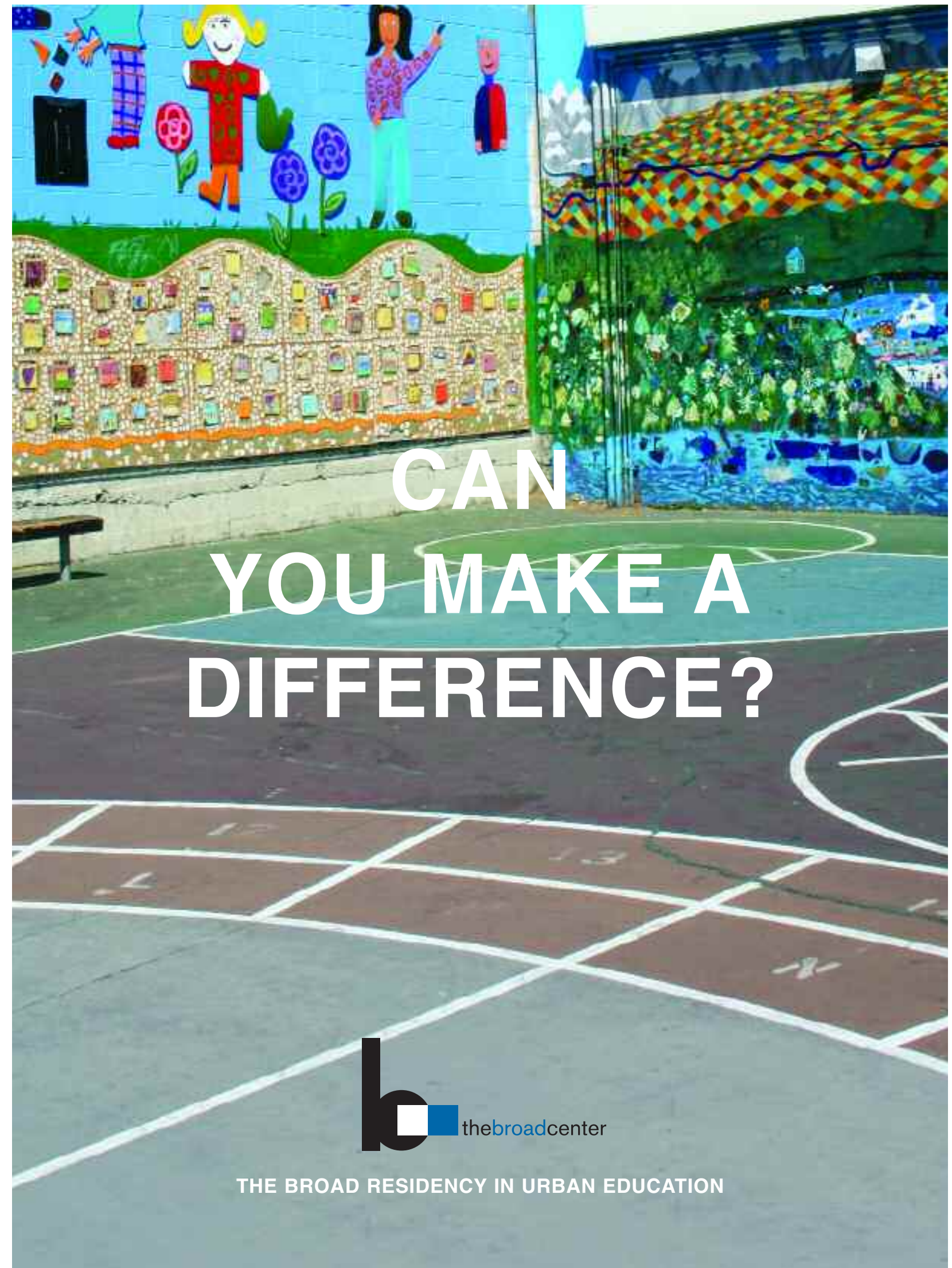


THE BROAD CENTER ENLISTING EXECUTIVE TALENT FOR PUBLIC EDUCATION

The Broad Center for the Management of School Systems
10900 Wilshire Boulevard
Los Angeles, CA 90024
t (310) 954-5080
f (310) 954-5081
info@broadcenter.org
www.broadcenter.org



