

15 years

# Entrepreneurship for the public good in education, science and the arts

10 years




The Broad Foundations  
2013-14 Report

30 years



## **The Mission of The Broad Foundations**



**Working to dramatically transform urban K-12 education by supporting people, programs and policies that strengthen public schools, help good teachers do great work, and enable students of all backgrounds to thrive.**

**Making significant investments to advance major scientific and medical research.**

**Fostering public appreciation of contemporary art by increasing access for audiences worldwide.  
Leading and contributing to major civic projects in Los Angeles.**



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Left to right:  
**Cindy Quane**  
**Daniel Hollander**  
**Gregory McGinity**  
**Rebecca Wolf DiBiase**  
**Joanne Heyler**  
**Bruce Reed**  
**Eli Broad**  
**Edythe Broad**

# Why not?

It all started with a question: Why not?

**Could America's public schools again be the best in the world?**

**Could diseases be cured through unconventional approaches to scientific and medical research?**

**Could a private collection of contemporary art be shared with museums—and audiences—around the world?**

And when conventional wisdom said no, we asked, “Why not?”

Questions—especially the “Why not?” kind—are powerful. They are a staple of the curious and the innovative. They lead to new ideas, transformations, even revolutions.

In our philanthropy, questions are behind everything we do, every investment we make. We continuously ask ourselves and others how we can improve the world in which we live. What will it take to improve America's public schools so that every child has the opportunity to succeed in life? What will it take to decipher the mysteries of disease? How can we make contemporary art accessible to as many people as possible?

The answers often don't come quickly or easily. But the path from question to answer can offer its own satisfaction.

When we work with our grantees, we challenge them to dream bigger, to question assumptions and to make more progress than they thought possible. Questions often stretch us out of our comfort zone. But we are convinced that progress comes from pushing the bounds of convention.

**In education, the ones who ask the most questions are the students. Adults could take a lesson from them.**

Our attention in education philanthropy is now focused on the question: how do we create the conditions in every public school that allow teachers to do great work and enable students of all backgrounds to learn and thrive?

We start with our fundamental beliefs. We believe that public schools are the backbone of our country, and strengthening them must come first. We believe that every child can reach high standards and deserves public schools that give him or her that chance. We believe that teaching is one of the toughest, proudest professions in America, and teachers must be supported and rewarded.

We believe America must return to the top ranks of the world's education systems, and we have a responsibility to see that our country has the resources, accountability and will to do so. With three out of four Americans between the ages of 17 and 24 not fit to serve in the military, in part, because they lack the basic education skills, the state of our public schools is an issue of national security. The United States' standing in global education rankings is a further wakeup call. In the Program for International Student Assessment (PISA) comparisons of 65 countries, American students ranked 17th in reading, 21st in science and 26th in math—behind countries like Vietnam, Russia and Estonia. Results like that underscore the need for swift and complete implementation of the Common Core State Standards to adequately prepare all American students for a competitive global workforce.

The world around us has changed. What worked in the past isn't good enough for today. With students immersed in technology at an early age and with other countries elevating their focus on education, American schools have to progress with the times.

That's why we're excited about the prospect of modernizing the American classroom so that every student can learn at his or her own pace and

can master content. We believe this newest area of our education philanthropy is the potential breakthrough our country needs to ensure our children will thrive.

Personalized learning makes sense. How can we expect teachers to provide instruction to 30 students simultaneously, when those 30 students are each at varying levels of proficiency? Schools like Carpe Diem, Rocketship and the Alliance BLAST are introducing this new approach to teaching and learning, and the early results are promising.

One of our most challenging and high-stakes investments is in Michigan's Education Achievement Authority. This new school system, comprised of the state's lowest-performing schools, is providing unprecedented opportunities for students and families in Detroit. The EAA has a longer school day and school year and provides students three hot meals a day, a tablet computer and a personalized learning environment.

We are seeing a new era of empowerment. Teachers have a stronger voice through the work of organizations like Educators 4 Excellence, and parents are mobilizing to demand high-quality choices for their children with the help of the nonprofit Parent Revolution.

Progress is still slow in our country's 75 largest urban school districts. But we seek out those systems that are improving, and we recognize them nationally through The Broad Prize for Urban Education. With the growth of charter schools, we sought to highlight their successes through a new award, The Broad Prize for Public Charter Schools. The inaugural winner in 2012, YES Prep Public Schools in Houston, had gains that any school district would envy: they eliminated achievement gaps, and 100 percent of its graduates were accepted into college. And we were pleased to award the 2013 prize to Uncommon Schools.

The passion we see in the career educators and professionals who participate in The Broad Residency for Urban Education and The Broad Superintendents Academy continues to inspire us. Their commitment to ensuring every child has the opportunity to receive a world-class

education is reflected in their determination to work collaboratively with teachers, administrators and the surrounding communities to realize that vision. We are proud to support them, and we cheer their victories, however small or large.

To continue our mission to improve America's public schools, we welcomed the first president of The Eli and Edythe Broad Foundation. Bruce Reed joined the foundation in December 2013 after serving as assistant to President Barack Obama and chief of staff to Vice President Joe Biden. He will oversee our foundation's education activities and investments. His long track record of public service includes positions as chief domestic policy advisor to former President Bill Clinton, president and CEO of the Democratic Leadership Council and executive director of the Bowles-Simpson deficit reduction commission. Bruce shares our dedication to strengthening our public schools and our belief that improving education is crucial to making our country stronger, healthier and more prosperous. We're delighted to welcome him to our team.

**Among all of our grantees, scientists are perhaps the most curious, the most challenging, the most restless and impatient with the way things are. Thank goodness, since they are tackling an issue that could benefit every one of us: improving human health.**

There is something to be learned from the approach of scientists. They are not deterred by setbacks. They are unfazed by failure. They are united in their quest to discover the causes of disease. They are unafraid to ask: Why not tackle these problems in a whole new way?

The work being conducted at the Broad Institute continues to amaze us. Under the direction of Eric Lander, a revolutionary new way of conducting science in a collaborative environment has forged unprecedented advances in medicine. The enthusiasm we see and hear from the researchers—men and women from all disciplines, of all ages and nationalities—is evidence that unconventional approaches to scientific discovery often yield surprising results.

Researchers at the Broad Institute are tackling everything from cancer to decoding the genome of animals that pre-date the dinosaur days. The urgency the scientists feel is palpable to anyone who wanders through the labs in Cambridge, Mass. And the discoveries these researchers make, often on a daily basis, are reflected on the pages of the latest science journals and in mainstream newspapers.

In stem cell research, the work underway at three centers across California—at the University of Southern California, the University of California, Los Angeles and the University of California, San Francisco—has led to promising advances in regenerative medicine. Clinical trials are in progress to treat joint and bone disease, sickle cell disease, leukemia, diabetes and Alzheimer's disease.

For the past dozen years, the Broad Medical Research Program has invested in innovative approaches to the treatment and cure of inflammatory bowel disease (IBD). Our \$41 million investment has not yet yielded a cure. IBD remains a debilitating and immensely frustrating disease for the patients who suffer from Crohn's disease and ulcerative colitis. But our grantees from around the world have received subsequent grants of more than \$112 million from other funding agencies like the National Institutes of Health and the Crohn's and Colitis Foundations of America (CCFA) and Canada to advance their promising research.

The time has come for us to pass the baton in IBD research. We are pleased to transition our research program to CCFA. There is no doubt that we are closer today to treating and curing IBD than we were when we started investing in this research in 2002. We are proud of the work our researchers have done and continue to do. And we believe that early stage research into any disease requires the time and resources to germinate.

The prospect that our grantees will eventually treat, reverse or even cure disease reaffirms our belief that questioning conventional wisdom in science can lead to the most extraordinary results.

**After supporting museums for the past five decades, the time finally came for us to build our own.**

At Michigan State University, Eli Broad's alma mater, the Broad Art Museum opened to critical acclaim in November 2012. Designed by Pritzker Prize-winning architect Zaha Hadid, this architecturally distinct museum cuts a striking profile along the edge of the land grant university campus, in sharp contrast to MSU's traditional brick façades.

Plans for the new museum didn't start out that way. But an enterprising philanthropist and alumnus asked the university president: Why not think bigger? Three years and \$28 million later, the question was answered, as the museum was dedicated in all its pleated steel and glass splendor.

And in our own backyard, along Grand Avenue in the heart of downtown Los Angeles, we are building The Broad. The contemporary art museum, designed by Diller Scofidio + Renfro, will become the permanent home for the Broad collections and the worldwide headquarters for The Broad Art Foundation.

The Broad is scheduled to open in 2015. It will join the critical mass of cultural powerhouses along Grand Avenue: the Museum of Contemporary Art, Walt Disney Concert Hall, the three venues of The Music Center, The Colburn School and the High School of Visual and Performing Arts

Unlike most museums, The Broad will offer visitors an unprecedented glimpse into the "back of house" operations of a museum: art preservation, conservation and storage. As an active lending library of contemporary art, The Broad Art Foundation will continue to serve as an important resource for other institutions while for the first time featuring works from the collection in its own gallery space.

By their very nature, contemporary artists break barriers, challenge assumptions and assault the senses with their creations. We have long believed that art is a magnet for people from all walks of life. It feeds the spirit by offering inspiration, a different perspective and a creative outlet. We agree with the sage who said, "Life without art is no life at all."

In these pages, you will read about the work of our grantees. We are immensely proud of their passion, their intensity and their commitment to improving the human mind, body and spirit. We hope you will find inspiration in the stories of their work.

Our role as funders is to give them the resources and oftentimes the encouragement to pursue the untried, to challenge convention and to continuously improve.

We are convinced that our grantees are changing the world—all because they dared to ask why not?

