Lessons in Education Philanthropy

Proceedings from BHEF's Inaugural Institute for Strategic Investment in Education

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BHEF BUSINESS-HIGHER EDUCATION FORUM

Introduction

Although private philanthropic dollars in education make up just a fraction of overall education financial support, strategically targeted corporate philanthropic resources can serve as a vital catalyst for positive, lasting, and high-impact change in public education. Recognizing this, the Business-Higher Education Forum (BHEF) and the Harvard Graduate School of Education, with support from the Goldman Sachs Foundation, hosted the inaugural Institute for Strategic Investment in Education (ISIE) on April 3-5, 2008 at Harvard University. The event, titled "Maximizing the Impact of Corporate Philanthropy," convened over 45 corporate and private philanthropic leaders and education leaders for two and a half days to explore how best to leverage corporate philanthropic monies to maximize the impact on education.

The collective knowledge and expertise of ISIE participants demanded an interactive and dynamic format. Prior to the ISIE, attendees were asked to review five case studies authored by leading practitioners and scholars. Topically, these case studies covered a range of areas, but all were designed to aid participants in critically examining philanthropic investments in education, particularly within the unique corporate context. All cases were designed to elicit rich discussion points for ISIE participants and lead to a series of lessons and best practices participants might use in their education grantmaking. Harvard faculty members serving as content experts and synthesizers facilitated the discussions, and helped guide the iterative process toward "take-aways" for participants.

The following five key strategies emerged from the ISIE:

- **Develop a comprehensive theory of change**—Participants examined the notion that underlying most successful philanthropic ventures are beliefs about how and why change occurs. These "theories of change" and their associated strategies should guide corporate and private philanthropists throughout their giving life cycle(s).
- **Consider context, both corporate and school district, when developing a philanthropic strategy**—Participants discussed how the corporate context shapes their grantmaking, how to leverage a corporation's strategic assets to maximize the impact of investments, and the need to be sensitive to the unique context in which schools operate.
- **Use information, research, and data to make decisions and assess outcomes**—Participants considered how to most effectively utilize information, research, and data. They determined that the role played by data in corporate philanthropic investments represents a significant challenge, as well as a substantial opportunity to better shape future efforts.
- **Support partnerships, collaboration, and advocacy to magnify impact**—Participants highlighted the need to seek out and develop partnerships, collaborations, and advocates to support efforts. They also discussed the challenges of developing such alliances among and across a variety of stakeholder groups.
- **Align investments with school district improvement efforts to maximize impact**—Participants discussed the importance of investing across the P-16 pipeline and of aligning investments with school district efforts to maximize their effectiveness in helping improve student outcomes.

Strategies for Philanthropic Investment

Strategy 1: Develop a Comprehensive Theory of Change and Align Strategies with It

Underlying most successful philanthropic ventures are beliefs about how and why change occurs. Attendees and presenters agreed that these "theories of change" and their associated strategies should guide corporate and private philanthropy life cycle(s) and are essential to successful educational improvement efforts. These strategies include, for example, grantee selection, accountability systems, and investments. Attendees were asked to consider the following questions:

- What is your theory of change?
- In light of your theory of change and the school district's context, what type of "force" do you exert on the school districts you fund?

The following suggested practices emerged around the notion of philanthropic theories of change.

Develop a narrowly focused theory of change and connect it to strategy.

ISIE attendees discussed theories of change and strategy in the contexts of both corporate philanthropies and grantees, such as non-profit organizations and school districts. During a discussion of Bristol City, a fictional public school district that lacked a coherent theory of change, attendees agreed that a strong, focused, and shared vision about how change takes place in a district is the linchpin of effective philanthropic giving. In addition, the National Campaign to Prevent Teen Pregnancy case helped participants identify the four steps for developing an effective theory of change and associated strategies: (1) identify the problems a foundation desires to address, (2) identify root causes of the problems identified, (3) determine which cause(s) to address, and (4) ground philanthropic activities in these root causes.

Invest in innovation.

