

Imagine a challenging career where you
manage million-dollar budgets,
solve complex organizational problems
and lead teams to professional excellence.

What if that same job took your experience and skills and allowed you to have a major impact on society—improving the lives of thousands of young people?

What if your work each day resulted in significant and lasting organizational change that mattered?



Residents Pete Cordero and Robert Tagorda chat with founder Eli Broad during a break at The Broad Residency orientation.

Management that Matters

The Broad Residency in Urban Education is a leadership development program that immediately puts participants in full-time managerial positions in urban school systems.

Too many urban school systems are failing. Although the reasons for this are complex, management excellence can be a key lever to turn failing school systems into high-performing organizations.

The Broad Residency places talented, emerging leaders into full-time paid managerial positions at the top levels of urban school districts and charter management organizations across the country—environments with complex issues that rival those found in the corporate world.

Broad Residents are professionals with leadership and managerial experience who have achieved significant accomplishments and are now engaged in work that truly matters. Working from within the system, they are well-positioned to identify, catalyze and lead the transformation required to ensure that every American child receives a world-class education.

During the two-year program, Residents receive intensive professional development and access to a nationwide network of education leaders. Upon completion of The Broad Residency, the organizations typically hire Residents permanently and promote them into more senior leadership roles.

WHAT DOES A BROAD RESIDENT DO?

Broad Residents hold highly visible roles reporting to senior leaders like superintendents, COOs or top cabinet members. Residents are tasked with leading major projects that require superb analytical skills and the ability to manage projects and teams.

Residents earn starting annual salaries of \$85,000 to \$95,000 with full benefits and take on projects including:

- Strategic planning
- Opening new schools
- Overhauling district budgeting processes
- Improving the management of human resources
- Implementing new technology
- Overseeing complex school accountability programs

A sampling of Broad Residents' accomplishments:

- Reduced cycle time for textbook purchasing by three months, assuring that schools now receive 98 percent of textbooks before the start of school
- Doubled the number of ready-to-hire teachers in critical areas: math, reading and science
- Developed sound financial policies, procedures and controls, resulting in five consecutive years of clean audits
- Managed charter organization's growth from three to 500 employees
- Developed nearly \$50 million of real estate for charter school facilities
- Filled more than 41,000 substitute teacher days in one school year
- Increased human resource customer satisfaction from 17 percent to 98 percent in two years



Broad Residents share a lighthearted moment during a professional development session.

HIGHLY RATED PROFESSIONAL DEVELOPMENT

Don't know a lot about education? Upon placement in their positions, Residents receive two years of significant support to become change agents in K-12 education. Residents attend eight quarterly professional development sessions in different cities with all tuition and travel expenses paid. Substantial professional development occurs in areas critical to Residents' success, including:

Context of Urban Education: History of urban education, achievement gaps, federal policy, standards-based instruction and characteristics of high-performing schools

System-wide Levers for Change: Active management of instructional improvement, accountability and empowerment of schools, and redesign of critical functions such as budgeting and human resources

Change Management: Stakeholder mapping and engagement, adaptive leadership and communication, influence using formal and informal authority, and initiating and sustaining large-scale change initiatives

Leadership Skill Development: 360-degree feedback from colleagues and one-on-one executive coaching sessions

Sessions in these areas are designed to broaden Residents' knowledge of challenges and solutions beyond the scope of their specific role and organization by providing access to top practitioners, innovative

models and lessons learned. Residents learn through case study analysis, site visits, lectures, expert panels, reading assignments and interactive projects. Every member of the most recent Residency class gave top ratings to their professional development, leadership development and networking opportunities.

CONNECTION TO A NATIONWIDE NETWORK

Residents and their organizations benefit greatly from being a part of a growing nationwide network of leaders working together across cities to identify and spread best practices in urban education reform. Residents connect with one another through professional development sessions, an online community and small group "advisory teams" between sessions.

"The professional development sessions gave me the chance to learn in areas like instruction and curriculum that I wasn't involved in directly. Sharing and learning from a network of like-minded people facing the same challenges has been invaluable."

