), more employees and more facilities than Xerox, Nike or Office Depot. Residents who gravitate toward roles at large school districts often have experience successfully navigating bureaucracies, building alliances and leading change.

## Charter Management Organizations

Charter management organizations operate public schools with more freedom from typical district regulations, yet are held accountable for results. They typically offer fast-paced, entrepreneurial environments with small teams and alternative models for operating school systems. Residents in these roles are comfortable in start-up environments, enjoy taking initiative and are interested in building systems for growth.

## Federal and State Departments of Education

Federal and state departments of education set policy and provide financial resources for all public schools. Their impact on urban school systems can be dramatic if they use their influence to set higher performance standards, remove impediments to progress or promote proven approaches to educating all students. Residents who excel in navigating complex political environments and who value the long-term, strategic impact of policy change are generally a good fit for these organizations.

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## Highly Rated Professional Development

Over the course of two years, Residents attend eight professional development sessions and receive significant support to become change agents in K-12 education. Residents learn about K-12 education and management through case study analysis, site visits, lectures, expert panels, reading assignments and interactive projects.

**Sessions on the following topics are designed to broaden Residents' knowledge beyond the scope of their specific roles and organizations.**

### Foundations of Urban Education

History of urban education, gaps in opportunity and achievement, federal policy, standards-based instruction, characteristics of high-performing schools

### Strategic Transformation of School Systems

Theories of action, active management of instructional improvement, accountability and empowerment of schools, redesign of critical functions such as budgeting and human resources

### Organizational Change

Initiating and sustaining large-scale change initiatives, innovation, change management

### Leadership Development

Stakeholder mapping and engagement, adaptive leadership and communication, influence using formal and informal authority, 360-degree feedback from colleagues, one-on-one executive coaching sessions

## Connection to a Nationwide Network

Residents and their organizations benefit greatly from being part of a growing, nationwide network of leaders working together to identify and share best practices in urban education reform. Residents connect with one another through professional development sessions, an online community and small group “advisory teams” between sessions.

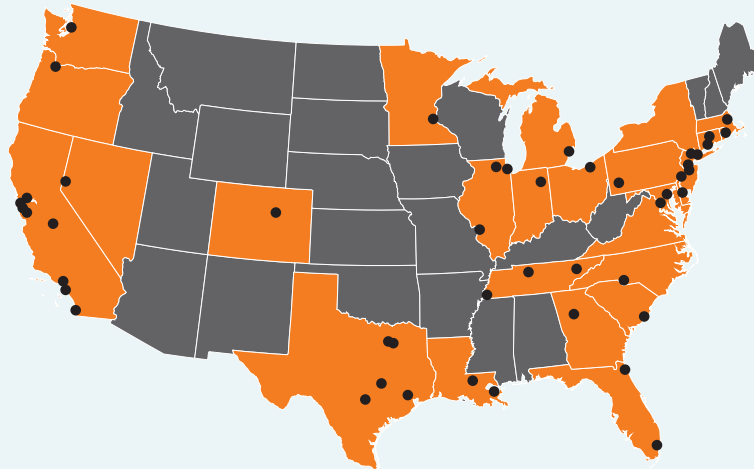


*“The professional development sessions gave me the chance to learn in areas like instruction and curriculum that I wasn’t looking at directly. Sharing and learning from a network of like-minded people facing the same challenges has been invaluable.”*

**– ROBERT TAGORDA,**  
director of equity, access, and  
readiness for college careers at  
Long Beach Unified School District

### Broad Residents have been placed in the following cities:

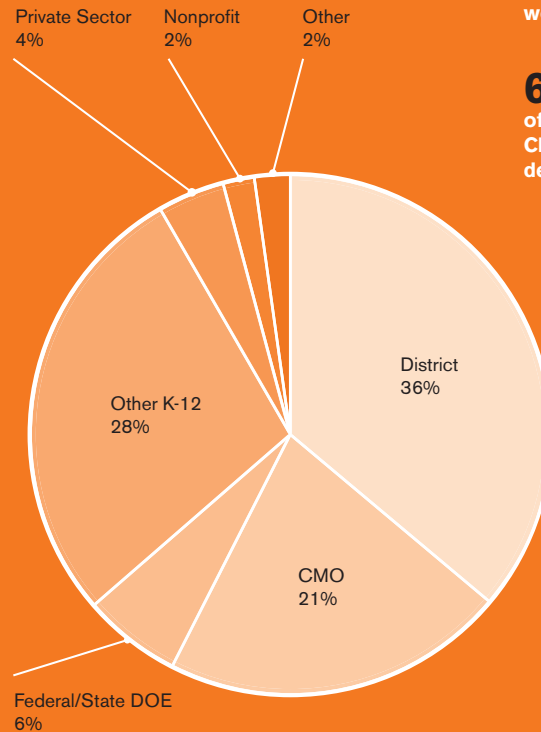
Atlanta, GA	Memphis, TN
Austin, TX	Miami, FL
Baltimore, MD	Nashville, TN
Baton Rouge, LA	Newark, NJ
Boston, MA	New Haven, CT
Charleston, SC	New Orleans, LA
Charlotte, NC	New York, NY
Chicago, IL	Oakland, CA
Cleveland, OH	Palo Alto, CA
Cumberland, RI	Philadelphia, PA
Dallas, TX	Pittsburgh, PA
Denver, CO	Portland, OR
Detroit, MI	Princeton, NJ
Dover, DE	Providence, RI
Elgin, IL	Redwood City, CA
Ft. Lauderdale, FL	Reno, NV
Ft. Wayne, IN	San Antonio, TX
Fresno, CA	San Diego, CA
Hartford, CT	San Francisco, CA
Houston, TX	San Jose, CA
Irving, TX	Seattle, WA
Jacksonville, FL	St. Louis, MO
Knoxville, TN	St. Paul, MN
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[www.broadcenter.org/residency](http://www.broadcenter.org/residency)

## What happens after The Broad Residency?

91 percent of Broad Residency alumni have stayed in education and have taken positions in the following industries upon graduation:



**91%**  
of alumni continue to work in K-12 education

**63%**  
of alumni work in districts, CMOs or federal/state departments of education

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## Alumni Support

The Broad Residency's alumni services include in-person gatherings, webinars, an online knowledge-sharing community and other support systems to ensure the success of graduates. At the end of their Residencies, nearly all participants are retained or promoted into permanent roles with substantial authority and report to a senior leader. In addition, alumni are sought by leading education organizations, impressed with their rare combination of training, skills and experience executing high-profile initiatives.

