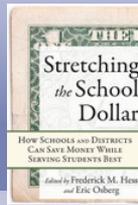


2010 ANNUAL REPORT



*The nation's leader in advancing educational excellence for every child through quality research, analysis, and commentary, as well as on-the-ground action and advocacy in Ohio.*



The modern Thomas B. Fordham Foundation (TBFF) was established in 1997. Although TBFF traces its origin to 1959, when the late Thelma Fordham Pruett founded it in memory of her first husband, it was virtually re-launched in 1997, following Mrs. Pruett's death. Her estate provided the Foundation with an infusion of resources that led to the expansion of its board and the development of a coherent mission and program: the renewal and reform of primary/secondary education in the United States and in Dayton, Ohio, particularly.

In 2007, the Foundation was joined by the Thomas B. Fordham Institute, a public charity that shares its mission (as well as its staff, trustees, and offices). At that time, the Foundation became a “supporting organization” (in IRS terminology) of the Institute. Today, the Institute is the public face of nearly all that Fordham does, while the Foundation uses its modest endowment, supplemented by generous support from other funders, primarily to support the Institute's work.

With a staff of twenty and a blue-ribbon board of nine, we're a small but energetic organization, restless in our quest to improve America's schools. Though serving as the “Education Gadget” can be lonely work, it's needed now more than ever. A consensus is growing that America's schools need a dramatic overhaul. While that consensus creates great opportunities, it also carries the risk of groupthink. We're here to help keep reformers honest and defenders of the status quo on their toes.



Neither organization has any connection to Fordham University (though we hear it's a pretty good school).

# Letter *from* Checker



Dear friends,

On behalf of the Thomas B. Fordham Institute and its board and staff, I am pleased to present our 2010 Annual Report. While we've done several "tallies" since our debut in 1997, this represents our first 'annual report' in the customary sense. We hope that it provides our fans and supporters a concise but thorough overview of Fordham's involvement in and, we believe, impact on education reform in 2010, as well as a glimpse into the future.

A lot happened last year, and we were party to much of it. Half a decade ago, we "dreamed the impossible dream" that national standards could come to the U.S.; now they have become a reality. Though not all states have embraced them, most have—and should. Our fingers were crossed that the "Common Core" standards for math and reading would turn out well and indeed they did, better than we expected and better than those in use across most of the land. How do we know that? From a careful Fordham analysis.

Our assessment of the current budgetary circumstances facing U.S. schools—that we've arrived at a "New Normal" and that educators and policymakers need to find ways to "do more with less"—is now echoed by Education Secretary Arne Duncan, philanthropist Bill Gates, and many other reformers.

2010 also brought a groundbreaking effort by many states as they competed for federal Race to the Top dollars. Andy Smarick, now New Jersey's Deputy Commissioner of Education, served as a Fordham Fellow and became the go-to resource for those seeking to understand RttT.

The run-up to the 2010 elections proved to be a lively, busy time on the K-12 front. Education reform has been embraced by all parties, and we've seen some big changes within those parties, too, including an unprecedented schism between the teacher unions and leading Democrats.

Post-election, education change is on the march across much of the country and nowhere more so than in Ohio, where Fordham's roots are planted. Election day shifted our policy-advocacy role there from combatant with a now-vanished regime to advisor (and prod) to the new team.

There and across the nation, we've done our best to bring sound reasoning and reliable research into the major education debates of the day. We produced a total of 14 publications in 2010, as well as innumerable commentaries, bulletins, newsletters, and blog entries.

You'll find the major reports, as well as deeper descriptions of much of our work in 2010, detailed in the pages to follow.

Despite the sometimes-daunting challenges that face American K-12 education, this is an exciting time for reformers. We're fortunate to have a great board, a top-notch staff, and dedicated supporters as we charge ahead in 2011.

