

WHO HELPS PUBLIC SCHOOLS?

PUBLIC EDUCATION SUPPORT ORGANIZATIONS IN 2010

Erwin de Leon, Katie L. Roeger, Carol J. De Vita, and Elizabeth T. Boris



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EXECUTIVE SUMMARY

There were more than 19,000 nonprofit organizations devoted to supporting public education in the United States in 2007. These organizations include booster clubs, parent-teacher groups, public education funds, scholarship funds, high school alumni associations, and others. While most of these organizations are small, together they spent roughly \$4.3 billion in support of public education in 2007.

This report assesses the current status of education support organizations in the United States; provides details on the activities, capacities, and resources of public education funds; and compares Public Education Network (PEN) member organizations with other types of education funds. On the basis of a survey of public education funds and an analysis of the latest data available from the National Center for Charitable Statistics, the report identifies key similarities and differences among the groups.

Public education funds are dedicated to assisting public schools and school districts by raising money to support programs for teacher training and support, after-school programs, and school supplies and by promoting community support for public schools. The portrait of public education funds that emerges from these data shows the following key findings:

- Between 1997 and 2007, the number of public education funds more than doubled. By 2007, 2,147 funds spent \$1.2 billion on activities to support public education.
- More than 20 million children in the United States are served by public education funds.
- Public education funds tend to be more numerous in highly populated states such as California, Texas, Illinois, and New Jersey.
- Compared with other public education funds, PEN members tend to be larger, with more financial and staff resources. In 2007, for example, PEN members averaged \$2.4 million in revenues and roughly \$2.6 million in expenses, whereas other funds averaged \$516,000 and \$437,000, respectively. PEN member organizations also have more staff members than other funds, which tend to rely on volunteers.
- This capacity advantage is important because PEN member organizations focus mainly on populations that need the most assistance. Two out of five PEN members are located in states where 20 percent or more of children live below the poverty line. PEN members are twice as likely as other types of public education funds to assist school districts with majority low-income and minority children.
- PEN member organizations also differ in other ways. Governing boards of PEN member organizations are more racially/ethnically diverse than other public education funds. These boards also represent a broader range of community stakeholders: business leaders, parents, teachers, school administrators, foundations, and nonprofits.
- PEN members are more engaged with and accountable to their community constituents than other public education funds. They are more likely to engage in reform efforts that include

educating the wider community about important educational issues, and they devote more of their resources to these activities than other types of funds.

- PEN members frequently interact with public policymakers at all levels of government and are much more likely than other types of funds to interact with state elected officials.
- Nearly all PEN member organizations collect performance-oriented data to manage their programs and activities, provide feedback to funders, and educate the general public.

Being plugged into their communities and demonstrating accountability to their stakeholders are viewed as indispensable to meeting PEN members' goals, particularly their shared mandate of reforming the education system by galvanizing community support to improve public education.

INTRODUCTION

Public education represents one of the largest and most important institutions in America. Access to quality education is the key to an informed citizenry, a skilled workforce, economic mobility, and a strong economy. Public schools are among the most important venues where people from different backgrounds work together toward the shared goal of educating the nation's children. Yet public schools that serve the most disadvantaged young people are struggling, and many are failing to prepare those students for college or productive careers.

The problems are well-documented. For example, Foote (2005) outlines the issues and challenges experienced in these settings.¹ Among her findings are the following:

- Basic material resources, including desks, chalkboards, literature, and textbooks, are severely lacking. School buildings are often in disrepair, and the quality and availability of classroom equipment is deplorable. These schools have a significantly higher ratio of students to computers than do more affluent schools.
- Classrooms are overcrowded, which affects the instructional techniques teachers are able to use, the level of student concentration in class, and classroom management.
- Schools with the highest percentages of minority and low-income students are more likely to employ beginning rather than veteran teachers. There also appears to be a consistent decrease in the percentage of certified teachers in urban schools. Urban teachers are less likely to be prepared in their content areas and tend to score lower on literacy skills measured on teacher examinations. In addition, they are less prepared to use technology in the classroom and less likely to hold a master's degree than their suburban colleagues.
- Although urban teachers are more likely to be working with culturally and linguistically diverse children, they often report that they are underprepared to meet the needs of these students. Half of the teachers assigned to work with English language learners have not received any preparation in this area, and most emphasize English language instruction at the expense of content instruction.

However, not all public schools or school districts are as challenged or problematic as many urban schools. Inequality of household wealth is often reflected in resources and quality of education provided by public schools. In wealthy communities, schools enjoy resources from more robust tax bases, often supplemented by donations that provide programs and amenities rarely available in less affluent school districts. Even within the same district, there may be deep disparities among resources available to schools in wealthier neighborhoods, which may benefit from extra money provided by families directly, through parent-teacher associations (PTAs) or the equivalent (Crawford and Levitt 1999) or through educational foundations for individual schools (Reich 2005).

¹ The review is limited to urban schools averaging more than 20,000 students district wide. The author defines students as those attending urban public schools in grades pre-K–12 and teachers as those professionals employed by the school districts to instruct these children (Foote 2005, p. 371).

Public Education Network² (PEN) members have a particular niche among organizations that support public schools. PEN member organizations seek to reform, improve, and support public education so that low-income and minority youth are prepared for productive lives. They galvanize community stakeholders to identify, advocate for, fund, and implement programs that will improve their schools and the outcomes of youth. PEN members regard themselves as change agents that help provide the impetus and means for improving public education. While PEN's members serve primarily as funding sources, they also hold schools and communities accountable for the results (Puriefoy 2008).

In a previous Urban Institute report on PEN member organizations, "Who Helps Public Schools: A Portrait of Local Education Funds, 1991–2001," the growth and impact of PEN members are highlighted.³ In 2001, these organizations had an average of \$2.4 million in revenues and \$1.7 million in expenses, much larger than the average nonprofit. By 2001, revenues of PEN members had grown to nearly six times their 1991 levels. PEN members served public schools that had more students from low-income families and were focused on the reform of local school systems (Lampkin and Stern 2003).

Definitions in This Report

For this report, education support organizations (ESOs) are defined as nonprofits exempt under section 501(c)(3) of the Internal Revenue Code set up to aid local public schools (grades K through 12). These organizations are primarily classified under education code (B) in the National Taxonomy of Exempt Entities (NTEE).⁴ We also searched other NTEE codes for organizations that had "public education" in their name and then reviewed these organizations to see if they supported public schools. All identified organizations that support public education are included in the study.

Among ESOs, we identified public education funds (PEFs) as organizations dedicated to assisting public schools and districts. These community-based organizations provide a variety of programs and services such as teacher training and support; school administrator leadership development; after-school programs; tutoring and mentoring; donation of computers and other needed supplies; public awareness; and education reform advocacy. Among this group are the PEN member organizations, identified separately in much of the report that follows.

² Public Education Network (PEN) is a national association of education funds and individuals working to advance public school reform in low-income communities across our country.

³ This earlier report refers to PEN members as "local education funds."

⁴ The NTEE system is used by the IRS and the National Center for Charitable Statistics to classify nonprofit organizations. It is also used by the Foundation Center to classify both grants and grant recipients (typically nonprofits or governments).

BASIC CHARACTERISTICS OF THE EDUCATION SUPPORT FIELD

In 2007, more than 19,300 education support organizations (ESOs) aided public schools and school districts.

- The majority of these nonprofits (73 percent) are parent and teacher groups, including PTAs and parent-teacher organizations.
- Among the remaining ESOs, public education funds (PEFs) form the largest group (11 percent of all ESOs), followed by booster clubs (7 percent of all ESOs).
- There are 74 PEFs that are members of PEN, and 70 that were large enough to file a Form 990 in 2007.⁵

Table 1. Number and Percentage of Education Support Organizations by Type, 2007

Type of education support organization	Number	Percentage
Booster clubs	1,300	6.7
Parent and teacher groups	14,077	72.9
Public education funds (PEFs)	2,147	11.1
<i>PEN member organizations</i>	70	0.4
<i>Other public education funds</i>	2,077	10.8
Remedial reading and encouragement	401	2.1
Scholarships	309	1.6
High school alumni associations	173	0.9
Other	899	4.7
Total	19,306	100.0

Source: Urban Institute, National Center for Charitable Statistics, Core Files, 2007.

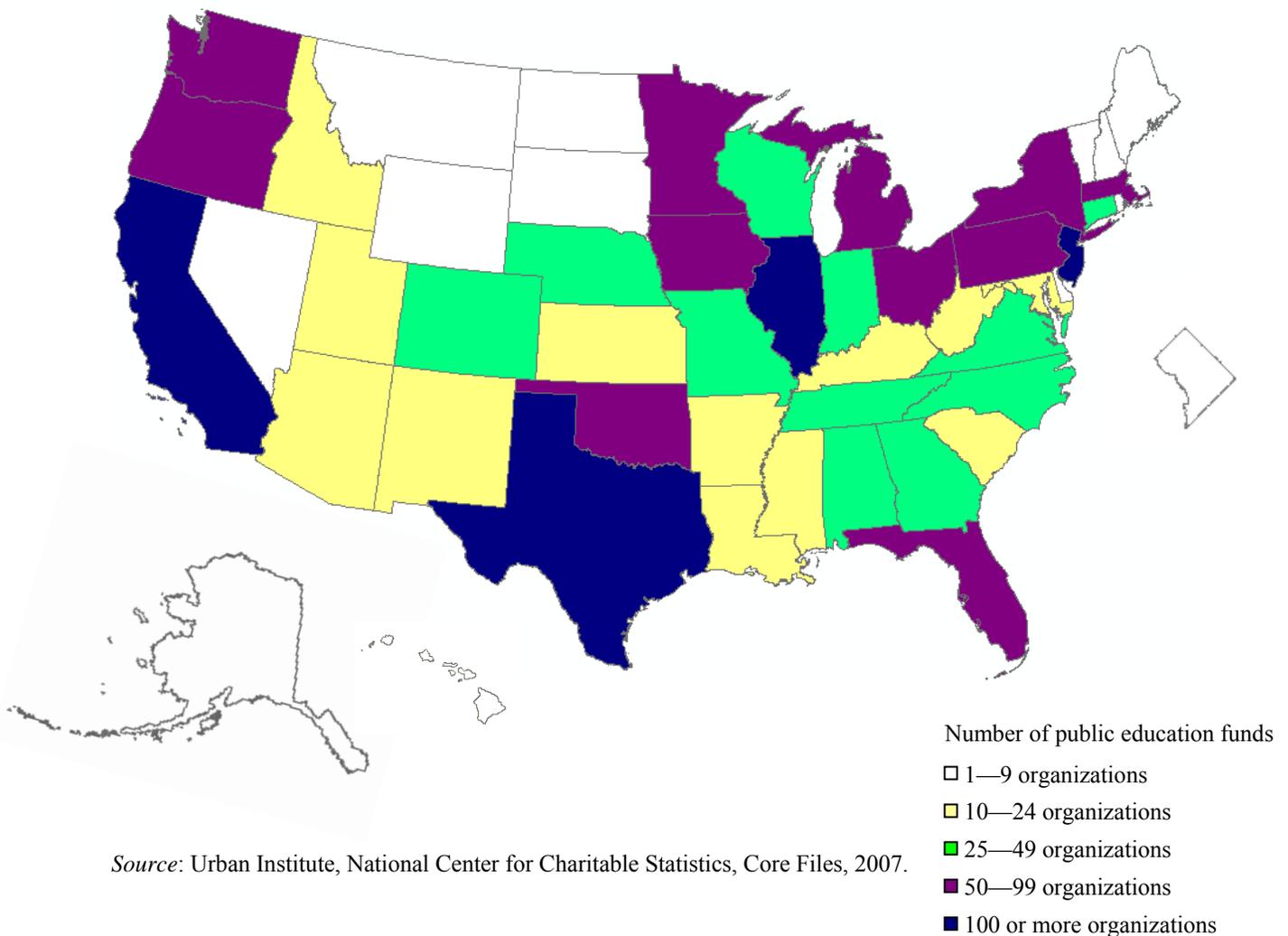
Notes: These figures include only organizations that filed IRS Forms 990 in tax year 2007. Percentages under “Public education funds” may not sum to subtotal because of rounding.

