

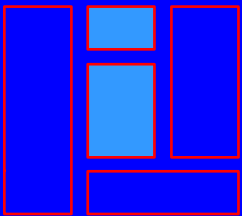
# Philanthropy and Labor Market Reform in Education: The Case of the National Board for Professional Teaching Standards and Teach for America

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and

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THE URBAN INSTITUTE / Washington, D.C.

# Why labor market reforms?

- Teachers - most important school factor
  - Quantity and quality problems
- Labor market reforms difficult
  - Unlikely to come from w/in system

## 2 Reforms that Beat the Odds

- National Board for Professional Teaching Standards
- Teach for America

# NBPTS

- How did it start?
  - *A Nation Prepared*
  - Carnegie Corporation of New York

And how did it survive....

# Tenuous Initial Support

*I have deep reservations about... the report's conclusions and recommendations... the report gives the impression that some teachers are not doing their jobs... I am concerned about the potential for abuse in the Lead Teacher concept... (it) suggests some teachers are more equal than others.*

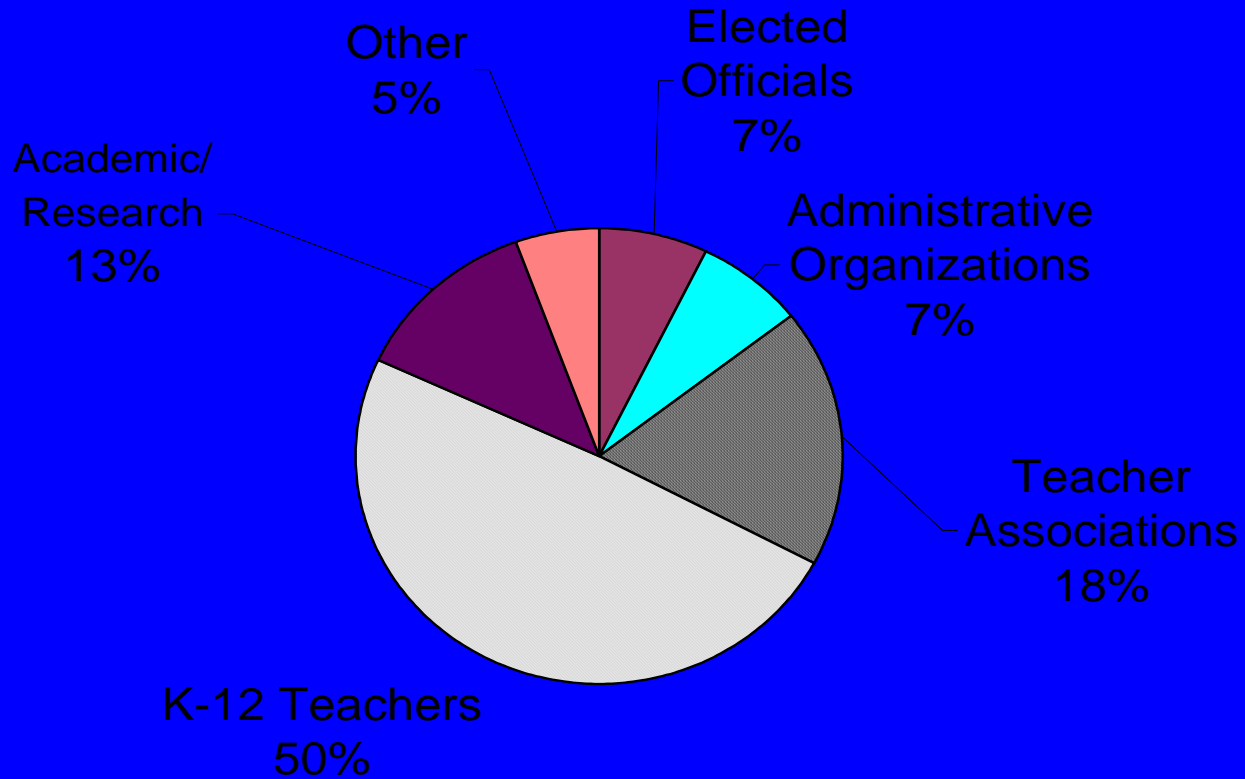
Mary Futrell, President

National Education Assoc

# Political Backing

- All the players at the table in the beginning
- All the players stayed at the table
- A-team at the helm
- Narrow agenda