—ROBERT TAGORDA, pictured at right, special assistant to the superintendent in Long Beach, Calif. and Broad Residency alumnus



Opportunities available nationwide. Resume submissions begin every fall. For details on the selection process and locations available this year, visit www.broadresidency.org.

PLACEMENT IN CAREFULLY SELECTED ORGANIZATIONS AROUND THE COUNTRY

Broad Residents are in high demand from education organizations. During the selection process, candidates rank their geographic and organizational preferences and are carefully matched with a pre-screened organization that:

- Serves urban, high-need student populations
- Is pursuing significant reforms to improve student achievement
- Has strong leadership including a senior-level administrator willing to supervise each Resident
- Has an appropriate role for each Resident

Candidates can apply for placement in a school district or in a charter management organization. Both offer significant professional challenges and the opportunity to make an impact. However, they do differ as described below.

Many urban school districts are the size of Fortune 500 companies—with billion-dollar budgets and thousands of employees. For example, the New York City Department of Education has a larger budget (\$17 billion), more employees and more facilities than Xerox, Nike or Office Depot. Residents who gravitate toward roles at large school districts often have experience successfully navigating bureaucracies, building alliances and leading change.

On the other hand, charter management organizations operate public charter schools with more freedom from typical district regulations, yet are held accountable for results. They offer fast-paced, entrepreneurial environments with small teams of dedicated colleagues and alternative models for operating

school systems. Residents in these roles are typically comfortable in start-up environments, enjoy taking initiative, and are interested in building systems for growth.

SELECTION CRITERIA

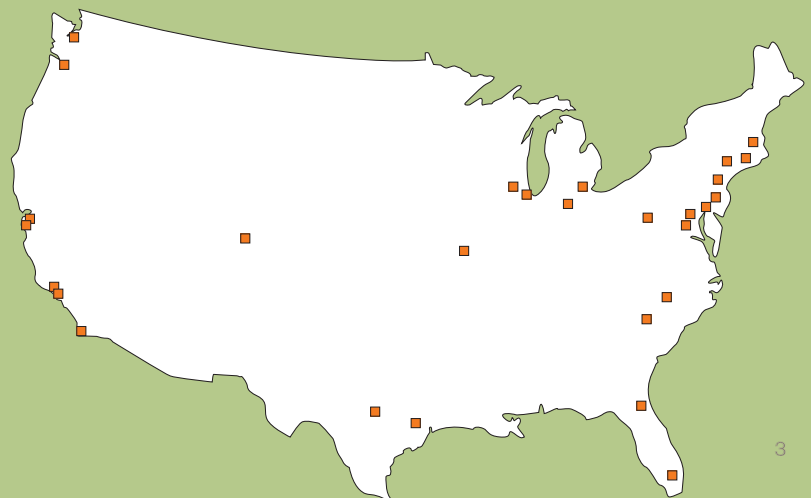
The Broad Residency considers candidates who have:

- A graduate degree (master's or higher)
- A minimum of four years of work experience, exhibiting a track record of leadership and/or management
- Knowledge of one or more functional business area (e.g., finance, operations, marketing, strategy, information technology or human resources)
- Ability to manage complex political relationships and work well with a diverse set of communities, management styles and personalities
- High level of energy, determination and perseverance to act as a change agent in a demanding organization
- Superb analytical, problem-solving and project management skills
- Outstanding oral and written communication skills
- Demonstrated ability to learn quickly
- Passion for improving urban public education and a long-term commitment to the K-12 education sector

The Broad Residency prefers candidates who have a master's degree in business administration and experience managing people. Visit www.broadresidency.org for detailed criteria.

Broad Residents have been placed in the following cities:

Boston, MA	Houston, TX	Portland, OR
Charlotte, NC	Jacksonville, FL	Prince George's, MD
Chicago, IL	Long Beach, CA	Providence, RI
Denver, CO	Los Angeles, CA	San Diego, CA
Detroit, MI	Miami, FL	San Francisco, CA
Durham, NC	New York, NY	St. Louis, MO
Elgin, IL	Oakland, CA	Seattle, WA
Ft. Wayne, IN	Philadelphia, PA	Washington, DC
Ft. Worth, TX	Pittsburgh, PA	Wilmington, DE
Hartford, CT		



More than 90 percent of alumni continue to work in education reform. For a full list of alumni positions, visit www.broadresidency.org.