⁵ Organizations with gross receipts of \$25,000 or more are required to file Form 990; it is optional for nonprofits below this threshold.

The number of public education funds varies by region.

- The number of PEFs per state ranges from 1 to nearly 350. The median number is 26.
- California, Texas, Illinois, and New Jersey each have more than 100 PEFs.
- The states with the most PEN member organizations are California (8), North Carolina and Pennsylvania (5 each), and Connecticut, South Carolina, and Texas (4 each). The fewest PEN member organizations are found in midwestern and New England states.

Figure 1. Distribution of Public Education Funds by State, 2007



Source: Urban Institute, National Center for Charitable Statistics, Core Files, 2007.

Most education support organizations were founded prior to 1980, but there has been a fairly rapid increase in new organizations since 2000.

- Almost 21 percent of ESOs were formed between 2000 and 2005—nearly twice as many as between 1995 and 1999.
- PEFs are much younger than parent-teacher groups. More than half of parent-teacher groups were formed before 1980, whereas the vast majority (93 percent) of PEFs have been formed since the mid-1980s. More than half (56 percent) of PEFs were established between 1995 and 2005.
- Just over 40 percent of PEN member organizations have been operating for 20 years or more, but a quarter (27 percent) are relatively young, having started between 2000 and 2005.

Table 2. Percentage of Education Support Organizations by Founding Date, 2007

Type of education support organization	Before 1980	1980—1984	1985—1989	1990—1994	1995—1999	2000—2005	Total
Booster clubs	9.3	6.4	12.6	7.5	17.1	47.1	100.0
Parent and teacher groups	53.4	2.7	15.9	3.9	9.1	15.0	100.0
Public education funds	2.1	5.1	22.3	14.2	24.2	32.1	100.0
<i>PEN member organizations</i>	4.3	8.6	30.0	14.3	15.7	27.1	100.0
<i>Other public education funds</i>	2.0	5.0	22.1	14.2	24.5	32.3	100.0
Remedial reading and encouragement	20.2	1.5	12.5	7.0	14.2	44.6	100.0
Scholarships	31.4	5.8	18.1	11.0	10.0	23.6	100.0
High school alumni associations	9.2	2.9	17.9	11.0	23.7	35.3	100.0
Other	10.7	3.1	18.1	11.3	25.8	30.9	100.0
Total	41.3	3.2	16.5	5.9	12.3	20.7	100.0

Source: Urban Institute, National Center for Charitable Statistics, Core Files, 2007.

Notes: Three organizations did not have a valid ruling date or the date was unknown. Percentages may not sum to 100 because of rounding, and subtotals under “Public education funds” may not sum to total because of rounding.

The number of education support organizations has grown steadily since 1997.

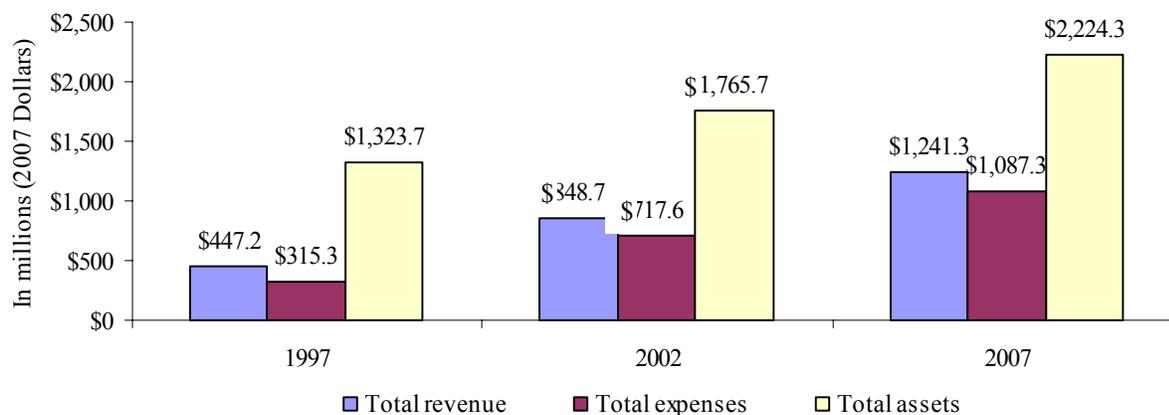
- All types of ESOs have increased in number during the past decade, rising from 9,650 in 1997 to 19,306 in 2007 (table 3).
- There are 2.5 times as many PEFs in 2007 as there were in 1997. In 1997, there were 833 PEFs; by 2007, the number exceeded 2,100 (table 3).
- The finances of PEFs have increased substantially since 1997. After adjusting for inflation, revenues rose 178 percent; expenses by 245 percent; and assets by 68 percent (figure 2).
- PEFs are working closer to the margin than they did a decade ago. The gap between revenues and expenses has steadily narrowed. In 1997, expenses were 71 percent of revenues; by 2007, they were 88 percent (figure 2).

Table 3. Number of Education Support Organizations by Type, 1997–2007

Type of education support organization	Year 1997	Year 2002	Year 2007
Booster clubs	483	827	1,300
Parent and teacher groups	7,380	10,559	14,077
Public education funds (PEFs)	833	1,432	2,147
Remedial reading and encouragement	174	256	401
Scholarships	151	187	309
High school alumni associations	54	95	173
Other	575	885	899
Total	9,650	14,241	19,306

Source: Urban Institute, National Center for Charitable Statistics, Core Files, 2007.

Figure 2. Finances of Public Education Funds in Millions of 2007 Dollars, 1997–2007



Source: Urban Institute, National Center for Charitable Statistics, Core Files, 2007.

Note: These figures have been adjusted for inflation and are shown in 2007 dollars.

**Most education support organizations are small,
with less than \$100,000 in annual expenditures.**

- PEN member organizations tend to be larger than other ESOs. Nearly 43 percent of PEN member education funds operate on a budget of \$1 million or more. Only 2 percent of all ESOs have budgets of this size.
- Whereas 92 percent of parent and teacher groups and 72 percent of booster clubs have annual expenditures of less than \$100,000, 59 percent of PEFs have annual budgets of this size. Most of these organizations are other PEFs (i.e., not PEN members).
- About one in five PEFs has an annual budget between \$100,000 and \$249,999. Another one in five has annual expenditures of \$250,000 or more.

Table 4. Percentage of Education Support Organizations by Expenditure Size, 2007

Type of education support organization	Less than \$100,000	\$100,000— \$249,999	\$250,000— \$499,999	\$500,000— \$999,999	\$1 million or more	Total
Booster clubs	71.5	21.2	6.0	1.2	0.1	100.0
Parent and teacher groups	92.2	6.1	1.1	0.4	0.2	100.0
Public education funds	58.9	19.3	8.5	5.7	7.6	100.0
<i>PEN member organizations</i>	<i>12.9</i>	<i>10.0</i>	<i>20.0</i>	<i>14.3</i>	<i>42.9</i>	<i>100.0</i>
<i>Other public education funds</i>	<i>60.4</i>	<i>19.6</i>	<i>8.1</i>	<i>5.4</i>	<i>6.5</i>	<i>100.0</i>
Remedial reading and encouragement	53.9	20.4	10.5	8.7	6.5	100.0
Scholarships	75.1	14.9	4.2	1.9	3.9	100.0
High school alumni associations	86.7	6.9	3.5	2.3	0.6	100.0
Other	39.9	15.9	10.2	10.2	23.7	100.0
Total	83.6	9.5	3.0	1.7	2.3	100.0

Source: Urban Institute, National Center for Charitable Statistics, Core Files, 2007

Note: The “Other” organizations include fundraising, fund distribution, miscellaneous activities, and other education support organizations not listed above. Percentages may not sum to 100 because of rounding.

PEN members are typically much larger than other public education funds in terms of revenues, expenses, and total assets.

- PEN member organizations averaged \$2.4 million in revenues and roughly \$2.6 million in expenses in 2007. In comparison, other PEFs averaged \$516,000 and \$437,000, respectively.
- The revenues of all ESOs exceeded \$4.3 billion in 2007.
- In 2007, PEFs accounted for more than a quarter of all revenue and expenses and 40 percent of the total assets.
- Even though PEFs accounted for only 11 percent of organizations in the education support field, they generated 29 percent of all ESO revenue. PEN members, which comprised less than half a percent of all ESOs in 2007, generated 4 percent of all ESO revenues.

Table 5. Financial Snapshot of Education Support Organizations, 2007

Type of education support organization	Total revenue (in millions)	Total expenses (in millions)	Total assets (EOY) (in millions)
Booster clubs	\$ 123.2	\$ 118.1	\$ 66.6
Parent and teacher groups	832.2	709.7	592.3
Public education funds (PEFs)	1,241.3	1,087.3	2,224.3
<i>PEN member organizations</i>	<i>170.2</i>	<i>180.0</i>	<i>428.8</i>
<i>Other public education funds</i>	<i>1,071.1</i>	<i>907.4</i>	<i>1,795.5</i>
Remedial reading and encouragement	245.7	227.9	157.8
Scholarships	209.5	185.9	603.1
High school alumni associations	23.4	18.0	60.7
Other	1,659.5	1,591.3	1,810.0
Total	\$4,334.9	\$3,938.3	\$5,514.9

Source: Urban Institute, National Center for Charitable Statistics, Core Files, 2007.