Sincerely,



Chester E. Finn, Jr.  
President



*2010 saw unprecedented attention paid to education reform by Hollywood and the media, from Waiting for "Superman" to Oprah to NBC's week-long "Education Nation" Extravaganza. Shown above is Finn speaking to NBC's Raheema Ellis at the NBC Education Nation event in September 2010.*

# Our role as “Gadfly”

One of the most important things we do at Fordham is to serve as a thoughtful gadfly to friend and foe alike. This is particularly important now that the reform movement has gained momentum and political power. Groupthink is an ever-present danger, and we stand ready to call out ill-conceived ideas regardless of their source.

In 2010, we turned our attention to the biggest issues in education policy via our Education Gadfly news magazine, Flypaper blog, Education Gadfly Show podcast, occasional videos, in-person events, and more, including:

- **The Race to the Top.** Our policy team, including senior fellow Andy Smarick and vice president Mike Petrilli, followed the twists and turns of the competition, offering commentary and in-depth analysis.
- **The Obama Administration’s “blueprint”** for reauthorization of the Elementary and Secondary Education Act. Fordham weighed in almost immediately with a mostly upbeat appraisal, and continued to comment as Congress started stirring about an update to this complex and controversial law.
- **The “New Normal.”** Fordham was a leading voice calling for policymakers to take advantage of the economic downturn by fundamentally reforming our approach to teacher compensation and evaluation, and otherwise rethinking how our schools do business.

*“Fordham is a critical player in the effort to reform our public schools, convening key people, doing well-respected research and communicating it effectively.”*

— Whitney Tilson  
Democrats for Education Reform

2010 by the numbers:

- 14 major publications
- 1627 blog posts
- 48 issues of the Education Gadfly and 30 issues of the Ohio Education Gadfly
- 46 editions of the Education Gadfly Show podcast
- 16 videos
- 11 events
- 1 great year!

## **Fordham's Mission**

The Thomas B. Fordham Institute is the nation's leader in advancing educational excellence for every child through quality research, analysis, and commentary, as well as on-the-ground action and advocacy in Ohio.

### **WE ADVANCE:**

- High standards for schools, students, and educators;
- Quality education options for families;
- A more productive, equitable, and efficient education system; and
- A culture of innovation, entrepreneurship, and excellence.

### **WE PROMOTE EDUCATION REFORM BY:**

- Producing rigorous policy research and incisive analysis;
- Building coalitions with policy makers, donors, organizations and others who share our vision; and
- Advocating bold solutions and comprehensive responses to education challenges, even when opposed by powerful interests and timid establishments.



*Michael Petrilli on ABC World News Tonight, July 2010*

Fordham also hits the airwaves, with analysts appearing on *NBC Nightly News*, *the PBS News Hour*, *NPR's All Things Considered*, *ABC's World News Tonight*, *FOX & Friends*, *FOX Business News*, and more. Utilizing online streaming, Fordham has broadcast video material since 2008. In addition to coverage of our own panel events, we produce occasional video interviews and short segments.

## Fordham Events

Fordham hosts many in-person events in Washington and elsewhere, ordinarily featuring lively panel discussions with expert speakers covering a range of timely topics. These were the topics of Fordham-sponsored events in 2010:

- Are Bad Schools Immortal?
- Are Education Schools Amenable to Reform?
- A Penny Saved: How Schools and Districts Can Tighten Their Belts While Serving Students Better
- Cost-Cutting Strategies and Opportunities for Schools and Districts

## In the News

Fordham maintains a strong media presence as a source of accessible, plain-spoken experts for journalists pursuing education issues. Fordham's people, reports, studies, and op-eds have appeared in such outlets as *The New York Times*, *Washington Post*, *Associated Press*, *The Economist*, *Time Magazine*, *U.S. News and World Report*, *National Review Online*, *Education Week* and more.



*Amber Winkler appeared several times on Fox News in 2010*



C-SPAN filming an event in the Fordham DC conference room.

- Stretching the School Dollar: Insights for the Buckeye State (Columbus, OH)
- Think Tank + Sponsoring Charter Schools = Harder Than It Looks
- Lessons from the Charter School Frontlines (Columbus, OH)
- School Choice: From Theory to Action
- Understanding the Common Core State Standards
- The Black-White Achievement Gap
- School Turnarounds: Exciting and Felicitous or Expensive and Futile?