**Eli Broad**

*Founder*

**Edythe Broad**

*Co-Founder*

**Bruce Reed**

*President*

The Eli and Edythe Broad Foundation

**Rebecca Wolf DiBiase**

*Managing Director of Programs*

The Eli and Edythe Broad Foundation

Education

**Joanne Heyler**

*Director / Chief Curator*

The Broad Art Foundation

**Daniel Hollander, M.D.**

*Director*

The Eli and Edythe Broad Foundation

Scientific and Medical Research Initiatives

**Gregory McGinity**

*Managing Director of Policy*

The Eli and Edythe Broad Foundation

Education

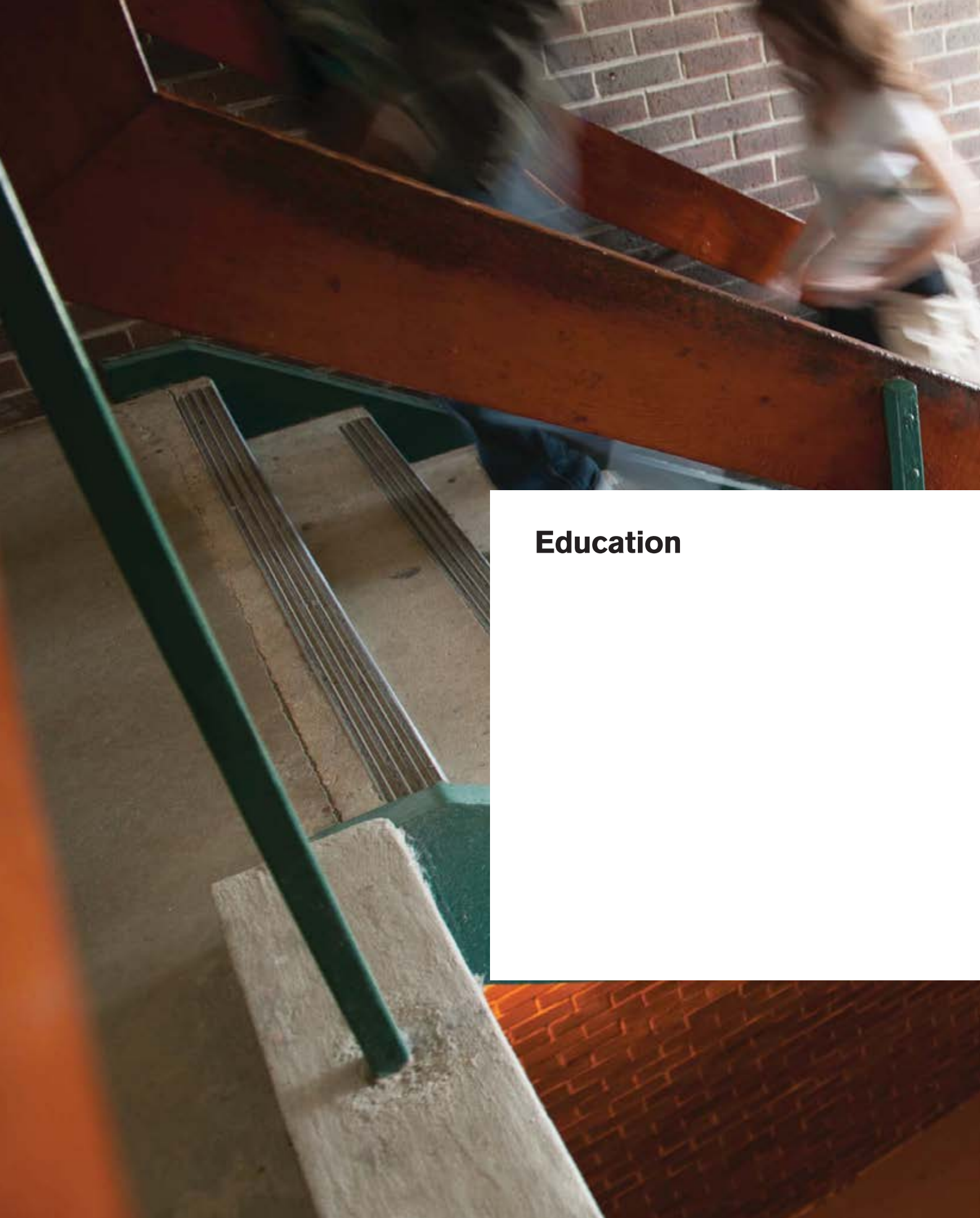
**Cindy S. Quane**

*Senior Financial Advisor*

The Broad Foundations

“There are those who look at things the way they are, and ask why... I dream of things that never were, and ask why not?”

— Robert Kennedy



**Education**

A blurred photograph of students walking down a brick school hallway. The students are in motion, creating a sense of activity. The hallway has brick walls and large windows on the right side. An orange text box is overlaid on the left side of the image.

**How can America's  
public schools give  
every child what he  
or she needs to thrive?**



## Education Overview

In education, our goal is simple: to give every student in an urban public school the opportunity to succeed. Making it happen is anything but simple.

Our conviction that our country needs to dramatically improve its public schools has never been stronger. Our urgency stems from the belief that we cannot afford—as a country, as a society, as individuals—to allow the next generation of children to pass through schools that leave them unprepared for challenging careers, productive citizenship and fulfilling lives.

Many public school systems today cling to the status quo. But when two out of three eighth-graders can't read at grade level, and four out of five high school seniors can't write proficiently, the status quo isn't working. We are convinced that it will require a unified effort—by parents, teachers, students, administrators, lawmakers, business leaders and the community at large—to take the necessary actions that will dramatically improve our public schools.

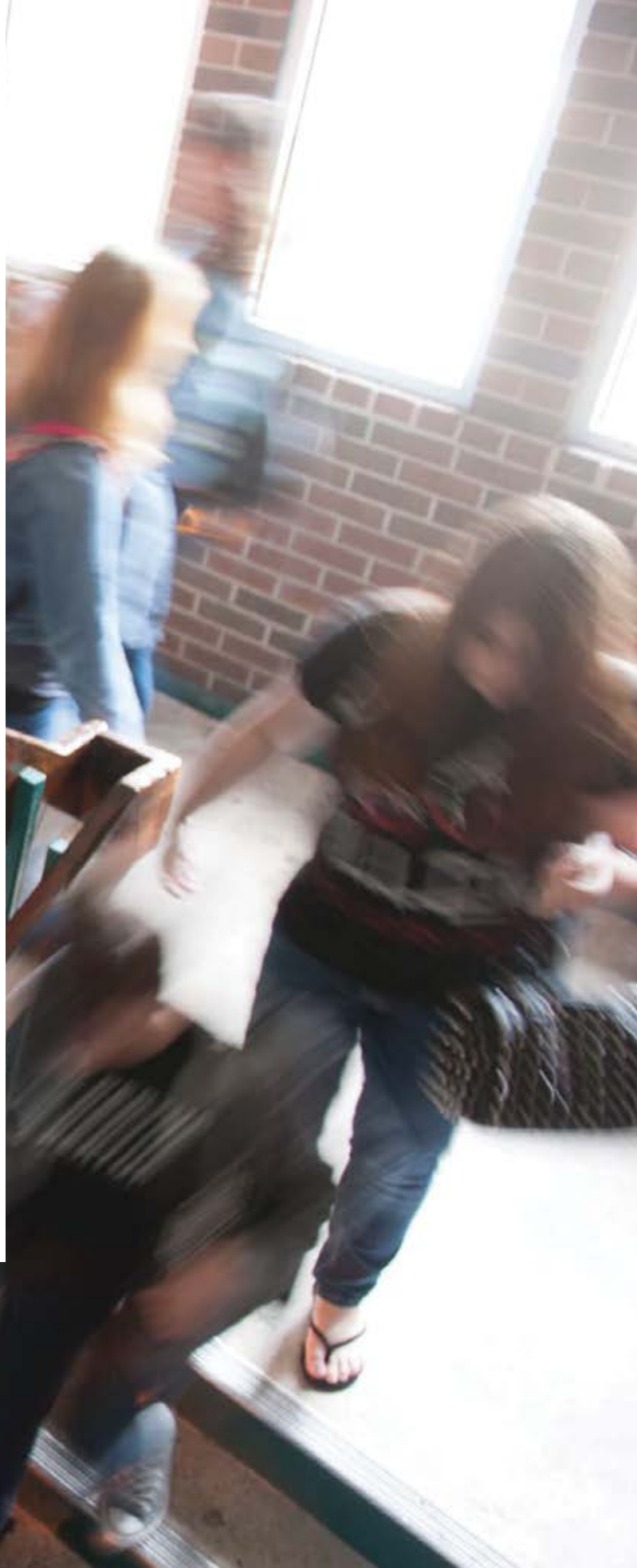
Our education investments are focused on cultivating a personalized approach to learning for all children and on ensuring that the federal and state policies are in place to fully support teachers, students and parents.

Our education flagships—The Broad Prize for Urban Education and The Broad Center's two

programs, The Broad Superintendents Academy and The Broad Residency—have continued to grow. We expanded The Broad Prize to highlight the successes of high-performing public charter schools. We continue to believe that effective practices—wherever they are happening—must be recognized and showcased, particularly in systems that serve high populations of low-income students and students of color.

The career educators and accomplished leaders who attend The Broad Superintendents Academy, and the early-career professionals participating in The Broad Residency have fanned out across the country to lead and support public school districts, state departments of education, charter management organizations and even the U.S. Department of Education. They work tirelessly on behalf of students and in support of great teachers.

We believe that great teaching is critical. We believe that dollars should be spent in the classroom—not in central office bureaucracies. We believe that teachers and students need the right feedback and support to succeed. We believe that parents deserve high-quality public school options for their children. These convictions are at the heart of our education investments, which we believe will make academic success possible for all students.







**Can one person  
catalyze a community?**

**The Broad Center**  
**For generations,**  
**Americans have**  
**called public education**  
**“The Great Equalizer.”**  
**But in too many**  
**places, our school**  
**systems are not living**  
**up to that promise.**

**Instead, these outdated, inefficient bureaucracies exacerbate inequities and get in the way of good educators doing great work.**

**Driven by the belief in the power of public education and inspired to make a difference, a growing network of experienced leaders and managers are taking on the challenge. The Broad Superintendents Academy and The Broad Residency in Urban Education prepare these professionals to put their skills and know-how to work making student learning the primary driver of every central office dollar and decision. By targeting resources where they are needed most, efforts by Broad Center graduates help improve the learning outcomes and life chances of the students they serve.**

**In Charlotte, N.C., proven school leaders are being empowered to make hiring decisions that match teacher talent to student need, particularly in the district's lowest-performing schools.**

**In Fulton County, Ga., access to college-preparatory courses is expanding—even to students that other systems might not deem to be “college material.” What's more, those students are succeeding at higher rates, too.**

**And in Washington, D.C., an effort to ensure that disadvantaged students have the same opportunities as their wealthy peers launched the city's highest-performing charter management organization. The list goes on, with examples in Los Angeles, Rhode Island and Baltimore, that we share in the following pages.**

**In public school districts, charter management organizations and even state and federal departments of education, the nearly 500 members of The Broad Center's network are working with teachers, parents and community leaders to implement changes like these that will help their schools soar. Regardless of the setting, for each one of them, the goal is the same: Make public education systems more effective, more efficient and more equitable so that every student receives a world-class education.**



# The Broad Superintendents Academy: John Deasy

When you meet Los Angeles Unified School District Superintendent John Deasy for the first time, a few characteristics tend to stand out: the no-nonsense crew cut, the snappy New England accent and the handshake.

*Los Angeles Magazine* calls it “a thrust of the forearm, a vigorous grasp, a single hard pump carrying all the electric force of a defibrillator.”

In 2011, Deasy took charge of the nation’s second-largest school district with much the same vigor. He dedicates himself to an aim no superintendent, urban or otherwise, has previously achieved: ensuring every student graduates ready for higher education and a meaningful career path.

Deasy’s refusal to lower expectations—for himself, the district or for students—comes from his firm vision of education as an issue of social justice. As he puts it, “All our youth deserve orange juice,” Deasy says, “not just orange drink.”

For Deasy, “orange juice” is shorthand for any number of high-quality educational opportunities too often denied the low-income students of color who make up a significant portion of LAUSD’s population. Those opportunities include access to college-preparatory Advanced

Placement courses. Fifty percent more high school students enrolled in AP courses in 2013 than did six years earlier. And they aren’t just taking more courses—they’re taking and passing more AP exams as well, which can earn them college credit.

“Even as our overall high school enrollment shrinks, more students are choosing to take AP classes and exams,” Deasy says.

Deasy, who previously served as superintendent of districts from Santa Monica, Calif., to Prince George’s County, Md., has accomplished much in his tenure at LAUSD. He has pushed principals to assume more responsibility for their schools’ performance, advocated for comprehensive teacher evaluations and worked to offer healthier school meals.