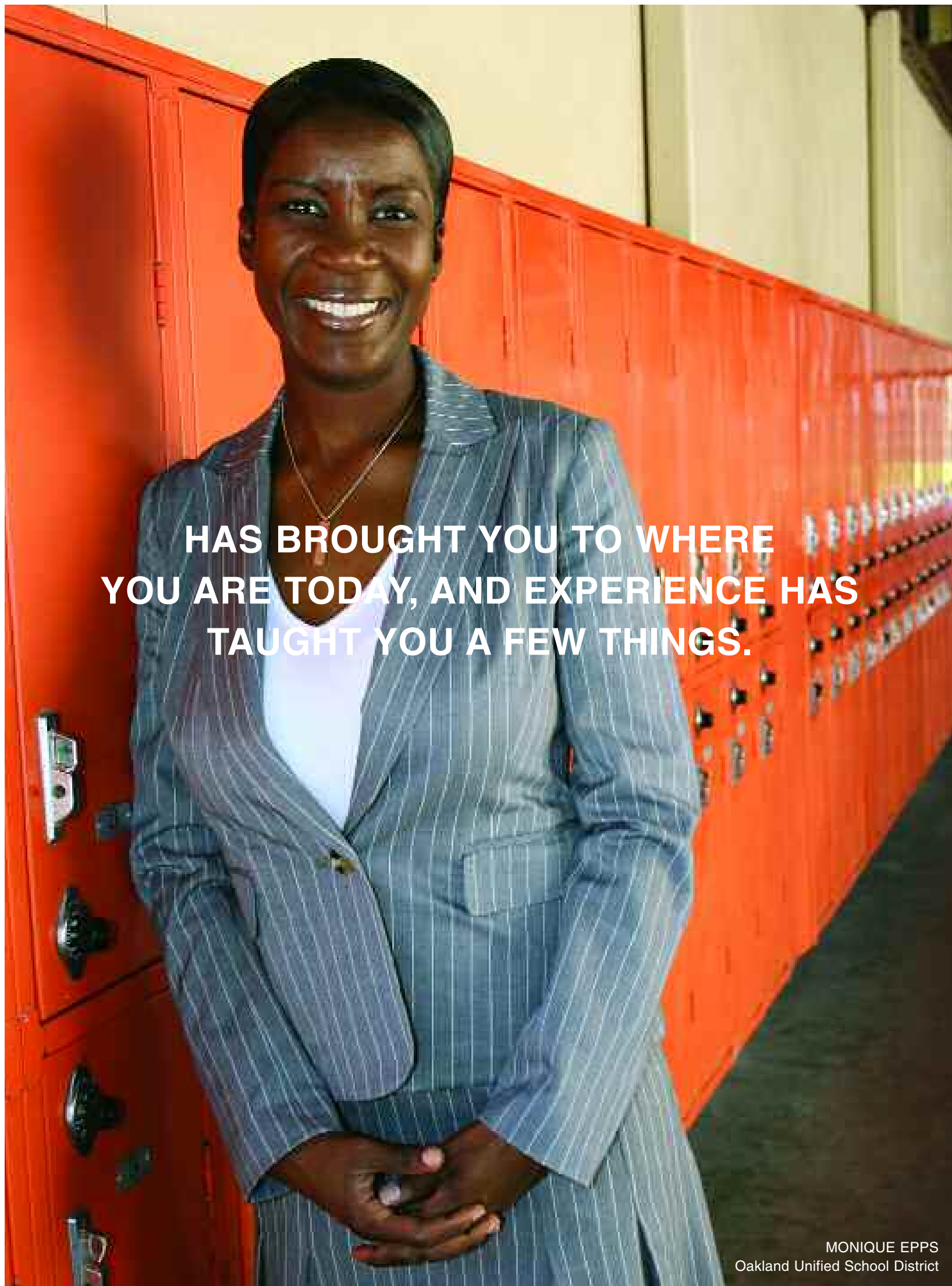
CAN
YOU MAKE A
DIFFERENCE?