Note: EOY = end of year.

Private contributions are the primary source of income for education support organizations.

- More than 70 percent of the revenue for PEFs comes from private contributions.
- Income from special events is also a substantial share of the revenue for many ESOs. Roughly a third of all revenue for booster clubs and parent-teacher groups comes from hosting special events.

Table 6. Revenue Sources of Education Support Organizations, 2007

Type of education support organization	Total revenue (in millions)	Private contributions (%)	Fees from goods and services (%)	Membership dues (%)	Investment income (%)	Income from special events (%)	Other (%)
Booster clubs	\$123.2	24.3	22.2	13.3	0.9	29.3	9.9
Parent and teacher groups	832.2	35.2	16.1	5.6	1.3	34.9	7.0
Public education funds (PEFs)	1,241.3	71.3	18.0	0.2	5.9	3.9	0.6
<i>PEN member organizations</i>	<i>170.2</i>	<i>74.9</i>	<i>16.7</i>	<i>0.1</i>	<i>7.7</i>	<i>0.4</i>	<i>0.2</i>
<i>Other public education funds</i>	<i>1,071.1</i>	<i>70.8</i>	<i>18.2</i>	<i>0.2</i>	<i>5.7</i>	<i>4.5</i>	<i>0.7</i>
Remedial reading and encouragement	245.7	81.4	11.9	0.9	1.5	1.1	3.2
Scholarships	209.5	74.6	5.3	0.0	16.8	3.0	0.4
High school alumni associations	23.4	45.8	26.8	7.8	10.2	5.8	3.6
Other	1,659.5	77.0	14.0	0.8	5.4	0.9	1.8
Total	\$4,334.9	65.8	15.3	1.9	5.0	9.2	2.7

Source: Urban Institute, National Center for Charitable Statistics, Core Files, 2007.

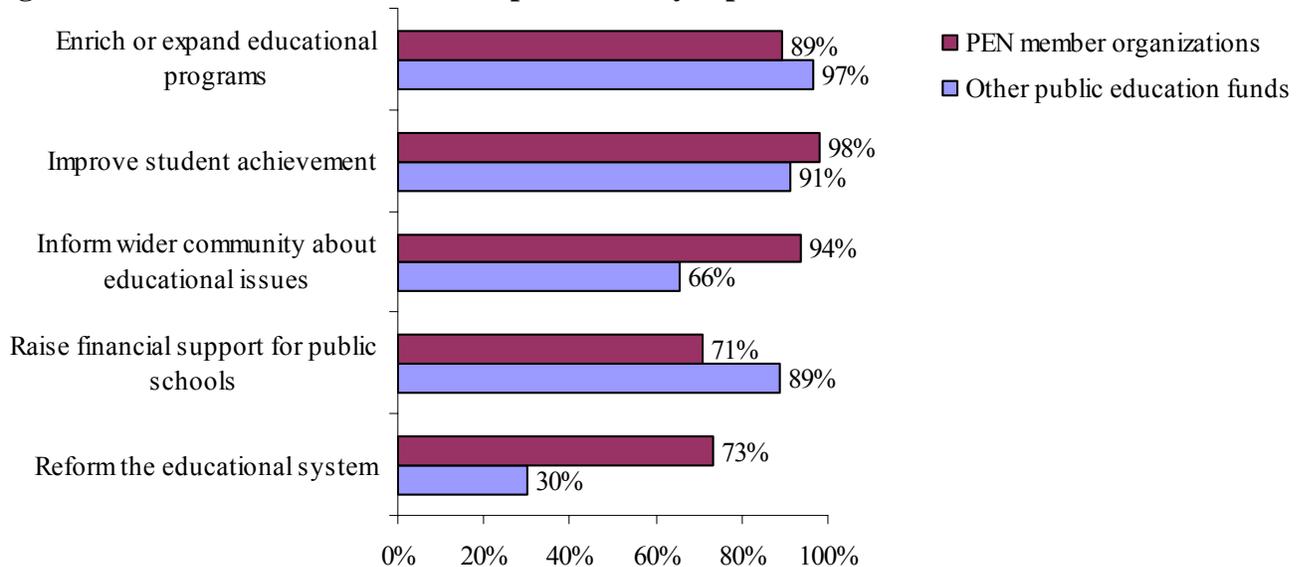
Notes: The “Other” category includes rental income, gross profit from sale of inventory, interest on loans, royalties, and other income. Percentages may not sum to 100 because of rounding.

ACTIVITIES AND FOCUS OF PUBLIC EDUCATION FUNDS

Public education funds support a wide range of activities, but their primary goals are to enrich or expand education programs and improve student achievement.

- Nearly all education funds report that enriching and expanding educational programs and improving student achievement are important or very important goals.
- PEN member organizations are primarily engaged in efforts to reform the education system. Nearly three in four PEN organizations cite this as an important or very important goal, compared with about one in three for other PEFs. Reforming the education system is not important for nearly 40 percent of other education funds.
- Informing and educating the public about education issues is a key goal for most PEN members. Nearly all (94%) PEN member organizations said informing the public about education issues was an important or very important goal for them. In contrast, 66 percent of other education funds expressed this opinion.
- Other important goals of PEFs include finding and retaining teachers, increasing parental involvement, and providing scholarships.

Figure 3. Goals of Public Education Funds: Important or Very Important



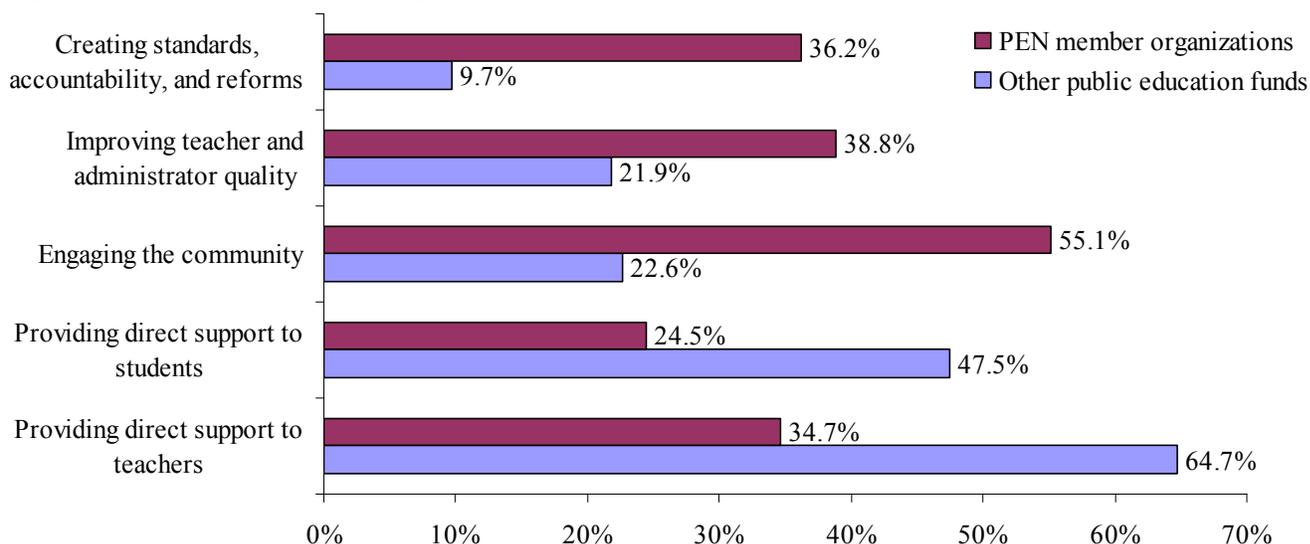
Source: 2009–10 Urban Institute and Public Education Network Survey of Public Education Funds.

Note: Thirteen respondents did not provide information on their organization’s goals.

PEN member organizations focus their resources primarily on systemic school reform and educating/engaging the community on educational issues; other public education funds focus on providing direct support to individual teachers and students.

- PEN member organizations are twice as likely as other PEFs to devote a significant amount of their resources to community engagement. More than half of PEN members (55 percent) devote substantial resources to engage the community, compared with 23 percent of other PEFs.
- More than a third of PEN member organizations spend a significant amount of resources on creating standards, accountability, and reforms for the education system. PEN organizations are more than three times as likely as other PEFs to spend a significant amount of their resources on creating standards, accountability, and reform (36 versus 10 percent, respectively). In fact, 68 percent of other PEFs allocate no resources to these types of initiatives.
- The resources of other PEFs go primarily toward providing direct support to individual teachers and individual students. Nearly two of every three other PEFs provide a significant amount of their resources to directly supporting teachers, such as mini-grants to attend training and development programs. About half of other PEFs support students through mechanisms such as scholarships. About 40 percent of PEN member organizations provide no resources for these types of activities.

Figure 4. Public Education Funds: Significant Amount of Resources



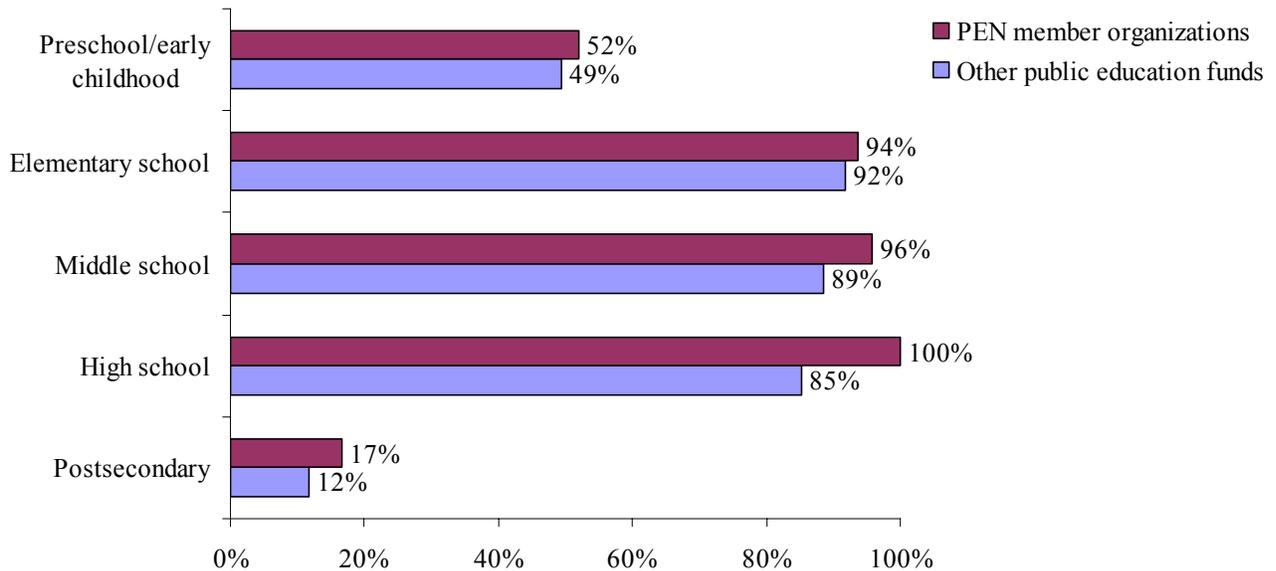
Source: 2009–10 Urban Institute and Public Education Network Survey of Public Education Funds.