Corporate philanthropies can make a significant impact by investing in innovation and by funding structures through which public dollars will flow. Corporate foundations that invest in pilots and innovations aligned with their theory of change, core business capacities, and community needs position their grantees to discover new solutions that can be scaled up over time and attract public funds for greater impact. These innovations often have no other means of funding, and it is for this reason that they may not have previously been attempted.

For example, examining the corporate philanthropy practices of the Brazilian Bradesco Bank, attendees learned how that bank was able to support innovative new teaching practices in its privately run schools and build on these for impact. Once these pilots were proven effective, Bradesco increased the impact of its investment by disseminating these best practices more widely within the Brazilian public school system.

While the risk associated with innovation is that a grantee or grantor's hypothesis and vision will be flawed and the investment will fail, ISIE leaders observed that not all educational reform efforts should be successful. As one leader said, "If some don't fail, you're not working close enough to the line." Philanthropy remains the sector with the freedom to expand knowledge by fueling innovation in educational approaches.

Maintain focus and periodically reassess your efforts.

With a narrowly focused theory of change, corporate philanthropies are better able to select grantees, determine where to invest, and avoid seductive "flavor of the week" thinking or "checkbook philanthropy." The latter strategies are often untargeted and lead to scope and mission creep because funded efforts are not directly aligned with a corporate philanthropy's theory of change, and lack clear return on investment.

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Additionally, in recognizing the importance of a focused theory of change for achieving philanthropic impact, presenters stressed that philanthropists need to be wary of inducing grantees to bend or modify their theory of change to match that of the corporate philanthropy. Instead, discussion repeatedly returned to the notion that grantors should seek grantees whose theory of change and programmatic focus already aligns with that of the philanthropy. In that context, attendees reflected on the benefits and drawbacks of an RFP process, noting that such processes can inadvertently entice grantees to depart from their theory of change in a desire to obtain funding.

A panel that focused on the effects of philanthropy in the Boston Public Schools offered a sharp contrast to this "tell them what they want to hear" approach. There, in forming a partnership between the local business community, higher education community, and the school district, the former Superintendent of the Boston Public Schools determined that he would only accept support from outside private funders whose theory of change was aligned with his own and with his strategy for improving education in the school district. A result of this grounded approach, they noted, was sustained improvement in student performance in the district.

Attendees also recognized that an important element of effective corporate philanthropic strategy is taking time to consider the efficacy of a company's investments. This includes re-evaluating the alignment of the philanthropy's theory of change with its strategies and initiatives. Over time, the theory of change, as well as associated strategies and programs, may need to be adjusted to reflect changing realities and lessons learned about impact.

Strategy 2: Consider Corporate and School District Context

Participants at the inaugural ISIE embraced the opportunity to discuss with peers the challenges and opportunities of education grantmaking within the corporate context. In this context, grantmaking must be highly strategic, offering a return on investment that benefits both society and the company itself.

Equally as important, however, is recognizing the sometimes competing context of the school district the effort is attempting to impact. Navigating these different contexts is key to successful education philanthropy.

During the ISIE, attendees agreed that the most successful investments in education are branded to showcase the company's presence in the community and maximize the roles of corporate leaders and company employees. Attendees were asked to consider the following questions:

- Do your corporate philanthropy investments in education reflect the company's primary strengths and business focus, as well as key needs in target school districts, or do they reflect some other influence(s)?
- How do you leverage your unique corporate context to the advantage of your grantees?

As the ISIE progressed, participants achieved consensus around a number of strategies related to corporate philanthropy, particularly as it seeks to create change in an education context.

Seek the strategic intersection of primary business strengths and core needs.

Over the course of the ISIE, participants frequently reiterated that the most successful educational investments align a company's primary business strengths with core educational needs in the community. A focus on a company's primary business strengths allows the company to put its unique skills and expertise to work in the philanthropic context. Participants agreed that this maximizes the opportunity for the investment to have significant impact. Additionally, one leader noted that focusing on the company's primary business strengths can often enable the piloting of new innovations with potential benefits both for the grantor and grantee.

