TESA

Transforming Education Systems Alliance (TESA)

An architecture of a movement for knowledgeable, reflective, compassionate and engaged, global community members

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Introduction

TESA is a national movement-building architecture designed to spur and catalyze work across each of the U.S. education field's sectors toward a vision of healthy, nurturing, rigorous educational systems. Such systems support youth and adults to contribute to the well-being of all communities, in their social and professional lives.
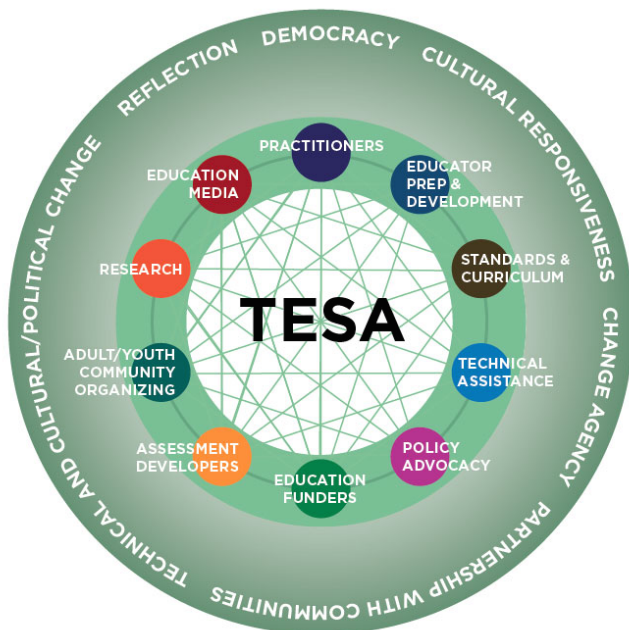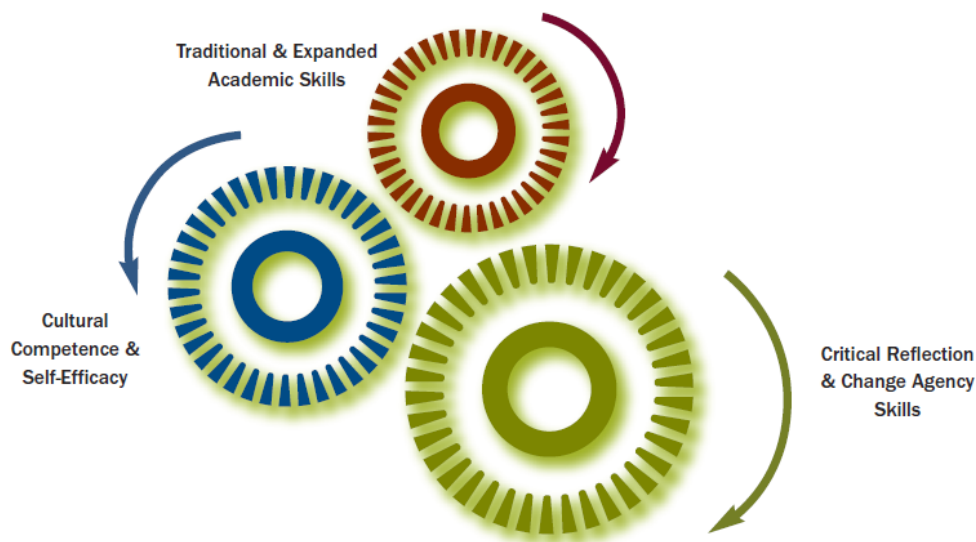
This work is grounded in an understanding of structural inequality, the role of cultural responsiveness, and the robust skills of reflection, compassion, knowledge and engaged global citizenry that youth and adults need to build thriving communities and social systems that work for us all. The work recognizes that educational systems play a pivotal role in youth and adult learning, complemented by the role of other systems (such as family, spiritual communities, community-based organizations and government institutions).

