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## Executive Summaries

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## EXECUTIVE SUMMARIES



VOL. 3 ISSUE 3 *Education*

## RESULTS

- 12** **The Quest for Deeper Learning and Engagement in Advanced High School Courses**  
*Suzie Boss, B.A., Cynthia Johanson, M.A., and Stephen D. Arnold, Ph.D., The George Lucas Educational Foundation; Walter C. Parker, Ph.D., Diem Nguyen, Ph.D., Susan Mosborg, Ph.D., Susan Nolen, Ph.D., Sheila Valencia, Ph.D., Nancy Vye, Ph.D., and John Bransford, Ph.D., University of Washington*

Based on a number of research-based principles, the writers created a new version of the AP U.S. Government and Politics course organized around project cycles designed to help students learn the content with deep understanding that will support transfer to future problems. This research effort represents The George Lucas Educational Foundation's first work on one of its primary initiatives: to collaborate with teachers, researchers, and educational leaders in the design and implementation of rigorous, project-centered, yearlong courses and the study of their effects.

doi: 10.4087/FOUNDATIONREVIEW-D-11-00007

## TOOLS

- 24** **Getting to Results: A Tool and Lessons from the Annie E. Casey Foundation's K-12 Education Portfolio**  
*Tory Read, M.A., Tory Read Studio, and Bruno Manno, Ph.D., Walton Family Foundation*

The Annie E. Casey Foundation developed a flexible but rigorous “results framework” tool that helped focus its investments and choose grantees that shared its aims by defining success, specifying results, tracking progress, and aligning its work. The framework includes an understanding of population and program accountability and lays out overarching categories for thinking about results: impact, influence, and leverage. This paper described how the tool was developed and tested with grantees and shares lessons learned for other philanthropies in the field of education.

doi: 10.4087/FOUNDATIONREVIEW-D-11-00005

## SECTOR

**36** Use of Layering for Effective Partnership Building: Leveraging Positive Impact in Education Philanthropy*Angela Kremers, Ed.D., Winthrop Rockefeller Foundation*

This article examines the emerging best practice of layering, a process and strategic alignment of building new, multiple sector partnerships at the local, state, federal and national levels that can expand with federal initiatives. These new opportunities create a challenge of how to maximize mission-related goals while seeking new partnerships.

doi: [10.4087/FOUNDATIONREVIEW-D-11-00008](https://doi.org/10.4087/FOUNDATIONREVIEW-D-11-00008)

## REFLECTIVE PRACTICE

**45** Creating and Scaling Innovative School Models Through Strategic Partnerships*Heather Zavadsky, Ph.D., Communities Foundation of Texas*

This article focuses on the pivotal role of philanthropy within the Texas High School Project, a public-private alliance to support education reform across the state and to maximize the resources of aligned organizations. Two examples show how foundations successfully engaged in the project, recruited other foundations, shared and increased expertise, maximized resources within the alliance, and increased impact to address a complex issue and solution. Also discussed are lessons learned about the foundations engaged with the alliance.

doi: [10.4087/FOUNDATIONREVIEW-D-11-00009](https://doi.org/10.4087/FOUNDATIONREVIEW-D-11-00009)

**54** The Trenton Afterschool Partnership: Expanding Learning Time Citywide Through Public/Private Collaboration*Mark Valli, M.P.A., Catrin Davies, M.A., Traci Scott, M.P.A., and Mikaela Levons, M.S., New Jersey After 3*

In 2009, New Jersey After 3 established the state's first nonprofit after-school system in Trenton, providing high-quality programs in every public K-12 school. This system expanded access for students and improved the quality of programs while reducing the cost. This article reflects on establishing such a system, its results, and lessons learned.

doi: [10.4087/FOUNDATIONREVIEW-D-11-00006](https://doi.org/10.4087/FOUNDATIONREVIEW-D-11-00006)

**66** Finding the Fix: Embracing Philanthropy's Role in Transforming an Urban Education Landscape*Kristen L. McDonald, M.P.A., Skillman Foundation*

A new approach to urban education reform requires that funders pool resources under a common agenda to successfully build the conditions to change the landscape for children. This article describes and analyzes this shift in thinking and the change in strategy of education reformers in the city of Detroit.

doi: [10.4087/FOUNDATIONREVIEW-D-11-00011](https://doi.org/10.4087/FOUNDATIONREVIEW-D-11-00011)

## BOOK REVIEW

### 79 *The Dragonfly Effect: Quick, Effective, and Powerful Ways to Use Social Media to Drive Social Change*

Jennifer Lynn Aaker, Andy Smith, and Carlye Adler. 2010. San Francisco: Jossey-Bass. 211 pages.  
[ISBN 9780470614150]

Reviewed by Sophia Guevara



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