Note: Thirty-nine respondents did not provide information on their organization’s resource allocation.

**Public education funds, including PEN member organizations,
primarily serve children in grades K through 12 and
mostly work in one school district.**

- More than 20 million children are served by PEFs.
- Most PEFs support elementary, middle, and high schools, with smaller shares supporting preschool or early childhood programs and postsecondary education. About half of PEN members and other PEFs work with preschool and early childhood programs. Fewer than 20 percent of PEN member organizations and about 12 percent of other education funds work with postsecondary students.
- PEN member organizations are somewhat more likely than other PEFs to serve older youth (i.e., middle school and higher).
- Most education funds operate in a single school district. About two-thirds of PEN member organizations and three-quarters of other PEFs operate in a single school district.
- PEN member organizations are more likely to serve multiple school districts than are other PEFs. Twenty percent of PEN member organizations serve multiple school districts, compared with 4 percent of other PEFs.

Figure 5. Grade Levels Served by Public Education Funds



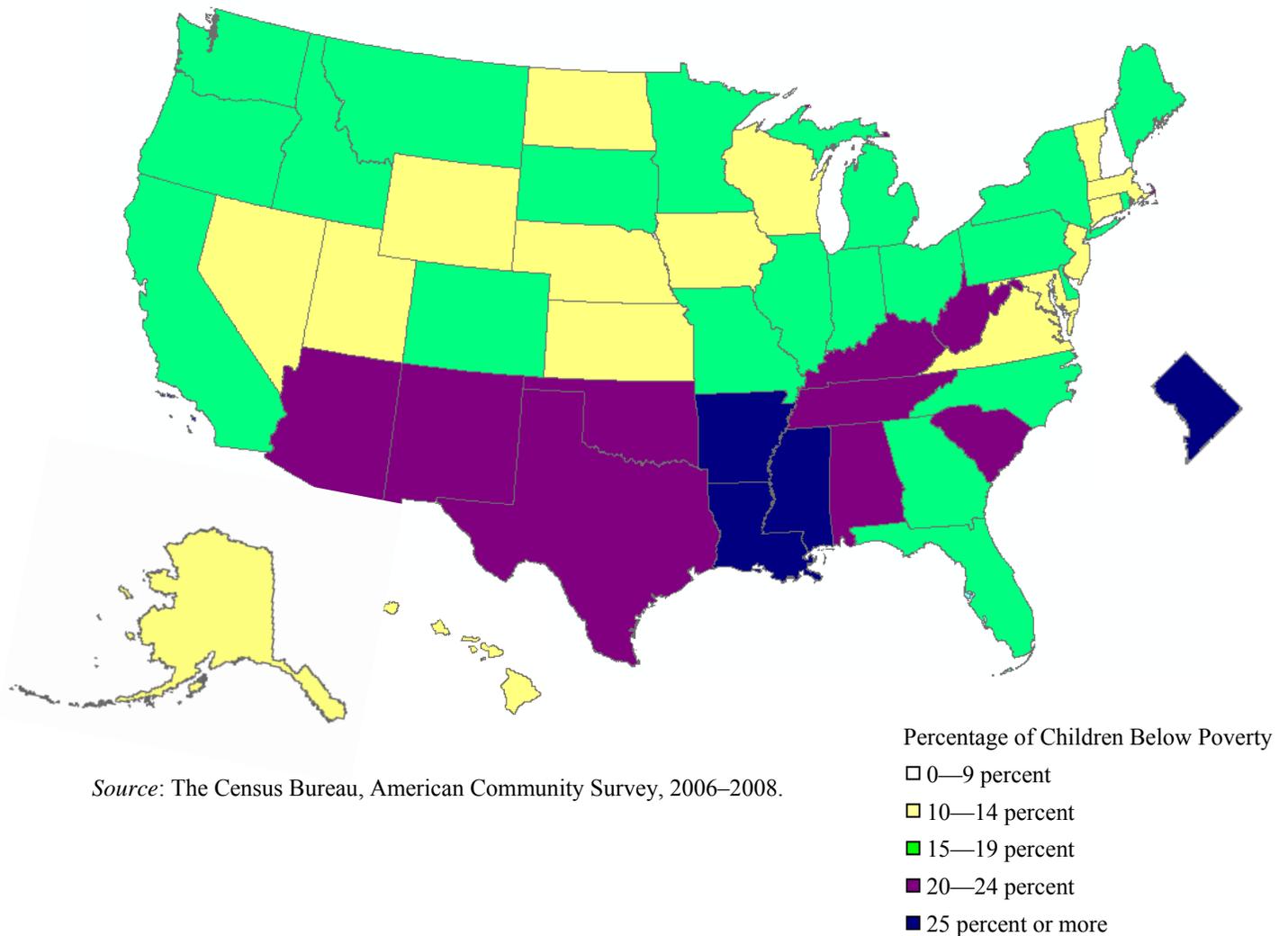
Source: 2009–10 Urban Institute and Public Education Network Survey of Public Education Funds.

Note: Twenty-two respondents did not provide information on grade level served.

PEN member organizations focus primarily on serving children in low-income areas.

- Forty percent of PEN member organizations are located in states where 20 percent or more of children are living in poverty. About 19 percent of other PEFs are located in these low-income areas.
- Twenty percent of PEN member organizations are located in a state in which less than 15 percent of the children are below poverty, compared with 25 percent of other PEFs.

Figure 6. Percentage of Children Under 18 Years of Age Living Below Poverty, 2007

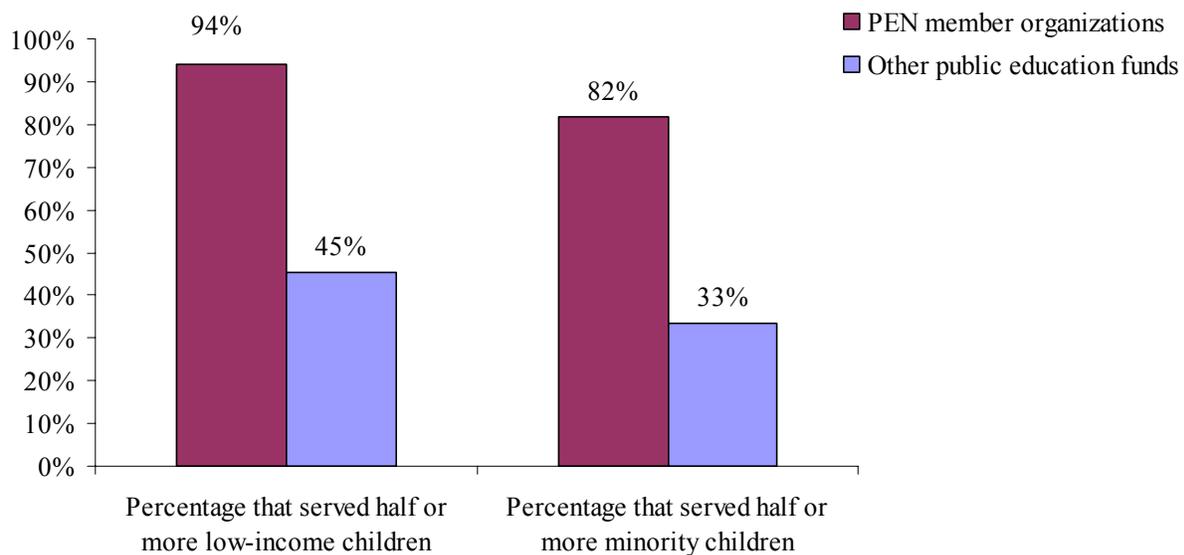


Source: The Census Bureau, American Community Survey, 2006–2008.

PEN member organizations are twice as likely as other public education funds to assist school districts with majority low-income and minority children.

- Ninety-four percent of PEN member organizations help schools and districts with mostly low-income children. By comparison, 45 percent of other PEFs serve areas with mostly low-income children, although about half (53 percent) of other PEFs serve schools and districts with some low-income children.
- About four out of five PEN member organizations help schools and districts with mostly minority children. By comparison, one in three other PEFs serve areas with mostly minority children.

Figure 7. Public Education Funds Serving Minority and Low-Income Children



Source: 2009–10 Urban Institute and Public Education Network Survey of Public Education Funds.

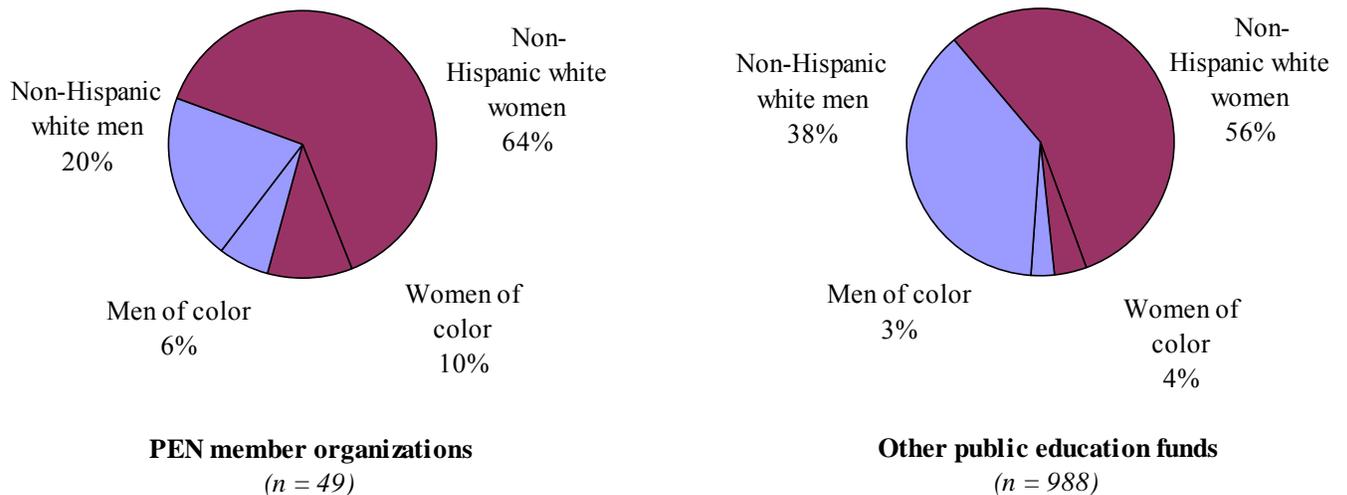
Notes: Forty-seven respondents did not provide information on the number of low-income children served. Fifty-three respondents did not provide information on the number of minority children served.