For details on alumni support visit [www.broadcenter.org/residency](http://www.broadcenter.org/residency)

*“The Residency got me in the game at the right level.”*



**Ken Zeff**  
**Broad Residency**  
**2003–2005**

**PRE-RESIDENCY:**  
 Deloitte Consulting

**BROAD RESIDENCY:**  
 Operations Specialist  
 Special Assistant to the Deputy  
 Superintendent  
 San Diego Unified School District

**POST-RESIDENCY:**  
 White House Fellow  
 Office of Management and Budget  
  
 Senior Consultant, Policy Development  
 U.S. Department of Education

Chief Operating Officer  
 ICEF Public Schools

Chief Operating Officer  
 Green Dot Public Schools

Chief Strategy Officer  
 Fulton County Schools

“The Residency got me in the game at the right level. You reach a stage in your career where it is difficult to imagine taking an entry-level job in a new industry,” says Wharton graduate Ken Zeff.

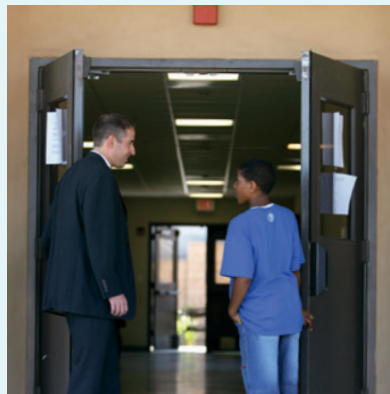
Zeff worked for six years in management consulting at Deloitte before learning about The Broad Residency. He credits the Residency and its professional network with allowing him to successfully transition into K-12 education reform. “The Residency is the foundation for a great career in education— it matches you with senior education leaders and puts you in a position to succeed.”

Zeff’s management career in education began as a Broad Resident in the San Diego Unified School District before he went on to become a White House Fellow and then a senior consultant for policy development for the U.S. Department of Education. “I was fortunate enough to be one of the individuals working directly with Secretary Margaret Spellings to develop the blueprint for the reauthorization of the No Child Left Behind Act.”

Missing the satisfaction of working closer to students, Zeff returned to the trenches as chief operating officer for ICEF Public Schools and Green Dot Public Schools. Green Dot operates 18 charter high schools in the highest-need areas of the city. Zeff now serves as chief strategy officer for Fulton County (Ga.) Schools.

Although he is an alumnus, Zeff continues to leverage The Broad Residency network when he needs assistance.

“Say there is something interesting going on in Chicago or New York that I want to apply to my work here in Atlanta. I can be on the phone in an hour with someone who can get me the materials I need,” says Zeff. “The Residency is a portal into every major reform effort in the country. We are building a critical mass. No one else is doing this.”



*“All of our students deserve a high-quality education. Unfortunately, too many of them find themselves in schools that will not help them realize their potential.”*



10

**Tyra Mariani**  
**Broad Residency**  
**2003–2005**

**PRE-RESIDENCY:**  
 McKinsey & Company

**BROAD RESIDENCY:**  
 Project Manager  
 Chicago Public Schools

**POST-RESIDENCY:**  
 Deputy Director, Office of Management and Budget  
 Director, Office of Management and Budget  
 Chicago Public Schools

Executive Director  
 New Leaders for New Schools

Deputy Chief of Staff, Office of the Secretary  
 Chief of Staff, Office of the Deputy Secretary  
 United States Department of Education

When Tyra Mariani left home to attend college in Washington, D.C., her railroad switchman father told her, “Don’t come back.” He was confident she could make an impact far beyond her hometown of New Orleans.

Indeed, after graduating as Howard University’s valedictorian, Mariani was on track to the C-suite: earning an M.B.A. from Stanford and building a work portfolio at Kraft Foods, McKinsey & Company and Ethcentric, a marketing agency. Despite her good work, she didn’t find her career fulfilling.

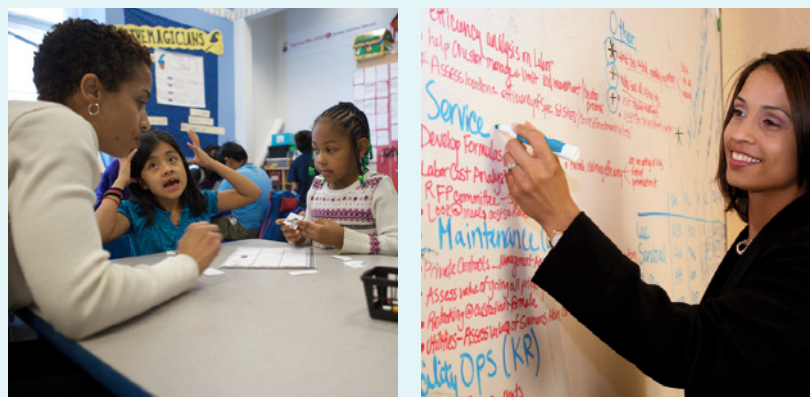
“While I learned a ton, it wasn’t personally rewarding nor having the impact I wanted to have on society. As I looked at the issues impacting our country, education was at the top of that list,” she says. “All of our students deserve a high-quality education. Unfortunately, too many of them find themselves in schools that will not help them realize their potential.”