One participant characterized this strategic alignment as "enlightened self interest," which allows a corporation to envision the long-term payoffs of its decision to invest in education, especially the development of the more qualified workforce necessary for global competitiveness. This vision foresees future payoff for shareholders directly flowing from the initial social investment. For example, a pharmaceutical company that invests in teachers, curricula, or other programs

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to improve student achievement in science and math presumes a long-term investment in its future employees. Another participant cited a forward-thinking CEO who, regarding the need to invest in the future workforce of his region noted, "If this company is to succeed, this region must succeed." While focusing on primary business strengths serves the long-term interests of corporations, participants also agreed that strategic giving should target key educational needs. Evidencing this approach, one corporate philanthropy leader observed that her company had decided to invest

in high potential youth because a) research demonstrated that few companies or organizations invested in this area, and b) the corporation needed innovative leaders in the coming decades. This blending of corporate interest and community need is key to strategic giving.

Apply a business approach while remaining aware of the educational context.

While acknowledging the multiple priorities facing those involved in education philanthropy, ISIE participants repeatedly noted the importance of applying business models and approaches to their education grantmaking. Doing so, however, is challenging in light of the differences between the corporate and education sectors.

These differences were evident in the Bristol City case, where a school superintendent in a fictional district sought with mixed success to implement various operating improvements. Reviewing the case, ISIE leaders noted that local school superintendents often operate in an "incoherent system" where the forces that influence school district operations are scattered/centrifugal, rather than working in concert to integrate curriculum, teacher, and student. This setting differs sharply from the typical corporation, where the forces influencing the corporation's operations are centripetal and are directed cohesively toward the goal of enhancing return on investment. ISIE leaders emphasized the importance of considering this school district context when designing an investment initiative. In light of the many scattered forces at play in school districts, philanthropists need to consider how they can exert influence that will help drive these forces toward the impact that the grantmaker seeks to achieve, rather than diffusing it.

Additionally, participants discussed how best to brand their investments to support a company and its reputation locally and, where applicable, nationally. Attendees suggested that for branding to be most effective, the link between the investment in education and corporate brand must be clear, and that an apparent conceptual link between the company's core capacities and community needs can only further the value of the brand. This was demonstrated through a case study of Pacificorps, which focused its foundation work exclusively on early learning, and re-branded the foundation as the "Pacificorp Foundation for Learning."

Leverage corporate leadership and human resources.

Corporate philanthropy leaders in attendance highlighted the powerful role that corporate executives can play in advancing a company's philanthropic investments in education. In fact, a CEO's ability to advocate for policy changes in education and raise community awareness – when strategically aligned with a company's key

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investments – can be a corporation's most strategic and influential contribution to educational improvement. Because CEOs often represent a broad array of stakeholders and community voices, their advocacy for improving education can lay the ground work for other investments, both public and private.

Speakers and attendees emphasized the importance of building support for a corporate philanthropy's activities from the ranks of senior corporate leadership. Attendees and presenters stressed that developing a coherent, aligned strategy would help corporations weather both the vagaries of leadership transitions and the resulting shift in executives' commitment to the corporate philanthropy's programs. In that context, participants reflected on how corporate philanthropy leaders can fully develop the "case" for a company's commitment to a particular strategic focus and demonstrate return on

investment to the company's senior executives. They discussed the importance of analyzing impact and proactively providing this information to corporate executives as a means of gaining buy-in from existing as well as new executives. One presenter from a major corporate foundation noted that she had adopted a strategy of constantly monitoring the overall stability of the corporation and appropriately "chunking" the foundation's work into shorter timeframes, so that outcomes could be achieved and measured to demonstrate impact to the company's leadership.

Attendees also discussed the value found in the corporate employees beyond the executive suite. Involving employees provides grassroots support for a company's investments in education and encourages employees to become major proponents and advocates for the work. This internal support also safeguards the chosen philanthropic priorities against leadership transitions. Corporate employees magnify a foundation's resources through their ability to provide volunteer services and matching dollars to financial campaigns.