TESA's purpose is to: 1) *transform the national discourse* about the purposes of education and how to effectively pursue it; 2) *weave* the fragmented efforts in the field together that have similar a vision and values; 3) *support change agents* who are deeply aligned to advance and connect work across the education subsectors; 4) *share resources, approaches and strategies*; and 5) *move the education subsectors* toward this collective vision.
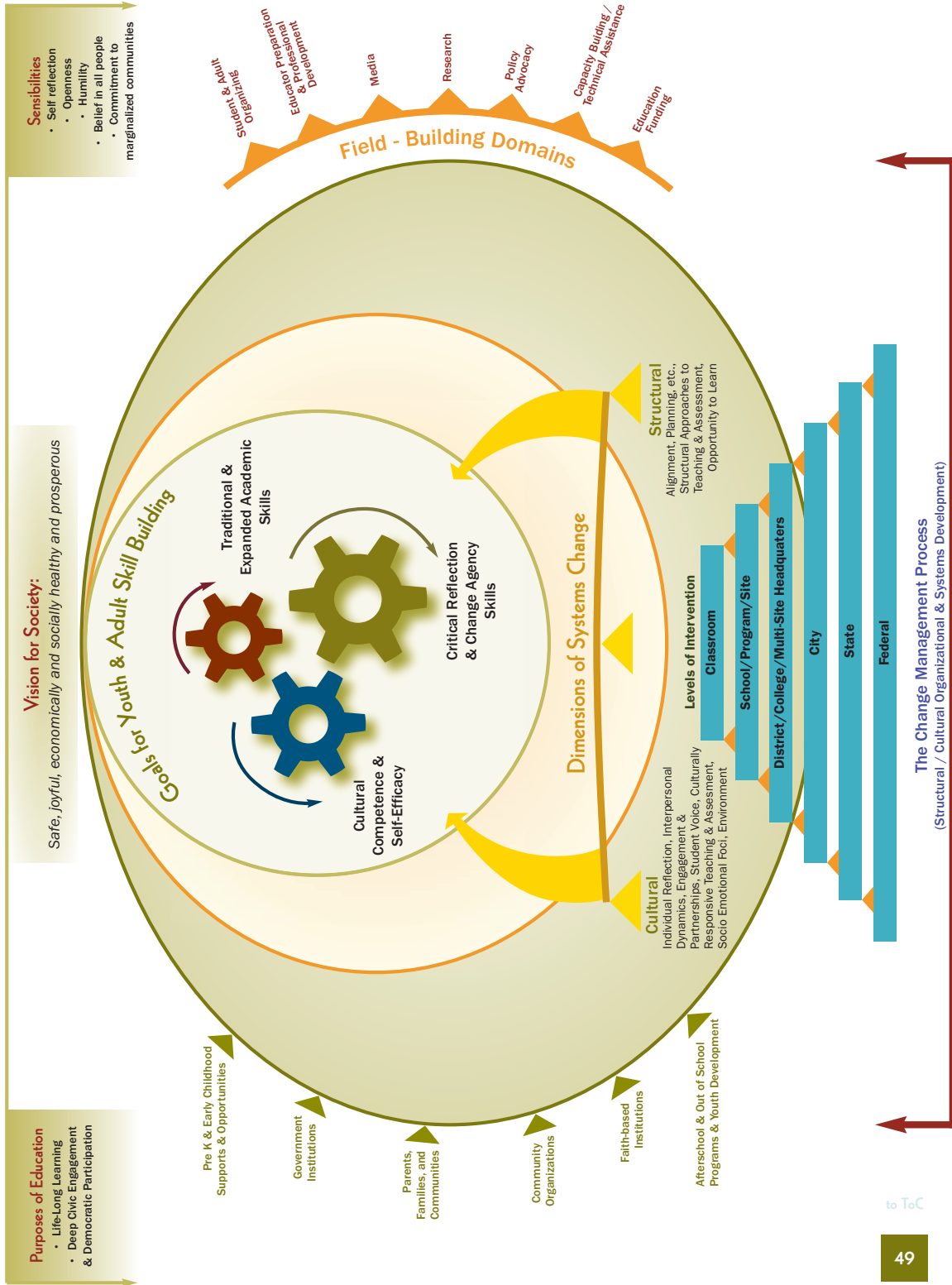
TESA's work focuses on the national field of education, school and district/system improvement. Its efforts focus primarily on highly influential, system-wide work (grassroots or grasstops), and it also affiliates with organizations / entities that exemplify a smaller portion of this work. Its work centers around a *vision* (the "what") of equitable, democratic educational systems *and* the equitable systems *change approaches* ("how") needed to get there.

