

One day—all young people in tough neighborhoods will achieve the aspiration their families have for them: to graduate prepared for adult success and well-being in the worlds of work, family, and citizenship.

# A Road to Results

Investing Resources to Achieve Results  
The Annie E. Casey Foundation's Education Program

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2006

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The Annie E. Casey Foundation is a private charitable organization dedicated to helping build better futures for disadvantaged children in the United States. It was established in 1948 by Jim Casey, one of the founders of UPS, and his siblings, who named the Foundation in honor of their mother. The primary mission of the Foundation is to foster public policies, human-service reforms, and community supports that more effectively meet the needs of today's vulnerable children and families. In pursuit of this goal, the Foundation makes grants that help states, cities, and neighborhoods fashion more innovative, cost-effective responses to these needs. For more information and a copy of this report, visit the Foundation's website at [www.aecf.org](http://www.aecf.org).



## TABLE OF CONTENTS

- 2 The Annie E. Casey Foundation
  - 2 The Vision of a Core Result
  - 3 The Foundation's Education Investments  
and Theory of Change
  - 5 The Foundation's Three Levers
  - 7 A Theory of Action for Achieving the Vision
  - 9 Conclusion
  - 9 Endnotes
  - 10 Appendix A: The Annie E. Casey Foundation's  
2005 Education Investment Portfolio
  - 15 Appendix B: Education Partnerships by  
Type of Program Support
- 

## THE ANNIE E. CASEY FOUNDATION

The Annie E. Casey Foundation is a private charitable organization established in 1948 by Jim Casey, one of the founders of UPS, and his siblings, who named the philanthropy in honor of their mother. In 1983 when Jim Casey died, the Foundation's Board of Trustees committed the Foundation to an ambitious mission: to help build better futures and improve outcomes for disadvantaged children and families who are at risk of poor educational, economic, social, and health outcomes. In recent years, the Foundation has developed a neighborhood-based grant-making strategy with local and national partners that strengthens families in some of the nation's toughest and most isolated neighborhoods.

K–12 education has long been a Casey Foundation priority investment area, and many of its K–12 investments have been focused in the Foundation's target neighborhoods. By combining K–12 investments with other youth and family strengthening programs in these neighborhoods, the Foundation aims to achieve dramatic improvements in the well-being of the neighborhood's children and families.

## THE VISION OF A CORE RESULT

The Annie E. Casey Foundation's vision of the core results that it strives to achieve in its education program is that:

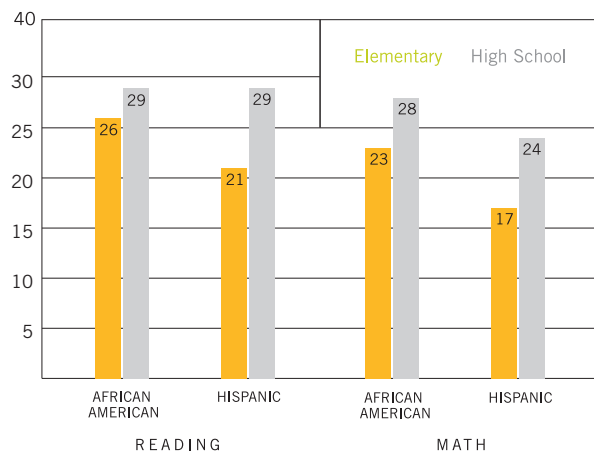
*One day—all young people in tough neighborhoods will achieve the aspiration their families have for them: to graduate prepared for adult success and well-being in the worlds of work, family, and citizenship.*

But the harsh reality today is that K–12 education in the United States has so far failed to realize the goal of graduating all young people prepared for adult success. In particular, large gaps exist between low-income and minority children and their peers in student achievement, persistence in school, graduation, college-going, and teacher quality. Figures 1 and 2 depict just some of these enduring, substantial gulfs in the results produced by our nation's schools.<sup>1</sup>

These and other indicators signal that too many low-income and minority students and their families are regularly shortchanged by the schools they attend, resulting in predictable and tragic results: limited economic and other opportunities for young people; frayed relationships between schools and the families and communities they serve; and missed opportunities to

FIGURE 1

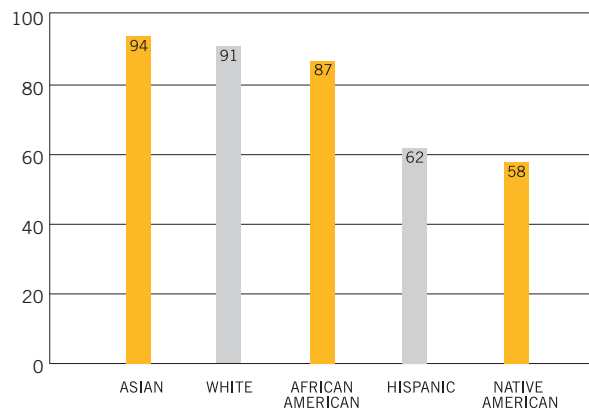
Racial/Ethnic Gaps on 2004 National Assessment of Educational Progress



Bars show scale score gaps between each group and white students.