## **"The Gadfly" News Weeklies**

*The Education Gadfly*, Fordham's signature electronic newsletter, analyzes and opines on current events and research. Regular readers include movers and shakers in the education community, government, philanthropy, and the media. Fordham publishes about 48 issues online and via email per year.

*The Ohio Education Gadfly* is written by Fordham's Ohio team and sent to Buckeye State education influentials; we publish about 25 issues per year.



# Smart *Accountability*

Since 2005, one of Fordham's top priorities has been to move the country toward high-quality national standards and tests. 2010 was the year this effort began to bear fruit in the form of the Common Core State Standards, now adopted by 44 states plus the District of Columbia.

*“Fordham is one of the rare organizations willing to always speak the truth, to friends and foes alike.”*

— Michelle Rhee  
CEO, Students First

To be sure, Fordham can't claim all credit for this development. At the end of the day, governors and state superintendents stepped forward to create the standards and urge their state boards or legislatures to approve them. But we did play a crucial role in sparking a national conversation about the need for

rigorous common standards—and worked hard to make sure the standards came out right and that states understood how they compared to their current standards.

First, we dug into the standards themselves to determine whether they deserve gold-star status. Our expert reviewers compared the new standards with those already in use in the states, plus other national and international models. Thankfully, the Common Core standards turned out quite well—deserving an A-minus in mathematics and a B-plus in English language arts, honors grades that equaled or bested those of almost every state.

Second, we turned to issues of governance and implementation. Through a series of thought papers, a survey of experts in the field, and our own analysis, we pushed backers of the Common Core to consider the next steps and how they might best be coordinated. Who should “own” the standards long-term? Oversee any update? How can implementation tasks—like developing curricula, strengthening teachers and communicating with stakeholders—be tackled jointly?

We're just a few steps into a long journey and this effort could yet stumble in years ahead. Still, let's not downplay the significance of this historic development: Almost all states have agreed to rigorous, common standards and are on their way to building tests linked to those higher expectations. On the whole, this is a signal development for America and its schools. We're proud to have played a part.



### **Common Education Standards: Tackling the Long-Term Questions.**

To stir smart thinking, the Fordham Institute invited knowledgeable experts to write background papers on vital issues such as how the “Common Core” state standards initiative should be governed, and who will “own” these standards (and related assessments) 20 years from now. (April 2010)



### **The State of State Standards — and the Common Core — in 2010.**

The K-12 academic standards in English language arts (ELA) and math produced in mid 2010 by the Common Core State Standards Initiative are clearer and more rigorous than today’s ELA standards in 37 states and today’s math standards in 39 states, according to this study. (July 2010)



### **Now What? Imperatives and Options for Common Core Implementation and Governance.**

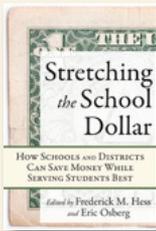
This publication pushes folks to think about what comes next in the journey to common academic standards and tests. (October 2010)

# Doing More *with* Less

After years of non-stop increases—national K-12 per-pupil spending is up by *one-third* in inflation-adjusted dollars since 1995—our schools now face the near-certainty of budget cuts and flat-lining for the first time since the Great Depression. In some states and districts, reductions will be dramatic—well into the double digits. The same goes for many charter and private schools, also now expected to do even more on comparably less.

These lean revenue levels are apt to be long-lasting, what with increased pressure on the public fisc from the retirement of Baby Boomers, health care costs, debt payments, and other demands. The challenge for educators and policymakers is not only to cut budgets and spending carefully so as not to harm student learning but—preferably—to transform these fiscal woes into reform opportunities: to cut wisely, replace prudently and add strategically, thereby helping our schools and students to emerge stronger than ever.

In 2010, Fordham began an aggressive research and advocacy effort to identify and promulgate concrete strategies for doing exactly that. We started with an agenda-setting book developed in partnership with the American Enterprise Institute: *Stretching the School Dollar: How Schools and Districts Can Save Money While Serving Students Best* (published by Harvard Education Press). We followed up with active commentary and analysis on our blog, in outlets such as *National Review Online*, and in media appearances in print, radio, and television.



