

THE
EDWARD E. FORD
FOUNDATION



Educational Inertia, The Pandemic & Change to Come

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ACIS Virtual Leadership Conference: Opportunities in Uncharted Waters

The Edward E. Ford Foundation

The Edward E. Ford Foundation seeks to improve secondary education by supporting U.S. independent schools and encouraging promising practices.

- We make Traditional Grants to eligible schools and Associations to help them grow and develop in pursuit of their own missions.
- We make Educational Leadership Grants to eligible schools or groups of schools that consist of larger dollar awards to fewer recipients.
- We encourage collaboration with others in both grant cycles.
- Occasionally, we may make larger, multi-year Collaborative Innovation Grants in support of projects that have the potential to influence secondary education more broadly and positively affect our democratic society.
- Beyond grantmaking, we share what we learn, sponsor strategic meetings, and work with others to identify and respond to the most pressing challenges facing the field of secondary education.

As of January 1, 2020, the Edward E. Ford Foundation Board has awarded more than 2,000 grants valued at approximately **\$125,000,000** to over 900 different schools since its inception in 1957.

Over the last few decades, the Foundation has required schools to raise matching funds, which has resulted in approximately **\$115,000,000** in additional support for the projects funded.

Policies of the Foundation

- Serve a 9-12th grade program
- Be a member of NAIS
- Have a mission to serve a diverse population
- Have a current Head of School who is serving in at least her or his 2nd year (Traditional Grant) or 3rd year (Leadership Grant) before a proposal from the school can be considered and must plan to remain in the role for the period of time specified to raise the match
- Schools and associations must wait 4 years between applications for Traditional Grants
- Good stewardship