THE BROAD RESIDENCY IN URBAN EDUCATION



EDUCATION



HAS BROUGHT YOU TO WHERE YOU ARE TODAY, AND EXPERIENCE HAS TAUGHT YOU A FEW THINGS.

MONIQUE EPPS
Oakland Unified School District



**WHERE IS
YOUR CAREER
TAKING YOU?**

KY VU
San Francisco Unified School District



**FULFILLMENT IS DIFFERENT
FOR EVERYONE. FOR US, IT MEANS
LEAVING WORK EACH DAY KNOWING
WE'VE MADE A REAL DIFFERENCE.**

MONICA SANTANA ROSEN
Chicago Public Schools

HELP US TRANSFORM PUBLIC EDUCATION

The Broad Residency is a two-year management development program that trains emerging leaders for senior management positions in urban school districts.

Designed for graduates from the top business, law and public policy schools who have at least four years of work experience in the private and nonprofit sectors, The Broad Residency places participants immediately in managerial positions in the central operations of urban school districts. Residents have an impact on student achievement and operational excellence in their districts as they work toward the goal of becoming senior leaders in urban school systems across the country.

High-Caliber Emerging Leaders

The Residency is aimed at giving up-and-coming talent a high-level entry into the field of urban public education. Residents possess a passion for transforming public education and a track record of accomplishment. They have the potential to lead urban school systems in the future.

Two-Year Job Placement with an Urban School District

Residents work for the superintendent or another top executive in an urban school district undergoing dramatic reform. Most Residents serve as project leads for the districts' top strategic priorities. These challenging and often highly visible roles require superb analytic skills and the ability to manage complex projects and teams. Participants are tasked with advancing significant change initiatives, such as the creation of new schools, budget system overhaul, human resources reform, or the rollout of new technology systems. In some cases, Residents serve as a chief of staff to the superintendent or other senior leader. At the conclusion of the two-year program, we expect that school districts will hire Residents permanently in their current positions or promote them into more senior leadership posts.

\$80,000 – \$90,000 Salary

Residents earn annual salaries of \$80,000 to \$90,000 in their first year. Districts set specific salaries based on their pay scales. The Broad Residency subsidizes 50% of salaries. Districts pay the balance and provide benefits.

Diverse Assignments

We place Residents in reform-oriented urban school districts, often those where superintendents are graduates of The Broad Superintendents Academy. We have identified more than 30 urban school districts as potential sites for placement.

PROFESSIONAL DEVELOPMENT

The Broad Residency's two-year professional development program is designed to ease each Resident's transition into public education and assist them in quickly making a significant impact. Over the course of the program, Residents participate in eight training sessions at locations across the country. The Broad Residency covers tuition and travel costs.

The professional development sessions include the discussion of case studies, site visits, lectures, expert panels, reading assignments and interactive projects, all designed to ensure that Residents understand the context of urban education and the best organizational practices from the private and public sectors. The curriculum addresses the following areas:

Instruction	Instructional management is the heart of K-12 education. Residents learn about achievement gaps, instructional leadership, standards and accountability, and how schools and districts can support quality instruction.
Operations	Effective operations are essential for a high-performing school district. Residents learn about district organizational structures, human resources, finance and budgeting, labor relations, and other large-scale district management systems.
Personal Effectiveness	Residents improve their leadership skills to be effective managers and team members in their districts. Residents receive 360-degree feedback from their district colleagues and participate in coaching sessions to help improve their leadership skills.
District Strategy	Residents wrestle with the key question, "How does a failing school district become a high-performing organization?" by examining district case studies and meeting leaders currently engaged in the process of change. Residents develop their own theories of change as they discuss the role of accountability systems, competition from charter schools, capacity-building initiatives, managed instructional programs, and other education reform strategies.

NETWORK

Our thriving network includes 45 Residents placed in 17 urban school districts and eight Associate Residents working in seven charter management organizations. Residents rely on each other and The Broad Center to access resources, best practices and applicable tools.

School Districts

Boston
Chicago
Cobb County, Ga.
Denver
Ft. Wayne, Ind.
Los Angeles
Miami
New York City
Oakland
Philadelphia
Portland, Ore.
Providence, R.I.
San Diego
San Francisco
St. Louis
Washington, D.C.
Wilmington, Del.