That’s when Mariani learned about The Broad Residency. She was accepted in 2003 and placed with Chicago Public Schools, leading efforts to address school overcrowding and increase the quality of principal candidates. She then advanced to the role of budget director, overseeing the finances of the third-largest school system in the country.

Later, as executive director of New Leaders for New Schools in New Orleans, she built on her Chicago experience to lead a training program for school principals eager to help transform post-Katrina public schools.

Now, as a senior staffer at the U. S. Department of Education, she has collaborated with teachers and school leaders across the country on an educator-led effort to transform teaching for the 21st century. The Recognizing Educational Success, Professional Excellence and Collaborative Teaching (RESPECT) project proposes sweeping changes to how the profession is organized—from attracting, preparing and compensating talent to developing meaningful career ladders. The outcomes from this work have helped guide several billion dollars in federal grants as well as major policy and practice changes to better support teaching and learning nationally.

In education, Mariani found the fulfillment she sought while making the kind of impact for which her father knew she was destined. “Whether I am supporting principals to lead schools, facilitating strategic decisions about the best use of financial resources or building innovative strategies that support districts and states in developing and implementing policy, I know I will have a positive impact on students, educators and parents.”



*“Every day, I am challenged more than I was in the private sector to bring management and leadership to life.”*



**Lindsay Kruse**  
Broad Residency  
2006–2008

**PRE-RESIDENCY:**  
Ernst & Young

**BROAD RESIDENCY:**  
Director, Operations  
Uncommon Schools

**POST-RESIDENCY:**  
Director of Leadership  
Senior Director of Human Capital  
Uncommon Schools

Independent Education Consultant

“For the first time in my life, I love my work,” says Lindsay Kruse, a Columbia M.B.A. and Broad Residency alumnus who worked her way up to become senior director of human capital for Uncommon Schools, a charter management organization with campuses located in Massachusetts, New Jersey and New York.

After working as a consultant for Ernst & Young, managing technology, business process redesign and change management projects for Fortune 500 clients, Kruse wanted a career change. She joined a charter organization rather than a school district because she wanted a “hands-on” job where she could have a deeper impact with a smaller number of students.

One of Kruse’s first projects was to develop Uncommon’s one-year leadership fellowship to train internal and external hires to become operational and instructional school leaders. She was later in charge of developing a team to support, develop and retain the organization’s talented teachers, leaders and office staff.

“It was incredibly intense. We were trying to prove the success of our models and scale them up,” says Kruse, referring to Uncommon’s efforts to grow from 16 to 38 schools by 2015. “It was so rewarding because you can get important work done. That said, we were operating in a world of uncertainty, where rules weren’t well-defined.”

Winner of the 2013 Broad Prize for Public Charter Schools, Uncommon Schools focuses on preparing students to graduate from college, not just high school. The CMO has consistently demonstrated impressive results for its students, more than 78 percent of whom come from low-income families and nearly all of whom are African American or Latino. In 2012, 100 percent of Uncommon’s high school seniors took the SAT, scoring an average of 1570 – 20 points higher than the exam’s benchmark for college readiness.

To those considering this kind of work, Kruse, now an independent education consultant says, “You won’t regret it. Every day I am challenged more than I was in the private sector to bring management and leadership to life.”



## Selection Criteria

The Broad Residency considers candidates who have:

- **A graduate degree** (master's or higher)
- **A minimum of four years of work experience** with a track record of leadership and/or management
- **Knowledge of one or more functional business areas** (e.g., finance, operations, marketing, strategy, information technology or human resources)
- **Ability to manage complex political relationships** and work well with a diverse set of communities, management styles and personalities
- **High level of energy, determination and perseverance** to act as an agent of change in a demanding organization
- **Superb analytical, problem-solving and project-management skills**
- **Outstanding oral and written communication skills**
- **Demonstrated ability to learn quickly**
- **Passion for improving urban public education** and a long-term commitment to the K-12 education sector

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## How to Apply

1. Submit resume online
2. Selected candidates are invited to apply
3. First-round interviews
4. Second-round interviews
5. Final interviews

**We begin accepting resumes in September, with final interviews in May.**

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**For a detailed timeline and to submit your resume, visit [www.broadcenter.org/residency](http://www.broadcenter.org/residency)**

# The Broad Residency Class of 2013-2015



**Ryan Aurori**  
DC Prep  
**MBA, University of California, Los Angeles**



**Paula Barney**  
Rhode Island  
Department of Education  
**MBA, DePaul University**



**Shauna Bell**  
Charlotte-Mecklenburg  
Schools  
**MBA, Emory University**  
**MS, Florida A&M University**



**Jevelyn Bonner-Reed**  
Charlotte-Mecklenburg  
Schools  
**MBA, University of California, Berkeley**



**Michael Bower**  
Chicago International  
Charter Schools  
**MBA, Massachusetts Institute of Technology**



**Kristen Brown**  
New Jersey  
Department of Education  
**MEd, University of Pennsylvania**



**Lauren Buller**  
Newark Public Schools  
**MBA, Stanford University**



**Katrina Conley**  
Green Dot Public Schools  
**MBA, Harvard University**



**Alex Cortez**  
KIPP Houston  
**MBA, MPA, Harvard University**



**Sherri Davis**  
Fulton County Schools  
**MEd, Harvard University**



**Mark Donnelly**  
District of Columbia  
Public Schools  
**MBA, University of Michigan**



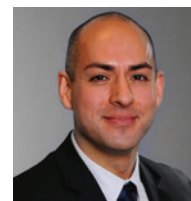
**Laura Finefrock**  
Summit Public Schools  
**MBA, Columbia University**