# NBPTS Board Composition 2004



# Financial Backing

- Significant amounts
- Stable sources

# Creating Supply and Demand

- SUPPLY

- Credible certificates

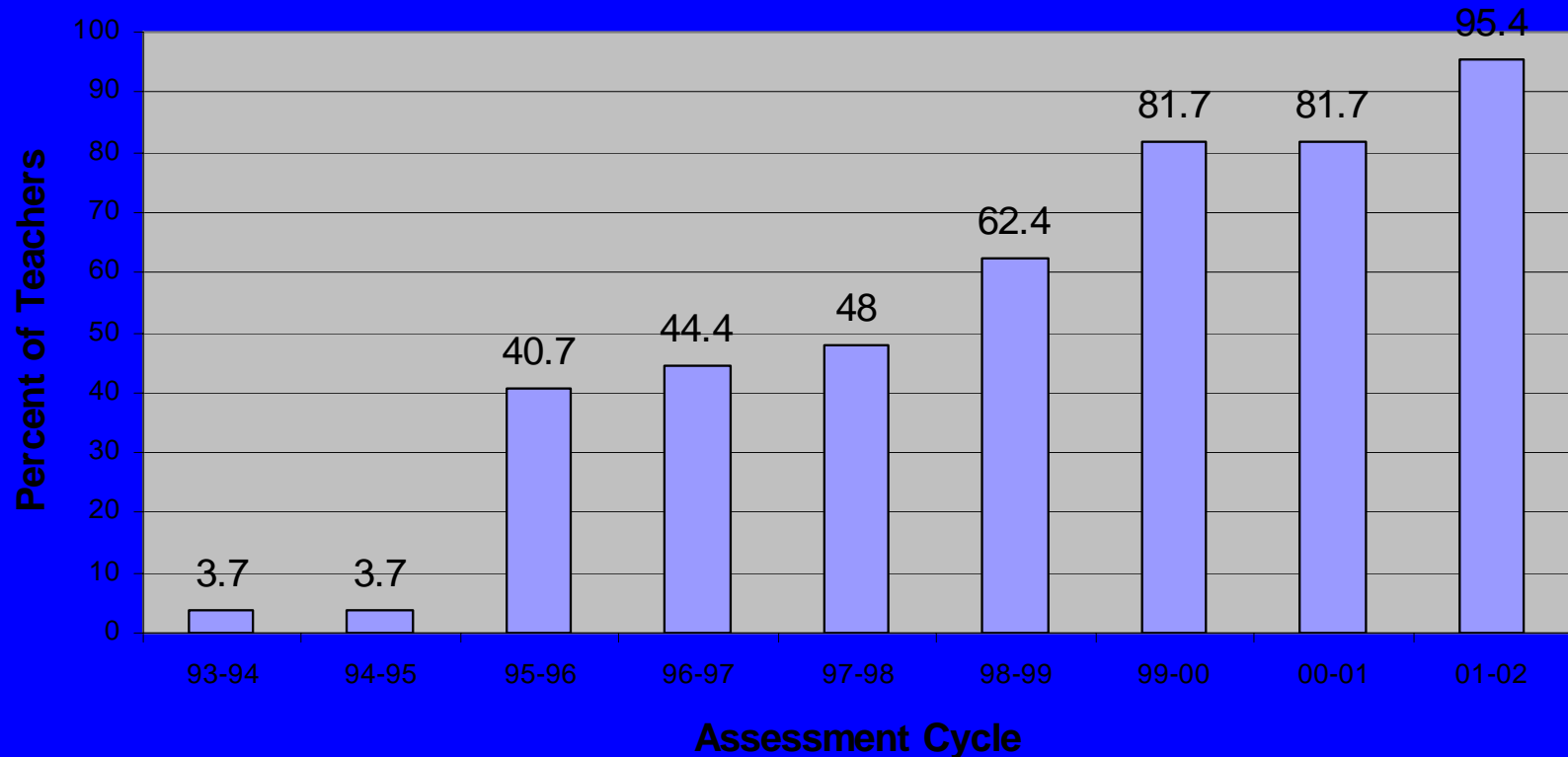
- Multiple fields

- DEMAND

- Incentives

# Creating the Supply

## NBPTS Certificate Availability



Number of	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02
Certificates Available	2	2	4	6	7	12	16	16	25