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Perhaps most importantly from the perspective of return on investment, attendees noted significant research demonstrating that employee participation in education investments strengthens the corporate culture and increases morale. Both of these factors help to improve employee retention and strengthen the corporate brand. One participant characterized her corporation's programs, which heavily involved employees, as having increased participation, investment, and accountability. As employees became invested and enthusiastic about the foundation's projects, she explained, expectations for those projects increased.

Corporations can also offer expertise to the community through employees' skills and expertise and existing corporate programs. Several attendees commented on the importance of this dimension for corporate philanthropy. For example, one corporate leader shared that her company's leadership training programs for corporate staff are also offered to school principals. Additionally, the company utilizes corporate communications and public relations units to help grantees' advertise their work and publicize grant results. Its foundation also works closely with the company's community relations staff in the field to gather intelligence about prospective grantees. In other instances, companies are using in-kind donations drawing on corporate resources and products, such as technology, to benefit both the corporation and grantees.

Strategy 3:
Use Information, Research, and Data to Make Decisions and Assess Outcomes

Accountability for results is a powerful tool in corporations and in improvement efforts in public education. Presenters noted that the over $500 billion invested by philanthropists annually is the largest sum of money spent nationwide with the greatest freedom. Attendees were asked to consider the following questions:

- How are your philanthropy's investments selected?
- How is success of those investments measured?
- What accountability measures already exist within the education sector and how might these measures provide useful information?

The following strategies around information, research, and data emerged during the ISIE.

Use data to make decisions.

Attendees agreed that successfully using data to drive corporate investments in education means using information and research to: 1) determine where to invest, 2) measure outcomes, 3) make changes to program and strategy to improve outcomes, and 4) increase buy-in and support for successful programs.

Corporate investments in education that achieve demonstrable results attain credibility in corporations, the communities in which the investments are made, and the education reform movement nationally. However, it is often difficult to agree on what "success" in the education sector looks like and how it will be measured. Corporations, in contrast, have a clear "bottom line" – increase in shareholder value – that can be measured.

ISIE presenters emphasized the challenges that occur in identifying clear outcomes measures as well as possible solutions. For example, the National Campaign to Prevent Teen Pregnancy case reflected the difficulty of measuring the outcomes of broad social campaigns. There, because the nonprofit had difficulty assessing the impact that its pregnancy prevention efforts had on reducing pregnancies and associated social problems, it relied on isolating inputs, activities, and outputs instead. Indeed, in some instances, these intermediate measures may be the closest that foundations can come to measuring investment outcomes and impact. Data on outputs can be used to interpret possible outcomes and program impact, but will not provide a full answer.

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To the extent that outcomes are extremely difficult to measure, presenters noted that funders will be making a "bet" on a grantee organization's ability to produce the promised impact. Philanthropists may simply not be able to get definitive answers regarding impact. Thus, understanding what information can be garnered from collected data is important for grantors to consider when funding an organization and should be considered when developing accountability agreements with the grantee.

Measure what is measurable and use resources to encourage such measurement.

Although holding grantees accountable through concrete and quantitative measures such as test scores is important, ISIE leaders and participants observed that not everything can be reduced to numbers, especially in education. Corporate philanthropy leaders should take care to adapt accountability methods to their investments. For example, the success of a program that is structured to improve recruitment and retention of high quality leaders would be best measured on leadership qualification and retention rates, rather than by student achievement outcomes.

"Accountability requirements must come with support."

Moreover, many in the education sector are alienated by rigorous accountability measures that require more from educators while threatening to remove resources from those who do not comply. Foundation leaders at the ISIE were cognizant of this issue, and generally agreed that accountability requirements must come with support. Attendees agreed that the most effective grantmakers are careful to provide support and accountability measures in tandem, noting that the most successful models are those where grantors and grantees work towards mutually agreeable outcomes.