FIGURE 2

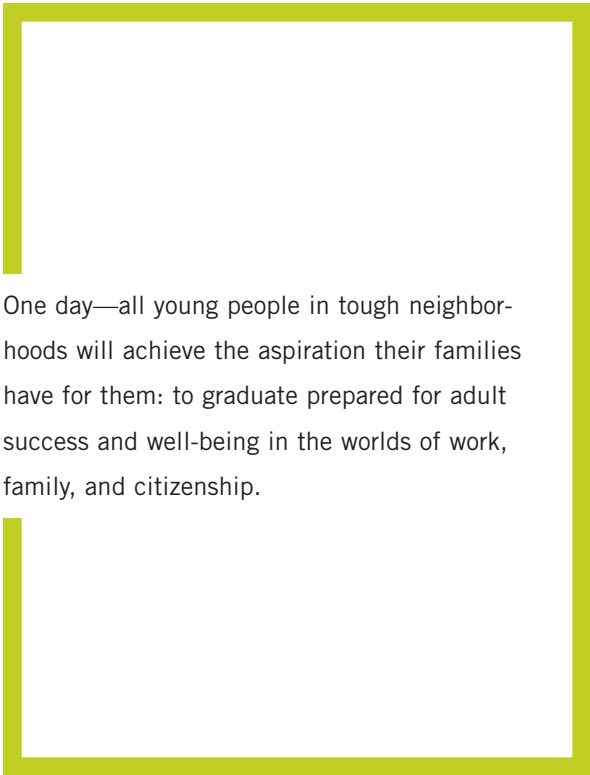
High School Graduation Rates Out of 100 Kindergartners 2003



revitalize and strengthen both neglected neighborhoods and families. Many schools today, especially those in tough neighborhoods, neither adequately support the aspirations that families and communities have for their children, nor prepare these young people for success in the worlds of work, family, and citizenship

The Foundation focuses its education investments on overcoming three significant barriers that stand in the way of greater quality and equity in the nation's K–12 education system:

- *Lack of preparation and quality educational options:* Many young people in tough neighborhoods are not prepared to succeed in school and lack quality options to help them prepare for school as well as quality options when they enter school.
- *Lack of connections:* Families and young people in tough neighborhoods lack strong connections with schools and community supports and services that may help them succeed in school.



One day—all young people in tough neighborhoods will achieve the aspiration their families have for them: to graduate prepared for adult success and well-being in the worlds of work, family, and citizenship.

- *Lack of information and public will:* Policymakers, civic leaders, families, and the public lack both good information about effective education and the political will to be effective advocates on behalf of their own children and an improved K–12 education.

## THE FOUNDATION'S EDUCATION INVESTMENTS AND THEORY OF CHANGE

The Foundation's strategy focuses on investing its resources—ideas, talent, and money—in two program areas that it believes hold special promise for making a lasting contribution to achieving the education vision to which it aspires:

- *Creating quality educational options:* These options give families and young people in tough neighborhoods more choices of effective schools that produce great results for young people and prepare them for adult success.
- *Building robust networks and partnerships with community organizations:* These networks and partnerships provide supports and services to families and children so that young people can succeed in school and be prepared for adult success.

This two-pronged and complementary strategy of creating quality options and connecting families with needed supports and services will only achieve its intended result of preparing young people for adult success if the systems supporting them perform at high levels. The education program's theory of change, therefore, emphasizes the importance of creating systems that encourage high performance through the alignment of three essential elements:<sup>2</sup>

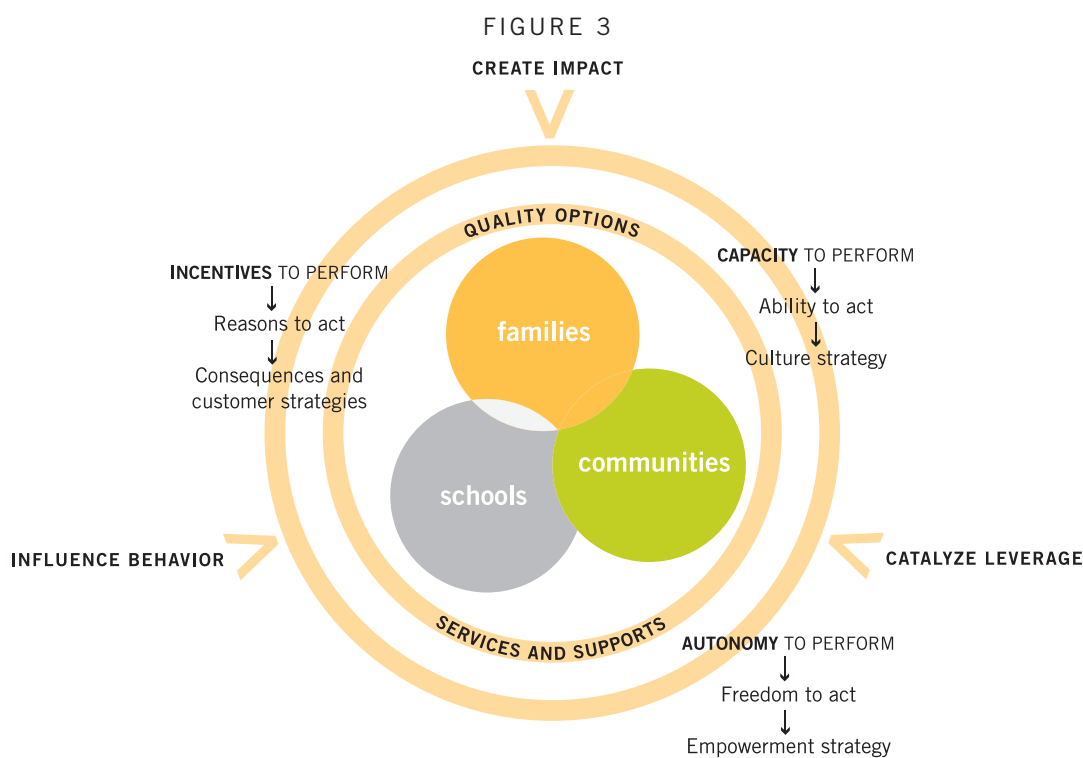
- *Incentives to perform:* No system is likely to perform well unless the actors within it have compelling motives—incentives—to succeed at a fundamental goal. Systems that hold schools accountable for results and give families choices over where their children attend school create powerful incentives for schools to meet the needs of children and families. The reinventing government literature calls this approach the consequences and customer strategies.