CAREER PATH

The Broad Residency provides a strong foundation for a variety of career tracks. Nearly all Residents are retained or promoted into permanent roles with substantial line or project management authority and report to a senior leader in the organization. In addition, Residency alumni have caught the attention of leading education organizations that are impressed with their accomplishments and seek their rare combination of strategic insight coupled with practical experience executing high-profile education reform initiatives.

While much of the nation has keenly watched the fate of the No Child Left Behind Act reauthorization from the sidelines, Wharton M.B.A. Ken Zeff successfully stepped onto the playing field.

KEN ZEFF'S CAREER PATH

Pre-Residency:
Deloitte Consulting

Broad Residency:
San Diego Unified School District

Post-Residency:
White House Fellow, U.S. Department of Education

Current:
Chief Operating Officer, ICEF Public Schools

Zeff, a former Broad Resident in the San Diego Unified School District, went on to become a White House Fellow and then a senior consultant for policy development in the offices of the U.S. secretary of education.

“I was fortunate enough to be one of the individuals working directly with Secretary [Margaret] Spellings to develop the administration’s blueprint for NCLB reauthorization,” he says of his time at the U.S. Department of Education.

Zeff worked for six years in management consulting at Deloitte before learning about The Broad Residency. He credits the Residency with allowing him to talk authoritatively at the nation’s highest levels about what school district management and reform looks like on the ground.

“I wasn’t a policy wonk or an academic—I had real life experience. I could start off sentences with ‘In San Diego, here is what we did...,’” says Zeff, who was tasked by the department with helping to determine what policy options

Congress could give reform-minded superintendents, like removing caps on charter schools and eliminating rules prohibiting ineffective teacher transfers from low-performing schools.

Zeff, who hopes one day to be a superintendent, attributes much of his success to his Residency mentor, former San Diego Superintendent Alan Bersin, for being a critical sounding board.

“The Residency got me in the game at the right level. You reach a stage in your career where it is difficult to imagine being a classroom teacher or taking an entry-level school administrator job,” Zeff says. “The Residency is the foundation for a great career in education—it matches you with senior education leaders and puts you in a position to succeed.”

Missing the on-the-ground satisfaction that comes from working closer to students, Zeff has taken on a new challenge: chief operating officer of ICEF Public Schools, a Los Angeles-based organization that manages 15 schools serving all minority students. Most of the students are low-income, and 100 percent of graduates have been admitted to college.

Once again, Zeff plans to call on The Broad Residency network when he needs assistance.

“Say there is something interesting going on in Chicago or New York. I can be on the phone in an hour with someone who can get me the materials I need,” says Zeff. “The Residency is a portal into every major reform effort in the country. We are building a critical mass. No one else is doing this.”





All her life, Carmita Vaughan has wanted to give back to inner city communities similar to the one in her hometown of Birmingham, Ala.

CARMITA VAUGHAN'S CAREER PATH

Pre-Residency:
Procter & Gamble

Broad Residency:
Chicago Public Schools

Current:
Chief Strategy Officer,
America's Promise Alliance

"I was fortunate to be offered educational opportunities that were not common to children reared in the housing projects where I lived," says Vaughan, an engineering undergraduate and a Kellogg M.B.A. who early in her career worked as an operations manager for Procter & Gamble.

After graduate school, Vaughan returned to the private sector, but then heard about The Broad Residency.

"I felt like the stars had finally aligned. Many people spend years harboring a dream only to have it falter simply because they were never courageous enough to work toward it. I'll forever be in debt to the Residency for providing me the opportunity to take something I was passionate about and make it my life's work."