**Stretching the School Dollar: How Schools and Districts Can Save Money While Serving Students Best.** In this volume, a diverse group of experts—scholars, educators, journalists, and entrepreneurs—offer wisdom and advice on how schools and districts can cut costs, eliminate inefficient spending, and better manage their funds in order to free up resources to drive school reform. (September 2010)

Those efforts quickly began to pay off. In November, both Education Secretary Arne Duncan and philanthropist Bill Gates proclaimed the advent of a “New Normal” in education finance and cited our book as an excellent resource for those looking for constructive help in adjusting to this changed situation. State leaders like New Jersey Governor Chris Christie, New York’s Andrew Cuomo, and Ohio’s John Kasich began calling for greater efficiency in our schools. Momentum has begun to build for hard-hitting but much needed reforms, such as ending “last in, first out” HR practices; eliminating onerous and unproductive class size mandates; and addressing unsustainable pension benefits.

But much more needs to be done. States and school districts will be wrestling with education-related budget challenges for years to come, and Fordham plans to keep the solutions—and the advocacy—coming.

*“On key education issues—rigorous educational standards NCLB, quality charter schools and much else—Fordham’s meticulous analyses and adroit advocacy have done much to shape our understanding and strengthen our resolve.”*

— Jim Hunt  
former Governor of North Carolina



*Rick Hess of AEI speaks at the October 2010 event on Cost-Cutting Strategies and Opportunities for Schools and Districts.*

# High-Quality *Choices*

Expanding quality education options for families is a core part of the Fordham mission. Just as one type of car, home, or religion can not match the needs and values of all families, one type of school can not be all things to all people. Furthermore, properly constructed school choice programs can bring a healthy dose of competition to an otherwise staid education monopoly.

*“When I left government, the Fordham Institute board was one of the very few that I agreed to join. Why? Because being on the Fordham team is among the best ways to keep advancing the education ball toward the goals that I’ve spent my career aiming for.”*

— Rod Paige  
former U.S. Secretary of Education

But we’re not Pollyanna; as we’ve learned from hard experience on the ground in Ohio, parental choice is not enough to ensure the creation of high-quality schools. Getting the “quality control” piece right is critical, too—and no simple thing.

Our work in 2010 reflected our interest in promoting high-quality school choice options. Flagship publications included *Charter School Autonomy: A Half Broken Promise?*, which illustrated the regulatory burden under which

many charters still struggle; *America’s Best (and Worst) Cities for School Reform*, which highlighted urban communities that are friendly (or not) to charter schools and other innovations; and *Are Bad Schools Immortal?*, which found that few low-performing charter schools (and even fewer low-performing district schools) actually get shut down or make significant improvements.

Besides producing solid research reports on charter schools and school choice, we’ve also been busy commenting on the topic via our myriad print, media, and electronic channels. In 2010, for example, we tackled the promise of racially and economically integrated charter schools; the need to shut down low performing charters; and new, market-friendly governance models for U.S. education.



**America's Private Public Schools.** This short piece identifies a heretofore-overlooked breed of public schools: those whose student bodies are fewer than 5% poor. (February 2010)

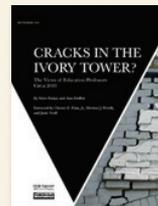
**Charter School Autonomy: A Half-Broken Promise.**

Are charters receiving the freedom that they need to thrive? The accomplished charter-school research team at Public Impact found that, while the average state earns an encouraging B+ for the freedom its charter law confers upon schools, individual state grades range from A to F. (April 2010)



**America's Best (and Worst) Cities for School Reform: Attracting Entrepreneurs and Change Agents.** This study tackles a key question: Which of thirty major U.S. cities have cultivated a healthy environment for school reform to flourish (and which have not)? (August 2010)

**Cracks in the Ivory Tower? The Views of Education Professors Circa 2010.** This national survey of education school professors finds that, even as the U.S. grows more reformist and demanding when it comes to K-12 education, most of the professoriate simply isn't there. (September 2010)



**Are Bad Schools Immortal? The Scarcity of Turnarounds and Shutdowns in Both Charter and District Sectors.** This study finds that low-performing public schools—both charter and traditional district schools—are stubbornly resistant to significant change. (December 2010)

# Ohio: *In the Trenches*

In Fordham's customary role as a think tank, it's unusual to engage in hands-on efforts to transform schools and educate children. But our home state of Ohio has created opportunities to get down on the ground with real struggles affecting real kids in a real place.