- *Capacity to perform:* Incentives only work if actors in the system have—or can obtain—the capabilities they need to respond to them with high performance. Part of capacity building in K–12 education is ensuring that the best and brightest individuals bring their talents to the educational system and, more specifically, to the education of young people in tough neighborhoods. Another is developing a strong web of effective organizations that support schools, families, and communities. The reinventing government literature calls this approach the entrepreneurial culture strategy.
- *Autonomy to perform:* Autonomy creates the freedom to act. Increased freedom of action leads to opportunities for initiative and entrepreneurship. In K–12 education, existing schools need greater freedom to act. And the system as a whole needs “space” in which altogether new schools can form and thrive, what some advocates call an “open sector.”<sup>3</sup> The reinventing government literature calls this approach the control or empowerment strategy.

The logic of this theory of action about how interventions lead to results is as follows: if incentives are purposeful and ample to motivate individuals; if capacity is

developed so that individuals are competent and have the ability to act; and if autonomy is decentralized and creates adequate freedom of action—then the necessary (though perhaps not sufficient) setting exists for individuals to act diligently and create performance value.

All three of these elements are essential and work together. A strategy that employs incentives but gives no freedom of action puts organizations (and individuals) in a situation where they cannot reasonably be held accountable. A strategy that gives organizations (and individuals) freedom but does not invest in building capacity creates expectations for change but provides no means to meet those expectations. And a strategy that employs incentives and builds capacity but does not provide freedom of action forces organizations (and individuals) to either find ways around the rules or to rationalize inaction by blaming the constraints that constrict action. Focusing on only one or two elements of this triad creates dangerous zones of wishful thinking—i.e., actions and events necessary to achieve a result are ignored or overlooked, thereby dooming the undertaking from the start.<sup>4</sup> This framework provides three strategic questions that leaders in organizations need to answer if the organization is to grow and



sustain value: are there sufficient incentives to motivate individuals to perform; do individuals have the capacity—i.e., robust enough abilities—to perform; and do individuals have adequate autonomy—i.e., freedom of action—to perform?

As shown in Figure 3, these three elements together create the conditions in which quality educational options and robust neighborhood-based supports and services can flourish. These in turn make it possible for families, communities, and schools to thrive. Families and communities are at the center of this diagram—and the education program’s theory of change—for a reason: both are much-needed sources of competence for young people in tough neighborhoods. For the education program, a high-performing education system is one in which families are valued and engaged in a variety of ways, not just passive recipients of schooling and services. Equally important is Casey’s commitment to work intensively in certain communities. A central part of the Casey point of view is that strong communities provide the supports and services families need in order to be strong themselves.

## THE FOUNDATION’S THREE LEVERS

With limited resources, the education program needs levers to achieve results. As the outer ring of Figure 3 depicts, the program pulls three levers to advance its strategy, based on the Foundation’s results-based accountability framework. First, the education program aims to generate an **impact** by investing its resources in ways that contribute to measurable direct improvements in school outcomes in the neighborhoods and jurisdictions in which it works. Second, the Foundation uses promising and proven results from its investments and the work of other organizations to **influence** the behavior of four key audiences who have the potential to help the many children and families not touched directly by the Foundation’s education program: other funders, civic and other education leaders, policymakers, and families. Last, the education program **leverages** its own investments, expanding the

scope of change by influencing the sources of financial support for education improvement.

### *Create Visible Impact in Select Neighborhoods*

The education program believes that the first step toward fundamentally improving K–12 education is greater impact—i.e., demonstrating improved educational results in the specific tough neighborhoods where it works. To achieve impact, the education program works with other education improvement advocates in a targeted set of local communities to advance initiatives with real potential to improve educational outcomes for young people. Examples of impact investments include grants to help open new schools, providing quality options for families in tough neighborhoods; grants to parent and community organizations to advocate for better schools; and grants to programs that provide technical assistance and other enhanced services to students, families, schools, and community organizations to help young people graduate prepared for adult success.