As a Broad Resident, Vaughan attracted the attention of senior leadership in the Chicago Public Schools (CPS) by, among other things, landing the district a \$27.5 million competitive federal grant—its largest ever. She led the cross-team development of the proposal, which pays teachers and principals based on their performance levels—an uncommon practice in the education industry—while at the same time making it more financially attractive to work in the neediest schools.

Vaughan also held a senior-level position in CPS as director of dropout prevention and recovery, working closely with former school district CEO Arne Duncan (pictured above), who now serves as U.S. secretary of education. In that role, she developed a comprehensive strategy to increase Chicago's graduation rate from 55 percent to 70 percent by 2010. In addition to

managing nine pre-existing dropout prevention and recovery programs totaling \$35 million, she also served as chief of staff of high schools, where she restructured the roles of 42 direct reports to better align staff and resources.

"Unlike the corporate world," she says, "I came in managing people with a lot more content expertise than I had. What I brought to CPS was the knowledge of what it takes to turn around an organization. Without The Broad Residency, I wouldn't be doing this work at such a high organizational level. You can come into the organization and in a short time make a substantial impact."

Vaughan recently made the leap to national advocacy and awareness work and now serves as the chief strategy officer for America's Promise Alliance, founded by retired Gen. Colin Powell. In this role, Vaughan leads the Alliance's efforts to improve the lives of disadvantaged youth by overseeing initiatives that help communities increase high school graduation rates and ensure that all students graduate prepared for college and/or work. Vaughn aims to take the lessons she learned in Chicago and bring them to scale at Alliance.

Vaughan often reminds private sector professionals that their skills and experiences are not only applicable, but also extremely necessary for school districts.

"The challenges in a district as large as Chicago or Philadelphia are actually 10 times greater than you face at a Procter & Gamble. You have the chance to work on what is clearly the largest civil rights issue of our time. Ultimately, it is not just about a certain city or district. It is a national issue."





“For the first time in my life, I love my work,” says Lindsay Kruse, a Columbia M.B.A., Broad Resident and senior director of human capital for Uncommon Schools, a New York-based charter management organization that runs 16 schools.

LINDSAY KRUSE'S CAREER PATH

Pre-Residency:
Ernst & Young (now Capgemini)

Broad Residency:
Uncommon Schools

Current:
Senior Director of Human Capital, Uncommon Schools

After working as a long-time management consultant for Ernst & Young (now Capgemini), managing technology, business process redesign and change management projects for Fortune 500 clients, Kruse wanted a career change. She joined a charter organization rather than a school district because she wanted a “hands-on” job where she could have a deeper impact with a smaller number of students.

“It is incredibly intense. We aren’t turning around organizations—we are trying to prove the success of our models and scale them up,” says Kruse, referring to Uncommon Schools’ current efforts to grow from 16 to 24 schools by 2010. “It is so rewarding because you can take action and get work done without having to play to as many constituencies as large districts. That said, we are operating very much in a world of uncertainty, where rules aren’t clear or well-defined.”

Kruse developed Uncommon Schools’ one-year leadership fellowship program to train internal and external hires to become operational and instructional school leaders.

“It is incredibly humbling,” says Kruse. “Building and driving the fellowship and professional development gave me a front-row seat to the incredible people we have at Uncommon Schools. They are relentless, tenacious and passionate and have really driven our students to succeed.” She currently leads Uncommon’s effort to develop a human capital team to support, develop and retain the organization’s talented team of teachers, leaders and home office staff.

Kruse explains that although she learned a lot through consulting, she never quite felt fulfilled by the work.

“There is nothing like a parent telling you how much the school means to them and their child—versus your client being happy because you made them more money.”

Uncommon Schools has consistently demonstrated impressive results and is diligently working to close achievement gaps. In 2009, 88 percent of Uncommon’s third- through eighth-grade students scored advanced or proficient on New York State’s English language arts exam, compared to 78 percent of students in the state and 69 percent of students in New York City. Ninety-eight percent of Uncommon’s third- through eighth-grade students scored advanced or proficient on the math exam.