In Ohio, Fordham serves as both a Dayton-based charter-school authorizer and a Columbus-based policy-research and reform-advocacy organization. As an authorizer in 2010, we oversaw seven schools; piloted a hybrid school (that sought to blend online and in-person learning opportunities); and approved applications for two more schools to join our portfolio.

Also during 2010, Fordham and the Educational Service Center of Central Ohio (the state's largest charter authorizer) launched an effort to establish a new, high-performing statewide charter authorizer so that the quality of Ohio authorizing—and charter schools themselves—would improve through economies of scale, shared expertise and a steady focus on academic achievement. The National Association of Charter School Authorizers has provided two grants to support this effort.



*Hard at work at Fordham-sponsored Springfield Academy of Excellence.*



*In May, Vice President Terry Ryan (pictured above) and Kathryn Mullen Upton, Fordham's Director of Sponsorship, testified before the Primary and Secondary Education Subcommittee of the Ohio House on ways to improve the state's charter school program. They also appeared before the State Board of Education to explain the proposed new authorizing entity.*

As of September, Fordham and ESCCO sponsored 15 schools between them, serving about 3,400 students. Interest in this next-generation authorizer model continues to grow. Several school districts and other county units may join the new venture, intended to be a model of high-quality authorizing.

Fordham is also working with interested school districts on key initiatives. We are collaborating with the Dayton Public Schools and other area schools to form a purchasing cooperative that would save money for all parties. We joined with

## **Fordham-sponsored schools at a glance 2010–2011**

- Columbus Collegiate Academy, Grades 6–8
- Dayton Leadership Academy — Dayton Liberty Campus, Grades K–8
- Dayton Leadership Academy — Dayton View Campus, Grades K–8
- KIPP: Journey Academy, Columbus, Grades 5–8
- Phoenix Community Learning Center, Cincinnati, Grades K–8
- Springfield Academy of Excellence, Grades K–6
- Learning Without Limits, a Tri-Rivers Educational Computer Association (TRECA) pilot high school

*“I can count on Fordham to present credible information and fact-based analysis that is exceptionally well researched and, above all, insightful and forward thinking.”*

— Richard Stoff, President  
Ohio Business Roundtable

the Cleveland Municipal School District in evaluating new charter applicants in that city. Beyond Ohio’s borders, we advised the Louisiana Department of Education on its authorizing practices and worked with the National Alliance for Public Charter Schools to help state-level charter groups understand how they can support the school closure process and how that is critical to strengthening quality.

We also bolstered crucial partnerships with leading education reform groups and stakeholders across the state. Fordham’s Ohio VP, Terry

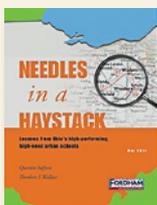
Ryan, worked closely with School Choice Ohio and several of its funding partners to strengthen and expand the organization’s governance and bolster its efforts. And we developed a new partnership with the Nord Family Foundation (as well as other philanthropic organizations in northern Ohio) to host public events on key policy issues facing education.

We joined leaders of the Cleveland education-reform community in advancing several important initiatives in that city—especially efforts to prevent “last hired, first fired” policies from decimating the district’s most innovative schools. And we moved forward with partner groups in the Gates-supported College and Career Readiness Consortium toward better policies on teacher effectiveness, school

funding, and more. On the ground, we’ve been working with lawmakers to harness the best thinking and ideas from around the nation on K-12 reforms, and have engaged district superintendents in focus groups and a survey to give voice to their concerns as Ohio headed into the biennial budget debate.