Practice transparency.

Although sometimes difficult to accomplish, providing transparent and high quality information regarding successful and failed investments is imperative if corporations are to learn from previous investments and build on these lessons in future work. Participants examined the notion that unlike business, where failure is a necessary part of learning and improving the product, in education, failure generally is unacceptable. While a lost profit or a failed product isn't desirable, discontinuing an unsuccessful venture is an option for business. Failing to educate students has much more dire consequences, and culturally is not considered a viable outcome of an educational improvement effort.

These factors make it particularly difficult to practice transparency and to share the failure of an education investment that may have capitalized on corporate strengths, involved the CEO and employees, and been branded with the corporate name. Consequently, it is all the more difficult for educational improvement efforts to build on previous lessons learned. Nonetheless, because the "bottom line" in this arena is student achievement and the future workforce and economy, transparency and the ability to build on past efforts is crucial to success.

Such impulses prompted the BellSouth Foundation, for example, to systematically evaluate both its successes and failures. There, the panel examining the case found that the foundation, despite the threat of negative press in some instances, purposely sought to highlight both successes and failures. It committed to providing transparent information about its investments so that other organizations and foundations could learn from its efforts and build on that work in the future.

Strategy 4: Support Partnerships, Collaboration, and Advocacy to Magnify Impact

Attendees examined the role of partnerships in their grantmaking and discussed the power of major businesses to serve as conveners of interested stakeholders. When strategic, such partnerships can be a key to increased accountability and stronger program impact. They can also help to bridge the cultural divide between foundation and education worlds, creating a common vision for partnering organizations. Corporations may find these collaborations serve both their philanthropic missions as well as their long-term workforce goals.

During the ISIE, participants were asked to consider the following questions:

- Which partnerships are most appropriate in light of the the organization's theory of change and associated strategies, the corporate context, and the available tools to measure success?
- Once resources have been invested, what are the next steps for corporate philanthropy to build broader support for the effort?

The following strategies emerged around advocacy, partnerships, and collaboration.

Convene stakeholders.

Convening different stakeholder groups to jumpstart partnerships is an important step that is often overlooked. At the ISIE, participants repeatedly mentioned the importance of bringing together all stakeholders in a given community who are invested in a particular issue. This enables them to discuss work already underway, identify connections, and determine gaps. As an influential force in any given community, major corporations generally possess the ability to convene stakeholders more readily than do others. This convening power can be a pivotal means of leveraging community resources.

Partner with intermediaries and local education funds (LEFs).

Intermediary organizations, such as local education funds (LEFs), can work with school districts and corporate foundations to create a common vision and bridge the cultural divide. A heightened level of accountability exists within a school district when the LEF is not just a funding partner, but is also an education expert. In examining the case of the Boston Public Schools, for example, participants learned how the city's LEF, the Boston Plan for Excellence, was willing to push, question, and support Boston Public Schools' district improvement efforts, ultimately helping to develop a more effective problem-solving structure within the district. Strong, reasonable, and sustainable accountability agreements – such as those implemented in Boston – have the potential to increase both grantor and grantee legitimacy and effectiveness.

Collaborate with other foundations.

Partnering with other corporate and private foundations and capitalizing on their work can help build a support base for initiatives, make investments more sustainable, and increase investment impact. Attendees discussed the value of exchanging ideas with other philanthropists and identified the lack of opportunity for such exchanges as a significant obstacle. Creating time and space for stakeholders to meet is important, whether among corporate philanthropists or between education sector leaders and philanthropic community stakeholders. A community of practice

among corporate foundations, particularly, is lacking in the educational arena.

Consider developing and messaging an advocacy agenda.