TESA is not owned or housed by any one organization. It is structured to reflect, weave and engage the formidable efforts of change agents already afoot throughout the field *as well as* to spark and support the development of new, catalytic, system-wide change aligned with its vision and values. Its work is based on *The New Frontier: An Integrated Framework for Equity & Transformative Improvement in Education* (http://www.californiatomorrow.org/media/The-New-Frontier.pdf).

Core components of the framework include: 1) skill sets that children, youth and adults need to thrive and contribute to our collective well-being, and 2) structures and relationships needed across every aspect of the education field in order to realize the vision of these skills and education's contribution to a just society, reflected in the two diagrams below, respectively:

An Integrated Framework for Equity & Transformational Improvement in Education

Sensibilities
- Self reflection
- Openness
- Humility
- Belief in all people
- Commitment to marginalized communities

Vision for Society:
Safe, joyful, economically and socially healthy and prosperous

Purposes of Education
- Life-Long Learning
- Deep Civic Engagement & Democratic Participation

Field - Building Domains
- Student & Adult Organizing
- Educator Preparation & Professional Development
- Media
- Research
- Policy Advocacy
- Capacity Building / Technical Assistance
- Education Funding

Goals for Youth & Adult Skill Building
- Traditional & Expanded Academic Skills
- Critical Reflection & Change Agency Skills
- Cultural Competence & Self-Efficacy

Dimensions of Systems Change

Structural
Alignment, Planning, etc., Structural Approaches to Teaching & Assessment, Opportunity to Learn

Cultural
Individual Reflection, Interpersonal Dynamics, Engagement & Partnerships, Student Voice, Culturally Responsive Teaching & Assessment, Socio Emotional Foci, Environment

Levels of Intervention
- Classroom
- School/Program/Site
- District/College/Multi-Site Headquarters
- City
- State
- Federal

The Change Management Process
(Structural / Cultural Organizational & Systems Development)

- Pre K & Early Childhood Supports & Opportunities
- Government Institutions
- Parents, Families, and Communities
- Community Organizations
- Faith-based Institutions
- Afterschool & Out of School Programs & Youth Development

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More About TESA: *What is it?*

The *Transforming Education Systems Alliance (TESA)* is a movement building architecture promoting a vision, analysis and strategy for the field of education and its Sectors. TESA is: *vision*, *strategy*, *architecture* and *infrastructure.* It helps aligned people, organizations and efforts connect, learn from each other, and become more powerful and influential.

TESA describes work in partnership with other organizations, alliances and coalitions to promote a vision and strategies for broader purposes for education, *and* to transform the most intractable issues in each of US education's sectors. It works to align the most influential players the education field's sectors, issue areas and communities toward a common vision about the purposes of education, and leverage existing work and/or catalyze new, complementary strategies to help realize that vision.

Change agents in educational systems want something that is a value-add to the existing, enormous array of coalitions, collaboratives and alliances that they have begun, already belong to, or are asked to join. In response, TESA provides a vital addition to their work, namely:

- articulating a transformative vision that bridges the typical divisiveness in the field
- a vision and approaches that span the full gamut of the education field – across all education sectors (because missing any one of these sectors blocks or limits the work in any of the others)
- aggregating efforts across the field
- understanding the challenges they face in navigating existing policy contexts, bureaucracies and systems
- uniting the efforts of those with similar visions but not in an adversarial way to existing, mainstream efforts
- someone to "hold the whole" because very few entities have the time, funding and/or institutional mission alignment to do so

TESA responds to the implicit and explicit call change agents in the field have been asking for – something that can weave, integrate, coalesce and align the powerful but "thousand-flowers blooming" efforts of those with similar visions and missions. It is a co-owned entity that can reduce or eliminate the competition in the field about who has the "master frame" for the most transformative, justice-oriented work in the field – by providing an *integrated* map of how all of those efforts relate to one another in a tapestry.

Affiliates include highly influential players in each education sector who are currently or can more strategically help to shape public discourse and joint action toward TESA's shared vision. These primary affiliates also have deep connections to those who are powerful but are less aligned or not aligned with TESA's vision.