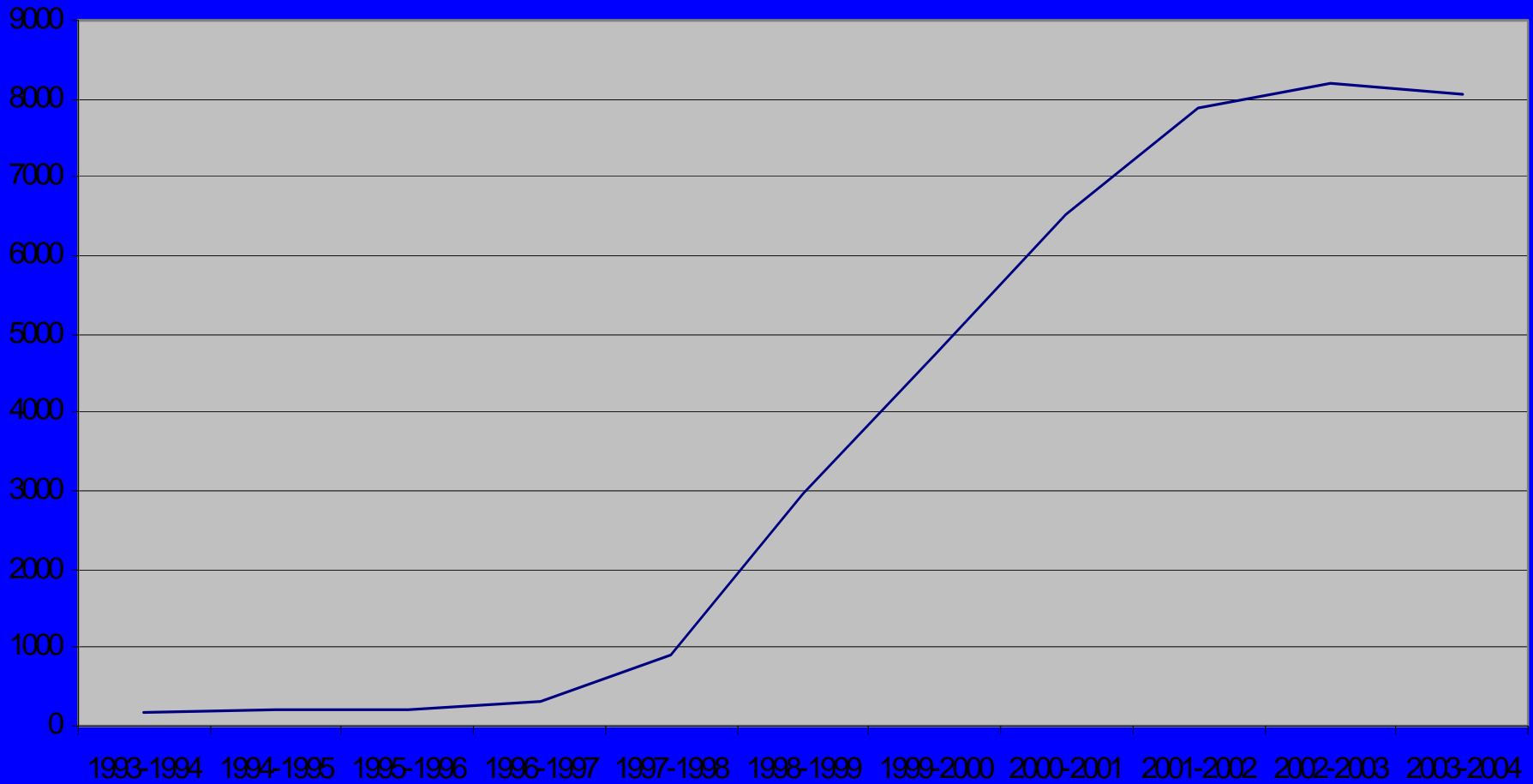
Source: NBPTS

# Creating Demand

- State Incentives
  - Governor Hunt and Union heads
  - All 50 states
- Federal Incentives