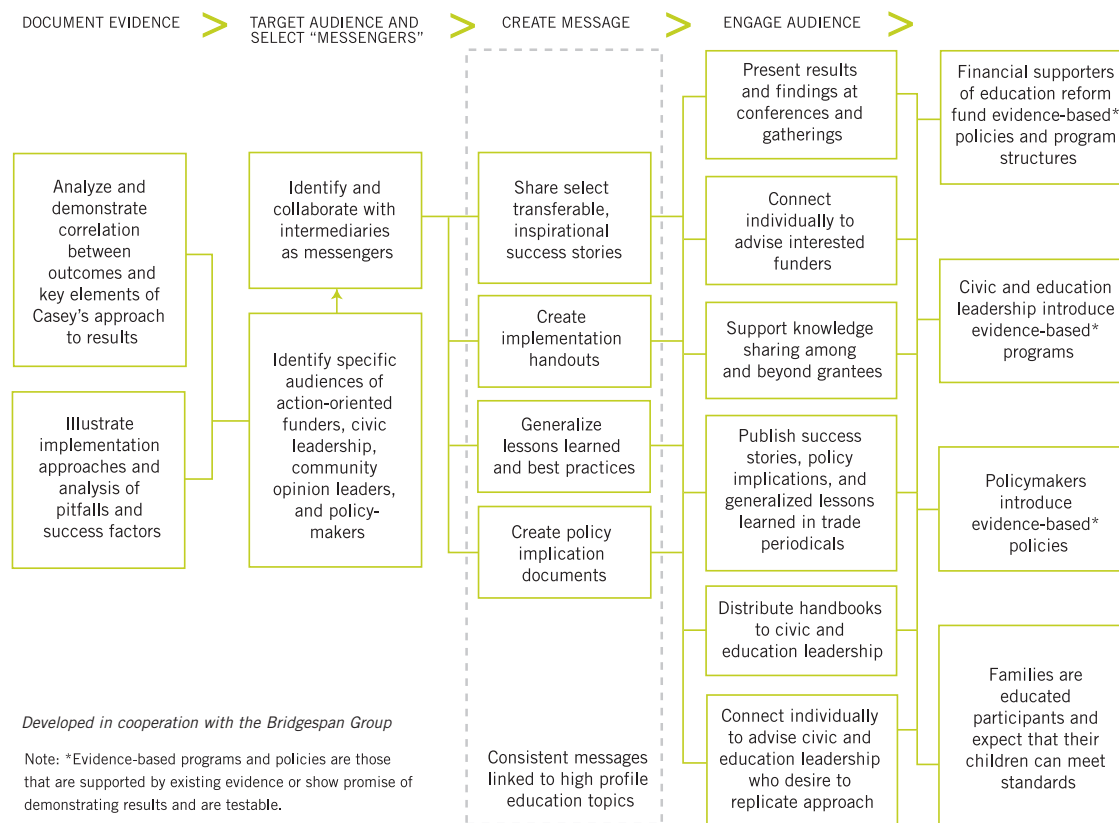
### *Influence Behavior Through “Proof Points”*

Impact sets the stage for influence: affecting the behavior of a wider audience. The education program’s influence strategy involves a series of steps, depicted in Figure 4. First, the program needs to gather evidence of improved results achieved in the target Casey neighborhoods. These proof points can be powerful catalysts for similar action elsewhere. Equally important is careful analysis of success factors and pitfalls, information that can help other communities as they implement similar approaches.

A second step in the influence strategy is identifying target audiences and intermediaries who can reach them to inform them of what activity or collection of activities have led to improved outcomes. Target audiences include action-oriented education funders, civic and education leaders in communities, policymakers, and families.

Third, the program creates messages to reach these audiences. Examples include chronicling select, transferable,

FIGURE 4  
The Education Program's Influence Strategy



inspirational success stories; creating implementation handbooks; and crafting documents that distill the policy implications of on-the-ground experience.

Finally, the education program works to engage its audiences so that these messages reach them effectively. Some engagement occurs through grants made to organizations that create publications, present at conferences, and distribute information widely. Other engagement is more direct, as education program staff connect with funders and policymakers and encourage knowledge sharing among Foundation grantees. Examples of influence investments include grants to support replication, advocacy, and build public will; grants to do policy and data analysis as well as research and evaluation; and grants to chronicle and document improved outcomes and lessons learned in undertaking the work so that others can begin replication work that has the potential to improve outcomes for young people.

### *Leverage Additional Funding*

The anticipated outcome of these efforts is that critical decision-makers will work collaboratively to improve results in tough neighborhoods. Specifically, financial supporters of education reform—those with public and private dollars—will fund promising and evidence-based policies and program structures. Civic and education leadership will advocate for proven components of high-quality educational options and hold their educational systems accountable for delivering them. Policymakers will introduce and adopt policies that support and encourage quality educational choices and integrated supports and services. Families will act as educated participants and hold both their children and local educational institutions to consistently high standards. In many ways, influence activities converge with efforts to leverage investments because funders are one of the audiences that the education program intends to influence through its work with messengers. In addition, the senior associate of the



education program is personally involved in activities to generate leverage, serving on the boards of funder associations and personally engaging individual funders to promote collaboration.

## A THEORY OF ACTION FOR ACHIEVING THE VISION

The education program has an integrated approach to advancing its strategy that includes not only a vision and theory of change but a theory of action that includes a wide range of programmatic and grant-making tactics; a robust system of results measurement; non-financial support to grantees; and collaborative learning among grantees.

### *Programmatic and Grant-Making Tactics*

The education program supports many different kinds of program activities with its grants, including:

- Start-up and planning support
- Technical assistance support to service providers
- Capacity-building support for community organizations
- Network development support to service and school providers

- Documentation of lessons learned
- Policy and data analysis support
- Research and evaluation support
- Advocacy support
- Public will building support

In making these types of investments, the Foundation employs a diverse array of grant-making tactics, customized to meet the needs it encounters. While it clearly has certain geographical areas of focus, it also makes investments in organizations with national reach and scope. It provides operating support in some cases, project support in others. The Foundation primarily makes grants, but it has a growing portfolio of program-related investments, including two in the education area for charter school facility financing. Casey’s approach to grant making, then, is guided much more by programmatic considerations—the kinds of programs that it aims to support—than by restrictive ideas about the kinds of support it wants to provide.