Although the ISIE identified a number of tangible best practices for corporate and private foundation leaders to implement, a less concrete but equally important discussion focused on developing a long-term advocacy agenda around educational reform to support philanthropic efforts. Participants agreed that "messaging" such an agenda can be as important as the agenda itself, in order to engage (and not alienate) as many stakeholders and potential collaborators as possible. This notion was reinforced in the National Campaign to Prevent Teen Pregnancy case. There, the campaign adroitly messaged potentially divisive issues around teen pregnancy (abortion rights, parental control, etc.) broadly enough that stakeholders who might otherwise have found themselves in opposition, such as anti-abortion and pro-choice groups, were able to agree on the substance of the initiative and became collaborators rather than obstacles to the campaign.

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Strategy 5:
Align Investments With School District Improvement Efforts To Maximize Impact

Leaders and attendees agreed that corporations can maximize the impact of their investments by aligning with and advancing district-wide improvement efforts. Additionally, they discussed deepening this impact by ensuring that their efforts and those of other stakeholders align across the P-16 pipeline to improve student achievement and enhance college readiness and success.

During the ISIE, participants were asked to consider the following questions:

- How can investments be structured so that they best support efforts already underway in local school districts?
- How can you align your investments with other efforts occurring across the P-16 pipeline?

The following strategies emerged around district-wide investments.

Invest in or align with school district improvement efforts.

Many of the cases during the ISIE examined the role of school districts. In reviewing the Bristol City Schools case, the Boston Public Schools panel, and the Long Beach Unified School District case, participants examined two main ways to structure investments that support district-wide improvement efforts.

First, corporations can promote systemic efforts to boost student achievement district-wide by aligning their educational investments with the improvement efforts of a local school district. In the case of the Boston Public Schools, corporate leaders fundraised alongside the district superintendent and then directed funds into a local education fund that piloted initiatives in a few schools. Successful initiatives were then scaled up district-wide. Second, corporations can invest in innovative and effective individual programs that are aligned with successful district-wide efforts already underway. These investments typically exist within a single school or small group of schools and supplement district-wide improvement plans.

"Corporations can promote systemic efforts to boost student achievement district-wide by aligning their educational investments with the improvement efforts of a local school district."

Ensure that efforts are aligned across the P-16 pipeline.

Research demonstrates that improvement efforts aligned across the education pipeline best prepare students, both academically and financially, to complete high school and to enroll in and succeed in college. Participants agreed that corporate philanthropy efforts that are mindful of and promote a pipeline approach are likely to have greatest impact. In the Long Beach Unified School District case, participants considered how local school districts and postsecondary institutions can collaborate to improve student achievement and provide students a smoother path into postsecondary education and the workforce. Participants recognized particularly the benefit of collaborating with colleges and universities in K-12 education improvement efforts to improve outcomes.

Conclusion

Both participants and presenters highlighted the reality that in today's global economy, strategic social investments at the intersection of a company's primary business strengths and the community's key needs are essential to a company's competitive edge. Participants agreed that developing a sound theory of change and strategies to guide their investments – supported by a clear understanding of educational context, and use of research, data, and strategic partnerships – best position their investments to have greatest impact.

Several key lessons emerged from the ISIE:

- Strategic alignment with a corporation's business, including use of its strategic assets to support philanthropy, can help ensure sustainability of a corporate foundation's efforts.
- Recognizing the context within which target districts operate, in particular the improvement efforts underway, are key to investing effectively.
- Developing a theory of change that is grounded in the root causes of education problems and then aligning strategies, organizational structure, and philanthropic activities with it will maximize impact.
- Effective grantmaking also requires using information and research to make decisions and assess outcomes, and effective partnerships magnify the impact of individual philanthropy efforts.
- Well-structured investments in school districts can drive systemic change and produce significant results.

At the ISIE's conclusion, participants were surveyed about the need for continued opportunities to collaborate and refine practice. Roughly 60 percent of respondents indicated that they lack a network of peers with whom to share ideas and questions about strategies and practice in education philanthropy. These responses further demonstrate the need for opportunities for corporate philanthropy to share best practices and lessons. Among these respondents, most indicated that they would certainly use such a network if it existed.

Almost all participants expressed interest in attending another ISIE, or similar event in the future. BHEF looks forward to providing resources to practitioners and to convening future events to enhance opportunities for collaboration in this field.