In the education field, there are a "million flowers blooming." It is difficult to distinguish work focused on equitable improvement from general systems transformation work and how they relate to one another in a comprehensive whole. TESA strives to build a united agenda that can transform the face of education to benefit all students, while maintaining a focus on those most underserved and a rigorous understanding of the role of cultural responsiveness and structural inequality.

Having clearly united, linked intentions will allow us to be more potent in the approaches, policies, strategies and practices that we advance to shape the field. Clear and deep alignment will also help us to identify each other and partner together more easily because we will be able to quickly vet how deeply we are aligned, on which aspects of educational systems change, leverage each others' expertise, find gaps in our approaches and partnerships, and develop plans to address these. We will also be able to more quickly mobilize people and organizations under a shared vision, values and approaches to systems change.

TESA's Vision for the Field

There are **many voices in the field advocating for various forms of "equity" in education**. Many of them have overlap, yet "there is no coherent national narrative" for educational equity, democracy and excellence.

We recognize that the education system is not yielding a breadth and depth of "success" for virtually anyone. By "success" we mean the robust reflective, analytical, collaborative, change agency and cultural competency skills required for *all students* to promote a thriving, diverse, democratic society. The skills students are building are simply not enough to build such a society – (not even in private or elite schools and universities).

TESA's work is focused on the fundamental quality of our collective life. We are deeply interested in supporting youth and adults to develop skills of reflection, kindness and open-heartedness with other human beings who are different from each other. We also believe it is essential to support youth and adults to deeply understand the social, historical, political, cultural, structural and technical conditions and choices that create predictable outcomes and stratification. In our educational systems, we want to support youth and adults to vision and move toward a just society as well as to transform negative conditions for the benefit of all, throughout all phases of our lives and as they move into jobs, careers and other forms of public service.

As we know, far too many low-income students, students of color, and other marginalized students are experiencing the most damaging impacts of our policies and practices in education. These students are not being supported to gain even the current skills our educational system focuses on and measures. Our experience and research has shown us that youth and adults

need to build more robust competencies to understand, value and deeply engage with themselves, their peers and our world, in order to contribute meaningfully to creating a healthier, more prosperous and compassionate, collective life.

TESA's efforts are not just about building students' skills to succeed in a global economy – though there is a place for this. TESA's efforts are about preparing a new cadre of human beings who are capable of deep, compassionate collaboration as critical friends and thought partners, and who have the vision, capacity, humility, competencies and will to create a better world and social systems for us all. *This is our charge.*

How TESA Works

TESA is an architecture of a movement. TESA works in partnership with other organizations, alliances and coalitions in each education sector, issue area and community, to promote a vision for broader purposes and goals in education, and to transform the most intractable issues in each of the core areas of US education systems. We work to align the most influential players toward a common vision and leverage existing work and/or catalyze new, complementary strategies/action to help realize that vision.

TESA provides a deeply vetted, knowledgeable and effective community that understands the nature of equity in each education Sector and how it can be further developed. This community accomplishes joint work, strategically connects with each other, galvanizes each other, visions, strategizes, and influences specific sections of the education field in aligned / coordinated ways. TESA can also inspire new work or the adaptation or enhancement of existing work to embody more tenets and strategies that are aligned with TESA.

Approach to Educational Systems Change

Vision for Society

Our vision for society is made up of broadly diverse families and communities that are socially, interpersonally, economically and environmentally safe, healthy, joyful, kind and prosperous. "Diverse" includes ethnic, cultural, linguistic and other demographic areas of diversity as well as in diversity of thought, perspective and action.

Purposes of Education

TESA seeks to nourish educational systems that help prepare citizens to 1) have the skills, knowledge, attitude and behavior to be lifetime learners; 2) exhibit the values and sensibilities (below) as the norm rather than the exception; and 3) engage in authentic, informed reflection and decision-making about the conditions of our collective life, thereby developing the full potential of all people.