LEADERSHIP AND STAFFING OF PUBLIC EDUCATION FUNDS

Executive directors in the public education fund field are mostly white women, although PEN member organizations have more diversity in their leadership ranks.

- Seventy-four percent of PEN member organizations are headed by a woman. By comparison, 60 percent of other PEFs have women at the helm.
- Women of color are less likely than their non-Hispanic white counterparts to be executive directors, but they hold more leadership positions than do men of color. Among PEN member organizations, about 10 percent of the executive directors are women of color, but only 6 percent are men of color. Other PEFs report lower levels of minority leadership: 4 percent are women of color and 3 percent are men of color.

Figure 8. Executive Directors by Gender



Source: 2009–10 Urban Institute and Public Education Network Survey of Public Education Funds.

Notes: Twenty-five respondents did not provide information on either the gender or race/ethnicity of their CEO or executive director. Percentages may not sum to 100 because of rounding.

Among all racial/ethnic groups, Latinos are most underrepresented as executive directors of public education funds.

- Compared with their portion of the population, Latinos are the most underrepresented group as PEF leaders. Latinos are 15 percent of the U.S. population but account for only 2 percent of PEN member organizations’ executive directors and 1 percent of other PEFs’ executive directors.
- Overall, PEN member organizations are twice as likely as other PEFs to have executive directors of color. About 16 percent of PEN organization leaders are people of color, compared with 7 percent of other PEFs. Still, diversity in the field lags, given that 34 percent of the U.S. population are people of color.
- Among PEN member organizations, the share of African Americans in executive director positions closely reflects their share in the U.S. population. African Americans hold 12 percent of the PEN organization executive director slots—the same proportion as in the U.S. population. Only 2.5 percent of executive director leaders in other PEFs are African American.
- Asians, Native Hawaiians, and Pacific Islanders hold the fewest executive director positions. None of the PEN member organizations that responded to the survey indicated that their executive director was Asian or Pacific Islander. Fewer than 2 percent of other PEFs have Asian or Pacific Islander leaders.
- All PEN members with executives of color assist schools and districts in which the majority of children are low-income. In other PEFs, executive directors of color are more likely than their white counterparts to assist schools and districts with mostly low-income and minority children.

Table 7. Executive Directors by Race/Ethnicity

Race/ethnicity	Percentage of PEN member leaders (<i>n</i> = 49)	Percentage of other public education fund leaders (<i>n</i> = 993)	Percentage of the U.S. population
Non-Hispanic white	83.7	93.1	65.9
Person of color	16.3	7.0	34.1
<i>Asian/Native Hawaiian/Pacific Islander</i>	<i>0.0</i>	<i>1.8</i>	<i>5.1</i>
<i>Black/African/African American</i>	<i>12.2</i>	<i>2.5</i>	<i>12.1</i>
<i>Hispanic or Latino/a</i>	<i>2.0</i>	<i>1.3</i>	<i>15.1</i>
<i>Mixed Race/Multiracial/other</i>	<i>2.0</i>	<i>1.3</i>	<i>1.8</i>

Source: 2009–10 Urban Institute and Public Education Network Survey of Public Education Funds; U.S. Census Bureau, American Community Survey, 2006–08.

Notes: Twenty respondents did not provide information on the race or ethnicity of their CEO or executive director. Percentages may not sum to 100 because of rounding.

PEN member organizations are significantly larger than other education funds and tend to have larger governing boards.

- PEN member organizations operate on larger budgets than other education funds. About 40 percent of PEN members have budgets of \$1 million or more, compared with 7 percent of other PEFs. One in six PEN members has an annual budget of less than \$100,000. In contrast, just over half (54 percent) of other education funds operate on less than \$100,000 annually (table 8).
- Compared with other PEFs, twice as many PEN member organizations have governing boards with more than 20 people. More than 35 percent of PEN members have boards of 20 or more, compared with 18 percent of other PEFs (table 9).
- On average, other PEFs have smaller boards of directors than do PEN members. The median size of governing boards for PEN member organizations is 17, while for other PEFs it is 13.

Table 8. Annual Expenditures of Public Education Funds

Expenses	PEN member organizations (%)	Other public education funds (%)	Total (%)
Less than \$100,000	16.3	53.6	51.9
\$100,000 to \$999,999	44.9	39.6	39.8
\$1 million or more	38.8	6.8	8.3
Total	100.0	100.0	100.0

Source: 2009–10 Urban Institute and Public Education Network Survey of Public Education Funds.

Note: These figures include only organizations that completed the survey and may differ from the results presented in figure 2 which includes all PEFs identified in the National Center for Charitable Statistics database of reporting organizations.

Table 9. Size of Public Education Funds Governing Board

	PEN member organizations (%)	Other public education funds (%)	Total (%)
Fewer than 10 board members	6.1	30.0	28.9
10–20 board members	57.1	51.8	52.0
More than 20 board members	36.7	18.3	19.1
Total	100.0	100.0	100.0

Source: 2009–10 Urban Institute and Public Education Network Survey of Public Education Funds.

Notes: Twelve respondents did not provide information on their number of board members. Percentages may not sum to 100 because of rounding.

In general, women have a strong presence on public education fund governing boards.

- Women hold more than half (53 percent) of the board member positions of other education funds. This is higher than the national average (46 percent) for all nonprofit organizations.⁶ For PEN boards, women hold roughly 45 percent of the board positions, just below the national average.
- As the size of the organization increases, the share of women on the board decreases. For both PEN members and other education funds, the proportion of female board members is about 5 percentage points higher for small education funds than for large ones.
- The share of women on PEF boards does not vary substantially by geographic region. Regardless of location, about 45 percent of PEN boards are women, as are 50 percent of other PEF boards. The South has the smallest share of women on governing boards.
- Female executive directors are more likely than their male counterparts to have women on their governing boards.

Table 10. Gender of Governing Boards by Organization Characteristics

Characteristic	PEN member organizations			Other public education funds		
	Women (%)	Men (%)	Total (%)	Women (%)	Men (%)	Total (%)
Overall	44.6	55.4	100.0	53.0	47.0	100.0
Size of organization, based on expenditures						
Less than \$100,000	45.6	54.4	100.0	54.9	45.1	100.0
\$100,000 to \$999,999	48.7	51.3	100.0	51.5	48.5	100.0
\$1 million or more	39.9	60.1	100.0	51.5	48.5	100.0
Region						
Northeast	45.6	54.4	100.0	57.4	42.6	100.0
Midwest	48.2	51.8	100.0	50.1	49.9	100.0
South	40.7	59.3	100.0	47.1	52.9	100.0
West	49.1	50.9	100.0	58.8	41.2	100.0
Gender of executive director or CEO						
Women	45.1	54.9	100.0	56.5	43.5	100.0
Men	43.2	56.8	100.0	46.1	53.9	100.0

Source: 2009–10 Urban Institute and Public Education Network Survey of Public Education Fund.

Notes: Twenty-one respondents did not provide information on their number of female board members. Thirteen respondents did not provide information on the gender of the executive director or CEO.

⁶ National estimates are from Ostrower (2007).

Governing boards of PEN member organizations are more racially/ethnically diverse than those of other public education funds.

- People of color hold a quarter of the board positions in PEN member organizations, whereas only 1 in 10 board members in other PEFs is a person of color. PEN member organizations are more racially/ethnically diverse than the national average. Nationwide, people of color hold 14 percent of board member positions.⁷
- Although people of color hold relatively few board positions, most PEFs have some racial/ethnic diversity on their boards. Fewer than 1 percent of the PEN member organizations have no people of color on their governing boards. About 4 percent of other PEFs have no people of color on their boards.
- The diversity of boards varies by region. Among PEN members, diversity is greatest in the West and Northeast. Among other PEFs, the share of board members of color is twice as great in the South and West as in the Northeast or Midwest.
- Executive directors of color are much more likely than their non-Hispanic white counterparts to have board members of color. For PEN members, about 40 percent of board members are people of color if the executive director is a person of color; the percentage drops to 21 if the executive director is non-Hispanic white. The difference is even greater for other PEFs: 32 versus 8 percent.

Table 11. Diversity of Governing Boards by Organization Characteristics

Characteristic	PEN Member Organizations			Other Public Education Funds		
	People of color (%)	Non-Hispanic white (%)	Total (%)	People of color (%)	Non-Hispanic white (%)	Total (%)
Overall	23.4	76.6	100.0	9.5	90.5	100.0
Size of organization, based on expenditures						
Less than \$100,000	16.0	84.0	100.0	7.0	93.0	100.0
\$100,000 to \$999,999	21.5	78.5	100.0	10.9	89.1	100.0
\$1 million or more	27.7	72.3	100.0	14.1	85.9	100.0
Region						
Northeast	27.4	72.6	100.0	5.4	94.6	100.0
Midwest	15.6	84.4	100.0	6.0	94.0	100.0
South	18.9	81.1	100.0	13.5	86.5	100.0
West	33.5	66.5	100.0	11.1	88.9	100.0
Race-ethnicity of executive director or CEO						
Person of color	39.3	60.7	100.0	32.1	67.9	100.0
Non-Hispanic white	20.8	79.2	100.0	8.1	91.9	100.0

Source: 2009–10 Urban Institute and Public Education Network Survey of Public Education Funds.

Notes: Twenty-three respondents did not provide information on the race or ethnicity of their board members. Fourteen respondents did not provide information on the race or ethnicity of their executive director.

⁷ National estimates are from Ostrower (2007).

Governing boards of public education funds represent a broad range of community stakeholders.