And when California released student achievement results from the 2012-13 school year, LAUSD offered some good news: While state averages declined for the first time in a decade, Los Angeles’ improved. What’s more, English language learners made the biggest one-year gains in the district’s history.

**Four Broad Academy alumni have been named state superintendents of the year by the American Association of School Administrators.**



# The Broad Superintendents Academy: Deborah Gist

Despite being fewer than 140 characters—76 to be precise—Deborah Gist’s Twitter biography says it all: “A teacher who happens to be Commissioner of Education for the State of Rhode Island.”

Gist’s long road to commissioner began in the classroom, first in Fort Worth, Texas, and then in Tampa, Fla., where she created and implemented a literacy program for families across 108 elementary schools. Her focus today remains what it was more than 20 years ago: classroom teaching.

“I cannot imagine wanting to do anything other than helping children to learn,” Gist said when she was appointed Rhode Island Commissioner in 2009. “I will never—even for a moment—forget the joys and challenges of teaching children every day, and that is the heart of every decision I make as a leader.”

Gist’s reforms since her appointment have been swift and sometimes controversial: she abolished teacher seniority and introduced a new evaluation system, based in part on student performance.

“Professionalism is about being respected for the work that you do, being acknowledged for the work that you do, and being accountable for the work that you do,” Gist says.

For Gist’s efforts, Rhode Island won \$75 million in Race to the Top funding. She has put it to

good use, creating a system that follows the growth of each student, tracking whether they’re improving and overall achievement gaps are narrowing. Gist is also using the federal grant to transform the state’s funding formula to respond to student needs, make school performance and finance data more transparent for families and incorporate technology into the classroom.

She is also bringing out the best in Rhode Island teachers by creating annual evaluations to help instructors improve each year and by hiring and placing teachers according to student need. Under her leadership, the state has begun offering mentorship programs for first-year teachers and is training 4,000 educators on the Common Core State Standards.

No matter how difficult the work, Gist keeps an upbeat public profile—more than 8,500 Twitter followers tune in to see what Gist is reading (“The Power of Habit”), what she loves about Rhode Island (plentiful pictures of the coast), what she’s working on (waking up at 5 a.m. for education roundtables with #EdChatRI) and even what she likes to wear. In a riff on the famous saying of her former home state of Texas, Gist loves the T-shirt that reads, “Don’t mess with Rhode Island either,” and she has another sartorial hope for her new home.

“My goal,” she says, “is to see people wearing a T-shirt that declares: ‘Rhode Island: Home of America’s Best Public Schools.’”

**From 2011 to 2013, Rhode Island was one of only three states to improve math achievement in 4th and 8th grades on the National Assessment of Educational Progress.**



## The Broad Residency: Victor De La Paz

Victor De La Paz isn't one to ignore good fortune.

The Broad Residency graduate and chief financial officer of Baltimore City Public Schools didn't start out with a lot of opportunity. He was one of four children raised by a single mother who emigrated from the Dominican Republic. De La Paz's father died when he was only 4 months old, and his mother never earned more than \$24,000 a year, so the family was often on welfare.

When De La Paz attended public schools in New Jersey, he watched as his fellow classmates dropped out, enrolled in classes that didn't challenge them, passed courses without learning much at all and were drawn into crime.

"I am one of the lucky ones," De La Paz says. "I recognize this and believe it gives me a responsibility to make sure more students can have the opportunities I've been able to take advantage of."

De La Paz worked hard in high school. He took Advanced Placement classes and played sports. After debating whether to enter the military like his father had, he opted for college. He graduated from Rutgers College, went on to earn an MBA from the Darden School at the University of Virginia and finally entered the world of finance. He didn't last long working in mergers and acquisitions at insurance firms—he was too inspired by his after-hours volunteer work mentoring students.

"I did that as much as I could," he says, "until I felt like it wasn't enough and I had to make it my career."

The Broad Residency helped De La Paz transition into a career in education. He started as a special assistant to the superintendent of Hartford Public Schools and worked his way up to chief operating officer. As he did in Hartford, De La Paz now applies his financial background to investing Baltimore City Public School's \$1.3 billion budget for the benefit of its 85,000 students—84 percent of whom are students of color and who come from low-income families.

De La Paz keeps a sharp focus on operations, the second-largest expenditure for school districts after personnel. After evaluating issues ranging from how best to transport students to school to how schools could lower energy consumption, De La Paz has zeroed in on operations as the ideal place to cut costs and red tape through better procurement and purchasing practices. That means more dollars for the classroom.

"I know firsthand how powerful education can be in lifting families out of poverty and creating community leaders," says De La Paz. "I believe in public schools and can think of no cause more critical than ensuring that they are working for all of our children."

## Nine out of 10 Broad Residency participants continue to work in K-12 public education.

# The Broad Center for the Management of School Systems

The Broad Center for the Management of School Systems attracts and prepares passionate, proven leaders and managers dedicated to transforming school systems so every single student—regardless of family background—receives a world-class education.

## The Broad Superintendents Academy

The Broad Superintendents Academy is a highly selective, advanced development program for leaders from within and outside K-12 education. With the Academy's support, participants emerge from the 18-month program ready to pioneer the kinds of sustainable breakthrough initiatives that enable public school systems to flourish.

Each year, about 1,000 leaders from across America are nominated for the Academy. Following a rigorous application and review process, between 10 and 20 participants are selected to join the Academy.

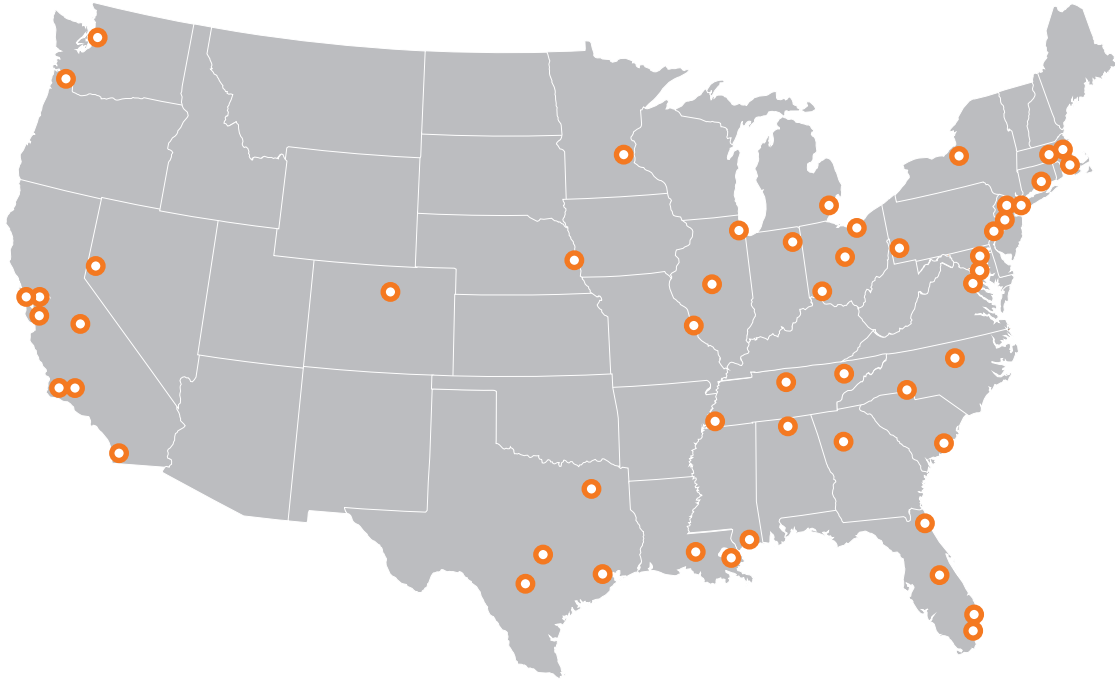
More than 150 professionals have completed The Broad Superintendents Academy. Alumni are currently running dozens of state departments of education, large urban school districts, charter management organizations and state-led education systems that are turning around their lowest-performing schools.

## The Broad Residency in Urban Education

The Broad Residency is a two-year leadership development program that places successful emerging leaders from fields outside education into full-time management positions at the top levels of public school systems. Residents often lead major projects like opening new schools, managing budgeting processes, increasing operational efficiencies and supporting major policy initiatives.

Each year, approximately 2,500 candidates submit resumes to the Residency. Following a rigorous selection process and interviews with hiring partner organizations, between 40 and 50 participants are selected as Residents—making this program more selective than the nation's top business schools. All Residents have advanced academic degrees, and more than 70 percent earned them at a top-20 graduate program.

More than 250 alumni continue to work in K-12 public education, making a significant impact as leaders in large urban school districts, charter management organizations and federal and state departments of education throughout the U.S.



**Members of The Broad Center network are currently working in public education in the following regions:**

**Alabama**  
Huntsville

**California**  
Oakland  
San Francisco  
Los Angeles  
Fresno  
Riverside  
San Jose  
San Diego

**Colorado**  
Denver

**Connecticut**  
New Haven

**District of Columbia**  
Washington, D.C.

**Florida**  
Fort Lauderdale  
Jacksonville  
Miami  
Orlando

**Georgia**  
Atlanta

**Illinois**  
Chicago  
Springfield

**Indiana**  
Fort Wayne

**Louisiana**  
Baton Rouge  
New Orleans

**Massachusetts**  
Boston  
Worcester

**Maryland**  
Annapolis  
Baltimore

**Michigan**  
Detroit

**Minnesota**  
St. Paul

**Missouri**  
St. Louis

**Mississippi**  
Biloxi

**North Carolina**  
Charlotte  
Raleigh

**Nebraska**  
Omaha

**New Jersey**  
Newark  
Trenton

**Nevada**  
Reno

**New York**  
New York City  
Syracuse

**Ohio**  
Cleveland  
Dayton  
Cincinnati

**Oregon**  
Portland

**Pennsylvania**  
Philadelphia  
Pittsburgh

**Rhode Island**  
Providence

**South Carolina**  
Charleston

**Tennessee**  
Knoxville  
Memphis  
Nashville

**Texas**  
Austin  
Dallas  
Houston  
San Antonio

**Washington**  
Seattle



Left to right:  
**Mark Roosevelt**  
**Louis Gerstner, Jr.**  
**Michelle Rhee**  
**Richard Barth**  
**Andrew L. Stern**  
**Paul Pastorek**  
**Dan Katzir**  
**Barry Munitz**  
**Bruce Reed**  
**Wendy Kopp**

# The Broad Center for the Management of School Systems Board of Directors

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*Chief Administrative Officer, Chief Counsel  
and Corporate Secretary*  
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*Former Superintendent of Education*  
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**Barry Munitz****Vice Chair**

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*Senior Advisor*  
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**Wendy Kopp**

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**Bruce Reed****President**

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**Michelle Rhee**

*Founder and CEO*  
StudentsFirst  
*Former Chancellor*  
District of Columbia Public Schools