**Carlton Fleming**  
Broward County  
Public Schools  
**MBA, Fordham University**



**Adam Fletcher**  
Partnership for  
Los Angeles Schools  
**JD, Harvard University**  
**MA, University of California, Santa Barbara**



**Efrain Guerrero**  
Achievement First  
**MBA, University of Pennsylvania**



**Alantria Harris**  
Fulton County Schools  
**MBA, University of Michigan**



**Christy Hender**  
Washoe County  
School District  
**MBA, Xavier University**



**Scott Hindman**  
Achievement School District  
**MBA, MA, Stanford University**



**Sarah Hughes**  
KIPP LA Schools  
**MBA, Yale University**



**DawnLynne Kacer**  
New York City  
Department of Education  
**MPP, University of Michigan**



**Taina Knox**  
Louisiana  
Department of Education  
**MBA, University of Pennsylvania**



The Broad Residency Class of 2013-2015



**Elizabeth Laird**  
Louisiana Department  
of Education  
**MPA, University  
of Texas at Austin**



**Jerry Lee**  
Rocketship Education  
**MBA, University of  
California, Berkeley**



**Tiffany Martin**  
Fulton County Schools  
**MBA, Emory University**



**Shawn McCormack**  
KIPP San Antonio  
**MBA, University of  
Texas at Austin  
MACCT, Tulane University**



**Lina Musayev**  
Blackstone Valley Prep  
Mayoral Academy  
**MPA, The George  
Washington University**



**Felipe Perez**  
Chicago Public Schools  
**MPP, Harvard University**



**Kathryn Pittman**  
KIPP DC  
**MBA, University  
of Virginia**



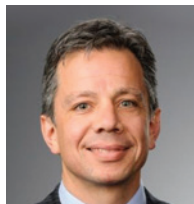
**Abigail Pontzer**  
Los Angeles Unified  
School District  
**MBA, University  
of North Carolina**



**Tamara Prather**  
Chicago Public Schools  
**MBA, Northwestern  
University**



**Amar Rajwani**  
Newark Public Schools  
**MPA, Baruch College**



**Jorge Robles**  
Denver Public Schools  
**MBA, The University  
of Texas at Austin**



**Shawn Rochester**  
New York City  
Department of Education  
**MBA, University  
of Chicago**



**Joseph Saboe**  
Denver Public Schools  
**MA, Stanford University**



**Kyle Salyer**  
KIPP LA Schools  
**MBA, University  
of California, Davis**



**Simone Santiago**  
Noble Network  
of Charter Schools  
**MBA, MPP,  
University of Chicago**



**Najia Shaukat**  
Uncommon Schools  
**MBA, New York University  
MA, Columbia University**



**Peter Siu**  
KIPP DC  
**JD, MBA,  
Northwestern University**



**Amie Sugarman**  
Uncommon Schools  
**MBA, Yale University**



**Thalia Theodore  
Washington**  
District of Columbia  
Public Schools  
**MPP, New York University**



**Traci Thibodeaux**  
Chicago Public Schools  
**MBA, University of  
Michigan**



**Ann Walden**  
Chicago Public Schools  
**MA, Columbia University**



**Rasheeda Washington**  
Tennessee Department  
of Education  
**MBA, Purdue University**



**Ann Ziker**  
YES Prep Public Schools  
**PhD, Rice University**

## Best Minds Sought for Central Office, Startups Cultivating leadership talent for managerial roles seen as 'desperate' need

By Lesli A. Maxwell

The central office isn't being overlooked in the movement to find and develop top talent for school districts.

Although ways to recruit, groom, and keep top teachers and strong principals tend to dominate discussions of "human capital" needs in education, a handful of non-profit organizations and foundations also see providing smart managers as essential.

The best-known of these is the Eli and Edythe Broad Foundation's residency in urban education, which recruits professionals with backgrounds in management, law, and public policy to work in school systems' central offices full time for two years.

A newer outfit, Education Pioneers of Oakland, Calif., taps graduate students in business, law, education, and public policy to spend a summer working on high-profile assignments for leaders in urban districts, charter schools, or other education reform organizations.

And the Mind Trust, based in Indianapolis, is looking for education entrepreneurs with big ideas who might become the next Wendy Kopp, the highly touted founder of Teach For America, or Jon Schnur, a co-founder of New Leaders for New Schools, an alternative principal-training program.

"Whether it's people shaping public policy, starting new education ventures, or working as managers in school districts and central offices, there are all these other leadership positions outside of school buildings and classrooms where we need talent desperately," said Scott Morgan, the chief executive officer of Education Pioneers, the nonprofit group he founded more than five years ago.

As school district leaders focus increasingly on how to better recruit, train, evaluate, and compensate teachers and principals, his group, the Broad Foundation, and the Mind Trust are tapping in to nontraditional talent pools to help fill gaps in critical areas. Those include opening and running new charter schools, launching large-scale reform initiatives meant to transform schooling for disadvantaged children, and running human resources and business operations.

While distinctive in their missions and operations, all three groups have opened up new channels of talent for the public education enterprise.