The EE Ford Foundation Grant Cycles

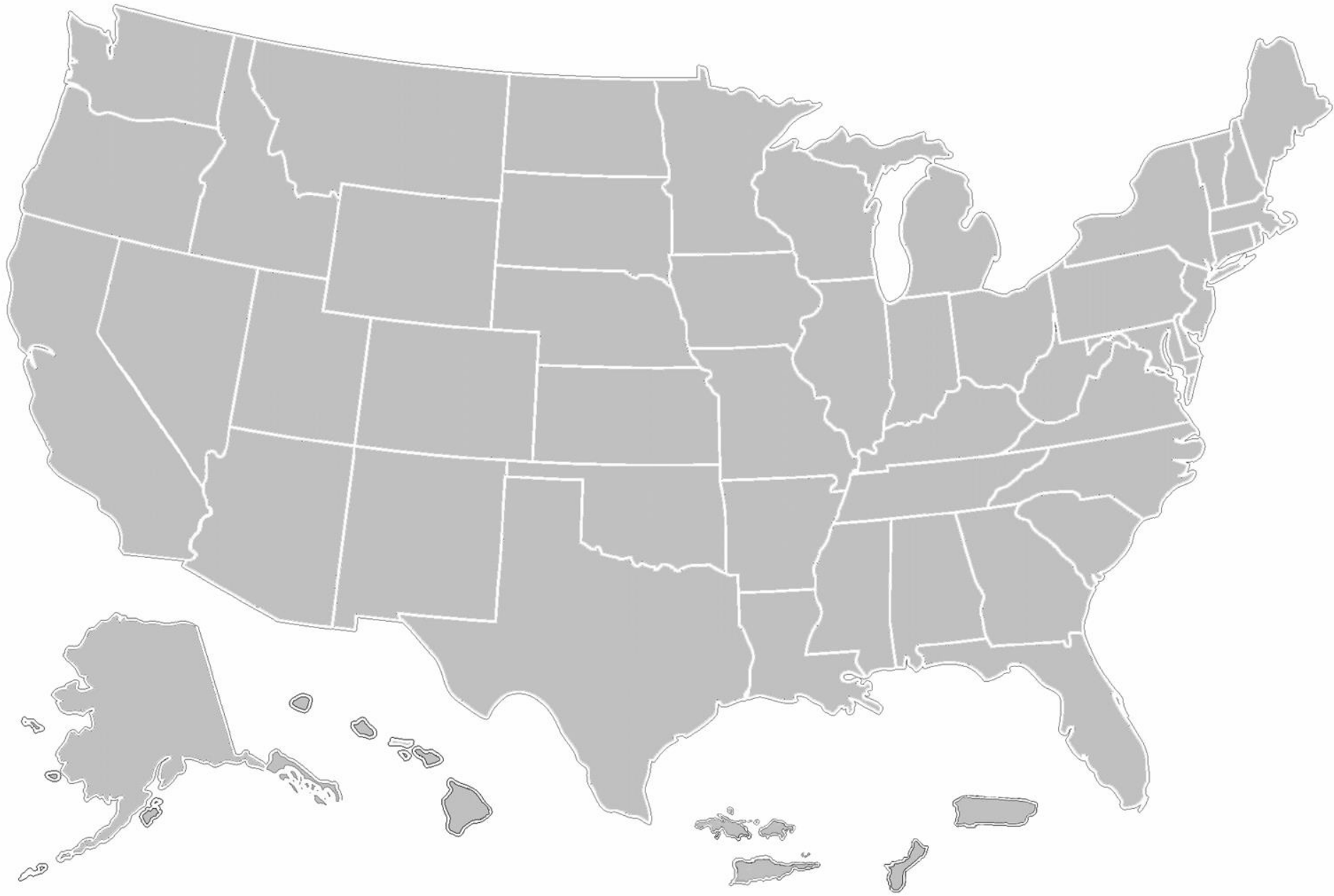
Traditional Grants — June

\$25,000 – \$100,000

Flexible Agenda — March / April

Leadership Grants — November

\$250,000



ACIS Schools that Made Proposals to EE Ford

Colorado Academy (Denver)

Colorado Rocky Mountain

Denver Academy

Fountain Valley School

Kent Denver School

St. Mary's Academy (Englewood)

Steamboat Mountain School (Formerly Lowell Whiteman School)

Colorado Springs

Vail Mountain School

Watershed School

History of the Classroom



Sumerian Classroom – circa 2000 B.C.

History of the Classroom



Renaissance Classroom

History of the Classroom



U.S. classroom— circa 1890 C.E.

History of the Classroom



U.S. classroom— circa 1940 C.E.

History of the Classroom



U.S. classroom— circa 1960 C.E.

1-minute Independent School History

- **1628** – Collegiate in NYC
- **1645** – Roxbury Latin in Boston
- **26** other schools that still in business founded before **1800** – Gender Segregated. Classics Curriculum. Ministers and Teachers.
- **1635** – Boston Latin – first public school
- **Mid-19th century** – “Common” school movement – Horace Mann, Henry Bernard. Architects of public money for universally available schooling organized locally.
- **Proprietary schools** flourished. Many later became non-profit.
- **1925** – Pierce vs. Society of Sisters – Oregon.
- **1957** – Sputnik
- **1962** – NAIS as merger of Independent Schools Education Board (ISEB) and National Council of Independent Schools (NCIS).
- **1965-1975** – Most single sex schools merge
- **1978** – Proposition 13 in California
- **1983** – A Nation at risk
- **1991** – First Charter School – Minnesota
- **2001** – No Child Left Behind

Committee of Ten

- Education is a State matter - many systems and approaches
- Common school movements pointed the way to standardization
- National Education Association formed, in 1892, Committee of Ten

Committee of Ten

Membership:

- Charles William Eliot, President of Harvard University, Cambridge, Massachusetts **Chairman**
- William T. Harris, Commissioner of Education, Washington, D.C.
- James B. Angell, President of the University of Michigan, Ann Arbor, Michigan
- John Tetlow, Head Master of the Girls' High School, Boston, Massachusetts
- James M. Taylor, President of Vassar College, Poughkeepsie, New York
- Oscar D. Robinson, Principal of the High School, Albany, New York
- James H. Baker, President of the University of Colorado, Boulder, Colorado
- Richard Henry Jesse, President of the University of Missouri, Columbia, Missouri
- James C. Mackenzie, Head Master of the Lawrenceville School, Lawrenceville, New Jersey
- Henry C. King, Professor in Oberlin College, Oberlin, Ohio

Committee of Ten

- Twelve years of education, elementary and secondary (8 years and 4 years)
- Curriculum - English, mathematics, history / civics, natural science
- Total of 11 questions they answered

Landscape Has Changed

A. Demography

B. Economy

C. Competition

D. Psychology

...a couple of relatively new Gallup polls provide some distinctly bad news if one accepts the proposition that in a democracy robust government funding of education is only possible with lots of public support. In a poll released in December, Gallup asked “How important is a college education today?” When asked that in 2013, 70% of respondents said “very important.” But when asked in 2019, only 51% had that response.

Look at respondents aged 18 to 29 —the age of current college students or recent graduates. In 2013, 74% of this cohort thought college was “very important,” while today that has declined dramatically to 41%.