**Mark Roosevelt****President**

Antioch College  
*Former Superintendent*  
Pittsburgh Public Schools

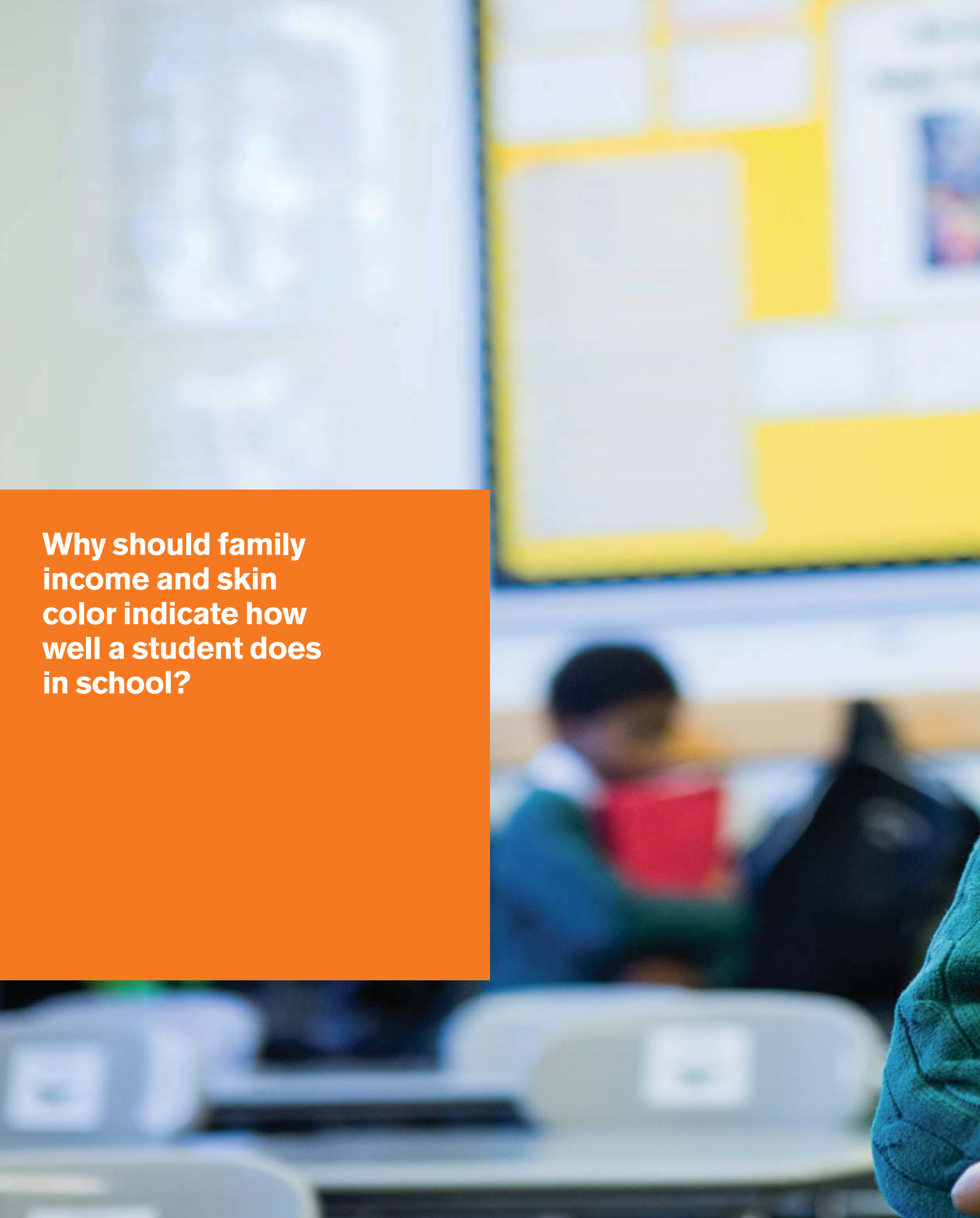
**Andrew L. Stern**

*Ronald O. Perelman Senior Fellow*  
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Law and Public Policy  
Columbia University  
*President Emeritus*  
Service Employees International Union

**Lawrence H. Summers \***

*Charles W. Eliot University Professor*  
*President Emeritus*  
Harvard University

\* Not pictured

The background of the image is a blurred classroom. In the foreground, the back of a student's head and shoulders are visible, wearing a green patterned shirt. In the middle ground, another student is seated at a desk, holding a red book. The background features a large whiteboard with a yellow border and some papers pinned to it. The overall scene is out of focus, emphasizing the text overlay.

**Why should family income and skin color indicate how well a student does in school?**



# **The Broad Prize for Urban Education**

**Every year, 75 of the nation's largest school districts that serve large percentages of low-income students and students of color are evaluated to see which are making the greatest academic gains.**

The four whose student achievement has the strongest upward trajectory are named finalists for The Broad Prize for Urban Education.

We celebrate these large urban districts because they are moving in the right direction—though the performance and improvement is slight and underscores the need to dramatically raise student achievement across the board.

Do they have further to go? Absolutely.

Do they need to get there faster? Without question.

Is it a wakeup call for the country that our urban school systems are in dire need of improvement? A resounding yes.

In the interim, we recognize the progress made by these districts by awarding scholarships to their high school seniors. The winning district receives \$550,000 in college scholarships, and each finalist district receives \$150,000 in scholarships. Since 2002, we have awarded \$14 million in college scholarships to 1,150 students. The scholarships, which range from \$5,000 to \$20,000, are awarded to students with financial need who, like the districts they attend, have improved their academic performance during high school.

The stories of these students are heartwarming. They are often the first in their families to go to college. Many work part-time jobs to help support their families. They overcome circumstances that would devastate many adults. Yet they endure and succeed, and we are proud to recognize them as Broad Prize scholars.



**2012  
Broad Prize  
for Urban Education**

**Miami-Dade County  
Public Schools**

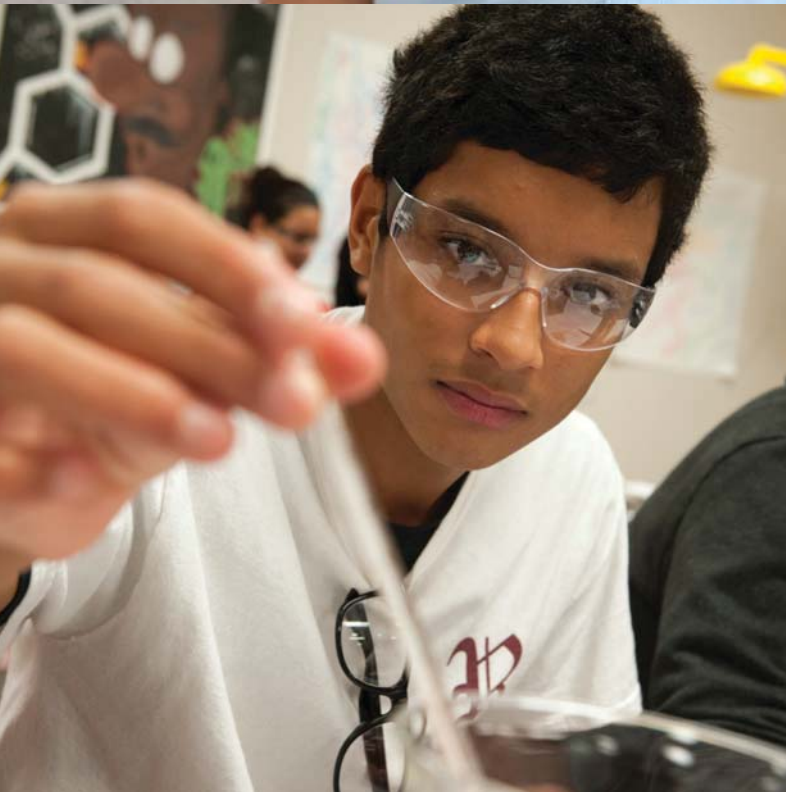


The fifth time was the charm for Miami-Dade County Public Schools, which won The Broad Prize in 2012. Their win was revealed at a ceremony at The Museum of Modern Art in New York City, featuring a keynote address by ret. Adm. Michael Mullen, former chairman of the Joint Chiefs of Staff. U.S. Secretary of Education Arne Duncan announced the winner to the whoops and cheers of the Miami-Dade team, led by Superintendent Alberto Carvalho. Miami-Dade was previously a finalist in 2006, 2007, 2008 and 2011, and its win in 2012 brought its total prize winnings to \$1.2 million in college scholarships for its students.



**2013  
Broad Prize  
for Urban Education**

**Houston Independent  
School District**



The Houston Independent School District became the only district in the country to win The Broad Prize twice—as the inaugural winner in 2002 and again in 2013. Teachers, principals and administrators in Houston—and all the finalist district cities—watched a live webcast as U.S. Secretary of Education Arne Duncan announced the winner at the Library of Congress in Washington, D.C. Of the 75 school districts eligible for The Broad Prize in 2013, Houston had the highest SAT participation rate and the largest increase in Advanced Placement exam participation, and its graduation rate rose twice as fast as the average of the other large urban districts.

## Broad Prize Scholar: Katrina Gonzales

As she stood before an audience of 300 education leaders from around the country at the 2012 Broad Prize announcement at the Museum of Modern Art in New York City, Katrina Gonzales explained her likelihood of going to college.

“All the odds were stacked against me,” she said.

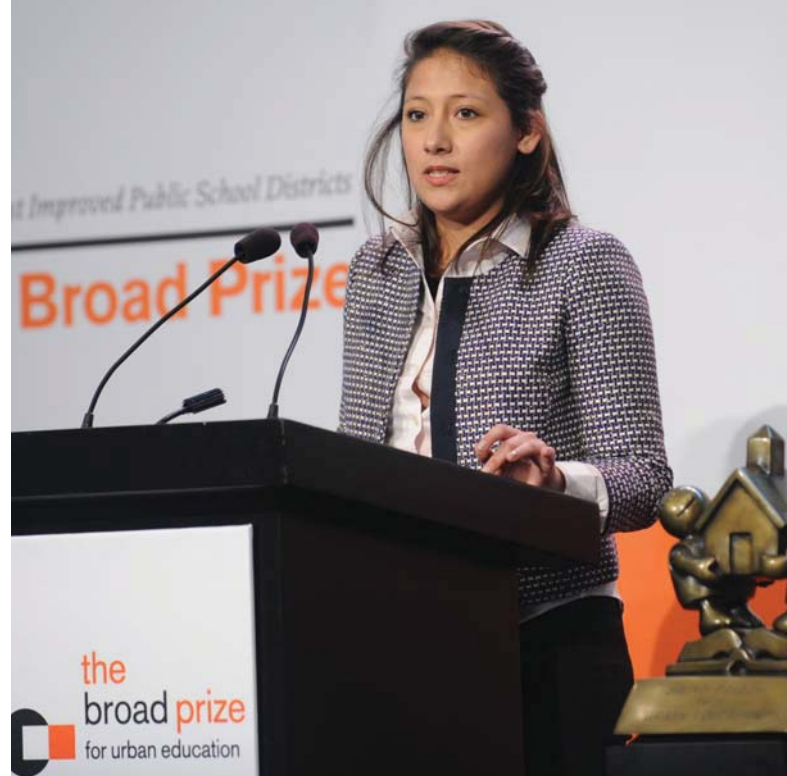
Neither of Katrina’s parents had attended college. Her father completed the 12th grade but did not continue his education, and her mother dropped out of eighth grade to take care of her first child, Katrina’s eldest sister.