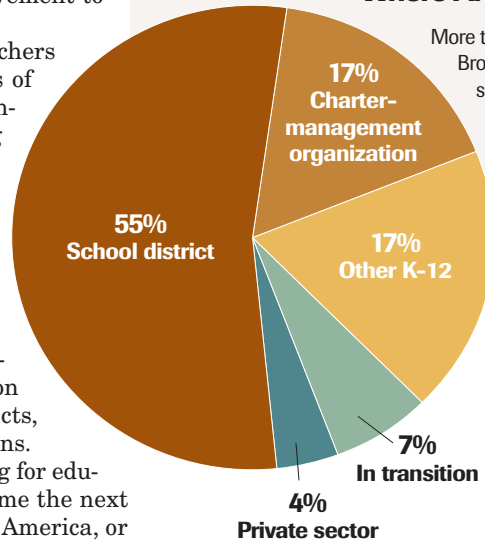
### 'Grabbing Talent'

Don Shalvey, the chief executive officer of Aspire Public Schools, a network of 21 charter schools in Oakland, Calif., has used fellows from Education Pioneers every summer since the program began. He credits the first fellow who worked at Aspire, in the summer of 2003, with figuring out how best to build a college-going culture in every school, along with devising the organization's mantra of "College for Certain."

Another former Education Pioneer is running the human-resources division for Aspire, which is one of the nation's largest charter-school-management organizations.

"They have filled very important gaps for us," said Mr. Shalvey. "They provide passionate, high quality, part-time help and do things that no other part-time employees in schools could ever do. Most of us educators don't think about grabbing talent out of

### Where Are They Now?



More than half of the graduates of the two-year Broad Residency in Urban Education, now in its sixth year, work primarily for school districts.

**89%**

continue to work in K-12 education

**72%**

work in districts or charter management organizations

SOURCE: Eli and Edythe Broad Foundation

a [master's in business administration] program or using a law student, but we should."

The Broad Residency in Urban Education, a highly selective program run by the education reform team at the Los Angeles-based foundation, has placed residents in 29 cities, working in traditional school districts and in charter-management organizations, since it was created six years ago. (The Broad Foundation also provides grant support to *Education Week*.)

Most residents—all of whom have graduate degrees in business, law, or public policy, and have worked in the corporate or civic sectors for at least four years—are assigned to the central offices of urban districts. Most have little to no experience in education.

Lynn Liao, the residency program's senior director, said the idea for tapping management executives from the private sector came directly from school district superintendents and leaders who wanted to revamp the way their school systems were run, particularly on the business-operations side.

"But they didn't have the kind of people they needed to do that," Ms. Liao said. "What they had were people who knew how to run districts the way they'd always been run."

### Skills Plus Fulfillment

Ms. Liao said Alan D. Bersin, a former U.S. attorney who served as superintendent in San Diego from 1998 to 2005, had brought in a trio of business executives to work on projects for him over one summer and ended up hiring them permanently.

"That became a prototype of sorts for us," Ms. Liao said. "And we all knew of talented colleagues in the corporate sector who had great skills, but weren't fulfilled in their work, so we thought we could bring these two groups together."

That was the case for Melissa Megliola-Zaikos, a Harvard Business School graduate who was working as a consultant in the private sector but wanted to do something more meaningful. From 2003 to 2005, she was a Broad resident in the Chicago public school system, and worked on special projects for the district's chief administrative officer. Her first assignment was to untangle a series of problems in the office of special education, particularly around the rising costs of providing such services.

"I think I am good at framing abstract issues into concrete problems that people can solve," Ms. Megliola-Zaikos said. "In this case, I found the mid-level manager who knew how to solve the problem, but didn't have the audience or a way to manage it."

Ms. Megliola-Zaikos remains employed by the district and is now managing its 139 "autonomous" schools, campuses allowed to operate more independently from the central office. She reported directly to schools chief Arne Duncan, until he was confirmed as the U.S. secretary of education last month.

During the two-year program, Broad residents receive intensive training in how school systems operate. The foundation hosts several forums during which residents interact with top school executives from around the country.

Ms. Megliola-Zaikos said that training was invaluable for her.

"You have to have humility when you come into an organization without content knowledge," she said. "I now mentor new residents, and I tell them there are complex problems and it's naive to come in and think you are going to fix everything."

Since the program's inception, 17 Broad residents have worked in the Chicago system, more than in any other district in the nation. Several residents have worked in Oakland and Boston, and both districts have hired many of them permanently.

Broad residents have especially made their mark on human-resources departments in urban districts, said Allan R. Odden, an education professor at the University of Wisconsin-Madison who is the co-director of Strategic Management of Human Capital, a national project formed last summer to try to identify and share effective practices.

"Those individuals have been important in restructuring HR departments and systems," Mr. Odden wrote in an e-mail, "including helping to put into place new HR information-system programs and modifying over time the policies and procedures surrounding HR programs to enhance customer service and ability of schools to select staff."

### 385 'Pioneers'

Education Pioneers was launched by Mr. Morgan, who decided while enrolled at Stanford University's law school that he wanted to offer his legal skills to public education.

"I found out that it's difficult for people to understand and figure out what opportunities are out there in education reform if they are not planning to become a teacher or principal," he said.

While working at Aspire—helping the charter organization to write new charter petitions and other legal documents—he decided to set up a nonprofit organization that could match bright graduate students with districts, charters, and other school reform organizations that wanted their help over a summer.

After five years, roughly 385 graduate students have served as "pioneers;" 111 are working in education-related jobs after finishing their graduate programs, according to Mr. Morgan. Now, the organization is getting ready to expand, and recently received a \$6 million grant from the Broad Foundation and the Michael and Susan Dell Foundation to recruit more fellows and place them in more cities.

One district official in Boston said the work of Education Pioneers has been critical to improving the school system's human-capital practices. Last summer, a graduate student in business was tapped to cull through mountains of recruitment and hiring data to discern which teacher-recruitment methods had been the most successful, said Craig Chin, the assistant chief operating officer for the Boston district.

"We had a good handle on how many teachers we'd need to hire and how much money we had to do that, but no real sense of where we were getting the best return on our investment in marketing and recruiting," Mr. Chin said. "He figured that out for us, and now, we are not operating in the dark."