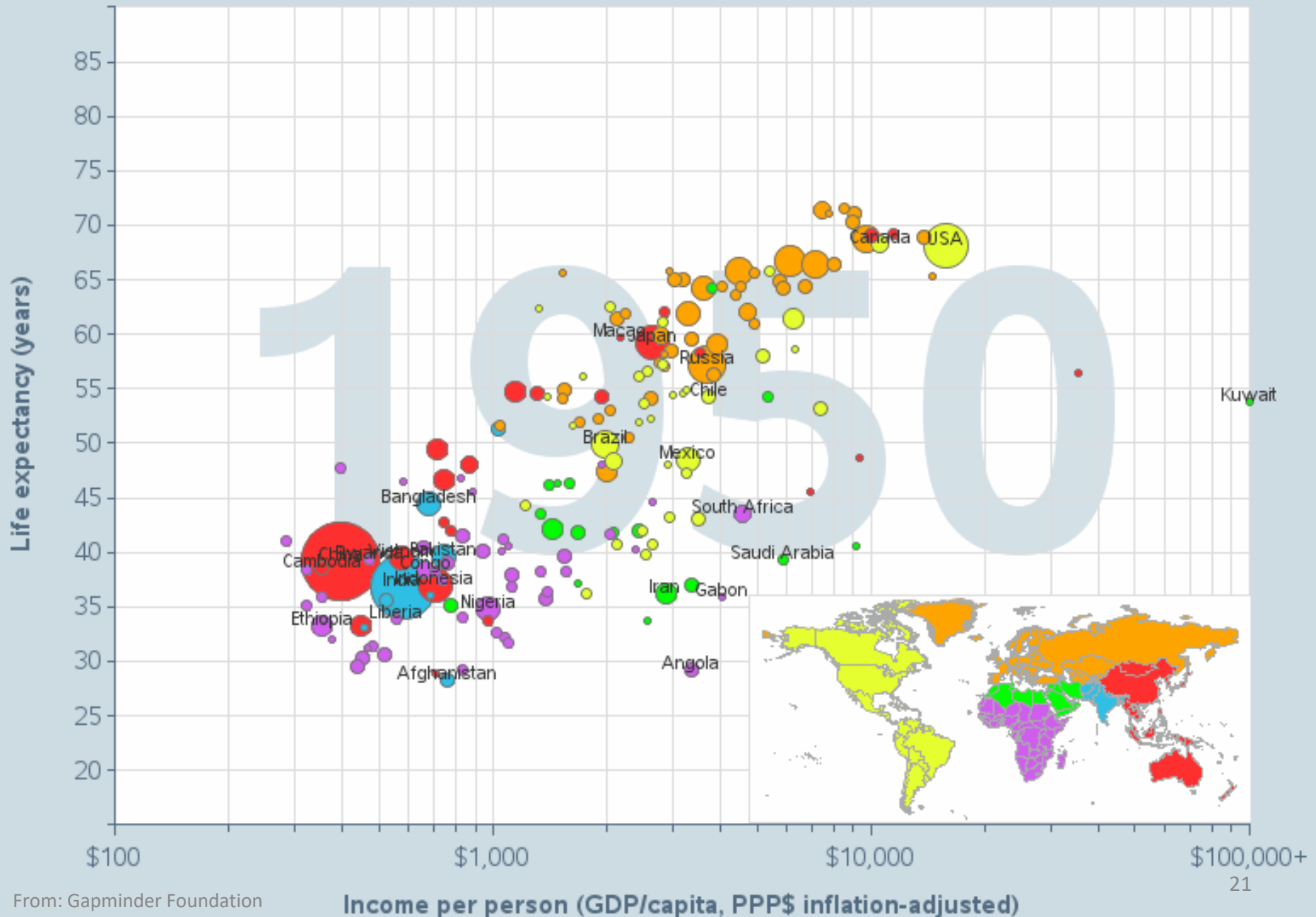
Summary of Quiz Results

Total # of Participants: 134

Total # of Answers: 804

Total # of Correct Answers: 96

Wealth & Health of Nations