Katrina’s father, an alcoholic, ended up in jail, and without his financial support, the family fell into poverty.

But Katrina paid no attention to the odds.

She won admission to San Antonio’s Health Careers High School, a prestigious and rigorous magnet school in the Northside Independent School District—a 2007 Broad Prize finalist—that gave Katrina the intense academic environment she craved.

Despite having to mow lawns to help her family pay the bills, Katrina devoted herself to her schoolwork. To avoid disturbing her two sisters with whom she shared a small bedroom, Katrina studied late into the night in the tiny kitchen pantry, next to the Cheerios that the family often ate for dinner. She raised her GPA from a 2.6 to a 3.5 by her senior year even as she pursued a rigorous curriculum of Advanced Placement classes.



Schoolwork wasn’t Katrina’s only focus in high school. She participated in the Interact Service Club and student government while pursuing internships at a neonatal unit in a nearby hospital. She also conducted medical research at the University of Texas, where she was a named author in a paper published in the American Journal of Physiology.

Katrina’s remarkable ability to overcome her struggles won her admission to Amherst College and a \$20,000 Broad Prize scholarship. After graduating with a degree in history, she spent a year teaching elementary school in Ethiopia. She returned to the U.S. to join Teach For America at a charter school in Brooklyn.

The young teacher carries a school bag embroidered with The Broad Prize logo. “It’s a daily reminder of why I am taking on the work that I am taking on,” she says, “a reminder of the people and organizations that have made my present possible.”

## Broad Prize Scholar: Candice Cobb

When Candice Cobb looked around her Atlanta neighborhood, she saw her peers dropping out of high school, becoming teen mothers and even committing crimes.

But Candice refused to accept a similar path and set high expectations for herself.

“You strive for something better than what you see,” she told the audience at the 2013 Broad Prize announcement.

The teen overcame more than a tough neighborhood. In high school, Candice took rigorous college preparatory courses and pursued extracurricular activities. In addition to participating in mock trial, the school science fair, and Key Club, she launched her high school’s girls’ rugby team.

During her senior year, just as she was taking SAT and AP exams and completing college applications, Candice’s parents went through a nasty separation. Her father, a retired minister, kicked Candice and her mom out of the house. The teen helped find a place for them to live and accompanied her mom to court during the ordeal.

“Throughout this, I completed my college applications and filled out every scholarship and financial aid application, because I never forgot my goal,” says Candice, who went on to receive a \$20,000 Broad Prize scholarship. “The Broad Foundation stepped in when my father stepped out.”



After graduating from Grayson High School in Georgia’s Gwinnett County Public Schools, which won the 2010 Broad Prize, Candice enrolled at the Georgia Institute of Technology in the fall of 2011. She has balanced her studies by playing rugby and working as a mentor to help freshman students adjust to college life. After she graduates in 2015 with a degree in architecture and civil engineering, she hopes to give back to her hometown by rehabilitating old buildings.

“I want you to know that my Broad Prize scholarship is taken seriously,” she said, “and your investment is producing a positive return.”

Candice received a standing ovation from The Broad Prize audience and a special acknowledgment from U.S. Secretary of Education Arne Duncan.

“Candice, we talk a lot about grit and tenacity and perseverance, and you absolutely embody that,” Duncan said. “Thank you for the example you set for so many.”



## 2012 Broad Prize for Public Charter Schools: YES Prep Public Schools

Can every student—regardless of family income or background—learn at high levels? In Houston, the answer is YES.

YES Prep Public Schools, a network of 13 middle and high schools that serves nearly 8,000 students, has achieved unprecedented success with low-income students and students of color. Since YES Prep's inception in 1998, all of its seniors have graduated from high school and been accepted to four-year colleges and universities. More than 90 percent of students attend college and don't have to take remedial courses.

Those results earned YES Prep the inaugural Broad Prize for Public Charter Schools in 2012 and \$250,000 to help them prepare their students for college.

With a longer school day and school year, YES Prep offers a challenging curriculum with objectives linked to the content in Advanced

Placement exams. The charter management organization hires high-performing teachers and then provides them with professional development, coaching and individualized support. Students are immersed in a “college going” culture so that graduating from high school and going on to higher education is viewed as an achievable goal, not a distant dream. But the help from YES Prep doesn't stop when a student graduates high school. A network of support—from student alumni and teachers—extends into college.

A review of publicly available data from 2007 to 2011 showed that YES Prep eliminated nearly all income and ethnic achievement gaps, and its Hispanic and low-income students outperformed peers statewide. Students attending YES Prep achieved higher average Advanced Placement and SAT participation rates and scores than their statewide peers.

## 5% of all public school students attend charter schools.



## 2013 Broad Prize for Public Charter Schools: Uncommon Schools

Students attending Uncommon Schools prove that family income doesn't have to impact academic achievement.

Of the nearly 10,000 students who attend Uncommon's network of 38 public charter schools across Massachusetts, New Jersey and New York, 96 percent are African-American or Hispanic, and 81 percent are low-income. Yet in 2012, 100 percent of Uncommon's seniors took the SAT exam and achieved an average score that was 20 points above the college-readiness benchmark established by the College Board.

As the winner of the 2013 Broad Prize for Public Charter Schools, Uncommon Schools received \$250,000 to support college readiness efforts for their low-income students.

In recent years, Uncommon students outperformed their low-income and African-American peers in the states where the school network operates, and they have closed income and ethnic achievement gaps four times as often as other large charter management organizations across the country.

Uncommon Schools all share key attributes: a college-preparatory mission; high standards for academics and character; a highly structured learning environment; a longer school day and school year; a focus on accountability and data-driven instruction; and a faculty of committed and talented leaders and teachers.

**1 million students are on waiting lists to attend a charter school.**

## 2002

**Speakers:**  
U.S. Senator Edward Kennedy  
U.S. Secretary of Education Roderick Paige  
**Winner:**  
Houston Independent School District



## 2003

**Speakers:**  
Caroline Kennedy  
U.S. Secretary of Education Roderick Paige  
**Winner:**  
Long Beach Unified School District, Calif.



## 2006

**Speakers:**  
Former President William Jefferson Clinton  
U.S. Secretary of Education Margaret Spellings  
**Winner:**  
Boston Public Schools



## 2007

**Speakers:**  
Former U.S. Secretary of State Colin Powell  
U.S. Secretary of Education Margaret Spellings  
**Winner:**  
New York City Department of Education



## 2010

**Speakers:**  
NBC Nightly News Anchor Brian Williams  
U.S. Secretary of Education Arne Duncan  
**Winner:**  
Gwinnett County Public Schools, Ga.



## 2011

**Speakers:**  
GRAMMY® Award Winner and Education Activist John Legend  
U.S. Secretary of Education Arne Duncan  
**Winner:**  
Charlotte-Mecklenburg Schools, N.C.



# The Broad Prize for Urban Education Speakers and Winners Circle

## 2004

**Speakers:**  
Former U.S. Secretary of  
Housing and Urban Development  
Henry Cisneros  
U.S. Secretary of Education  
Roderick Paige  
**Winner:**  
Garden Grove Unified School  
District, Calif.



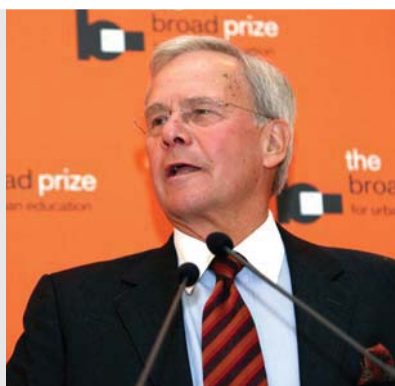
## 2005

**Speakers:**  
New York Times columnist and  
author Thomas L. Friedman  
U.S. Secretary of Education  
Margaret Spellings  
**Winner:**  
Norfolk Public Schools, Va.



## 2008

**Speakers:**  
NBC News Special  
Correspondent Tom Brokaw  
Former U.S. Secretary of  
Education Roderick Paige  
Former U.S. Secretary of  
Education Richard Riley  
**Winner:**  
Brownsville Independent  
School District, Texas



## 2009

**Speaker:**  
U.S. Secretary of Education  
Arne Duncan  
**Winner:**  
Aldine Independent  
School District, Texas



## 2012

**Speakers:**  
Former Chairman of the  
Joint Chiefs of Staff Admiral  
Michael G. Mullen, Retired  
U.S. Secretary of Education  
Arne Duncan  
**Winner:**  
Miami-Dade County  
Public Schools



## 2013

**Speaker:**  
U.S. Secretary of Education  
Arne Duncan  
**Winner:**  
Houston Independent School  
District



# Selection Jury and Review Boards

## The Broad Prize for Urban Education Selection Jury

The Broad Prize selection jury is comprised of nationally prominent individuals from business, government and public service. The jury reviews the statistical data and site visit reports for each finalist district and chooses the winner of The Broad Prize for Urban Education.

## The Broad Prize for Urban Education Review Board

A distinguished group of the country's top educational leaders serves as the review board for The Broad Prize for Urban Education. Review board members examine performance indicators, demographic statistics and other information about the urban school districts that are eligible for The Broad Prize. Based on their examination, the review board narrows the list of 75 eligible school districts to the four finalists.

## The Broad Prize for Public Charter Schools Review Board

A review board of prominent education experts from across the country—many of whom also serve on the review board that analyzes the school districts that are eligible for The Broad Prize for Urban Education—reviews student achievement data received from the eligible charter management organizations and their states and collected by RTI International, a national education research consulting firm. The review board selects the winning charter management organization for The Broad Prize for Public Charter Schools.

## The Broad Prize for Urban Education Selection Jury

### Henry Cisneros

*Executive Chairman  
CityView  
Former U.S. Secretary  
of Housing and Urban  
Development*

### Christopher Dodd

*Chairman and CEO  
Motion Picture Association  
of America, Inc.  
Former U.S. Senator from  
Connecticut*

### Donald Graham

*Chairman and CEO  
Washington Post Company*

### James B. Hunt, Jr.

*Chairman of the Board  
James B. Hunt Jr. Institute  
for Educational Leadership  
and Policy  
Former Governor of  
North Carolina*

### Michael Lomax

*President and CEO  
United Negro College Fund*

### Roderick Paige

*Former U.S. Secretary  
of Education*

### Edward G. Rendell

*Former Governor  
of Pennsylvania*

### Condoleezza Rice

*Thomas and Barbara  
Stephenson Senior Fellow  
Hoover Institution  
Stanford University  
Former U.S. Secretary  
of State*

### Richard W. Riley

*Senior Partner  
Nelson, Mullins, Riley &  
Scarborough LLP  
Former U.S. Secretary  
of Education  
Former Governor  
of South Carolina*

### Donna Shalala

*President  
University of Miami  
Former U.S. Secretary of  
Health and Human Services*

### Margaret Spellings

*President  
George W. Bush Foundation  
Former U.S. Secretary  
of Education*

### Andrew L. Stern

*Ronald O. Perelman Senior  
Fellow  
Richard Paul Richman  
Center for Business,  
Law and Public Policy  
Columbia University  
President Emeritus  
Service Employees  
International Union*

### Mortimer Zuckerman

*Chairman and  
Editor-In-Chief  
U.S. News & World Report  
Publisher  
New York Daily News*