### *Results Measurement*

Through the program’s results measurement process, each grantee submits quantitative, qualitative, and effectiveness information about the results it is achieving. Through these submissions, grantees answer a series of

FIGURE 5  
Performance Measures to Assess Results

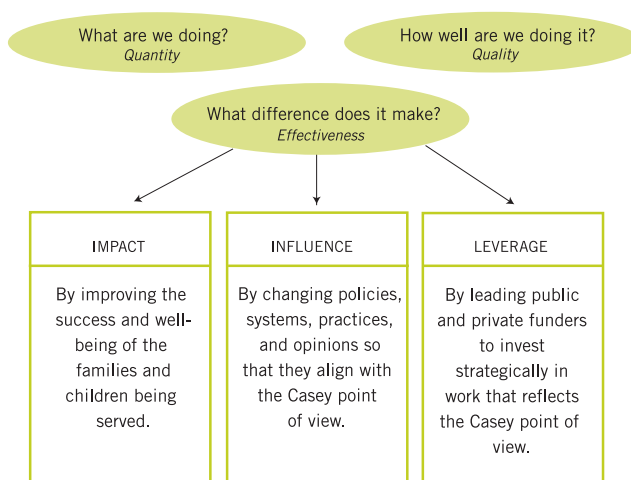
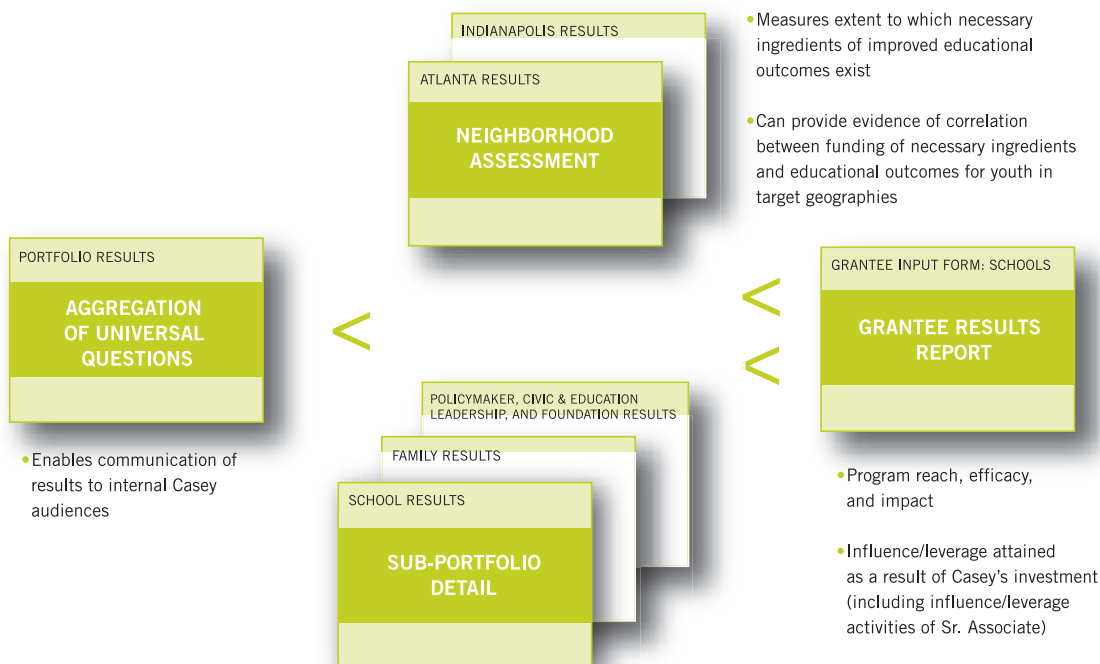


FIGURE 6



questions about their work, including what they have done (quantity), how well they have done it (quality), and what difference (effectiveness) their work has made in terms of impact, influence, and leverage (Figure 5).

The results measurement process includes a limited and agreed-upon set of performance measures that over time provides data and other types of information helpful in coaching grantees and making resource allocation decisions. All of this helps inform conversations about how the education program and its grantees can achieve more powerful and robust results. Over time, these data and information have the potential to generate the rigorous, documented evidence of success that gives credibility to the education program's publications and outreach efforts.

The results measurement process begins with and is built on the submission of data and other information by grantees through customized templates. The education program is now developing an approach to aggregating its grantees' results measurement data in three ways (Figure 6). First, the education program will aggregate outcomes within three sub-portfolios: grants that create or assist *schools*, grants that target *families*,

and grants designed to influence *policymakers, civic and education leaders, and funders*. Second, the education program will aggregate a small set of universal questions asked of all grantees to track the overall success of its grant making. Finally, the education program will roll up these results by neighborhood in the places where it is part of a larger Foundation effort in a specific neighborhood. This neighborhood assessment will allow the education program to test, diagnose, and modify as necessary its efforts to improve neighborhood results.

### Non-financial Support

The education program also provides substantial individualized non-financial support to many of its grantees. The exact form and content of this support is tailored to the specific needs of individual organizations as they advance their own visions for improved K–12 education, including access to useful data, toolkits and publications, planning and management support, technical assistance, introductions to experts, connections to peer networks, and connections to other funders.

## Collaborative Learning

The education program's developing collaborative, peer learning program enables the Foundation to build more productive and purposeful relationships with grantees, and to support grantees as they build such relationships with each other. These learning opportunities convene grantees to discuss case studies, share common experiences and challenges, gain perspective across diverse fields, and develop a better understanding of how their work fits into the larger strategy of the Foundation's education program.