Students at Fordham-sponsored KIPP Journey Academy in Columbus

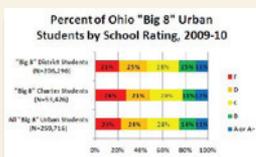


**Needles in a Haystack: Lessons from Ohio's high-performing, high-need urban schools.** Despite the overall dismal performance of schools serving Ohio's poor, urban youngsters, a handful of schools buck these bleak trends and achieve significant results for their students. This report examines eight of these schools. (May 2010)



**Ohio's Education Reform Challenges: Lessons from the Frontlines.** Charter schools are one of the hottest policy debates in American education, and we've been a dual participant as both an advocate of choice and an authorizer of actual charter schools serving some of Ohio's neediest students. This book describes and analyzes our

efforts, successes and failures, and distills lessons for others committed to school reform and innovation. (June 2010)



**2009-10 Ohio Report Card Analysis.** Fordham's annual analysis of urban school performance in Ohio. (August 2010)

**Renewal and Optimism: Five Years as an Ohio Charter Authorizer.** The Thomas B. Fordham Foundation's 2009-10 Sponsorship Accountability Report contains a year in review for Ohio's charter school program, detailed information on Fordham's own work as a charter school sponsor, and data on the performance of our sponsored schools during the past year. (November 2010)

**Education Imperatives for Ohio: K-12 Policy Priorities for the New Biennium.** Fordham gives advice to Governor-elect Kasich and the incoming leaders of the Ohio House and Senate as it relates to the future of K-12 education policy in the Buckeye State. (November 2010)

# What's Next



2011 finds Fordham in the middle of a vigorous effort to identify and promulgate concrete strategies to “Stretch the School Dollar.” Our aim is to provide guidance to educators and policymakers by which tighter budgets and well-considered spending not only avoid harm to student learning but actually transform these fiscal woes into reform opportunities: to cut smart, replace prudently, and add wisely, thereby helping our schools and students to

emerge stronger than ever.

In league with the Center for American Progress and other organizations, we’re also opening the Pandora’s box of school governance, having become convinced from painful experience—nationally and in Ohio—that our inherited structural and governance arrangements are not just archaic; they’re now serious impediments to much-needed reforms.



On the standards front, Fordham kicked off 2011 by making waves with an appraisal of state standards for U.S. history. Later this year, we expect to do likewise with science standards. Meanwhile, we’re continuing on to the next phase of our work with the Common Core standards, a multi-year, four-part undertaking to monitor the implementation of this extraordinary initiative, particularly on the accountability front. And we’re tracking the erratic reauthorization of the Elementary and Secondary Education Act—and weighing in with our own recommendations, too.

We remain firmly committed to expanding high-quality school options. To that end, we’re setting out to “segment” the school parent market to better understand whether our current supply of schools is meeting diverse family priorities, and digging into the thorny policy issues that must be resolved for effective online learning to grow at scale.

In Ohio, we continue to work to set the future direction of education in the state, providing analysis and insight, as well as access to key figures in education reform.

## Policy Priorities (2011)

1. **Smart accountability.** We push for rigorous standards and assessments in all core subjects; for school ratings and performance goals that stress getting students to be college and career-ready; for interventions in failing schools and dysfunctional districts that are likely to yield positive results; and for results-based accountability at every level of the system, including individual students and teachers.
2. **High-quality choices.** Nationally and in Ohio, we press for charter school policies that focus on academic achievement; we promote school choice plans (including vouchers) that are transparent when it comes to student achievement; we favor online learning that brings opportunity, innovation and quality into education; and we welcome other approaches that provide parents and children solid options and the capacity to make maximum use of them.
3. **Doing more with less.** The fiscal crisis for states and schools is likely to endure and the era of big spending on American education may be over. We aim to provide bold ideas for how schools can become more efficient, rethink basic assumptions about their costs, structures and financing, and ultimately deliver more achievement at a cost the country can afford.
4. **Re-imagining local control.** This ambitious strand of work freshly examines the basic structures of public education, seeking ways to make them work better and boost the impact and durability of choice- and standards-based reforms. We're ready to rethink school boards and districts, America's traditional notions of education federalism and local control, and the barriers that discourage innovation, thwart change, and place entrenched adult interests ahead of children's.