## The Broad Prize for Urban Education Review Board

### **Elisa Villanueva Beard**

*Co-Chief Executive Officer  
Teach For America*

### **Anne L. Bryant**

*Former Executive Director  
National School Boards  
Association*

### **Christopher Cross**

*Chairman  
Cross & Joftus  
Former U.S. Assistant  
Secretary of Education*

### **Dan Goldhaber**

*Director  
Center for Education Data  
& Research  
Professor in Interdisciplinary  
Arts and Sciences  
University of Washington  
Bothell*

### **Peter Groff**

*Principal  
MCG2 Consulting, LLC*

### **Jane Hannaway**

*Vice President  
American Institutes  
for Research  
Director  
Center for Analysis of  
Longitudinal Data in  
Education Research*

### **Eric Hanushek**

*Paul and Jean Hanna  
Senior Fellow  
The Hoover Institution  
at Stanford University*

### **Karen Hawley Miles**

*President and Executive  
Director  
Education Resource  
Strategies*

### **Frederick Hess**

*Resident Scholar and  
Director of Education  
Policy Studies  
American Enterprise Institute*

### **Alexander “Sandy” Kress**

*Senior Counsel  
Akin, Gump, Strauss,  
Hauer and Feld, L.L.P.*

### **Patricia W. Levesque**

*Chief Executive Officer  
Foundation for Excellence  
in Education  
Executive Director  
Foundation for Florida’s  
Future*

### **Deborah McGriff**

*Partner  
NewSchools Venture Fund*

### **Thomas W. Payzant**

*Former Superintendent  
Boston Public Schools*

### **Delia Pompa**

*Senior Vice President,  
Programs  
National Council of La Raza*

### **Margot Rogers**

*Vice Chairman and  
Senior Advisor  
Education Center  
of Excellence  
The Parthenon Group*

### **Andrew Rotherham**

*Co-Founder and Partner  
Bellwether Education*

### **Roger Sampson**

*Former President  
Education Commission  
of the States*

### **John Simpson**

*Education Consultant  
JOS Simpson and  
Associates  
Former Superintendent  
Norfolk Public Schools, Va.*

### **Gene Wilhoit**

*Partner  
Student Achievement  
Partners  
Former Arkansas  
Commissioner of Education  
Former Kentucky  
Commissioner of Education*

## The Broad Prize for Public Charter Schools Review Board

### **Elisa Villanueva Beard**

*Co-Chief Executive Officer  
Teach For America*

### **Christopher Cross**

*Chairman  
Cross & Joftus  
Former U.S. Assistant  
Secretary of Education*

### **Reginald H. “Reggie” Gilyard**

*Dean  
Argyros School of Business  
and Economics  
Chapman University*

### **Jane Hannaway**

*Vice President  
American Institutes  
for Research  
Director  
Center for Analysis of  
Longitudinal Data in  
Education Research*

### **Eric Hanushek**

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Hoover Institution  
Stanford University*

### **Frederick Hess**

*Resident Scholar and  
Director of Education  
Policy Studies  
American Enterprise Institute*

### **Paul Pastorek**

*Chief Administrative Officer,  
Chief Counsel  
and Corporate Secretary  
EADS North America  
Former Superintendent  
of Education  
State of Louisiana*

### **Thomas W. Payzant**

*Former Superintendent  
Boston Public Schools*

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### **John Simpson**

*Education Consultant  
JOS Simpson and  
Associates  
Former Superintendent  
Norfolk Public Schools, Va.*

### **Kimberly Smith**

*Founder and CEO  
Pahara Institute*

### **Nelson Smith**

*Former President and CEO  
National Alliance for Public  
Charter Schools  
Senior Advisor  
National Association for  
Charter School Authorizers*

### **Christopher B. Swanson**

*Vice President  
Editorial Projects  
in Education*

### **Gene Wilhoit**

*Partner  
Student Achievement  
Partners  
Former Arkansas  
Commissioner of Education  
Former Kentucky  
Commissioner of Education*

### **Priscilla Wohlstetter**

*Distinguished Research  
Professor  
Teachers College at  
Columbia University*

**No two students are  
alike, so why are they  
taught the same way?**





# **Personalized Learning**

**It's absurd, when you think about it, that students today—the most technologically adept generation—learn from the same tattered textbooks their parents and grandparents used 50 years ago.**

How we learn needs to keep pace with how we live.

There is a quiet revolution brewing in a handful of classrooms across the country. We predict that personalized learning, which enables every student to learn at his or her own pace and allows teachers to individually engage with students, is the future of American education.

This approach to teaching and learning is not simply introducing computers into the classroom. It is giving students and teachers the technology they need to shift from the one-size-fits-all model of learning into truly personalized instruction.

Not every student learns in the same way. Some learn better in small groups; others excel when they work individually; there are those who benefit most from one-on-one instruction from a teacher. Yet teachers have historically been expected to deliver a set lesson plan to all students at the same time in the same way.

With personalized learning, the use of data enables teachers to determine how a student learns best and at what skill level. Technology—Internet-capable tablets or computers, plus a host of apps, websites and educational games—then helps the teacher tailor the instruction to the individual.

The early results—at schools like Carpe Diem, Rocketship, Teach to One—are promising and yield anywhere from one to three grade levels of progress in just a year.

And the smart use of technology has the potential to cross the bounds of time and distance. Just look at Khan Academy, which offers more than 5,100 free instructional videos online that have been viewed by more than 80 million students worldwide.

Our grants to these and other entrepreneurial organizations support the development, use and adoption of technologies that enable teachers to meet the personal needs of every student. We have invested nearly \$27 million in personalized learning to democratize education for all students.



# Khan Academy

Sal Khan didn't accept conventional wisdom that YouTube was for videos of cats playing the piano.

When his young niece, who lived in Louisiana, asked him to help with her algebra homework, and then his other cousins clamored for free tutoring, he wasn't deterred by distance (he lived in Boston). The financial analyst with degrees from MIT and a Harvard M.B.A. decided to videotape algebra lessons and upload them to YouTube for his niece and cousins.

What happened next was the start of an online learning revolution and the seeds of what would become Khan Academy: a free world-class education offered to anyone anywhere. Khan recorded all the earliest videos himself from a converted walk-in closet in his home, relying on diagrams drawn on an electronic blackboard.

"With so little effort on my own part, I can empower an unlimited amount of people for all time," Khan says. "I can't imagine a better use of my time."

Through the Khan Academy, online learners can access educational materials at no cost and master concepts at their own pace. While other institutions and universities that offer

online courses simply post a lecture online, Khan Academy classes stress hands-on learning and encourage students to work alongside the video. The academy tracks student progress and awards badges to anyone who masters a skill.

More than 80 million people have viewed some 240 million academy lessons in 30 subject areas. Khan Academy videos are now used in more than 20,000 classrooms around the world.

The videos have proved a boon to teachers. Khan Academy offers data to help teachers track what students learn. Some teachers also use Khan Academy videos to "flip" their classrooms—the video lectures are the homework, and students work through problems in class instead of at home. That means students get help from teachers when they need it most—as they attempt to apply what they've learned.

We have invested \$4 million to help Khan Academy analyze what lessons are most effective and use the data to help learners and the field improve. The funds will also be used to develop workshops and free online resources for teachers.

**Khan Academy students come from 200 countries and study lessons in more than 28 languages.**



URG

SHEEPSHEAD  
DAY

BRIGHTON  
BEACH

Math in Social Studies



## New Classrooms

Why can't an idea that works in one city be expanded to reach more students in more cities?

That was the question Joel Rose asked after founding School of One in the New York City Department of Education. Named one of *Time's* 50 Best Inventions of 2009, School of One was an effort to completely reimagine the classroom experience through an innovative math program that harnessed the power of technology to personalize each student's learning experience.

The results—middle school students who participated in the program learned twice as fast as students in traditional math classes—propelled Rose, a 2006 Broad Superintendents Academy graduate, to expand his personalized learning model. He created New Classrooms Innovation Partners to deliver a “classroom in a box” to school districts looking for ways to adopt technology to drive student achievement.

New Classrooms operates 15 schools in New York, Illinois, North Carolina, Washington, D.C. and New Jersey. By the 2014-15 school year, they plan to operate 42 schools serving almost 19,000 students.

Each New Classrooms student has a unique, personalized schedule comprised of group sessions, teacher lectures, computer-assisted self-paced learning and work with virtual tutors. The schedule is developed based on the student's performance the previous day and weeks and the learning approaches that are most effective at meeting her academic needs.

So how does that look?

A student walks into a large space, roughly the size of three or four classrooms, with 10 to 15 learning stations. She receives a computer-generated schedule for the day that has been reviewed by a teacher. The schedule might have her starting the day in a 30-minute group session on multiplying fractions, followed by a 20-minute self-paced lesson at a computer to reinforce the group session on fractions. After that, she might transition to a larger history lecture with 30 other students. Throughout the day, data would be collected about her learning progression: What has she mastered? What additional lessons does she need? All that data would be used to determine her schedule for the following day.

**More than two-thirds of teachers want more classroom technology, according to a study by PBS LearningMedia.**





**How can we improve  
our public schools to be  
the best in the world?**

# **School Improvement**

**The magic in  
classrooms across  
America happens  
between students  
and teachers, in public  
school systems that  
give them the chance.**

But what if a student doesn't have access to a great teacher every year?  
What if parents don't have access to a high-performing public school?

Policies—those amorphous federal, state and local laws that govern the resources and conditions in public school systems—can enable great public schools, or they can hinder them.

Our second area of emphasis in our education work is to support the policies that create the conditions that allow good teachers to do great work and enable students of all backgrounds to learn and thrive.

The power of partnerships between policymakers, philanthropy and business is evident in Michigan, where a new system of schools is raising the performance of the worst schools in the state, giving students and families new hope.

We're also investing in a movement of teachers who are banding together to voice their ideas for more supportive conditions. It's critical that teachers have meaningful input into the policies that impact their students, schools and profession. Educators 4 Excellence is mobilizing and empowering thousands of teachers nationwide to become actively involved in the public debate by creating and advocating for teacher-generated policy recommendations and taking on leadership roles in their schools and unions.

Parents, too, are organizing, recognizing their collective clout to demand options for high-quality schools. Parent Revolution has already demonstrated that parents have power. In California, parent trigger laws have enabled moms and dads to partner with teachers to transform failing schools through community organizing.

Defenders of the status quo are powerful, but we believe that a growing chorus of voices can exercise an even greater ability to demand policies that truly put children's academic progress at the core.



# Michigan Education Achievement Authority

No city has been harder hit than Detroit. The economic crisis that swept through the country sent businesses and residents fleeing from the Motor City. The schools that had struggled for years continued to spiral downward.

In recent years, the worst 5 percent of high schools in Michigan had failed 90 percent of their students. Fewer than 10 percent of students in those schools could read at grade level. None were proficient in math.

In 2012, we joined with Michigan Gov. Rick Snyder and local foundations like the W.K. Kellogg Foundation, The Kresge Foundation and The Skillman Foundation, national foundations like Bloomberg Philanthropies, the Robertson Foundation and the Carnegie Corporation, and local businesses including General Motors to support the creation of the Education Achievement Authority, a new statewide system of schools charged with dramatically transforming the state's lowest-performing campuses.