# NBPTS Certification Numbers

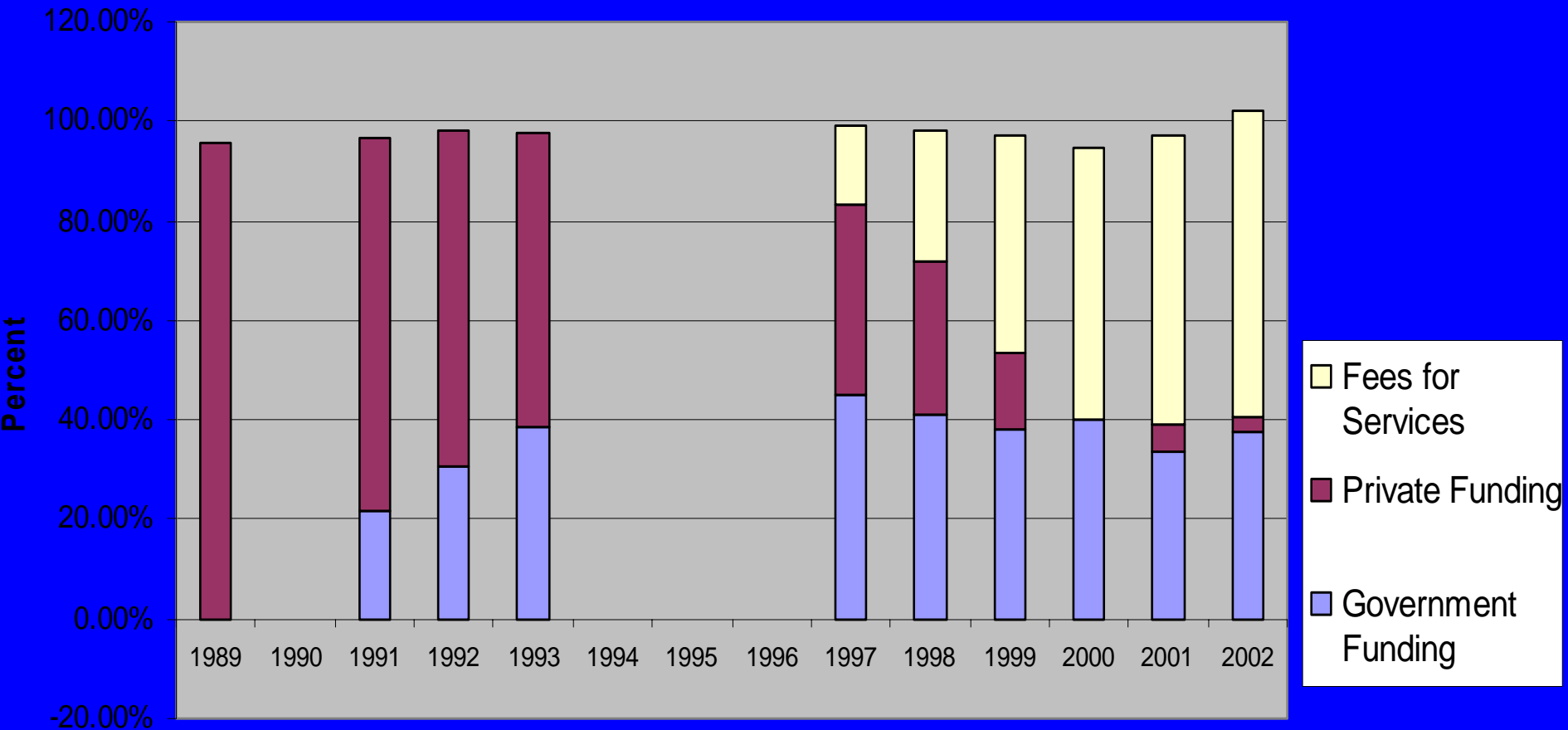
NBPTS Certificates Awarded by Year



Source: NBPTS

# Sources of Revenue

## Sources of Revenue (%): 1989-2002



Source: '97-'02: Private Funding = Direct + Indirect Public Support (IRS 990's)  
'89-'93: Private Funding = Unrestricted Grants + Restricted Grants (annual reports)

# Shifting Gears

- Successful transition from philanthropic support to fee for service
- Implementing a business model
- Future Challenges

# Teach for America

- Started from the bottom
- Solution to real problem
- Naïve
  - No political connections
  - No stable financial base

# Supply and Demand

- Supply

- Bright, interested college students

- Demand

- Districts with hard to staff schools

# Political Trouble

Powerful critics:

(TFA teachers) *hurt many schools and the children in them... good intentions that fail to produce good teaching for African American and Latino children look like a thin veil for arrogance, condescension and continuing neglect.*

Linda Darling Hammond

# Indicators of Success

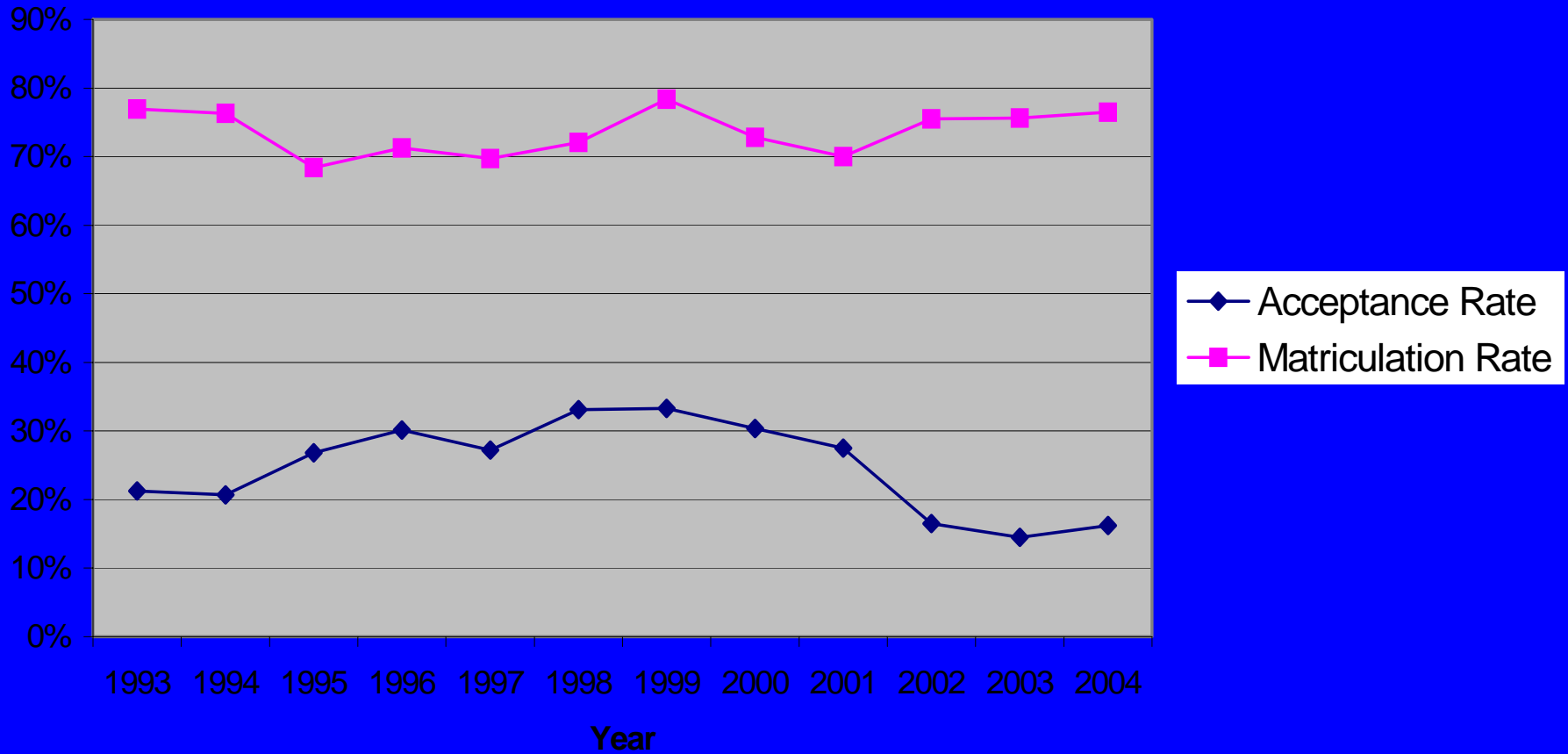
- Financial stability
- Increasing supply and increasing demand
- A diverse group of allies

# The Supply

- 2,500 applicants in 1990....  
17,000 applicants in 2005
- 16% acceptance rate in 2003