Terry Ryan speaking in March 2011 on ways to help local education, business, and community leaders think smart about cuts to school spending while staying focused on student achievement.

*“The sweeping education changes that we’ve witnessed in recent years owe much to the Fordham Institute and its able thinker/advocates. In this time of major—and mostly constructive—upheavals in K-12 policy, Fordham’s tenacity, clear vision, and commitment to excellence have made a huge contribution that I hope will continue.”*

— U. S. Senator Lamar Alexander

Here, too, we focus on strategies to help schools and the state adjust to “the new normal” in education funding and spending. We’re working with lawmakers and state education leaders to harness the best thinking and ideas—and experts—from around the nation on K-12 reforms. We’ve already released a ground-breaking survey of local superintendents to lift up their voices on the most critical issues facing K-12 education, including budgets, school effectiveness, and troublesome statutory constraints.

These are but a few of our projects underway in 2011. We encourage you to keep up with goings-on around Fordham via our weekly Education Gadfly, our biweekly Ohio

Education Gadfly, our lively Flypaper blog, our podcast, Twitter, Facebook, and more, all available via our website at [www.edexcellence.net](http://www.edexcellence.net).

# Finances *in* Brief

## WHAT ARE FORDHAM’S BUDGET AND SOURCES OF FUNDING?

Fordham’s annual budget is about \$5 million, of which roughly half is supported by our endowment and half must be raised from private donors. (For a host of reasons, we don’t chase government funding.)

Operating Revenues	2009 (Actual)	2010 (Actual)	2011 (Budgeted)
Fordham Endowment	\$2.1 M	\$1.8 M	\$2.3 M
External Funding	\$2.0 M	\$2.5 M	\$2.9 M
Total Revenues	\$4.1 M	\$4.3 M	\$5.2 M

## HOW QUICKLY IS FORDHAM GROWING?

Prudently and modestly. We cut back in 2009 due to the severe recession and its dire effect on both our endowment and outside funders. 2010 was quite busy and productive, due in part to the timing of several major multi-year projects. We expect modest growth in 2011, keeping our overhead steady while increasing our output of research studies, news analysis, and policy briefs.

## ISN’T FORDHAM ALSO A FOUNDATION? DOES IT MAKE GRANTS?

The Thomas B. Fordham Foundation is a “Type I supporting organization,” controlled by the Thomas B. Fordham Institute. These sister organizations are both tax-exempt public charities under section 501(c)3 of the tax code. Today, most of our work is conducted under the Institute name, ordinarily with partial funding from the Foundation’s endowment which, combined with the Institute’s tiny endowment, reached \$58M in late 2007 before falling to a low of \$34M in early 2009. (It has since rebounded somewhat: to \$45M as of December 2010.)

Fordham does make a few grants each year, but these are targeted and small. We made approximately \$200,000 in grants in 2010 and expect to issue about \$250,000 in 2011. Recent grantees include *Education Next*, Common Core, the Philanthropy Roundtable, Parents Advancing Choice in Education (Dayton), and several promising Ohio charter schools.

### **HOW HAS FORDHAM RESPONDED TO THE RECESSION?**

We tightened our belts in 2009, aggressively cutting our costs and saving more than half a million dollars on our original 2009 budget. We have continued to monitor our expenses carefully, identifying ways we can be just as effective with fewer resources. As a result, our 2010 spending was \$400,000 below budget as well.

### **HOW MUCH DOES FORDHAM SPEND ON MANAGEMENT AND STAFF VERSUS PROJECT COSTS?**

In our audited 2009 financials, 22% of total spending supported management (and minor fundraising outlays). Our spending on management in 2010 was similar. About 30–35% of our total costs are for personnel, but the bulk of the staff's time is devoted to substantive project work, conducting direct research and coordinating, editing, and disseminating the studies that we commission.