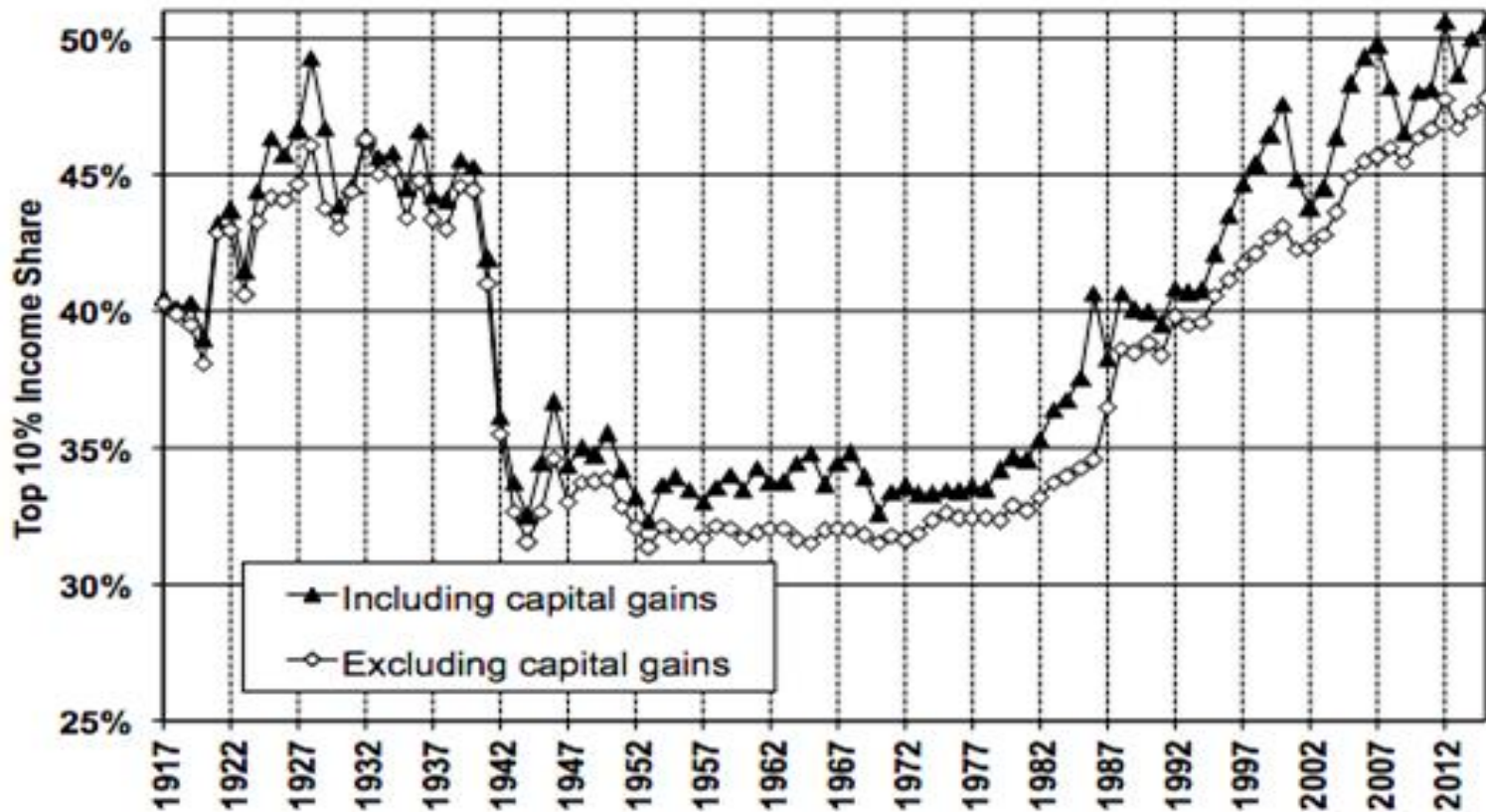


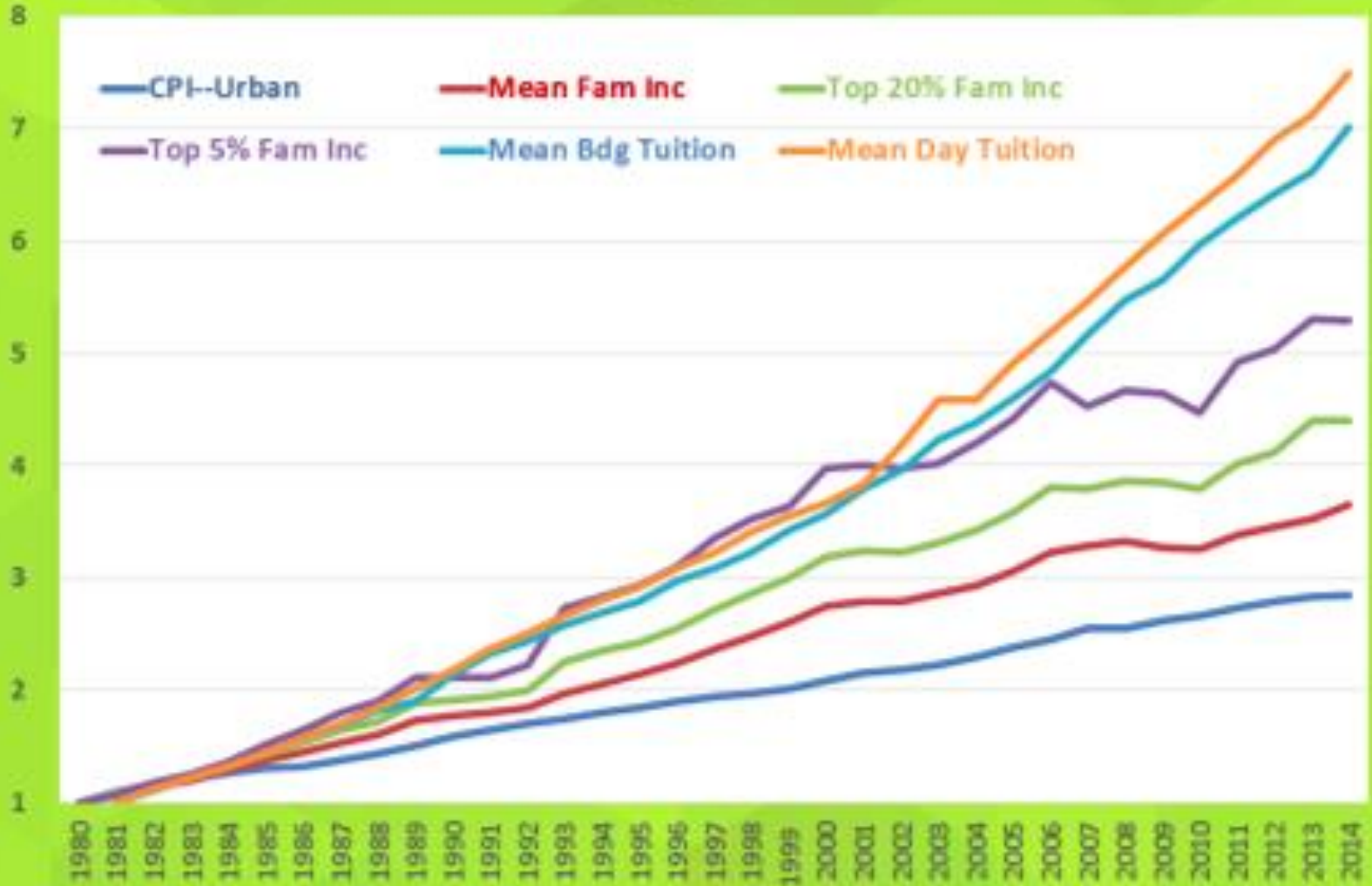
FIGURE 1
The Top Decile Income Share, 1917-2015

Source: Table A1 and Table A3, col. P90-100.

Income is defined as market income (and excludes government transfers).

In 2015, top decile includes all families with annual income above \$124,800.