Values
- Deep and ongoing self-reflection
- Openness and receptivity to dialogue
- Humility
- Openness to self-transformation and shifts in thinking
- Commitment to the thriving of not only one's own communities and affinity groups, but to that of others
- Commitment to authentically seeking out, learning about, partnering with and elevating the voices, perspectives and experiences of those who have been historically marginalized in our public sectors and seeing these voices as a barometer of the real impact of our policies, practices and the overall health of our society
- Belief that all people – *regardless of race, ethnicity, socioeconomic status, religion, gender, age, sexual orientation, language, national origin, or past transgressions (where the individual is authentically striving to repair them)* – have the inherent wisdom, capacity and right to help co-create our collective institutions and future

View on Educational Systems & Change

TESA's work is built around two foci: 1) *broadened youth and adult skills*, and 2) *equity-driven approaches to systems change*. (*A full articulation of these areas can be found in The New Frontier: An Integrated Framework for Equity & Transformative Improvement in Education, http://www.californiatomorrow.org/media/The-New-Frontier.pdf.)*

1) Broadened Student Skills: Expanded Notions of Success
Ring 1: mastery of existing standards and the Common Core Standards
Ring 2: deep cultural competence, socio-emotional skills and self-efficacy
Ring 3: knowledge of the structures and systems that keep inequality in place; development of change agency; and investment in building thriving communities

We have found in our research and practice that rings 1 and 2 must be pursued simultaneously – that is, ring 1 skills are not truly possible without ring 2. Ring 3 can be pursued once systems

have the capacity and readiness in terms of curriculum, instruction, assessment, practitioner and community support. All the sectors have to be cultivated in specific ways to support development in each ring.

2) **Equity-Driven Systems Change Strategies**
   To pursue the purposes of education and yield the vision we have articulated, equity-driven strategies must be undertaken in each education sector. For us, these are called "***Blended Structural & Technical*** and ***Social, Cultural & Political*** approaches" to systems development. These approaches attend to the both equity-driven _content_ (the "what") of systems and equity-driven change _processes_ (the "how").

Structural & Technical Dimensions of equity-driven systems includes:

- _Overarching areas_ including _standards_ development for the 21st century; _curricular_ alignment; engaging and rigorous, differentiated _instruction_; improving the availability, quality and use of a variety of quantitative and qualitative assessment _data_; the _recruitment, retention, support and development_ of teachers, administrators and other staff; and the _leadership_ attributes and strategies needed to advance both the cultural and structural dimensions;
- _Structural approaches to teaching and assessment_ including personalization; group work; project-based work; and portfolio and performance-based, authentic assessments; and
- _Opportunity-to-learn (OTL)_ areas including disaggregated analysis, planning, reporting and practice regarding the following areas: student placement; resource distribution (teachers, administrators, funding, facilities, materials); use of time (collaboration, planning, and in-class time and out-of-school time); attendance, special education, English language learner, and discipline policies, practices and patterns; graduation rates and patterns; and segregation patterns.

The "***Cultural, Political & Social Dimensions***" of systems attend to _organizational culture_, _cultural responsiveness_ and analysis of _structural inequity_ patterns and habits as they relate to institutional and system functioning. These areas include systematically analyzing, planning for and addressing each of the following:
- internal reflection on _beliefs_, expectations and practice regarding all students (esp. students of color, those living in poverty, and other marginalized groups)
- _collaboration_ and communication practices and systems
- personal and group _accountability and responsibility_
- developing _constructive relationships_ and authentic engagement between staff, faculty, students, parents/family, boards, unions and community
- _culturally responsive_, engaging, rigorous and multilingual curricula, instruction and assessment drawing on the lives, histories and experiences of students and their communities
- _engagement_ and partnership with community-based organizations, businesses, faith-based institutions and individuals to support student learning
- reflection on local, state and national _political context and history_ and its impact on educational systems, practices and patterns
- _socio-emotional support_ and creating _caring, nurturing environments_ for youth and adults
- _cultural competence_ in staff, faculty, parent, family and community relations
- partnership with students, families, community and school/district staff in _analysis, visioning, planning and evaluation_ of the approaches to and impact of school efforts, to

promote and support voice and agency for all

Equity-Driven Change **Processes** (the "how") combine the wisdom of:

- Traditional organizational development, systems change/change management (including on-going, frequent cycles of reflection at all levels of the system, with deep engagement of representative constituents), complexity science, cross-sector partnering, and network weaving _**with**_

- Culturally responsive practice, analysis of structural inequality and the role of power, movement building, authentic partnership with students, families, communities (especially those most impacted), and the emerging Transformational Social Change movement (*See for example _Framing Deep Change_; and "_What is Transformation? And How it Advances Social Change_" by Robert Gass, http://stproject.org/resources/publications/what-is-transformation/).