Most of us educators don't think about grabbing talent out of a [master's in business administration] program or using a law student, but we should."

#### DON SHALVEY

Chief Executive Officer  
Aspire Public Schools

### Filling a Niche

Leaders at the 2-year-old Mind Trust in Indianapolis recently launched an "education entrepreneur" fellowship that is meant to incubate the best and brightest education improvement ideas, said David Harris, the chief executive officer and president of the organization.

Mr. Harris, who previously served as the head of the charter school office for former Indianapolis Mayor Bart Peterson, said he learned during his work recruiting charter organizations to the city that there was a dearth of good ideas and strong leaders.

"We were limited in our ability to grow the charter sector because of the lack of available talent," he said. "We also saw that the organizations that were really moving the needle in public education were all launched by entrepreneurs, but we also saw the limited opportunities available to those folks who might have an idea for the next Teach For America."

So with financial backing from locally based foundations and some national philanthropies, Mr. Harris and others launched the Mind Trust as an organization that would seek out potential entrepreneurs and back them and their ideas with roughly \$250,000 over a two-year period. So far, four fellows have been selected.

"The niche we are trying to fill is to support promising education entrepreneurs who can launch transformational initiatives," Mr. Harris said. "We want to free them to execute their vision, but they have to convince us that their idea will have a large impact."

Fellows are required to start their initiatives in Indianapolis, but they are also encouraged to launch them in other cities at the same time, Mr. Harris said.

"What we are trying to demonstrate here in Indianapolis is that if you have lots of talent and innovative people in one city, the entire system will start to change."

*Coverage of leadership is supported in part by a grant from The Wallace Foundation, at [www.wallacefoundation.org](http://www.wallacefoundation.org).*

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## Broad Residency: Utilizing Business Pros to Improve Public Education

June 20, 2008

Hildy Medina--Associate Editor, HispanicBusiness Magazine

As public school officials grapple with crowded classrooms, high dropout rates, teacher shortages and low test scores, a privately funded program is aiming to improve education by bringing best business practices into urban school districts across the country.

The concept is the brainchild of Eli Broad, a Los Angeles-based developer and philanthropist who sponsors the Broad Residency in Urban Education. Part of the Broad Foundation, the program trains former investment bankers, business school grads, and other professionals to utilize their best business practices in scholastic settings. Participants are placed in a two-year program where they work closely with superintendents and school administrators in various departments.

The program does not involve in-class teaching, but rather the administration of the district. One of the Broad residents already working for the school district is Monica Santana Rosen, an employee services officer at the district's human resources department.

"This was a perfect opportunity to come into a large urban school district, in a leadership role," says Ms. Rosen, a graduate of the Harvard Business School. Ms. Rosen immediately set out to help streamline various units of the HR division, assisting time-strapped teachers and other school employees with job-related issues. She also helped create an efficient call center.

To help process employee paperwork more efficiently, the HR department began training employees to do various tasks outside their normal job duties. "What we needed across the department was to get away from specialist roles and cross-train our staff," says Ms. Rosen.

The results were immediate. Before the change, for instance, processing a medical leave request would normally take six weeks, now it is completed within two to three business days. "This is really at the heart of the change effort," says Ms. Rosen. "Making our teachers' lives easier so that they don't have to worry whether they can get the correct paychecks and can focus on what they do best."

### Running Schools Like Businesses

James Masias, a former director of finance for Qwest Communications, is another Broad resident who is making a difference, bringing best business practices to school. .

"I like the private sector, but as I went through the (Broad program) application process I really started to get interested and I started feeling that I found what I was looking for," says Mr. Masias, who completed his residency in May. "A place where I can apply my financial experience to something I'm passionate about."

Working for the San Diego Unified School District, he found that the decision-making process there moved at a snail's pace. Not enough time was spent on analyzing what works and what doesn't.

He quickly went to work on a deep analysis of the district's IT department and four months later turned in an 80-page report detailing a "laundry list of what to do, where they need to go and what it's going to take to get them there," explains Mr. Masias.

"The biggest thing was how much they spent in technology resources in the past four years," he recalls. "They spent over

\$27 million, which is phenomenal to me."

While there, Mr. Masias also helped create a new supplier contract for the IT department.

"From my personal experience, if you have a business background, you can really make changes in K12 education," says Mr. Masias. "A lot of people don't see a school district as a business, but I see it as a business, we have finances, operations and marketing, those are the three components of any business and school districts have that."

But can a program like the Broad residency succeed in helping large urban school systems shed years of bad management?

Christopher Steinhauser, the superintendent of the nearly 91,000-student Long Beach Unified School District thinks it can.

"It's a great hybrid model," says Mr. Steinhauser, who has served as a mentor to program residents. "I learn from them, my staff learns from them, they have experience we've never had, so you can move the system forward."

The Broad program often includes training workshops around the country that teach, among other things, union labor relations and public education politics. Participants often land high-level school district positions after graduating from the program.

For more information on the Broad Residency in Urban Education go to [www.broadresidency.org](http://www.broadresidency.org)

**Source:** HispanicBusiness.com (c) 2008. All rights reserved.

## A New Path to a Career in Education

### The Broad Residency program helps business executives get leadership jobs in public school districts

By JESSICA CALEFATI

August 21, 2009

Before becoming an assistant to the superintendent in the Long Beach Unified School District in California, Robert Tagorda was a businessman. He enjoyed his work as a consultant, and the hefty salary that came with it, but Tagorda felt restless and unfulfilled in a world focused exclusively on profit. After receiving a graduate degree from Harvard University, Tagorda settled on a second career in urban education administration, a field he felt could benefit from the sharp, innovative business skills he had developed in the private sector.