Barak Ben-Gal

Oakland Unified School District

MBA, Stanford University
MA, Education, Stanford University
AB, Economics, Harvard University

When Barak Ben-Gal immigrated to the United States from Israel at age 10, he couldn't speak a word of English. Seven years after attending public schools in Florida, he was accepted to Harvard. "I owe everything," he says, "to some amazing teachers who believed in me and saw my potential. They didn't see a challenged student who was struggling to learn English. They saw a boy who could achieve his dreams."

After six years in the corporate world – with stints in consulting and as the director of strategic planning for a media company – Ben-Gal found his way back to education. "The Broad Residency allowed me to enter a district at the executive cabinet level and have an immediate impact," he says. "Before hearing of this program, I did not think I would be able to effect change from within the system."

Placed in the Oakland Unified School District as Special Assistant to State Administrator Randy Ward, Ben-Gal was charged with implementing a controversial results-based budgeting system, which decentralized the budgeting process and empowered each school to determine how it used its financial resources. After the first year of his Residency, Ben-Gal was promoted to interim Executive Officer for Financial Services, overseeing six departments and 30 direct reports. "For the first time in my life, I have to manage people whose job I cannot do better than they can," he says. "I cannot just sit down and show them how it's done. Instead, I have to remove the barriers preventing them from doing their jobs better."



Barbara Sullivan

Boston Public Schools

MBA, Cornell University
BA, English, Boston University

As a consultant for Bain and Company, Barbara Sullivan didn't expect one of her projects would change her career path.

But after working on Bain's pro bono project team helping to design the implementation of small learning communities at Boston Public Schools, she realized a career in public education would be the best way "to combine my education, experience, intellectual interests and philosophical priorities."

When she was accepted into The Broad Residency, Sullivan became Special Assistant to the Chief Operating Officer of Boston Public Schools. One of her first assignments was to improve the district's registration system for parents. With school choice in the district, parents are allowed to choose from dozens of schools in which to enroll their child. At the time, parents had to fill out a form and select a school, often with little or no information about which school was the best fit for their child. Sullivan headed the district's enrollment services team and developed a new online system to provide parents with more information to help them choose a school and give them a better first impression of the school district.

"I have developed the ability to lead a group of people with diverse backgrounds and opinions, get them on the same page, and work toward the greater good," Sullivan says. "There are so few people with private sector experience in the district, which makes the perspective of the Broad Residents particularly valuable. We have helped the senior leadership approach issues in a more structured, analytical manner."



Joe Antonio

Monica Santana Rosen

School District of Philadelphia

Chicago Public Schools

MBA, University of Chicago
BS, Economics, The Wharton School, University of Pennsylvania

MBA, Harvard Business School
BA, Psychology, Wesleyan University

A career in education wasn't part of Joe Antonio's original plan. With a degree in economics from Wharton and an MBA from the University of Chicago, Antonio was going to make his mark on the world of business.

When Monica Santana Rosen was hired by Chicago Public Schools, the hiring process for new employees could not have been more difficult. "I ran into just about every single problem I could encounter," Rosen says. No one could answer her questions about her medical benefits, and when she called the HR department, the phone rang and rang.

After spending ten years as a consultant with Accenture and Keane Consulting Group, Antonio was assigned to lead a project at the District of Columbia Public Schools. For the first time, Antonio saw the enormous challenges facing urban school districts. "I like being a change agent, and in public education, there are so many opportunities to use my talents in ways that really matter," he says. "I was excited about the core mission of this business in a way I wasn't about my typical consulting clients."

So when Rosen's first assignment was to evaluate the effectiveness of the district's HR function and recommend a restructuring, she was ready. After a year of figuring out all the functions in the department and tackling an archaic technology system (key HR systems like payroll and teacher assignments were housed in 36 different data repositories), Rosen became part of the team that reorganized the HR department and implemented a new centralized data system.

When he was accepted into The Broad Residency, Antonio was hired as Special Assistant to the School District of Philadelphia's Chief Information Officer. He was tasked with implementing a stalled "data warehouse" project to collect and analyze financial information. Realizing that the project had no link to student achievement, Antonio expanded the project to include student, teacher and school data. As a result of the new vision for the project, the district's governing body approved a two-year, \$4.5-million collaboration to build the data warehouse, and Antonio was asked to manage and oversee the project.