The EAA opened in September 2012 with more than 10,000 students attending 15 public schools in Detroit. The academic baseline was staggering. Only 2 percent of students were proficient in math—no sixth-graders—and only 18 percent were proficient in reading. Ninety-five percent of students are low-income; 99 percent are students of color.

In the EAA, students attend a seven-hour school day, 210 days a year—compared with six hours and 180 days in the typical Michigan public school. That extension alone equates to an additional six years of schooling for a student who starts in kindergarten. The EAA serves every student three hot meals a day. Each student has received a tablet computer and learns at his or her own pace in a personalized learning environment.

In the inaugural year of EAA operations, its students achieved impressive gains. Two out of every three students advanced at least a year of learning growth, and more than half achieved two or more years of growth.

The results are promising, but there's a long road ahead until every child in Michigan receives an education that prepares him or her for success in college and career.

To encourage local students to pursue higher education, the local community created the Detroit Scholarship Fund, which guarantees tuition to a two-year community college for every student who graduates from any Detroit high school—public, private or charter. For every three dollars raised, The Broad Foundation will give a dollar.

**Students who attend EAA schools receive nearly 1,600 hours of instruction a year, putting them on par with students in Japan, China and Singapore.**



Educators 4 Excellence

New York

COST OF  
LURE:

DEADLINE

1/17/2017

Educators 4 Excellence

#NYCEVA

WWW.EDUCATORS4EXCELLENCE

EDUCATORS 4 EXCELLENCE

## Educators 4 Excellence

Sydney Morris and Evan Stone didn't set out to start a movement.

They were relatively new teachers in the largest elementary school in the North Bronx who were passionate about educating students in their high-needs community. Despite their satisfaction with the work they did with students, they soon grew frustrated with the public education system: differences in teacher quality that weren't acknowledged by the administration, poor teacher retention, struggles by their colleagues to overcome abysmal student achievement.

"My school was a fascinating, chaotic place to be, and I loved every minute of it," Morris says. "But I looked down the road and saw myself doing at year 30 the same thing I was doing at year three."

Then came the light bulb moment: despite the autonomy they had within the four walls of their classroom, teachers had little say in decisions that were being made at the school, district and state level. "We felt like we didn't have a voice," Morris says.

So they talked to their colleagues and realized they weren't alone. Teachers—new and veteran, traditionally and alternatively certified, elementary and high school—shared their frustrations: lack of adequate tools and resources, a dearth of meaningful feedback on classroom practices and help to improve, and overwhelming

absence of acknowledgment or career growth opportunities for demonstrating success in the classroom. They wanted one thing: to have their voices and ideas heard by those who were making the policy decisions that impacted their classrooms and careers.

From those conversations, concerns and classrooms, Educators 4 Excellence was born, "around a coffee table on the Lower East Side of New York with 12 teachers" who drafted a declaration outlining their shared vision for educational change.

Educators 4 Excellence—affectionately abbreviated E4E—was started in March 2010 as a nonprofit organization to unite progressive educators around policies that would elevate the teaching profession and drive positive outcomes for students. E4E has three major functions: help educators learn about public-policy issues related to education reform; create a network of like-minded educators; and mobilize this network of educators to take action and assume leadership roles in their schools, districts and unions.

Since its launch, E4E has built a network of nearly 13,000 teachers nationally and launched chapters in New York, Los Angeles, Minnesota and Connecticut.

**1 out of 5 teachers leave the profession by the third year of their careers, and 3 out of 5 leave before their fifth year.**

Unión de Padres

KID  
WA



# Parent Revolution

Parent power.

When it comes to a child's education, no one should be a bigger advocate than his or her parents.

Not since the civil rights movement have parents organized into a powerful force for change in public schools, particularly in our nation's highest-poverty urban communities.

Six states—California, Tennessee, Louisiana, Mississippi, Ohio and Texas—have parent trigger laws on the books allowing parents to transform their children's underperforming schools through a majority vote. That transformation can mean replacing the leadership of a school or changing the school to a charter model.

The empowerment of low-income parents represents a profound shift in the power dynamic that has historically constrained reform in public education. Parent Revolution has been at the center of this power shift.

Since it was started in 2009 by Ben Austin, a former deputy mayor of Los Angeles, Parent Revolution has waged a public battle against district bureaucracies—which have

deployed extensive resources to trounce the threat parent trigger laws pose to their power.

The movement has gained momentum with the recent endorsement by the U.S. Conference of Mayors and the mainstream 2012 film, “Won’t Back Down,” which starred Maggie Gyllenhaal and Viola Davis as a scrappy parent and teacher who join forces to turn around a failing school.

Parent Revolution amplified its local efforts in California in two schools, fueling national media and political awareness of parent trigger laws. At the Adelanto School District in San Bernardino County—where 12 of the district's 13 schools were failing—Desert Trails Elementary School was the first school to be “flipped” to a public charter school following a series of hard-fought court cases and battles with the local school board.

Parent Revolution is pushing for parent trigger laws in nine additional states, through on-the-ground teams that will conduct legislative analysis, build coalitions, identify legislative champions and craft model legislation.

**Six schools in Southern California have been transformed through parent empowerment to offer improvements such as universal pre-K, new security staff, more electives, better transportation for after-school activities and a college-going culture.**



## **Scientific & Medical Research**

A photograph of a laboratory setting. In the foreground, a man in a white lab coat and glasses is walking from right to left, carrying a yellow bucket. In the background, two other scientists, a woman and an older man, are standing near a computer monitor. A large yellow robotic arm is visible on the right side of the frame. The floor is light-colored, and there are various pieces of equipment and storage racks in the background.

**What will it take  
to cure disease?**



## Scientific & Medical Research

All the money in the world doesn't mean a thing if you're not healthy.

Our investments in scientific and medical research have one simple goal: to improve the human condition. We've seen too many family and friends fall ill or suffer a compromised quality of life because of disease. The economics of disease can be debilitating for families and for societies.

We've placed our bets in two primary areas—genomic medicine and stem cell research—because we believe they have the potential to yield the greatest scientific discoveries. Ten years into this work, we have only to review the promising advances produced by scientists at the Broad Institute of Harvard and MIT and at stem cell research centers at three universities in California to see the power of scientific investments.

It's been a decade since MIT professor Eric Lander was finishing up work on the Human Genome Project and shared his dream with Eli and Edythe Broad to create a genomic medicine institute. All he needed was a mere \$800 million. After considerable thought and an enterprising idea to enlist historic rivals Harvard and MIT in their first joint endeavor, the Broads gave an initial \$100 million to start the institute. Over the years, The Broad Foundation's investment has grown to \$700 million—a clear indication of our belief in the institute's potential