- Businesses and parents are the most represented groups on these governing boards. More than 90 percent of PEN members and 80 percent of other PEFs have business leaders on their boards of directors. Parents are also prominent on most governing boards: 74 percent of PEN boards have parents, as do 84 percent of other PEFs.
- As the size of organizations increases, the composition of the board tends to change. In PEN member organizations, for example, as the organization grows, foundation and nonprofit representatives are more likely to sit on the board. The likelihood of having parents on the board decreases as the organization grows. In contrast, regardless of size, roughly 80 percent of other education funds' boards have business leaders and parents on their boards. Teachers, school board members, and superintendents sit on about half of these boards.
- Only 8 percent of PEFs have students on their boards. Students are on the boards of 14 percent of PEN members and 8 percent of other PEFs. Small PEN boards are most likely to have student representatives.
- Other groups represented on governing boards include community members, alumni, retired teachers, and college faculty and staff.

Table 12. Top Five Most Frequently Cited Types of Board Members

	Size of Organization, Based on Expenditures		
	Small	Medium	Large
PEN member organizations:			
#1:	Businesses (100%)	Businesses (96%)	Businesses (90%)
#2:	Parents (88%)	Parents (86%)	Foundations/nonprofits (84%)
#3:	Superintendents (63%)	Foundations/nonprofits (68%)	Teachers/ administrators (63%)
#4:	Teachers/administrators (50%)	Superintendents (59%)	Superintendents (53%)
#5:	Other (50%)	School board members (55%)	Parents (53%)
Other public education funds:			
#1:	Parents (86%)	Businesses (85%)	Businesses (88%)
#2:	Businesses (82%)	Parents (83%)	Parents (78%)
#3:	School board members (57%)	School board members (56%)	Teachers/administrators (54%)
#4:	Teachers/administrators (57%)	Teachers/ administrators (55%)	School board members (45%)
#5:	Superintendents (49%)	Superintendents (55%)	Superintendents (43%)

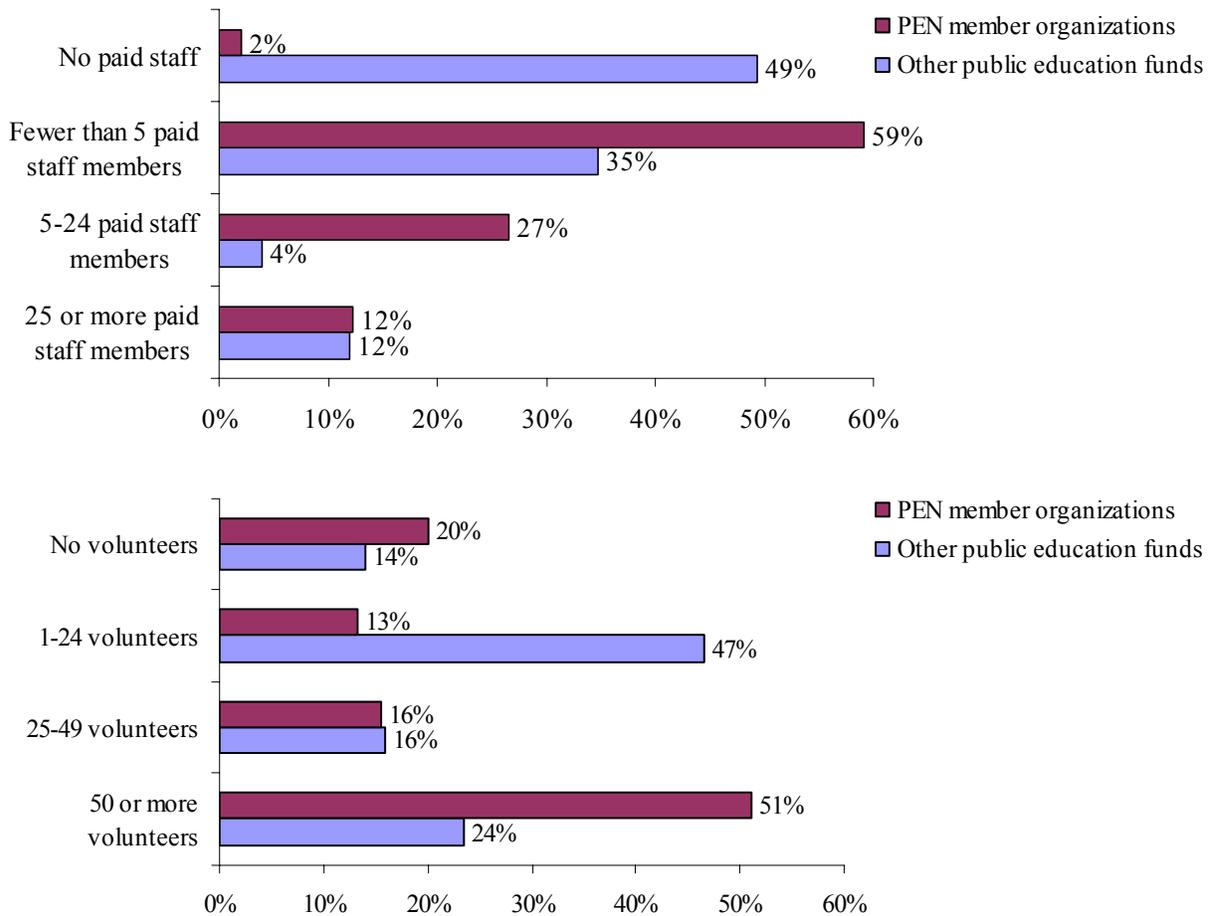
Source: 2009–10 Urban Institute and Public Education Network Survey of Public Education Funds.

Notes: The percentage denotes the percentage of organizations that indicated they had this type of member on their board. Fifteen respondents did not provide information on their types of board members.

PEN member organizations have more staff members than do other public education funds. All public education funds rely on volunteers.

- About half of other public education organizations have no paid staff, and 35 percent have fewer than five paid staff members. Ninety-eight percent of PEN member organizations have paid staff, but most (60 percent) have fewer than five paid staff members.
- The median number of paid staff in PEN member organizations is four; in other PEFs, it is two.
- Both PEN members and non-PEN organizations rely on volunteers. More than half of PEN member organizations have 50 or more volunteers. Other PEFs are most likely to rely on 25 or fewer volunteers.

Figure 9. Percentage of Paid Staff Members and Volunteers



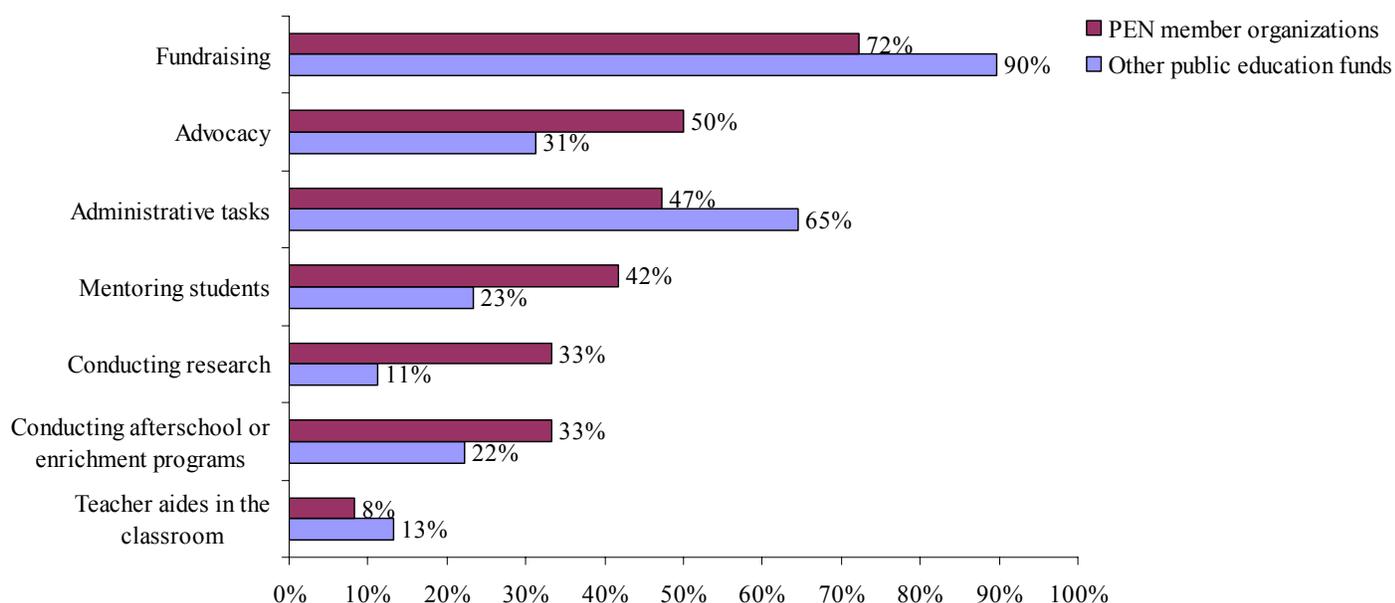
Source: 2009–10 Urban Institute and Public Education Network Survey of Public Education Funds.

Notes: Thirty-one respondents did not provide information on their number of paid staff members. Seventy-six respondents did not provide information on the number of volunteers.

The three primary tasks of volunteers are fundraising, administrative duties, and advocacy.

- Fundraising is the primary activity performed by volunteers. More than 70 percent of PEN member organizations and 90 percent of other education funds use volunteers to help raise funds. Fundraising includes hosting special events to raise money for the organization.
- Volunteers, especially in other PEFs, are likely to perform administrative or clerical tasks. Administrative work is the second most common activity for volunteers at other PEFs. Roughly two-thirds of other PEFs and nearly half of PEN member organizations use volunteers for administrative work.
- Advocating for public schools by working to change laws or policies and seeking increased resources is an important activity of volunteers. Overall, half of PEN member organizations and about one-third of other education funds use volunteers for advocacy efforts.
- The size of the organization influences the types of activities that volunteers engage in. Among PEN member organizations, large organizations are more likely than smaller ones to use volunteers for mentoring and research. Similarly, among PEFs, large organizations are more likely to use volunteers for mentoring and research, as well as for after-school enrichment programs.

Figure 10. Task Performed by Volunteers of Public Education Funds



Source: 2009–10 Urban Institute and Public Education Network Survey of Public Education Funds.