To those considering this kind of work, Kruse says: “You won’t regret it. Every day I am challenged more than I was in the private sector to bring management and leadership to life.”





Market Analyst Recy Benjamin Dunn sat at his desk in a leading energy company office in Houston, pondering his life. He couldn't shake that feeling that something was missing.

RECY DUNN'S CAREER PATH

Pre-Residency:
Amoco Energy Trading Corporation

Broad Residency:
District of Columbia Public Schools and Prince George's County Public Schools

Current:
Director of Early Childhood Education Department, New York City Department of Education

"I've been afforded a lot in my life. But I knew I had the ability to do more—to work on getting equality and access for people like me," says Dunn.

After earning a Stanford M.B.A. and working for a few years, Dunn explored the education industry and became a Broad Resident in the District of Columbia Public Schools.

In less than two years, Dunn was able to apply his finance background to bring a host of "out of the box" creative solutions to a district that struggled to make the best use of school assets in a city where school enrollment is in decline.

"Districts aren't typically thinking of doing deals or doing property valuations," he says.

But Dunn was.

First, he secured \$12 million from a local university for a \$24 million modernization project. Then, he went on to broker a deal allowing a local housing authority to redevelop schools being closed by the district. The housing authority would develop new housing, and the district would infuse the cash from the real estate sale into its own capital program to meet other critical needs. The genius of the deal? New housing would bring in families, who would ultimately need a new school. And the deal required the housing authority to ultimately help the district build that new school.

Dunn then put in motion another creative deal that would swap district-owned land adjacent to schools with a developer to create teacher housing conveniently located near schools. The district would market the housing to teachers,

while the developer would provide new cash resources that could be pushed down into the classroom to help kids.

"Knowing I was part of a team that was going to affect children—kids who literally have ceilings falling on them or water dripping from the roof would get a new school—that was what drove me," he says.

Today, Dunn is director of the early childhood education department in the New York City Department of Education, which serves more than 55,000 children in universal pre-kindergarten at some 1,400 schools.

Dunn introduced the department to the Early Childhood Leadership Series, a five-part professional development program targeting administrators that increased the department's fee-for-service earnings by 288 percent. He is now working on several early childhood initiatives including New York City Early Literacy Learning and Partners in Reading.

"There are so many structured rules and regulations because education is a public good. We're talking about people's children. We have to be that much more creative and innovative with our solutions."

Dunn says he often hears his corporate sector friends say how "cool and noble" his work is, something they plan on doing after they "make their millions."

"Why not now?" says Dunn. "There is so much work to be done—so much we can actually do now, while we are younger. Why stay in a job you are frustrated with?"



"I am encouraged knowing that Broad Residents across our nation are working on the most important education challenges we face. In New York City, we are fortunate to have Residents leading strategic reform initiatives that will have a lasting impact on the school system and the students it serves."

—JOEL KLEIN, *Chancellor, New York City Department of Education*

This is your chance to use your management experience to make a difference where it truly matters: urban public education.



www.broadresidency.org

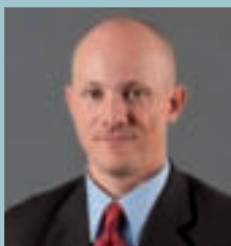
THE BROAD CENTER

The Broad Center for the Management of School Systems is a non-profit organization that seeks to raise student achievement by recruiting, training and supporting executive leadership talent from across America to become the next generation of urban school district leaders. Established in 2001 and funded by The Eli and Edythe Broad Foundation, The Broad Center identifies talented leaders from education, business, the military, non-profit organizations and government backgrounds who have the passion, knowledge and skills to take on executive leadership roles in urban education. The Broad Center operates both The Broad Residency and The Broad Superintendents Academy, a 10-month executive management program to train working CEOs and other top executives to lead urban public school systems.

For more information about The Broad Center, visit: www.broadcenter.org.

For more information about The Broad Foundation, visit: www.broadeducation.org.