We have found that all of the above components: **critically matter**; **exist together** in a system; and must all be **strategically advanced in tandem** to yield lasting systems strength and transformation.

The Education Sectors

Each "Sector" – of practitioners in schools and districts, funders, policymakers, or organizers, etc. – Is a pivotal component of the education field that has a significant impact on the conditions under which educators are practicing and students are learning. These sectors are worlds unto themselves _and also_ have overlap and interrelationship.

Each Sector has its own configuration, players, historical context, way of describing the field of education, degree of alignment or not with TESA's vision and values, influence and power in the field, and possible trajectories and obstacles for transformative improvement. Typically, these audiences are siloed according to constituents, perceived "expertise," relative understanding of the challenges and strengths of their respective approaches, different language use and semantics, turf and resource-access issues, and other areas. Hence, a significant part of TESA's work is to create _bridges_ and serve a _translation_ function across these sectors.

Knowledge and on-going assessment of this landscape allows **Sector Leads** to determine short- and long-term goals for TESA's Sector Work. TESA believes that synchronized, aligned strategic movement in _all_ of these sectors, grounded in similar values and a vision for society and school systems – is essential to effect deep and lasting transformation in the structure and functioning of educational systems:

1. _Practitioners & School Systems_ – including teachers, administrators, school and district staff and unions and their networks, associations and alliances; prek-20 schools, districts, colleges and universities
2. _Educator Preparation & Development Pipeline_ for Teachers and Administrators – including credentialing, certification, professional development, evaluation, compensation and career pathways
3. Definers of 21st Century Skills, _Standards and Curricula_
4. Capacity Building & Technical Assistance intermediaries and consultants, inc. portfolio

system providers such as charter management organizations
5. _Policy and Legal_ advocacy (local, state, and federal)
6. Education _Funders_ (foundations, governments, for-profit businesses, and individuals)
7. _Community Engagement and Organizing_ (adult and youth)
8. _Researchers_ – qualitative and quantitative approaches that exist or need to be developed (or strengthened) to provide proof points, lessons learned, and new directions for investigation of the components of the goals for students success and blended structural/technical and social/cultural/political approaches to systems functioning and change
9. Education _Media, Messaging & Communications_ (inc. print, television, radio and on-line)
    a. Collectively developing a new, shared narrative for what is necessary and possible in education
    b. Translating this narrative into appropriate language for each sector, and using effective dissemination strategies to promote uptake of a new vision and discourse for both the general public as well as for practitioners in each sector
    c. Sharing and highlighting powerful success stories of systems change to deepen the public's awareness and understanding of the possibility, components, and challenges
10. _Assessment_ system developers

Sector-Wide Work

Sector-Wide work consists of national weaving efforts to deeply align, coordinate and catalyze highly influential peers and strategies toward transformed approaches in entire sectors over the long-term. This work is focused over the long-term so that our collective efforts can reach a tipping point of influence and impact. This component of TESA's work is led by Sector or "Hub Lead(s)" who emerge organically based on the readiness of the field as a whole and of each Sector.

There are **two key pieces of work** that happen in each sector to advance work:
- _Applying aligned vision, values and approaches to systems change in each sector_ -- capacity building to apply the structural, technical, social, cultural and political dimensions of change to each sector
- _Network building and field-building infrastructure_ -- developing highly effective systems, structures, processes and skills for on-going cross-organization collaboration, sharing lessons, learning from each other, visioning and strategizing

Sector or "Hub" Leads work to **map** the members of their sector, work with those members to **align, coalesce, develop strategy, and coordinate** the work in a sector and **transform its functioning toward a shared vision, values and approaches to systems change** so that collective efforts can reach a tipping point of influence and impact.

Sector Lead(s):
- Develop a national _vision and strategy_ for how to transform that sector toward a shared vision and values (based on a mapping and analysis of the historical and existing national context for that sector)
- Lead or locate and connect with _concrete work_ within the sector that _demonstrates_ a vision and approaches and can provide models and pilots for the field to emulate and learn from

- *Weave* together existing efforts in the field in the Sector that may currently be fragmented or not leveraging each other
- Strategically *connect* their Sector work *to work across other Sectors*

Sectors are self-organizing and may be structured in various ways according to the needs the Leads/Co-Leads determine is appropriate for them. The Sector Leads may be one or more organizations and/or a larger team with sub-teams or another configuration. Sectors may create their membership to include key organizations or individuals who become part of a collective or collaborative within the Sector; ad-hoc working groups who come together to solve time-sensitive problems within the Sector; or other structures.