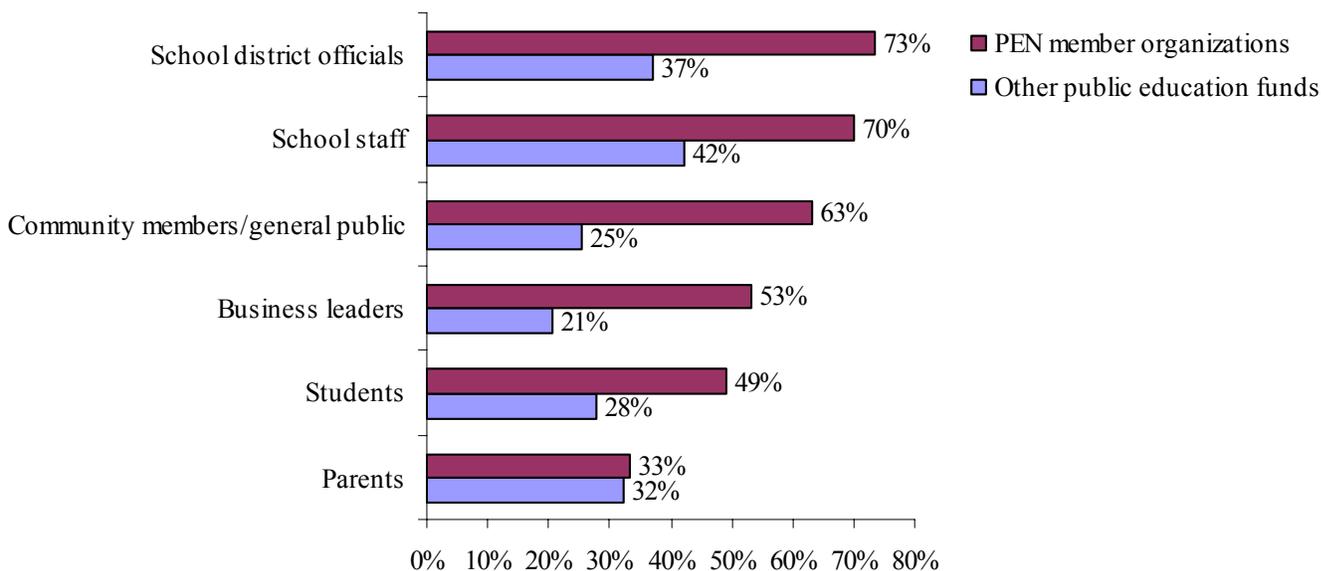
Notes: Seventy-six respondents did not provide information on the number of volunteers. One hundred and forty-one respondents did not utilize volunteers. Seventy-two respondents did not provide information on the tasks their volunteers performed.

COMMUNITY ENGAGEMENT AND ACCOUNTABILITY

Compared with other public education funds, PEN member organizations are more engaged with community stakeholders.

- PEN member organizations interact with a broad array of stakeholders more frequently than do other PEFs. Between half and three-quarters of PEN members interact on a weekly basis with five key stakeholders: school district officials, school staff, the general public, business leaders, and students. Only 20 to 40 percent of other PEFs interact with these stakeholders on a weekly basis.
- Even if frequency of contact is extended to at least once a month, PEN member organizations are more likely than other PEFs to engage with community stakeholders. For example, 92 percent of PEN members talk with school district officials at least once a month, compared with 75 percent of other PEFs. Similarly, 80 percent of PEN members interact with business and community leaders on a monthly basis, compared with half of other PEFs.
- Of all stakeholders, parents receive relatively less attention. Only a third of PEFs interact with parents a weekly basis. About 10 percent of education funds interact with parents only once a year or not at all.

Figure 11. Interacting with School and Community Members on a Weekly Basis



Source: 2009–10 Urban Institute and Public Education Network Survey of Public Education Funds.

Note: Forty-five respondents did not provide information on the interactions with stakeholders.

PEN member organizations interact relatively frequently with public policymakers at all levels of government.

- Most interaction is with elected local officials. All PEN members interact with elected local officials during the year. In contrast, about 20 percent of PEFs never interact with elected local officials. About two of every five PEN member organizations contact their local elected officials at least monthly. Many respondents noted that school board members or other elected officials are members of their boards.
- PEN member organizations are much more likely than other PEFs to interact with state elected officials. Nearly all PEN members (98 percent) interact with elected state officials at least once during the year (generally more often), compared with 43 percent of PEFs that never interact with elected state officials.
- Interactions with elected federal officials are least common. Three-quarters of other PEFs and a quarter of PEN member organizations never interact with federal lawmakers. Nearly half (48 percent) of PEN members interact with federal officials about once a year.

Table 13. Contact with Elected Officials

	At least monthly (%)	Several times a year (%)	Once a year (%)	Never (%)
PEN member organizations				
Elected local officials	43.8	50.0	6.3	0.0
Elected state officials	26.5	55.1	16.3	2.0
Elected federal officials	4.2	22.9	47.9	25.0
Other public education funds				
Elected local officials	22.7	35.3	22.6	19.4
Elected state officials	8.0	23.7	25.7	42.6
Elected federal officials	1.2	7.2	14.0	77.7

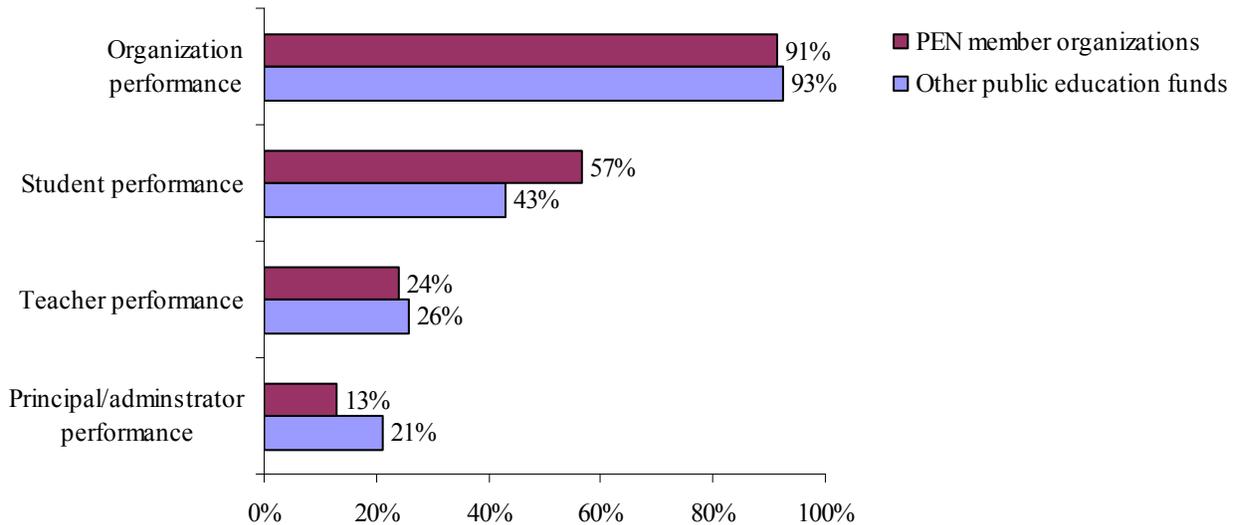
Source: 2009–10 Urban Institute and Public Education Network Survey of Public Education Funds.

Notes: Forty-five respondents did not provide information on how often they are in contact with elected officials. Percentages may not sum to 100 because of rounding.

Most public education funds collect performance-oriented data.

- Ninety-four percent of PEN member organizations and 64 percent of other PEFs collect some type of performance data.
- Among organizations that collect data, organizational performance data is the most common type collected. More than 90 percent of both PEN member organizations and other PEFs collect performance data on their programs and activities. Most use these data to manage their programs and provide feedback to funders.
- Tracking student performance is the second most common type of data collected. More than half of PEN member organizations and 43 percent of other PEFs track student performance.
- Less common is tracking the performance of teachers and principals. About a quarter of PEN members and other PEFs track teacher performance. Other PEFs are more likely to track principal performance.
- A slightly greater share of large organizations collect performance data than do smaller organizations, but the differences are very small.
- About three-quarters of PEN member organizations publish an annual report or financial audit. Depending on the size of the organization, between 50 and 60 percent of other PEFs do so.

Figure 12. Performance-Oriented Data Collected by Public Education Funds



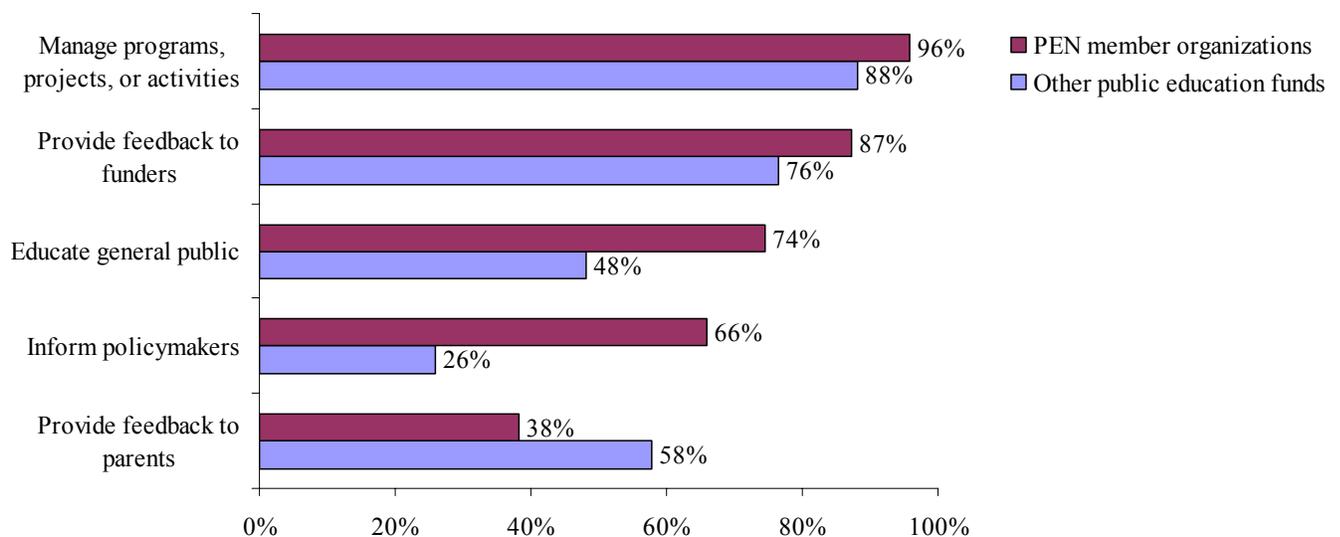
Source: 2009–10 Urban Institute and Public Education Network Survey of Public Education Funds.

Notes: Fifty-six respondents did not provide information on collecting performance-oriented data.