## CONCLUSION

The education program describes the usefulness of its investment process as a value chain depicted in Figure 7. The chain illustrates the progression from the Foundation's values to its work, leading to accomplishments and results that ultimately produce social value. This social value is the way in which the world is made better by the investments that the Foundation makes in the education activities it supports. It is the public good added to society when an enterprise that the Foundation supports makes a contribution to preparing young people for adult success and well-being in the worlds of work, family, and citizenship. At the bottom of the chart, an arrow loops back: what the Foundation learns about its investments and investment processes feeds back

to inform its thinking about what to do next. This continuous learning cycle strengthens the Foundation's work over time, yielding more social value in the long term. In the midst of the tedium of performance measures, reporting requirements, and other activities, it is easy to lose sight of the ultimate purpose of this work, which is to help the Foundation and its partners maximize the amount of social value they create through their work together.

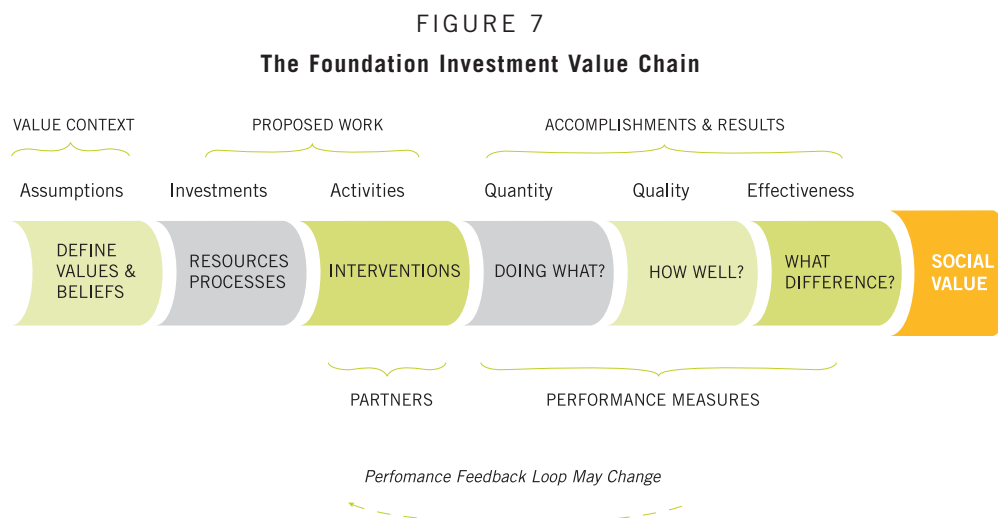
## ENDNOTES

<sup>1</sup>For more extensive data on these gaps, see Bruno V. Manno, *A Road to Results: Results-Based Accountability in the Annie E. Casey Foundation's Education Program*, Baltimore, MD: Annie E. Casey Foundation, 2006.

<sup>2</sup>The Education Program's theory of change draws on the work of Paul Hill and his colleagues on reinventing public education and on that of David Osborne and his colleagues on reinventing government. See Paul T. Hill, Christine Campbell, and James Harvey, *It Takes a City: Getting Serious About Urban School Reform*, Washington, DC: Brookings Institution Press, 2000; and David Osborne and Peter Plastrik, *Banishing Bureaucracy: The Five Strategies for Reinventing Government*, Reading, MA: Addison Wesley, 1997.

<sup>3</sup>*Open Sector: Creating a Positive Environment for Creating Schools New*, Education/Evolving, [www.educationevolving.org/pdf/EEOpenSector.pdf](http://www.educationevolving.org/pdf/EEOpenSector.pdf).

<sup>4</sup>Paul T. Hill and Mary Beth Celio, *Fixing Urban Schools*, Washington, DC: Brookings Institution Press, 1998, p. 17.



APPENDIX A  
THE ANNIE E. CASEY FOUNDATION'S  
2005 EDUCATION INVESTMENT PORTFOLIO

This list of the Foundation's 2005 education grants is organized by the Foundation's two K–12 education investment funds. It does not contain a small number of grant investments that are supported by other Casey Foundation program areas or the education program's two program-related investments (PRIs) for charter school facility financing.

FUND 1

*CREATING QUALITY CHOICES*

**PURPOSE:** To support the development, expansion, and dissemination of lessons learned on how to create quality educational choices for families that improve outcomes for young people so that these young people can succeed in school and be prepared for adult success.

ACLU Foundation of Maryland <i>Baltimore, Maryland</i>	\$85,000	To support policy analysis and public will building that advances Maryland school improvement
Association of Baltimore Area Grantmakers <i>Baltimore, Maryland</i>	\$7,500	To support the Education Funders Affinity Group of the Association of Baltimore Area Grantmakers
Bay Area Coalition for Equitable Schools (BayCES) <i>Oakland, California</i>	\$100,000	To support technical assistance to the Oakland School District's small schools in Lower San Antonio and the documentation of lessons learned in Oakland's district-level reform efforts
Bridgespan Group <i>Boston, Massachusetts</i>	\$175,000	To support the development of a results-based accountability approach to the Foundation's education investments
Center for Policy Studies <i>St. Paul, Minnesota</i>	\$150,000	To support policy analysis and capacity-building assistance to initiatives that create new charter and other types of new schools
Civic Builders, Inc. <i>New York, New York</i>	\$100,000	To support documentation of lessons learned by Civic Builders in nonprofit charter school facilities development
Colorado League of Charter Schools <i>Denver, Colorado</i>	\$20,000	To support the analysis of student and school performance data for selected schools in the Atlanta Public Schools
Education Sector <i>Washington, D.C.</i>	\$50,000	To support the writing and publication of two reports on charter schooling
Education Trust <i>Washington, D.C.</i>	\$75,000	To support activities that advance school improvement efforts with parents and community groups
Foundations, Inc. <i>Philadelphia, Pennsylvania</i>	\$350,000	To support technical assistance in the design, development, and operation of high-quality schools of choice in the Philadelphia School District