# Highly selective

## TFA Acceptance and Matriculation Rates

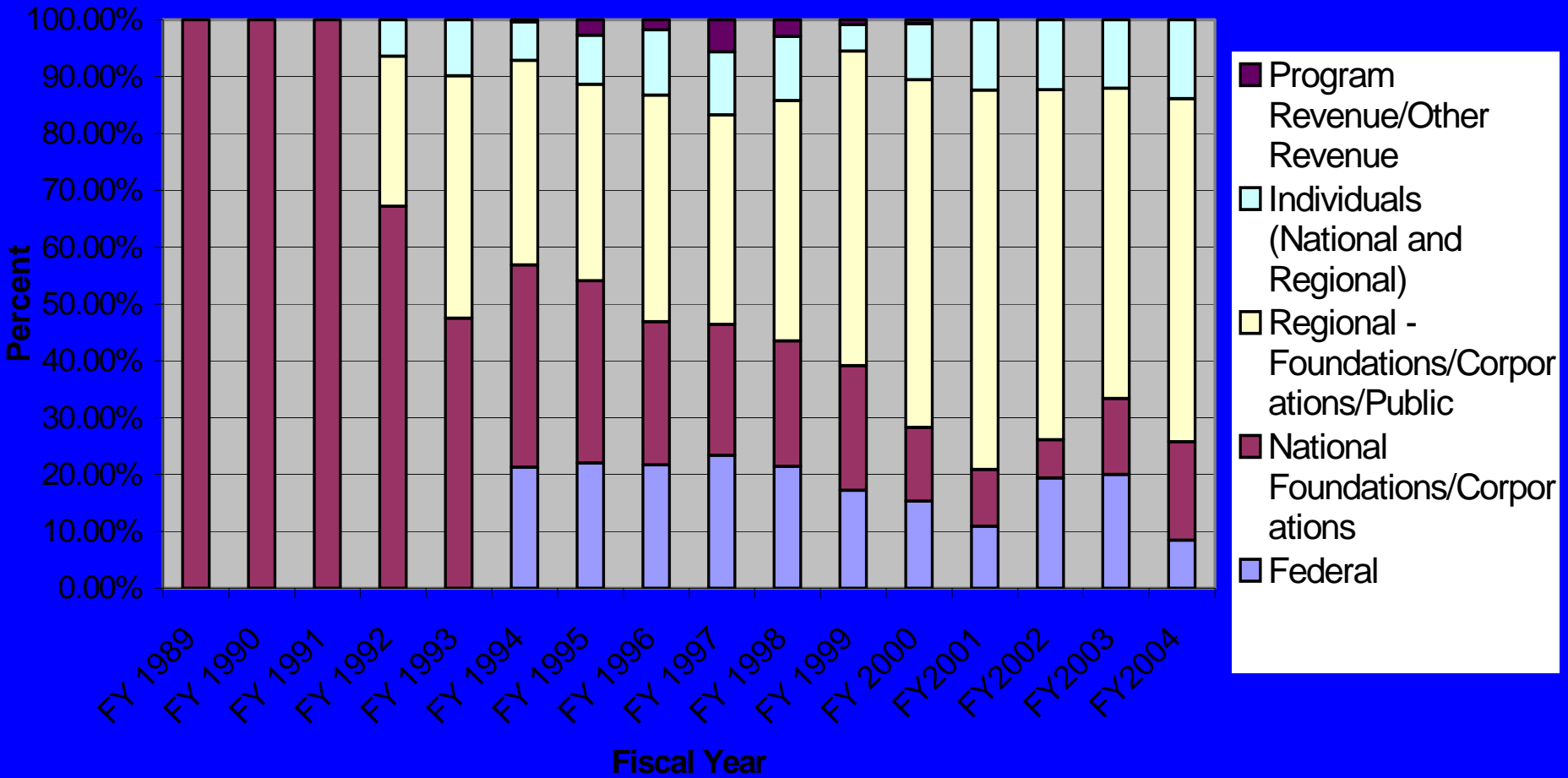


# Increasing Demand

- 6 districts participated in 1990...
- 66 districts in 2004

# Sources of Revenue

## TFA Revenues as Percentage of Fiscal Total



Source: Teach for America financial records

What can we learn?

# Lessons and Conclusions

- Labor market reforms likely need pressure/support from outside the system
- Changes likely to be highly charged
- Incubation period
- Supply side and the demand side
- If fits a real need, it will survive