### **ARE OUR FINANCES AUDITED? ARE ADDITIONAL DETAILS AVAILABLE?**

Yes. Fordham's books are audited by Lane & Company, in Washington, D.C, and we've had clean audits every year since commencing this process in 2003. Copies of our audited statements are available on request. Fordham's 990 and 990-PF IRS filings are also available by request or online at [www.guidestar.org](http://www.guidestar.org).

# People

## Trustees

David P. Driscoll  
*Former Massachusetts Commissioner  
of Education, Boston*

Chester E. Finn, Jr.  
*President, Thomas B. Fordham  
Institute, Washington*

Thomas A. Holton, Esq.  
*Partner, Porter Wright Morris &  
Arthur, Dayton*

Michael W. Kelly  
*President and CEO, Central Park  
Credit Bank, New York City*

Craig Kennedy  
*President, German Marshall Fund of  
the United States, Washington*

Rod Paige  
*Former United States Secretary of  
Education, Houston*

David H. Ponitz  
*President Emeritus, Sinclair  
Community College, Dayton*

Caprice Young  
*CEO, Inner City Education Foundation  
Public Schools, Los Angeles*

Bruno Manno (emeritus)  
*Senior Advisor, Walton Family  
Foundation, Washington*

## National Staff

Amy Fagan  
*Public Affairs Director*

Daniela Fairchild  
*Associate Editor and Policy Analyst*

Chester E. Finn, Jr.  
*President*



*The Fordham Board of Trustees meets three times per year.*



*The Fordham staff at its December 2010 retreat.*

Marvin Harden  
*Accounting and Office Manager*

Chris Irvine  
*Staff Assistant*

Liam Julian  
*Bernard Lee Schwartz Policy Fellow*

Peter Meyer  
*Bernard Lee Schwartz  
Senior Policy Fellow*

Michael J. Petrilli  
*Executive Vice President*

Kathleen Porter-Magee  
*Senior Director, High Quality  
Standards Program*

Joe Portnoy  
*New Media Manager*

Candice Santomauro  
*Director of Operations and Outreach*

Janie Scull  
*Research Analyst and Production  
Associate*

Chris Tessone  
*Director of Finance*

Amber M. Winkler, Ph.D.  
*Research Director*

## **Ohio Staff**

Whitney Gilbert  
*Program Associate*

Jamie Davies O'Leary  
*Senior Ohio Policy Analyst and  
Associate Editor*

Emmy L. Partin  
*Director of Ohio Policy & Research*

Terry Ryan  
*Vice President for Ohio Programs &  
Policy*

Theda Sampson  
*Program Administrator*

Bianca Speranza  
*Policy & Research Associate*

Kathryn Mullen Upton, Esq.  
*Director of Sponsorship*

## Current Funders

The Achelis and Bodman Foundations  
The Lynde and Harry Bradley Foundation  
The Brookhill Foundation  
The Louis Calder Foundation  
Carnegie Corporation of New York  
The Cleveland Foundation  
Diggs Family Foundation  
Doris and Donald Fisher Fund  
Farmer Family Foundation  
The Bill and Melinda Gates Foundation  
The Gund Foundation  
Hertog Foundation  
Hoover Institution on War, Revolution and Peace  
The Joyce Foundation  
The Ewing Marion Kauffman Foundation  
Kern Family Foundation  
The Koret Foundation  
The Kovner Foundation  
Nord Family Foundation  
The Lovett & Ruth Peters Foundation  
Charles and Helen Schwab Foundation  
The Bernard Lee Schwartz Foundation  
Searle Freedom Trust  
The William E. Simon Foundation  
The Walton Family Foundation



**WASHINGTON, DC (HEADQUARTERS)**

1016 16th Street NW • 8th Floor  
Washington, DC 20036  
(202) 223-5452 • (202) 223-9226 (fax)

**DAYTON, OH**

400 E. Fifth Street • Suite C  
Dayton, OH 45402  
(937) 227-3368 • (937) 660-3338 (fax)

**COLUMBUS, OH**

37 W. Broad Street • Suite 400  
Columbus, OH 43215  
(614) 223-1580 • (614) 223-1494 (fax)

[www.edexcellence.net](http://www.edexcellence.net)