Rosen was then promoted to director of the district's newly created HR Employee Service Center. With her own hiring experience fresh in her mind, Rosen established a better system: new employees now have an appointment when they come to the center; the department now explains forms to groups of employees rather than one at a time; and an employee who calls to speak to an HR representative is never on hold for more than 20 seconds.

At the end of his Broad Residency, Antonio was promoted to Director of Strategic Planning and Projects in the Office of the Chief Information Officer. "I foresee staying in the Philadelphia School District for many years to come because there is so much potential here to make positive changes that will ultimately benefit children."

"Every single time a teacher calls or comes in to the central office to deal with an HR issue, this is time out of the classroom and away from students," says Rosen, who worked for two non-profit organizations for five years before getting her MBA. "My job is to make sure that payroll and other human resources processes run so smoothly that teachers, principals and central office administrators can focus on the main mission of the district -- advancing student achievement."

QUALIFICATIONS

For The Broad Residency, we are looking for candidates who have:

- An MBA with a minimum of four years of full-time work experience or a JD or MPP with a minimum of four years of operational experience
- Knowledge of one or more functional business areas, such as finance, operations, marketing, strategy or information technology
- Ability to 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
- Proven track record of leadership
- 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 willingness to make a long-term commitment to K-12 education.

HOW TO APPLY

Admission into The Broad Residency is highly competitive. Each year, we accept a small percentage of applicants into the program.

Members of The Broad Residency recruitment team will visit major metropolitan areas and graduate school campuses across the country during the Fall and Winter to recruit for the upcoming Residency class. For the dates and locations of these sessions, please visit our website at www.broadresidency.org.

The admissions process includes the following:

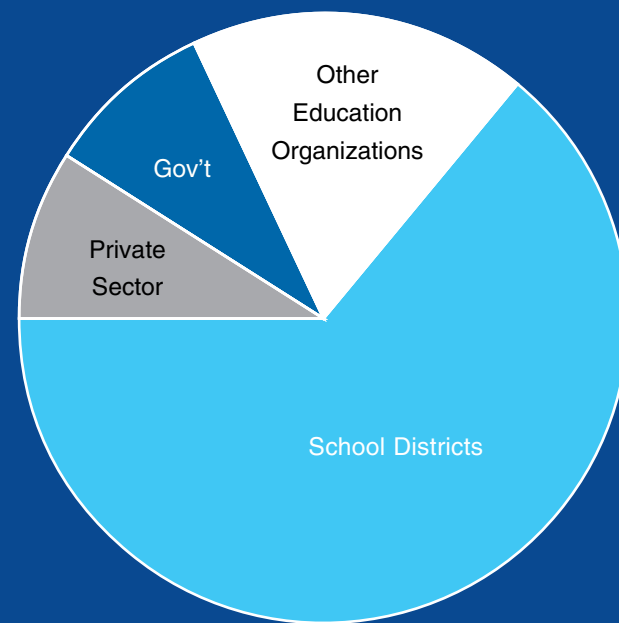
Resume	Interested candidates submit a resume online at www.broadresidency.org .
Application	An application is emailed to individuals selected to advance in the process.
First Round Interviews	Members of The Broad Residency recruitment team will conduct short interviews in major metropolitan areas and at graduate school campuses across the country. Candidates who are unable to attend will be interviewed by phone.
Second Round Interviews	Finalist candidates attend a full day of in-person interviews.
District Interviews	Potential Residents will interview with school district executives before receiving an offer from the district and The Broad Center.

For additional information about the application process, including deadlines, please visit www.broadresidency.org.

THE FIRST RESIDENTS: WHERE ARE THEY NOW?

Our expectations are high. We select talented individuals to become Residents, and we expect that they will be hired into Director-level positions during or after the two-year program. Within five years of the program, we hope the Residents will assume senior leadership positions in urban school districts.

The first class of Residents graduated in May 2005. We are pleased that 9 of 11 of our first class have accepted positions of significant responsibility in public education and that the majority are continuing to work in urban school districts.