Broad Residency Class of 2009–2011



Elliot Smalley
Charleston, SC
MS, Criminal Justice,
U. of Cincinnati



Troy Williams
Charleston, SC
MBA, Kellogg



Kirstyn Fields
Chicago, IL
MBA, Kellogg



Sophia Kamberos
Chicago, IL
MBA, University of Chicago



Monica Lee
Chicago, IL
MBA, Harvard



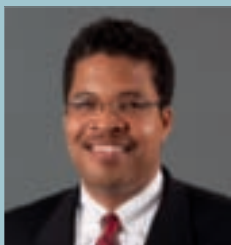
Clayton Virgil
Chicago, IL
MBA, Kellogg



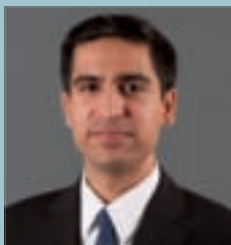
Peter Piccolo
Denver, CO
MBA, Southern
Methodist University



Christopher Wright
Denver, CO
MBA, San Diego
State University



Jeron Campbell
Detroit, MI
Master of Engineering,
U. of Michigan



Nirav Mehta
Elgin, IL
MBA, University
of Michigan



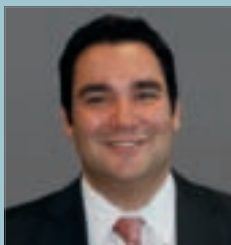
Anne LaTarte
New York, NY
MS for Teachers,
Pace University



Sophie Lippincott
New York, NY
MBA, Harvard



Nana Ofosu-Amaah
New York, NY
MBA, Kellogg



Ash Solar
Oakland, CA
MBA, Stanford



Damien Burke
Philadelphia, PA
MBA, University of Delaware



Doresah Ford-Bey
Philadelphia, PA
MBA, Clark Atlanta



Spencer Dickinson
Providence, RI
MBA, Darden



Christine Leung
San Francisco, CA
MS, Learning and
Org Change, Northwestern



Steven Purcell
San Francisco, CA
MBA, Pepperdine



Malika Anderson
Washington, DC
MBA, Anderson

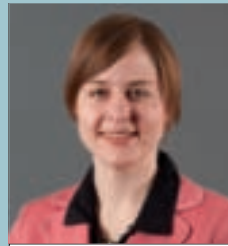
Broad Residency Class of 2009–2011



Christine Reed
Washington, DC
MBA, Purdue University



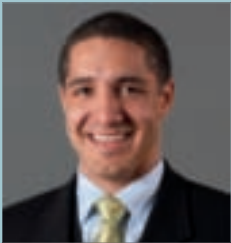
Christine Shim
Washington, DC
MBA, Darden



Sara Keenan
Achievement First
MA, Media, Culture and
Communication, NYU



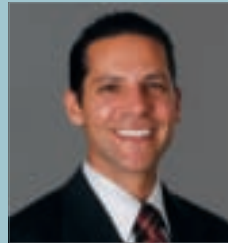
Matthew Nelson
Aspire Public Schools
MBA, Wharton



Daniel Anello
Chicago International
Charter School
MBA, University of Chicago



Kelun Zhang
Green Dot Public Schools
MBA, Stanford



Christopher Borunda
ICEF Public Schools
MBA, Darden



Mazher Ahmad
KIPP Foundation
MBA, University of Chicago



Matthew Nicksch
KIPP Foundation
MBA, University of Chicago



David Lauck
KIPP LA
MBA, Darden



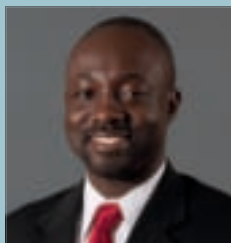
Neerav Kingsland
New Schools
for New Orleans
JD, Yale



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Sara Batterton
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Larkin Tackett
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MBA, University of Texas A&M

Equal Opportunity Statement

The Broad Center for the Management of School Systems values diversity and seeks participants from a wide variety of backgrounds and perspectives. Accordingly, The Broad Center does not discriminate on the basis of race, color, religion, ethnic or national origin, age, disability, gender or sexual orientation with regard to employment opportunities, admissions policies or the administration of its educational programs.