Sector structures may change over time with the needs of their work, membership, the national landscape or other factors, as determined by the Hub Leads and their team members given the fluid nature of movement-building and networks. While TESA's membership base is intended to include individuals and institutions already deeply aligned with a similar vision, values and approaches to systems change, Hub Leads also partner with allies to impact various aspects of the sector that may not be aligned.

Who Hub Leads are:
- individual or joint organizations or institutions
- emerge organically from the field and self-identify
- have vision and values alignment (student-centered, equity-centered, community-centered)
- focused on change at scale, across whole systems, nationally
- institutional readiness and capacity (inc. conceptual planning and strategy development, facilitation capacity or funding to secure this, board alignment, technology, etc.)
- national reach, connections / networks and credibility (individual and institutional)

What Hub Leads do:
- work with sector members to develop a shared, transformative, national vision and strategy for the sector's work
- mapping and analysis of the historical and current, national context for that Sector
- identify existing barriers to alignment and influence in the field (political, organizational, infrastructure, personality, turf, etc.)
- develop joint, cross-organization, multi-year strategy (field alignment)
- weave together fragmented efforts and address reasons for fracturing
- help sector members see the whole "elephant" (i.e., all the sectors) and their role(s) in it
- strategically connect their sector work to work across other sectors

Core Design Team

A voluntary **Core Team** helped to develop TESA. It has been made up of individuals who are aligned with TESA's vision, values and approaches to educational systems change. They helped to guide TESA's evolution and structure. (Organizational affiliations are listed for identification purposes only):

- Sheryl Petty, TESA Lead Designer and Strategist; Education & Systems Change Consultant
- Susan Sandler, Sandler Foundation
- Taj James, Movement Strategy Center
- Christine Sleeter, National Association for Multicultural Education (NAME; past-president); California State University, Monterey Bay
- Janice Jackson, Consultant, former Senior Associate, National Equity Project
- Scott Nine, Former Executive Director, Institute for Democratic Education in America
- Yvette Jackson, National Urban Alliance for Effective Education
- Alan Young, Jefferson County Teachers Association (NEA, Louisville, KY) and National Council of Urban Education Associations (NCUEA)

Thought Partners

TESA was developed through feedback from a cross-section of national leaders within the fields of policy, school and district-level practice, funding, research, technical assistance and capacity building, community engagement and organizing, education framing and messaging, and educator preparation and development, including leaders from (*not an exhaustive list)*:

- National Equity Project
- NoVo Foundation
- Sandler Foundation
- National Association for Multicultural Education (NAME)
- Southern Poverty Law Center's Teaching Tolerance, *Teaching Diverse Students Initiative (TDSi*)
- FrameWorks Institute
- Stanford University's *Center for Opportunity Policy in Education* (SCOPE)
- Partners in School Innovation
- Dana Center, University of Texas, Austin
- San Francisco State University's *Cesar Chavez Institute* and the *Wangari Maathai Center for Sustainable Cities and Schools*
- Ford Foundation
- Oakland Unified School District
- *Culturally Responsive Urban Education Center*, School of Education and Human Development, University of Colorado, Denver
- Texas Center for Education Policy (TCEP) and the *National Latino/a Education Research and Policy Project (NLERAP)*
- California State University East Bay's *Urban Teacher Leaders* program
- Movement Strategy Center
- National Center for Culturally Responsive Educational Systems (NCCRESt)
- Kids First Oakland

- *Institute for Democracy, Education and Access*, University of California, Los Angeles
- Communities for Public Education Reform (CPER)
- California Department of Education's *Learning Partnerships & Supports Division*
- Institute for Democratic Education in America
- National Urban Alliance for Effective Education
- Annenberg Institute for School Reform at Brown University

Affiliating

Becoming an Affiliate helps increase the visibility and influence of TESA as a collective, shared frame to impact both the national narrative as well as action around education. Affiliates:

- are pursuing concrete, field-influencing work within a particular Sector (or across sectors) that demonstrates aspects of TESA's vision, values and approaches to systems change and can provide models and pilots for the field to emulate and learn from
- may be focused on existing work the Affiliate is undertaking and/or include new work that is inspired by membership in TESA's network
- may or may not be focused on transforming specific education Sectors as a whole

Benefits to Affiliating:
- join your voice with others who have deeply aligned vision and values, to become a force to be reckoned with that spans across all of the Sectors, issue areas and communities in the education field
- aggregate our efforts to have a stronger influence on the national narrative about the purposes of education, defining what "good" education is, and providing models for what's needed in systems change
- see the interrelationship between all our efforts in a comprehensive whole, across the field
- have a deeply vetted network of peers and colleagues across Sectors, issues and communities, to call on for thought partnership and joint work (projects, tool development, publishing, advocacy, funding)
- share your own work and learn from the work of others in sectors, issues or communities that you may not be deeply connected to
- vision and design new, cutting-edge strategies together, or deepen your own work
- have your own work amplified through TESA's network

Systems Change Resources

The **resources and links** in this section are examples of efforts in the field with vision, values and approaches to systems change similar to TESA's. They are by no means exhaustive of the wealth of work in the field. Being listed here also does not necessarily indicate affiliation with TESA. They are listed according to the sectors that are the focus of TESA's work:

1) **Practitioners & School Systems**
- Oakland Unified School District (CA)
- Teachers for Social Justice

- Learning First Alliance
- National Association for Multicultural Education
- Justice in Education Network
- American Federation of Teachers (AFT)
- National Education Association (NEA)
- Institute for Democratic Education in America

2) **Educator Preparation & Development** for Teachers and Administrators (including credentialing, certification, professional development and evaluation)
- American Association of Colleges for Teacher Education (AACTE)
- California State University, East Bay, Urban Teacher Leaders Program
- Grow Your Own Teachers (Chicago)
- National Latino/a Education Research and Policy Project (NLERAP)
- Teach Tomorrow in Oakland (California)
- Center X, UCLA

3) **Standards and Curriculum**
- School Rise
- Oregon Writing Project
- Rethinking Schools
- National Writing Project
- National Council of Teachers of Mathematics
- Radical Math
- The Algebra Project
- Dana Center, University of Texas, Austin

4) **Capacity Building & Technical Assistance**
- National Urban Alliance
- National Equity Project
- The Equity Alliance, Arizona State University (and their resource clearinghouse and systems change rubric)
- Education Alliance at Brown University
- Culturally Responsive Urban Education Center, University of Colorado, Denver
- Intercultural Development Research Association (IDRA) and their Quality Schools Action Framework
- Mid-Atlantic Equity Consortium
- Annenberg Institute for School Reform
- Panasonic Foundation

5) **Policy & Legal Advocacy**
- National Education Policy Center (NEPC)
- Forum for Education and Democracy
- Schott Foundation
- Broader, Bolder Approach to Education
- Stanford University's Center for Opportunity Policy in Education
- Education Law Center
- For Each and Every Child

6) **Education Funding**
  - Ford Foundation
  - Nellie Mae Foundation
  - NoVo Foundation
  - Sandler Foundation (Education Portfolio)
  - Southern Education Foundation
  - Stuart Foundation
  - National Public Education Support Fund

7) **Community Engagement and Organizing (Adult and Youth)**
  - Movement Strategy Center
  - Annenberg Institute for School Reform
  - Funders Collaborative on Youth Organizing
  - Communities for Public Education Reform
  - Alliance for Quality Education
  - Leadership Center for the Common Good
  - Institute for Democratic Education in America

8) **Research**
  - Institute for Democracy, Education and Access, UCLA
  - Institute for Urban and Minority Education, Teachers College, Columbia University
  - Cesar Chavez Institute for Public Policy
  - Center for the Mathematics Education of Latinos/as
  - Annenberg Institute for School Reform

9) **Education Messaging & Communications**
  - FrameWorks Institute

10) **Assessment Systems**
  - New York Performance Standards Consortium
  - Gordon Commission

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- Stanford University's *Center for Opportunity Policy in Education* (SCOPE) – housing a fellowship and strategic thought partnership
- Fielding Graduate University's *Institute for Social Innovation* – fellowship resources