School Districts

Chief of Staff to Deputy Chancellor for Operations, New York City Department of Education
 Deputy Budget Director, Chicago Public Schools
 Deputy Budget Director, Los Angeles Unified School District
 Director, Autonomous Schools, Chicago Public Schools
 Director of Strategic Planning for Business Operations, Atlanta Public Schools
 Director of Strategic Planning and Projects, Information Technology, School District of Philadelphia
 Program Manager, New School Incubator, Oakland Unified School District

Other Educational Organizations

Director of Operational Excellence, New York City Center for Charter School Excellence
 Program Officer, Dell Foundation

Government

White House Fellow, Office of Management and Budget

Private Sector

Vice President, Investment Management

ASSOCIATE RESIDENTS

Recognizing the growing importance of the charter school movement, The Broad Residency also extends this program to professionals currently working in Charter Management Organizations. While we do not place these individuals into their organizations, they participate in all of The Broad Residency's professional development activities. To date, Associate Residents have worked in the following organizations:

- Alliance for College-Ready Public Schools (Los Angeles)
- Aspire Public Schools (California)
- DC Preparatory Academy (Washington, DC)
- Green Dot Public Schools (Los Angeles)
- KIPP (National)
- Leadership Public Schools (San Francisco Bay Area)
- Victory Schools (New York and Philadelphia)

SUMMER RESIDENCY

The success of The Broad Residency prompted several school districts to encourage The Broad Center to expand the program to include an internship for MBA students during the summer between their first and second years.

During a 10-week summer internship, Broad Summer Residents work with current full-time Broad Residents on specific initiatives in operations, finance, strategy and human resources. Past Summer Residency placements have included Boston, Chicago, New York, Oakland and Wilmington.

The Broad Residency will invite districts around the country to participate in The Summer Residency program. Final district commitments may not be known until candidate applications are due.

Compensation

Summer Residents are paid \$1,200 each week for a total summer salary of \$12,000. The Residency will pay 75% of the salary, and the host district pays 25%.

Professional Development

Summer Residents attend two professional development sessions. These sessions are designed to increase Summer Residents' understanding of the challenges and potential of public education, build enthusiasm for related career opportunities and provide a chance to network with one another and other education reform leaders. Travel and training costs are paid by The Broad Residency.

Qualifications

The qualifications for the Summer Residency are the same as for The Broad Residency except that candidates must be enrolled in an MBA program.

Application Process

To apply, please submit a resume and cover letter describing your interest in K-12 public education and how your experience and skills could be utilized inside a large urban school system. Submit your resume and cover letter online at www.broadresidency.org. In addition to reviewing resumes and cover letters, The Broad Residency will conduct a phone interview and reference checks. Finalists will advance to an in-person interview with representatives from The Broad Residency and participating school districts.

For more detail and for the dates of this year's Summer Residency application process, please visit www.broadresidency.org.

THE BROAD CENTER

The mission of The Broad Center for the Management of School Systems is to raise student achievement by recruiting, training and supporting executive leadership talent from across America to become the next generation of urban school district leaders. Established in 2001, The Broad Center identifies talented leaders who have the passion, knowledge and skill to take on executive leadership roles in urban education. In addition to The Broad Residency, the Center operates The Broad Superintendents Academy, a ten-month executive management program to train working CEOs and other top executives from business, non-profit, military, government and education backgrounds to lead urban public school systems. For more information about The Broad Center, go to www.broadcenter.org.

THE BROAD FOUNDATION

The Broad Center is supported by The Broad Foundation. Founded in 1999 by Eli and Edythe Broad, the Los Angeles-based Broad Foundation's mission is to dramatically improve K-12 urban public education through better governance, management, labor relations and competition. The Broad Foundation's Internet address is www.broadfoundation.org.

“I believe that public education is at the core of a successful civil society. Unfortunately, the status quo in education does not enable the potential of all our citizens to be realized. The future of America is at risk. I don't want to watch passively from the sidelines as a gradual but steady decline of our intellectual and economic leadership unfolds. I want to be part of the solution.”

--Sara Allan, Broad Resident, Class of 2005
Portland Public Schools