"As I prepared to graduate from Harvard, I asked myself, 'What are the biggest issues of the day?' and I came up with two—national security, because of 9-11, and education," Tagorda says. "I looked at job opportunities in both fields and realized my heart was in serving the most disadvantaged youth in this country. I wanted to join the ranks of educators carrying out that noble mission."

Although he had experience volunteering and interning on the fringes of education, Tagorda, 32, lacked the graduate degree that would qualify him to fulfill his new career aspirations. Instead of spending more time and money on an additional degree, Tagorda applied and gained acceptance to the Broad Residency in Urban Education, a highly selective, two-year leadership development program that allows business executive to take alternate routes toward new careers in urban education administration.

Since it began in 2002, the little-known Broad Residency has placed more than 130 participants in 32 of the nation's largest urban school districts. There, they have led efforts to overhaul budgeting processes, revamp human resources departments, and make the purchase of textbooks and supplies more efficient. Interest in the program is starting to skyrocket, perhaps because of President Barack Obama's advocacy of public service and school reform. The number of applicants to this year's class of residents more than doubled compared with last year, jumping from about 1,300 to 2,700, the organization announced this week. Since the program has 30 to 40 slots to fill, it is more selective than some of the top business schools where a majority of the applicants received their MBAs.

Lynn Liao, managing director of the Broad Residency, says the program grew naturally from the mission of its parent organization, the Eli and Edythe Broad Foundation, which enlists leaders from all sectors to help close the achievement gap between the performance of white students and disadvantaged minority students. Before billionaire philanthropist Eli Broad started investing his money in urban education reform, he looked at the types of reform efforts that were underway. Although many programs worked to improve teacher quality by encouraging the nation's best and brightest to switch careers and enter the classroom, there were no programs targeted specifically at improving a school district's central office, a place where antiquated decision-making and inefficiencies can become commonplace.

When the program sought placements for its first class of residents seven years ago, some districts were skeptical about how much the residents had to offer, Liao says. The Broad Foundation pays half of each resident's salary, but districts are expected to pay the other half. After demurring, Long Beach Unified eventually changed its mind and hired Tagorda in 2006.

Long Beach Unified Superintendent Chris Steinhauser says he could not be more pleased with his decision and wishes he had taken the plunge earlier. "I feel very proud to have worked with Robert and our other Broad residents. I think I actually get more out of our partnership than they get," says Steinhauser. "It gives me great hope that there is such passion out there among young people who want to support public education, and I'm amazed at how brilliant they all are."

Tagorda's greatest success as a Broad resident has been establishing and institutionalizing a comprehensive effort to measure and bolster student achievement and college readiness. Some of Tagorda's accomplishments related to the initiative include securing more than \$32 million in government and private sector grants over the next seven years to offer students more robust learning opportunities; forging agreements with Long Beach City College and California State University-Long Beach to accept all Long Beach Unified students who meet minimum entrance requirements; and increasing the number of students completing the federal financial aid form by about 50 percent in just one year.

U.S. Secretary of Education Arne Duncan is a self-proclaimed "cheerleader" for the Broad Residency program. During his tenure as chief of Chicago's public schools, Duncan hired 18 Broad residents. No school district has hired more. Duncan says he became acquainted with the Broad Residency through his familiarity with the Broad Superintendents Academy, a 10-month program that trains executives from the education, military, business, nonprofit, and government sectors to be successful executives of urban school districts. Graduates of this program have filled 40 percent of the job openings for urban school district superintendents in the last six months.

Duncan says he recruited Broad residents so heavily because he thought their talents and their outsiders' perspectives could help reform the Chicago Public School District, an entity he considers desperately underfunded. "We were trying to get dramatically better [in Chicago], but we had so far to go," Duncan says. "I felt a real sense of urgency to challenge the status quo and take risks on new hires like these because our children only get one chance at an education."

Tagorda says he encountered some tension with Long Beach Unified veterans who didn't necessarily trust his opinion at first. He quickly realized that working as hard as everyone else to ensure students' success was the best remedy.

"If that means picking up parents and bringing them to meetings at schools where you want to increase parental involvement, then do that. I had to do that," Tagorda says. "If it means helping kindergarteners get off the bus on their first day of school, then you do that, and that's what I did. If it means assisting parents who are unfamiliar with the district's bureaucracy over the phone, you do that. You do whatever it takes to demonstrate that you're a good-faith leader, and I felt our organization truly valued that effort."

Video features of  
Broad Residency alums  
(Vimeo links below)

<http://vimeo.com/47518863>

<http://vimeo.com/58060601>





Interview with Chaka Booker, Managing Director of The Broad Residency

*Since its inception, how has the Broad Residency (and accompanying Broad Superintendents Academy) evolved to meet the dynamics of the industry?*

**C. Booker:** I will approach this from several angles.

In terms of identifying professionals to fill talent needs of education organizations, we have definitely evolved. For The Broad Residency (TBR) we used to focus only on MBAs, MPPs, MPAs, and JDs – mainly because school districts had a harder time attracting those skill sets. But we learned from the partner organizations that it was really the underlying skills around project management, relationship building, analytical and strategic thinking that were valuable. As a result, several years ago we broadened the degree requirement to any graduate degree, and focus much more on the work experience and skills.

The Broad Academy (TBA) recently revamped its recruitment criteria as well. In short, we are seeing increasingly more superintendents (not necessarily connected to Broad) who are younger than what was previously normal and coming from more “non-traditional” backgrounds – i.e., more are coming from having led successful charter management organizations, Teach For America, etc. As a result, TBA has adjusted its candidate profile for superintendents – a little younger (or a wider range now), more entrepreneurial, from inside education as much as from outside, innovative, more willing to take the inevitable heat that comes with large changes, etc.