Pace of Change, 1980-2014

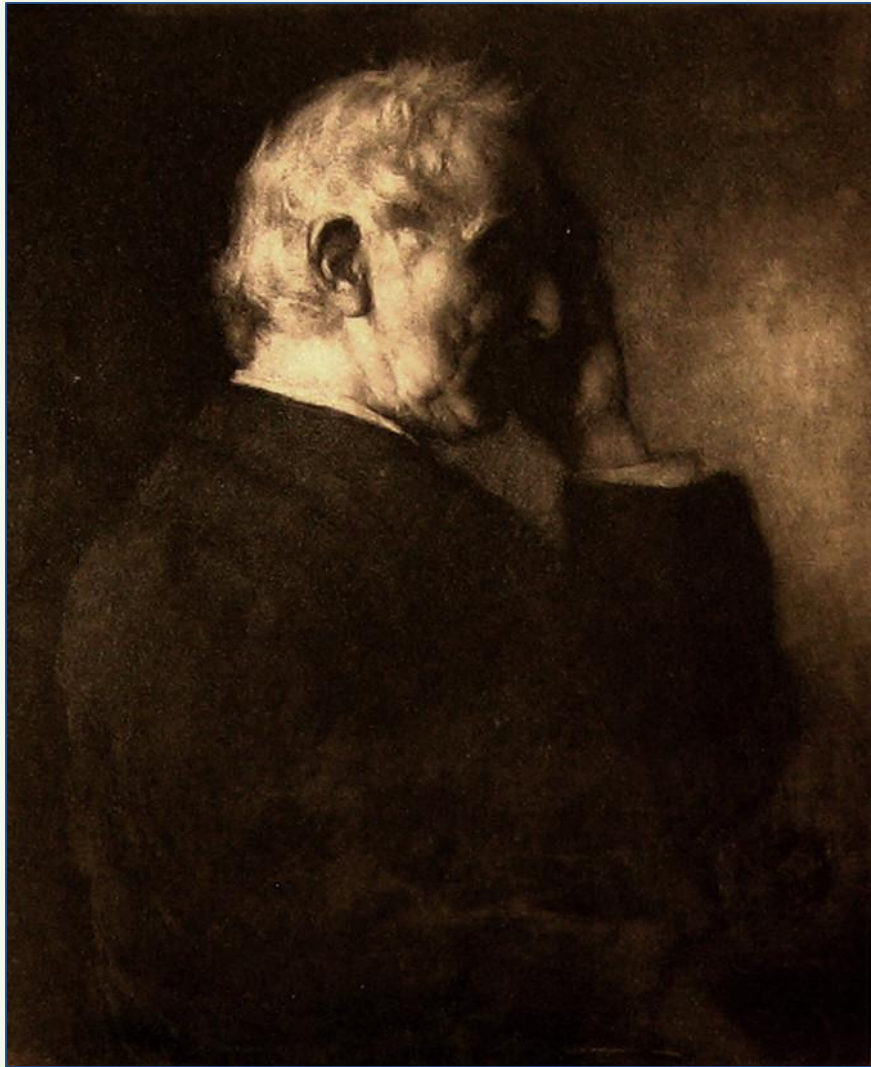


Why Schools?

- What does it mean to be well-educated?
- Vocational training?
- Partnership with parents and positive influence?
- Transmission of culture?
- Value of liberal arts?
- Why can't we agree?

Break out groups

Purpose (not mission?) of school.



William Johnson Cory, 1823-1892
British schoolmaster (Eton)

You go to a great school not so much for knowledge as for arts and habits; for the habit of attention, for the art of expression, for the art of assuming, at a moment's notice, a new intellectual position, for the art of entering quickly into another person's thoughts, for the habit of submitting to censure and refutation, for the art of indicating assent or dissent in graduated terms... And above all, you go to a great school for self-knowledge.

Themes

- Inquiry-based learning / project-based learning (connection to community)
- Constructivism
- Competency-based / mastery-based learning
- Institutes
- Senior capstone programs
- “Majors” with transcript notation / certificates
- Student agency -- some ability to shape experience, tap passions

Schools with significant financial and/or reputational capital, and/or admission demand are relatively immune from many of the current challenges.



Schools that recognize the challenges and threats and that are actively, creatively attempting to change.



Schools that are continuing with "business as usual" without recognition, or at least a meaningful plan, to adapt to a changing landscape and that are most at risk.