Fund for Educational Excellence <i>Baltimore, Maryland</i>	\$250,000	To support the redesign of neighborhood high schools and the creation of new Innovations High Schools in the Baltimore City Schools
Fund for Educational Excellence <i>Baltimore, Maryland</i>	\$220,000	To support the Baltimore City Public School System's participation in the Instructional Leadership Program at the Institute for Learning
Greater Indianapolis Progress Committee <i>Indianapolis, Indiana</i>	\$125,000	To support the development of a charter school authorizing and accountability system administered by the Mayor's Office
Institute for Educational Leadership <i>Washington, D.C.</i>	\$30,000	To support the Coalition for Community Schools
John H. Boner Community Center <i>Indianapolis, Indiana</i>	\$50,000	To support the Community School Project at Washington Irving Elementary School
Kentucky School Reform Corporation <i>Lexington, Kentucky</i>	\$75,000	To support research on and the evaluation of the Kentucky Partnership Schools Initiative
Kentucky Youth Advocates, Inc. <i>Jeffersontown, Kentucky</i>	\$40,000	To support policy research and analysis in Kentucky that provides effective secondary school structures for at-risk youth
Living Classrooms Foundation <i>Baltimore, Maryland</i>	\$50,000	To support the Crossroads School
Marquette University <i>Milwaukee, Wisconsin</i>	\$300,000	To support the Institute for the Transformation of Learning and its technical assistance work with choice and charter schools in Milwaukee
Mary Rigg Neighborhood Center, Inc. <i>Indianapolis, Indiana</i>	\$29,000	To support the Washington Middle School Community School Program
Midtown Academy, Inc. <i>Baltimore, Maryland</i>	\$2,500	To produce a video about Baltimore charter schools
National Alliance for Public Charter Schools <i>Washington, D.C.</i>	\$100,000	To support planning, start-up, and implementation activities
New Leaders for New Schools <i>New York, New York</i>	\$85,000	To support New Leaders for New Schools' evaluation effort
NewSchools Venture Fund <i>San Francisco, California</i>	\$150,000	To support NewSchools documentation of lessons learned and the NewSchools Annual Summit
New Teacher Project, Inc. <i>New York, New York</i>	\$25,000	To support a public information and education improvement strategy that will help school districts reform their teacher-hiring systems to meet teacher vacancy needs
Philanthropy Roundtable <i>Washington, D.C.</i>	\$15,000	To support the Roundtable's Education Affinity Group
Project GRAD—Atlanta <i>Atlanta, Georgia</i>	\$200,000	To support the implementation of the Project Graduation Really Achieves Dreams (GRAD) Program in the Atlanta Public Schools

Public Impact, LLC <i>Chapel Hill, North Carolina</i>	\$41,000	To support the development of an education results framework for tracking the education portfolio's investments
Teach for America <i>New York, New York</i>	\$125,000	To support the development of Teach for America's Alumni Network
Third Way Foundation <i>Washington, D.C.</i>	\$50,000	To support policy analysis and dissemination of lessons learned on the charter school movement
University of Washington <i>Seattle, Washington</i>	\$50,000	To support the National Working Commission on Choice in K-12 Education
University of Washington <i>Seattle, Washington</i>	\$125,000	To support the National Charter School Research Project
University of Washington <i>Seattle, Washington</i>	\$125,000	To support the Center for Reinventing Public Education and its work on sub-district school finance
Vanourek Consulting Solutions, LLC <i>Denver, Colorado</i>	\$10,000	To support the writing of two case studies on charter schools
TOTAL	\$3,385,000	TOTAL NUMBER OF GRANTS: 34

## FUND 2

### PROVIDING SUPPORTS AND SERVICES

**PURPOSE:** To support the development, expansion, and dissemination of lessons learned on how to build robust networks and partnerships with community organizations that create quality support and services for families that improve outcomes for young people so that these young people can succeed in school and be prepared for adult success.

Alianza Dominicana <i>New York, New York</i>	\$80,000	To support La Plaza as a Beacon School demonstration and technical assistance site
Atlanta Workforce Development Board <i>Atlanta, Georgia</i>	\$43,000	To support The Atlanta Promise, a program to ensure post-secondary education for Atlanta's high school graduates
Baltimore Community Foundation <i>Baltimore, Maryland</i>	\$133,000	To support the Casey Baltimore Education Investments Fund at the Baltimore Community Foundation
Baltimore Education Network <i>Baltimore, Maryland</i>	\$60,000	To support efforts that provide families in East Baltimore with the services they need to become more informed and active on school issues in their neighborhood
Black Alliance for Educational Options <i>Washington, D.C.</i>	\$35,000	To support the Annual Meeting of the Black Alliance
California Tomorrow <i>Oakland, California</i>	\$75,000	To support the documentation of lessons learned in providing supports and services to immigrant and language minority students in school
DC Public Charter School Cooperative <i>Washington, D.C.</i>	\$50,000	To support special education services to charter schools through the Public Charter School Cooperative and development of a Medicaid Reimbursement System
East Baltimore Community Corporation <i>Baltimore, Maryland</i>	\$50,000	To support the after school program for Inner Harbor East School
Education Partnership <i>Providence, Rhode Island</i>	\$50,000	To support the Providence After School Alliance's development of after school opportunities for middle school youth in the <i>Making Connections</i> neighborhood
Fight for Children <i>Washington, D.C.</i>	\$150,000	To support development of the District of Columbia Family Education Network
Fund for the City of New York <i>New York, New York</i>	\$150,000	To support technical assistance to the New York City Beacon Schools program of services and supports for families and young people
Georgetown University Institute for Public Policy <i>Washington, D.C.</i>	\$200,000	To support a qualitative evaluation of the effects of the District of Columbia Opportunity Scholarship Program on families and students
Grantmakers for Education <i>Portland, Oregon</i>	\$40,000	To support programs on effective education grant making as this relates to creating partnerships between families, schools, and community organizations