In terms of the training/development the Broad Center provides: Both TBA and TBR have consistently evolved, updated, and changed the content to meet the needs of the field. Using The Broad Residency as an example, about 3 years ago, we started using a session to teach more about blended learning/personalized learning. The jury is still out on this area, but it is gaining momentum and the industry is learning more about how to use technology to meet the varied needs of students. So we want to be ahead of that, not behind. So for the last few years, we have been taking the entire cohort to the Bay Area to learn from organizations like Rocketship, Summit, and ed-tech entrepreneurs. For the same reason, this year, we are creating a learning module on parent engagement and empowerment. Although concepts like Parent Trigger are controversial and still unproven, it is again an area that requires us to understand how it can improve education. The voice of parents has historically been largely ignored and we absolutely cannot be a part of continuing that.

In terms of Resident placement: as you might be aware, TBR began placing Residents into state departments of education as well as the U.S. Department of Education several years ago. This was driven by the fact that the roles at the state and federal levels are changing, and playing an increasing role in reform. As those organizations evolve, the demand for talent they need to execute large and small projects effectively has increased. Our Residents need to understand these organizations because their roles and ability to be helpful to teachers and students will be affected by that landscape.

*Have there been any programmatic shifts (or shifts in Broad Center's theory of change) to address the concerns of critics?*

**C. Booker:** The shifts have been subtle, but incredibly important. I think one of the biggest criticisms is that we don't value teachers/educators in the field and we don't understand or value their perspective, which isn't true. As our profile for talent has evolved, we have increasingly found very talented people who already come from the field of education (for both TBA and TBR), including former teachers. We have always had that profile in our cohorts, but it has increased purely because we broadened the profile and value that background. The number of former teachers that work directly for our organization has also increased. We never want to be in a position where we believe we are helping teachers, but don't have that voice at our table. Finding internal talent with a background in teaching has increased in importance in the past few years. Finally, I would say that in the past, we didn't fight back much when people criticized us, even though much of it is really off base. We felt we would just keep doing good hard work and that should speak for itself. Unfortunately, that isn't how it works. We are now much more vocal and explicit about our support for teachers, school leaders, etc. We've learned you can't assume that because you are working in education people will give you the benefit of the doubt about your intentions. There are so many conspiracy theories that it becomes ridiculous sometimes, but the least we can do is verbally say that we believe teachers are incredibly important, we want to get them more support, resources, etc. We still believe that leadership is critical to any success, so critics haven't changed that – but the benefit of having critics is they make you reflect and become better at what you do or how you communicate your true intentions and that is how we have evolved in that area.

*How is the Residency different now, versus when the concept was first piloted (e.g., programming, placement, focus on outcomes)?*

**C. Booker:** Still very similar - find really talented people, put them into organizations where they can work side by side with educators/practitioners and learn from them. Support them so they can have the best impact. A few changes have occurred: first, we are increasingly discriminate about where we place Residents. We have to put Residents where they can learn from people who are driving change to help teachers and children, not only running into hurdles that don't go away. If all they see for two years is hurdles, but no one willing or able to get over them, they won't believe that change is possible. So we have to put them with superintendents who are determined to drive change and with organizations whose culture is shifting to make that a reality. The placement is no longer just about learning about K-12, but about what the future of K-12 could or should be. In the past, we thought strong leadership would be enough. It isn't. You need to be in the right environment (i.e., placement) with many others pushing in the same direction. More of our current focus is on strengthening support for alumni of the Residency. This includes keeping them engaged with each other, informed of what is working, and working together in the same direction towards what is proving to work best for children.

The Brock International Prize in Education recognizes an individual who has made a specific innovation or contribution to the science and art of education, resulting in a significant impact on the practice or understanding of the field of education. It must be a specific innovation or contribution that has the potential to provide long-term benefit to all humanity through change and improvement in education at any level, including new teaching techniques, the discovery of learning processes, the organization of a school or school system, the radical modification of government involvement in education, or other innovations. The prize is not intended to recognize an exemplary career or meritorious teaching, administration, or service with a primarily local impact.

*In your own words, please tell the jurors how the Broad Residency would be an ideal selection for the Brock International Prize.*

**C. Booker:** I will do my best to keep this short. When we started this work, no other organization or entity was engaged in a similar activity. No one was trying to find people from outside of the education sector to bring in best practices and lessons learned. But we kept at it, and saw that public school districts needed talent in Human Resources, Strategy, Operations, Project Management, etc. – areas that have an impact on students. So we kept finding people, and slowly we have seen an evolution of the sector. Nationally, more organizations are hiring people with non-traditional skill sets. Many of the charter management organizations, who once relied on the Residency for this type of talent, now understand how to attract and retain talent on their own. There are also new organizations running similar “residency” programs: Education Pioneers, Strategic Data Project, Harvard University, Teach For America. Ninety percent of the people we bring into this work stay in K-12 education after our program – a phenomenal retention rate that is super-critical to this journey we are on for children. And still we continue to innovate and improve. In collaboration with Education Pioneers and Strategic Data Project, we have built a platform called *The Exchange* where the three networks can share ideas, projects, information, network, etc. This allows ideas to spread nationally quicker than before, be tested, and if they work, replicated. The Broad Residency is working toward accreditation by WASC, so that we can give accredited Masters degrees in Educational Leadership. We want to prove a different model for higher education, showing that people can learn about education by being in the trenches, not just by sitting in university classrooms and learning theory. This is Eli Broad’s vision, ever-evolving as we learn from our successes and failures. For the past 9 years, I have seen Mr. Broad walk into this office EVERY single day (in a suit and tie, no less) and go to work supporting ideas that improve the lives of all children. He doesn’t have to do that. He could buy an island, kick his feet up, and watch the sun set. But he can’t. That’s not what drives him. Seeing a problem that needs to be solved and working to solve it - that is what drives him. It is what drives all of us. And all our children will be better for it.