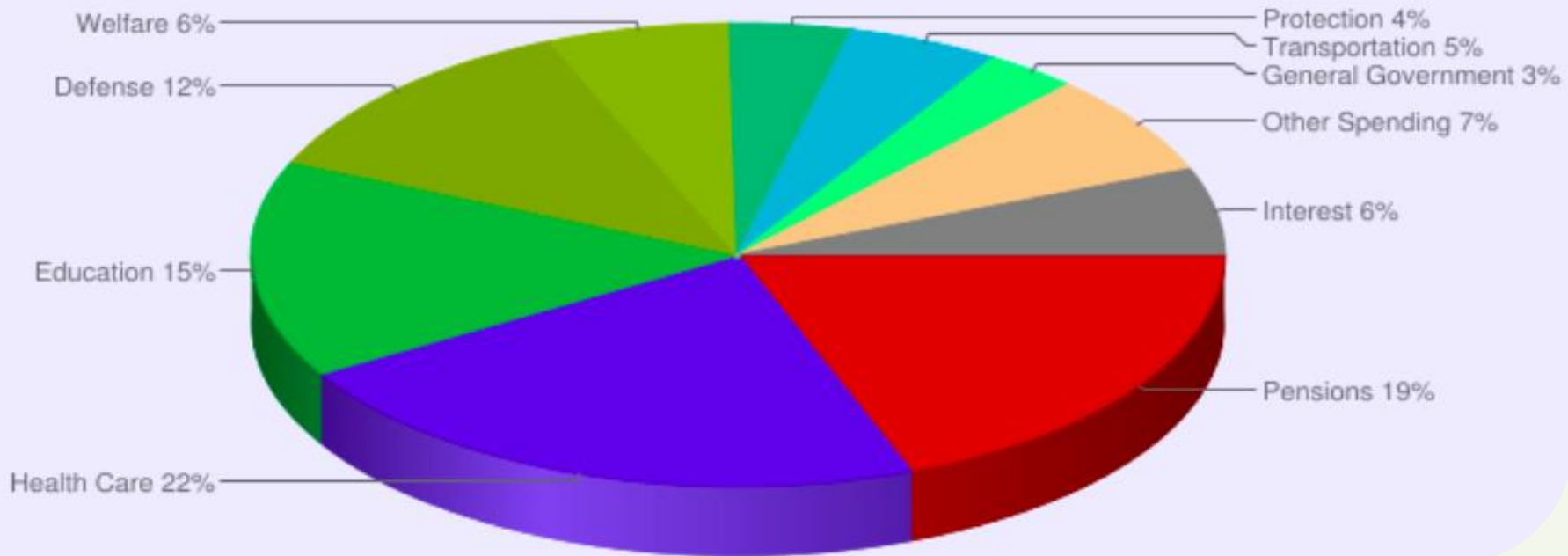


Let 10,000 Flowers Bloom

- Differentiation
- Challenge to parents
- One size does not fit all

Quick Macro-Picture

Total Spending for United States - FY 2018



Total 2019 Spending by Function

Function	-yr <u>2019</u> +yr
<u>Total Spending</u>	<i>\$7.6 trillion</i>
<u>Pensions</u>	<i>\$1.5 trillion</i>
<u>Health Care</u>	<i>\$1.7 trillion</i>
<u>Education</u>	<i>\$1.1 trillion</i>
<u>Defense</u>	<i>\$0.9 trillion</i>
<u>Welfare</u>	<i>\$0.5 trillion</i>

Spending: *guesstimated*²

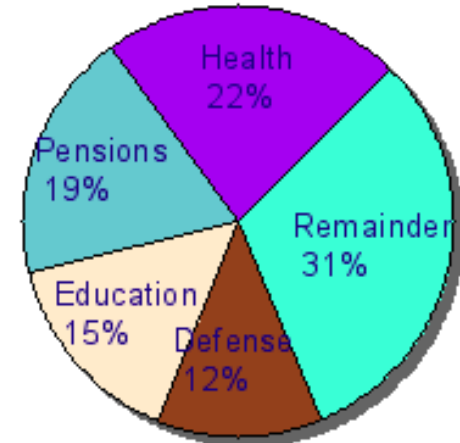
Note:

1. Federal spending after 2018 is budgeted.
2. State spending after 2017 and local spending after 2016 are "guesstimated" by projecting the latest change in reported spending forward to future years

Data Sources:

GDP, GO: GDP, GO Sources
 Federal: Fed. Budget: Hist. Tables 3.2, 5.1, 7.1
 State and Local: State and Local Gov. Finances
 'Guesstimated' by projecting the latest change in reported spending forward to future years