GreatSchools.Net <i>San Francisco, California</i>	\$50,000	To support the GreatSchools pilot program that strengthens families' involvement in education improvement efforts
Greater Indianapolis Progress Committee <i>Indianapolis, Indiana</i>	\$25,000	To support family strengthening training for Indianapolis Public School principals and parent liaisons
Harlem Children's Zone <i>New York, New York</i>	\$80,000	To support the Zone's Beacon Schools as demonstration and technical assistance sites
Institute for Responsive Education <i>Boston, Massachusetts</i>	\$50,000	To support the Boston Parents Organizing Network
METRO Organizations for People <i>Denver, Colorado</i>	\$20,000	To support a lessons learned publication on Metro Organizations for People school improvement efforts with families
National Council of La Raza <i>Washington, D.C.</i>	\$125,000	To support technical assistance to and develop resource materials for schools serving Latino students and their families
National Urban League <i>New York, New York</i>	\$100,000	To support the Campaign for African-American Achievement and the Community and Family Development Institute
Pen Lucy Action Network, Inc. <i>Baltimore, Maryland</i>	\$20,000	To support the GEAR Urban Youth Development program that provides services and support for youth from grades three through high school
San Diego City Schools <i>San Diego, California</i>	\$200,000	To support the communications, engagement, and outreach efforts of the San Diego School District's Blueprint for Student Success to families, staff, and the community
Southwest Youth and Family Services <i>Seattle, Washington</i>	\$4,900	To support the family strengthening activities of the School Success Work Group
United Way of Central Indiana <i>Indianapolis, Indiana</i>	\$4,000	To support a Bridges to Success community
Washington Scholarship Fund <i>Washington, D.C.</i>	\$250,000	To support the implementation of the District of Columbia Parental Choice Program
TOTAL	\$2,044,900	TOTAL NUMBER OF GRANTS: 25
GRAND TOTAL	\$5,429,900	GRAND TOTAL NUMBER OF GRANTS: 59



APPENDIX B  
THE ANNIE E. CASEY FOUNDATION'S  
EDUCATION PARTNERSHIPS BY TYPE OF PROGRAM SUPPORT

*CREATING QUALITY CHOICES*

Casey Partner	Start-up Planning	Technical Assistance	Capacity Building	Policy & Data Analysis	Documenting Lessons	Research & Evaluation	Network Development	Advocacy/ Public Will Building	Other
ACLU Foundation of Maryland								•	
Association of Baltimore Area Grantmakers			•						
Bay Area Coalition for Equitable Schools		•							
Bridgespan Group			•						
Center for Policy Studies				•					
Civic Builders, Inc.					•				
Colorado League of Charter Schools				•					
Education Sector					•				
Education Trust			•						
Foundations, Inc.		•							
Fund for Educational Excellence		•	•						
Greater Indianapolis Progress Committee			•						
Institute for Educational Leadership		•							
John H. Boner Community Center			•						
Kentucky School Reform Corporation			•						
Kentucky Youth Advocates, Inc.			•						
Living Classrooms Foundation	•								
Marquette University		•							
Mary Rigg Neighborhood Center, Inc.			•						
Midtown Academy, Inc.	•								
National Alliance for Public Charter Schools	•								
New Leaders for New Schools						•			
NewSchools Venture Fund			•						
New Teacher Project, Inc.				•					
Philanthropy Roundtable					•				
Project GRAD—Atlanta			•						
Public Impact, LLC			•						
Teach for America							•		
Third Way Foundation					•				
University of Washington: Center for Reinventing Public Education				•					
University of Washington: National Research Center on Charter Schools						•			
University of Washington: National Working Commission on Choice in K-12 Education				•					
Vanourek Consulting Solutions, LLC			•						

(continued)

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PROVIDING SUPPORTS AND SERVICES

Casey Partner	Start-up Planning	Technical Assistance	Capacity Building	Policy & Data Analysis	Documenting Lessons	Research & Evaluation	Network Development	Advocacy/ Public Will Building	Other
Alianza Dominicana							•		
Atlanta Workforce Development Board									•
Baltimore Community Foundation			•						
Baltimore Education Network			•						
Black Alliance for Educational Options								•	
California Tomorrow									•
DC Public Charter School Cooperative		•							
East Baltimore Community Corporation			•						
Education Partnership			•						
Fight for Children							•		
Fund for the City of New York							•		
Georgetown University—Institute for Public Policy						•			
Grantmakers for Education					•				
GreatSchools.Net			•						
Greater Indianapolis Progress Committee			•						
Harlem Children's Zone							•		
Institute for Responsive Education			•						
METRO Organizations for People				•					
National Council of La Raza		•							
National Urban League		•							
Pen Lucy Action Network, Inc.			•						
San Diego City Schools		•							
Southwest Youth and Family Service			•						
United Way of Central Indiana			•						
Washington Scholarship Fund			•						
<b>TOTAL</b>	<b>3</b>	<b>9</b>	<b>24</b>	<b>6</b>	<b>5</b>	<b>3</b>	<b>5</b>	<b>2</b>	<b>2</b>





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