Public education funds use performance-oriented data in various ways, but mostly for managing their own programs.

- Performance data are most commonly used as a management tool. Nearly all PEN member programs (96 percent) and many other PEFs (88 percent) use the data to improve their programs and activities.
- Reporting back to funders is the second most frequent use for the data. Larger organizations were more likely than smaller organizations to use the data as feedback to their funders.
- PEN member organizations tend to use the data as an educational tool. About three-quarters of PEN member organizations use performance data to educate the public and two-thirds to inform policymakers. In contrast, 48 percent of other PEFs use the data to educate the public and 26 percent to inform policymakers.
- Other PEFs generally use performance data to provide feedback to parents. More than half of other PEFs use performance-oriented data for this purpose, compared with about 40 percent of PEN members. Larger organizations are more likely than smaller ones to share information with parents.

Figure 13. Uses for Performance-Oriented Data Collected by Public Education Funds



Source: 2009–10 Urban Institute and Public Education Network Survey of Public Education Funds.

Note: Three hundred twenty-six respondents do not collect data or did not provide information on the uses of performance-oriented data.

CONCLUSION

Education support organizations are a growing force in public education. There are now more than 19,000 nonprofit organizations in the United States devoted to supporting public education. These organizations all have a commitment to the schools they serve; however, they approach this task through different mandates and strengths.

PEN members support schools in low-income and minority communities with a reform and community engagement agenda that includes advocacy with government officials and fundraising from individuals, corporations, and foundations. This mission is more extensive and more activist than for many other types of PEFs and differentiates PEN members from these other funds.

Community involvement is an integral part of generating support for public education, and all PEFs engage in this activity. However, PEN members interact with a broad array of stakeholders more frequently than do other PEFs. They build and nurture relationships with various constituents: business leaders, parents, teachers, school administrators, foundations, and other nonprofits. They meet regularly with elected officials and engage with key stakeholders. In contrast, other PEFs have less frequent contact with elected officials and focus their interactions on school staff, parents, and students.

Throughout the nation, economic and demographic changes are creating new challenges for our public school systems. Many children enter public schools ill-prepared to learn: Some face language barriers; others lack basic learning skills; others are hungry or homeless. These problems are often concentrated in low-income and minority communities. Addressing such deep-seated and structural problems often requires leaders from diverse backgrounds and perspectives. The data show that PEN members may be better positioned than other PEFs to take on this challenge. PEN member organizations are twice as likely as other PEFs to have executives of color: 16 percent versus 7 percent, respectively. Their governing boards are more racially/ethnically diverse than other public education funds and nonprofit organizations nationwide. But nonprofits in general, and PEFs in particular, do not yet reflect the diversity of the nation's population.

Finally, supporting and improving our public education system requires financial resources. Most PEFs are quite small, with annual budgets under \$100,000. In contrast, PEN member organizations tend to operate on a much larger scale. Forty percent have budgets of \$1 million or more. PEN members account for 4 percent of all revenue in the educational support field, even though they accounted for less than half a percent of all educational support organizations in 2007. PEN's relatively large revenue base reflects the educational reforms that PEN members seek to address.

The issues and challenges faced by our public education systems today will not be easily or immediately resolved. PEFs, including PEN members, face enormous challenges in the decade ahead. But their growing numbers and commitment to addressing school needs and system change will keep these groups in the forefront of their communities as they strengthen individual schools and address educational reforms.

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APPENDIX A: METHODOLOGY

This study expands on an earlier report on Public Education Network (PEN) member organizations (Lampkin and Stern 2003), using information from a new national survey and data available from the Urban Institute’s National Center for Charitable Statistics (NCCS). The current analysis compares PEN member organizations with other public education funds (PEFs) and educational support organizations (ESOs). In the earlier report, PEN member organizations were referred to as local education funds.

Research Questions

The study covers

- a general description of the field of ESOs;
- the number of PEN members and PEFs and their differences in growth, types, size, activities, capacities, and populations served;
- the financial resources that PEN members and PEFs bring to their work; and
- the current environment in which PEN members and PEFs find themselves.

Study Universe

ESOs were identified from the NCCS—a national repository of nonprofit organizations that file annual financial forms with the U.S. Internal Revenue Service (IRS).⁸ Using the National Taxonomy of Exempt Entities (NTEE) education code,⁹ all nonprofits that serve students from grades K through 12 were selected. A total of 19,306 ESOs were identified in the NCCS database.

The list was narrowed to organizations that are identifiable as PEFs through their names (i.e., explicitly includes “public education fund” or “public education foundation”) or program descriptions. All PEN members were included in the sample.

The sample included all PEN members operating in the United States (74) and 2,284 other PEFs that were randomly drawn from the NCCS database. The final list of 2,358 PEFs received copies of the survey.¹⁰ Both paper and web-based forms were used (see appendix C). Respondents also had the option to complete the questionnaire by telephone. The survey included questions on each organization’s focus and goals; constituents and stakeholders; staffing; and financial resources. A total of 1,062 nonprofit organizations completed the survey, yielding a response rate of 47 percent. This response rate is extremely good for a survey of this type. Recent surveys of nonprofits tend to report response rates of around 30 percent.

⁸ NCCS data include nonprofit organizations that submit Form 990, an annual financial report for nonprofits with \$25,000 or more in gross receipts, and those that complete Form 990-N, also known as e-postcard, which confirms contact information and basic information about tax-exempt organizations with less than \$25,000 in gross receipts.

⁹ Within the NTEE Education category, nonprofits classified under the following categories were included: Alliances and Advocacy; Management and Technical Assistance; Single Organization Support; Fund Raising and Fund Distribution; Student Services; Scholarships and Student Financial Aid; High School Alumni Associations; Educational Services; Remedial Reading and Encouragement; and Parent and Teacher Groups.

¹⁰ These include organizations that filed a Form 990 or Form 990-EZ with the IRS in 2007 or 2008.

APPENDIX B: DEFINITIONS OF REGIONS

Region 1: Northeast

- Connecticut
- Maine
- Massachusetts
- New Hampshire
- New Jersey
- New York
- Pennsylvania
- Rhode Island
- Vermont

Region 2: Midwest

- Illinois
- Indiana
- Iowa
- Kansas
- Michigan
- Minnesota
- Missouri
- Nebraska
- North Dakota
- Ohio
- South Dakota
- Wisconsin

Region 3: South

- Alabama
- Arkansas
- Delaware
- District of Columbia
- Florida
- Georgia
- Kentucky
- Louisiana
- Maryland
- Mississippi
- North Carolina
- Oklahoma
- South Carolina
- Tennessee
- Texas
- Virginia

Region 4: West

- Alaska
- Arizona
- California
- Colorado
- Hawaii
- Idaho
- Montana
- Nevada
- New Mexico
- Oregon
- Utah
- Washington
- Wyoming

APPENDIX C: SURVEY QUESTIONNAIRE

Public Education Funds Study

Public education represents one of the largest and most important institutions in America. Access to quality public education is the key to an informed citizenry, a skilled workforce, economic mobility, and a strong economy.

Public schools and districts are supported by a range of organizations, among them public and

local education funds. We need your help to understand these funds – how they are structured, what they do and how they serve their communities. This information will help us inform policymakers, funders, the public education community and others about the work of public and local education funds.

The information you provide will be kept confidential. If you complete and return this questionnaire, your organization will be eligible to win \$250.00 in a random drawing to be held at the end of the study. All respondents will get a copy of the final results.

If you have any questions about the study or questionnaire, please call us at 800-833-0867 or email at kjmiller@wsu.edu. Thank you for your help!

Your organization's focus

Q1. How important are each of the following goals to your organization?

	Very Important ▼	Important ▼	Somewhat Important ▼	Not Important ▼
Enrich or expand educational programs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
Improve student achievement.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
Inform wider community about educational issues ..	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
Raise financial support for public schools	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
Reform the educational system	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
Other (Specify): _____	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q2. How much of your organization's resources go toward the following areas?

	Significant amount ▼	Some ▼	None ▼
Creating standards, accountability and reforms	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
Engaging the community	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
Improving teacher and administrator quality (<i>e.g. professional development</i>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
Providing direct support to students (<i>e.g. scholarships</i>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
Providing direct support to teachers (<i>e.g. mini-grants</i>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

Your organization's constituents & stakeholders

Q12. Which grade level(s) does your organization serve? *(Please check all that apply)*

- ₁ Preschool/Early childhood
- ₂ Elementary school
- ₃ Middle school
- ₄ High school
- ₅ Postsecondary

Q13. Does your organization serve *(Please check one)*

- ₁ One school
- ₂ Multiple schools
- ₃ One school district
- ₄ Multiple school districts
- ₅ Entire state
- ₆ Other (specify) _____

Q14. Approximately how many children are in the school(s)/school district(s) that your organization serves?

_____ # of children

Q15. Please indicate approximately what proportion of the children in the school(s)/school district(s) that your organization serves are: *(Check most appropriate category)*

	All ▼	Most ▼	Half ▼	Some ▼	None ▼
Low-income children.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Minority children <i>(e.g. African American, Asian, Latino/a, etc.)</i>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

Q16. How often does your organization typically interact with each of the following...

	At least once a week ▼	At least monthly ▼	Several times a year ▼	Once a year ▼	Never ▼
Elected local officials (e.g. Mayor, council members)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Elected state officials	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Elected national officials	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Parents	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
School district officials (e.g. superintendent, board members)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
School staff	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Business leaders	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
Community members/General public	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

Record keeping and funding sources

Q17. Does your organization collect data to assess any of the following: *(Please check all that apply)*

- ₁ Your organization's performance *(i.e., its projects, programs and activities)*
- ₂ Principal/administrator performance
- ₃ Student performance
- ₄ Teacher performance
- ₅ Other (specify) _____

- ₆ Not applicable; we do not collect data

Q18. Does your organization collect data for any of the following purposes: *(Please check all that apply)*

- ₁ Educate general public
- ₂ Inform policy makers
- ₃ Manage your programs, projects and activities
- ₄ Provide feedback to funders
- ₅ Provide feedback to parents
- ₆ Other (specify): _____

Q19. Does your organization publish...

	Yes ▼	No ▼
Annual reports	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
Financial audits	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Q20. Please indicate your organization's sources of financial support during the last fiscal year. *(Please estimate the percentage for each)*

Businesses	_____ %
Foundations	_____ %
Government (School district, local, state, federal)	_____ %
Individual donors	_____ %
Parents	_____ %
Other (specify): _____	_____ %
Total	100%

That completes our survey – Thank you for participating!

Please send your completed questionnaire in the envelope provided to:

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