Total Spending: \$7.63 trn
 United States - FY 2019



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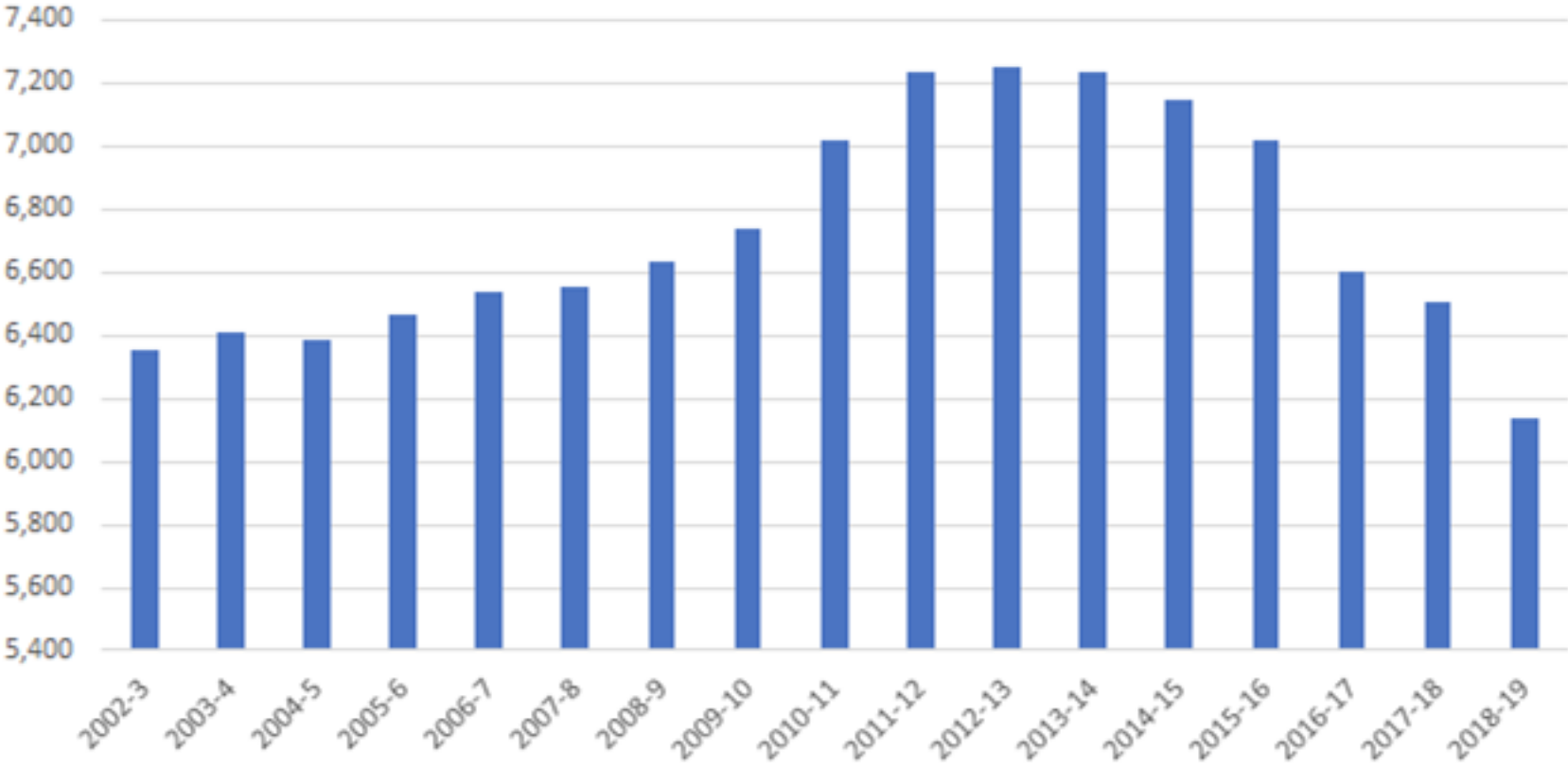
usgovernmentspending.com

Click chart for table of Spending
 or click: [2017](#) [2018](#) [2019](#) [2020](#) [2021](#)

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Number of U.S. Postsecondary Institutions



Source: National Center for Education Statistics

Old Model

- Public - free (not really)
- Faith-based - \$X
- Non-sectarian / Independent - \$2X

New Model

- Public → Traditional
→ Charter
- Micro-schools
- For-profits
- Home schooling
- “Unbundled” offerings
- Faith-based
- Non-sectarian / Independent

Suggestions re: Financial Model

I. Average Class Size

A. The quanta of class size

B. Flexible scheduling— whole grade— preceptor groups

C. Reggio-Emilia— Conductor, first chair violin

Suggestions re: Financial Model

II. What We Pay

A. Faculty salaries

- i. Step/lane—1x - 2x over career
- ii. Broad banding
- iii. Performance-based pay
- iv. Why should it take 35 years to reach whatever the highest level of pay a school can afford for its teachers?

A. Growth in headcount

B. Cost Beyond Salaries

C. Millennials

Suggestions re: Financial Model

III. What We Charge

- A. Why one tuition?
- B. Indexed
- C. Fixed for 4 years of US?
- D. Glide path 2.5-3%
- E. A la carte
 - i. Examples— math, Spanish
 - ii. Athletics
- F. “Variable” Tuition

Thoughts About the Pandemic

- Michael Osterholm- Vaccine not a light switch but a rheostat - Not waves but a forest fire for human fuel - embers
- Beware of the Stockdale Paradox



Critical Skills Inventory: **Executing**

**“Culture eats strategy
for breakfast.”**

(Peter Drucker)