ISIE Faculty Biographies

Stephanie Bell-Rose
Managing Director of Goldman, Sachs & Co.
President of The Goldman Sachs Foundation

Bell-Rose guides The Goldman Sachs Foundation, a $300 million international foundation whose focus is creating strategic opportunities for leadership, growth, and development of young people and their communities worldwide. Ms. Bell-Rose specializes in high-impact social investments to promote the development of young people and is a leading figure in the areas of leader development and corporate philanthropy.

Stacy Childress
Lecturer of Business Administration, Harvard Business School

Childress studies entrepreneurial activity in public education in the United States, including the behavior and strategies of leadership teams in urban public school districts, charter schools, and nonprofit enterprises with missions to improve the public education system.

Charles (Chad) Gifford
Chairman Emeritus of Bank of America
Former President and COO of BankBoston

During his nearly 40-year career with the First Bank of Boston (later renamed BankBoston), Gifford was instrumental in steering the bank through recession and transforming the strategic direction of the company. He has also been a driving force in the Boston business and civic community, working closely with the private and public sectors to ensure the city's competitive position and attractiveness.

Leslie Graitcer
Independent advisor in the field of education reform and philanthropy
Former Executive Director of the BellSouth Foundation

Graitcer, a noted leader in the fields of education reform and philanthropy, targets issues of teaching quality as her primary education focus. During Graitcer's time as the executive director of the BellSouth Foundation, the Foundation was recognized nationally for its proactive initiatives to address the most pressing education issues in more strategic and collaborative ways.

Allen Grossman
Richard Light, Walter H. Gale Professor of Education, Harvard Graduate School of Education

Grossman's current research focuses on leadership and management in public education, the challenges of measuring nonprofit organizational performance, and managing multi-site nonprofit organizations.

Ellen C. Guiney
Executive Director of the Boston Plan for Excellence

Guiney has led the Boston Plan for Excellence (BPE) for over a decade, working to support the Boston Public Schools to ensure students meet rigorous standards for knowledge and skills. Under Guiney's leadership, BPE's work now includes piloting and monitoring initiatives that break new ground in large-scale urban education reform.

James Honan
Senior Lecturer, Harvard Graduate School of Education

Honan's teaching and research interests include financial management of nonprofit organizations, strategic planning, and organizational performance measurement and management. He is a faculty member in multiple executive education programs for educational leaders and nonprofit administrators.

Rosabeth Moss Kanter
Ernest L. Arbuckle Professor, Harvard Business School

Moss Kanter specializes in strategy, innovation, and leadership for change. Her strategic and practical insights have guided leaders of large and small organizations worldwide for over 25 years. A faculty member at Harvard University, Moss Kanter also chairs a Harvard University group creating an innovative initiative on advanced leadership.

Christine Letts
Associate Dean for Executive Education; Lecturer in the Practice of Philanthropy and Nonprofit Leadership, John F. Kennedy School of Government, Harvard University

Letts has extensive experience in private and public management. Her teaching focuses on nonprofit leadership and philanthropy, and her current research includes the impact of donor behavior and funding models on nonprofit organizational capacity.

Sonja Brookins Santelises
Senior Consultant with Focus on Results

Prior to her current position, Brookins Santelises worked closely with Boston Public Schools' superintendent and senior-level district leadership to create a district-wide professional development plan to support whole school improvement efforts. Previously, she was a member of the founding school leadership team that created a new, two-campus, year-round K-8 public school in New York City.

Robert Schwartz
Educational Chair, ISIE; William Henry Bloomberg Professor of Practice; Academic Dean, Harvard Graduate School of Education

Schwartz oversees the school's current academic programs and chairs the interfaculty steering committee for the Executive Leadership for Educators Program, a Wallace Foundation-funded initiative to strengthen leadership and management of urban school districts and state education agencies. He has extensive experience with grant making initiatives and has directed the education grantmaking program for The Pew Charitable Trusts.

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