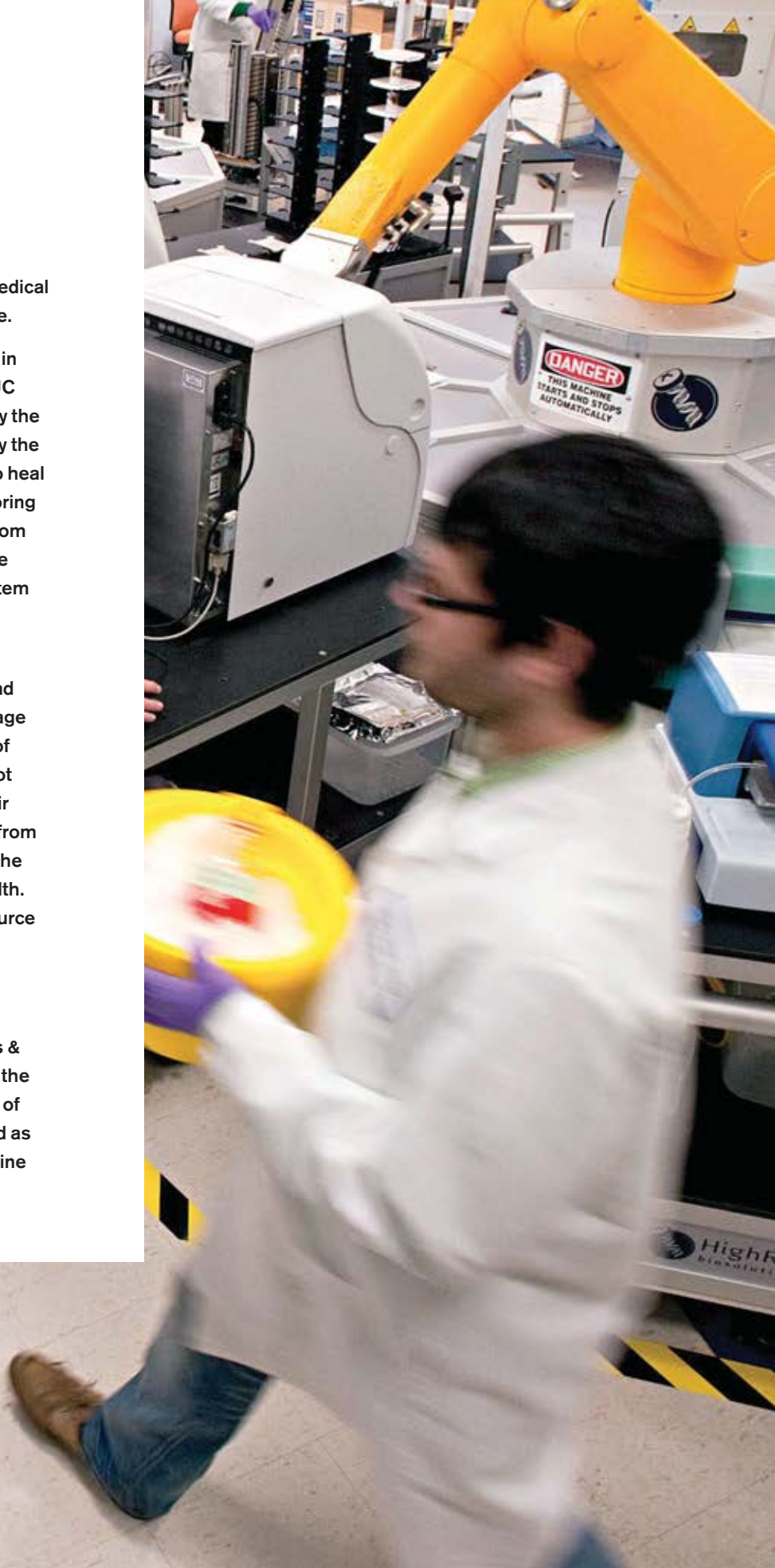


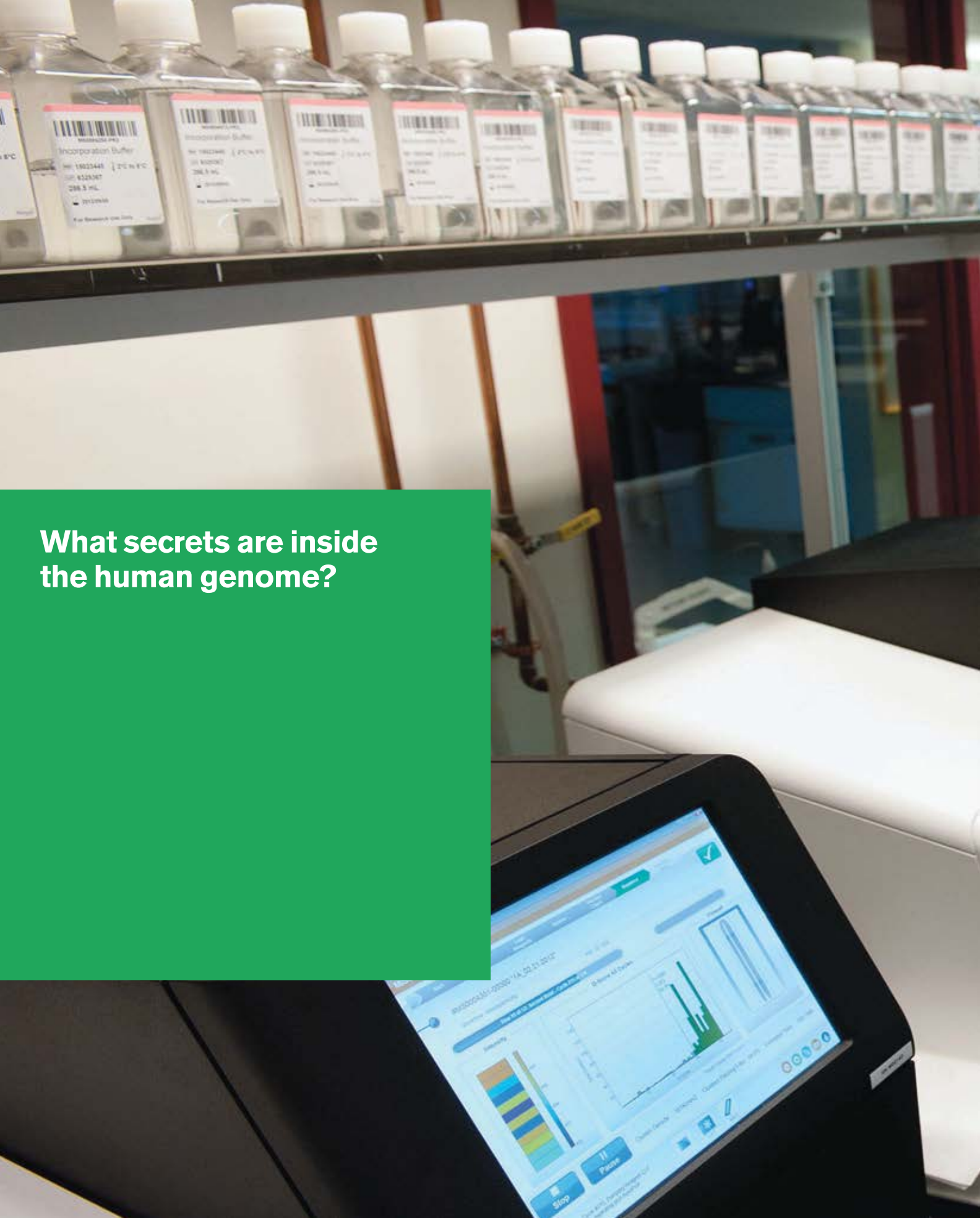
to advance scientific knowledge, improve medical treatments and ultimately even cure disease.

In our home state of California, we invested in three stem cell centers at USC, UCLA and UC San Francisco. We continue to be amazed by the research produced by their scientists and by the potential of an individual's own stem cells to heal and regenerate tissue and bone. From restoring sight to patients whose view has dimmed from macular degeneration to regenerating entire organs to speeding the regrowth of bone, stem cell research has remarkable promise.

Our work in scientific and medical research started in 2002 with the creation of the Broad Medical Research Program to fund early-stage studies into the cause, treatment and cure of inflammatory bowel disease. By funding pilot research, we helped scientists advance their work so they could qualify for larger grants from other organizations. We viewed our role as the farm team for the National Institutes of Health. And in fact, the NIH has been the largest source of continuation funding for our grantees.

To ensure this important work continues, we are pleased to have merged the Broad Medical Research Program with the Crohn's & Colitis Foundation of America in 2014. Over the years, CCFA has provided nearly 11 percent of the additional funding our grantees received as a result of their early research. We can imagine no better partner to carry on this work.





What secrets are inside  
the human genome?



# **The Broad Institute**

**It's been a decade since the Broad Institute was created, the idea of a brilliant scientist working to decode the human genome, made possible by the generosity of two philanthropists and two of the country's leading universities.**

The Eli and Edythe L. Broad Institute of Harvard and MIT has become the global leader in genomic medicine, cracking open the biology of major human diseases, yielding deep insights into new potential treatments and revolutionizing the way science is conducted. Under the leadership of Eric Lander, the Broad Institute has embraced an open-source approach that makes its scientific and medical discoveries and data freely available to the scientific community, rapidly propelling forward entire fields.

The human genome—the blueprint for every person’s health—holds the secrets of treating and ultimately curing disease. The Broad Institute has developed the leading computational tools for analyzing genome data—tools that have become the standard and are now widely used throughout the entire scientific community in both academia and industry.

The Broad Institute has generated more cancer genome data than any other center in the world and developed ways to determine the vulnerabilities of tumor cells, which is expected to lead to new treatments of ovarian cancer, colon cancer and other tumors.

When the Broad Institute was founded in 2004, Eli and Edythe Broad invested \$100 million, followed by a second \$100 million a year later. Once the institute was firmly established and successful enough to start planning for a long-term future, the Broads invested \$400 million to create an endowment. And on the eve of the Broad Institute’s 10th anniversary, the Broads invested another \$100 million to ensure its future success, bringing their total investment in the institute to \$700 million.

A new 250,000-square-foot building, expected to be completed in spring 2014, will consolidate the more than 2,000 people working in the Broad Institute community in two neighboring buildings.

Not a day goes by that a scientific paper or study isn’t published, detailing a discovery made by members of the Broad Institute community, many of them scientists from Harvard and MIT trained in diverse disciplines including biology, medicine, chemistry, computer science and engineering. These researchers have led dozens of studies that discovered hundreds of risk factors for common diseases, including diabetes, heart attack, autism, schizophrenia, Crohn’s disease and inherited forms of cancer.

“Of all our philanthropic work,” says Eli Broad, “the Broad Institute will probably have the greatest impact.”



# The Broad Institute: David Altshuler

When David Altshuler was in medical school, one question haunted him: “Why does one person get sick while another doesn’t?”

Altshuler, the Broad Institute’s chief academic officer, has spent his entire career trying to discover the genetic basis for common conditions like Type II Diabetes, prostate cancer and heart disease—and he’s working to make it easier to conduct that research by collecting massive amounts of genomic information.

“Up until very recently, the general mindset has been that studies not just of genetics but clinical studies in general are often done by one investigator, one institution,” says Altshuler. “They’ve been done disease by disease. It just wasn’t anticipated that you would need to look across in this way.”

Altshuler has known for more than a decade how helpful it is for researchers to have large sample sizes through which to search for gene variations. In 2002, he discovered that 85 percent of diabetes patients carried a slightly changed version of a gene involved in making fat cells. The variant raised the risk of diabetes by only 25 percent, making it hard to detect

without a big collection of data—Altshuler looked at the genes of 3,000 patients.

One year later, after spending more than 20 years studying at MIT and Harvard, Altshuler became a founding core member of the Broad Institute, drawn by its devotion to creating the platforms for genomic research related to disease.

Altshuler has been a leader in the SNP Consortium, International HapMap Project and The 1000 Genomes Project—all public-private partnerships to create public maps of gene variations. Using such maps, Altshuler discovered gene variants that raise the risk of several diseases. In one surprising and widely reported finding, he realized that the same region of a particular chromosome contributes to both heart disease and diabetes.

In 2013, Altshuler brought together fellow leaders of more than 70 major research institutes, including the National Institutes of Health, to form a global alliance that will ultimately create the largest repository of genomic information related to disease. Although it will involve many institutions, the project is a perfect example of the “Broadie” spirit.

**More than 100,000 scientists around the world in academia and industry rely on the Broad Institute’s free resources to propel their research.**



## The Broad Institute: Eric Lander

Eric Lander is known for many roles. He's the founding director of the Broad Institute. He was one of the architects of the Human Genome Project. He chairs the President's Council of Advisors on Science and Technology. He was one of 11 winners of the inaugural \$3 million Breakthrough Prize in Life Sciences. But perhaps he's best known as a teacher.

For 20 years, Lander has taught introductory biology to undergraduates at MIT—teaching the course to more than half of all MIT students. But in 2013, Lander's reach grew significantly larger when he taught one of MIT's first massive open online courses, or MOOCs, the increasingly popular format that brings top-notch instruction to students anywhere in the world.

Unlike his in-person course at MIT, Lander's online class requires no competitive application to MIT, no tuition and no classroom. Its only prerequisite: "A desire to learn."

While Lander's MIT course usually attracts up to 850 undergrads each semester, in one session of his MOOC in the spring of 2013, Lander reached 35,000 students. Online students, rather than just tuning into the dozen lectures, also have weekly homework assignments, regular tests and a final exam. To receive a certificate of completion, they have to earn the equivalent of a passing grade.

The course was made possible by edX, a non-profit collaboration between Harvard and MIT to bring the best classes from more than two dozen universities to students anywhere in the world for free.

Preparing to reach such a large audience took a great deal of effort by a specialized team including a fellow MIT professor, a project manager, a curriculum development specialist, a programmer and several grad students. "It takes a village," says Lander. "I've taught my course for 23 years, and I know the material, but I needed help to convert it to a new platform, so it was good to have the outside expertise."

Teaching is in Lander's DNA, and his students can sense his devotion to the course. Lander filmed lectures before a live class two evenings a week, sometimes turning his gaze to the camera connecting him with his thousands of other students. He often stayed until 10 p.m. to create supplemental "bumpers" for his MOOC, short video introductions to each quiz and problem set. And as a testament to his commitment to teaching, when Lander won the Breakthrough Prize, the largest academic prize for medicine and biology, he announced he would use part of the winnings to support his online courses.

**The Broad Institute's collaborations span more than 100 private and public institutions in more than 40 countries.**

# The Broad Institute: Advances in Evolution

By decoding the genome of the coelacanth, Jessica Alföldi of the Broad Institute, together with her international colleagues, has brought one of the world's newest technologies to one of its oldest creatures.

The coelacanth—a fleshy, thick-finned, five-foot-long fish with a drooping maw—has dwelled in deep ocean caves for hundreds of millions of years. The fish's genome—2.86 billion pairs of letters—could yield important clues about evolution, particularly why and how animals took their first steps onto land some 400 million years ago.

Finding a suitable coelacanth sample to decode took decades. Until they were discovered alive in 1938, the fish were thought to have been extinct for 70 million years. Looking at a coelacanth is like looking into that ancient past. For the animal's relatively unchanged appearance, some call it and similar creatures “living fossils.”

“People looked at these ancient fossils and they looked at the living fish and they said, ‘It really looks alike,’” says Alföldi, who also works to decode younger animals like the rabbit, the elephant and the ferret. “It looked more like its

fossils than we look like our ancestors from 300 million years ago.”

Along with a global team of scientists, Alföldi, a five-year veteran of the Broad Institute, was able to confirm that another prehistoric fish called the lungfish is a closer relative of land animals. But the lungfish's enormous, 100-billion-letter-long genome makes it a far less useful research subject than the coelacanth.

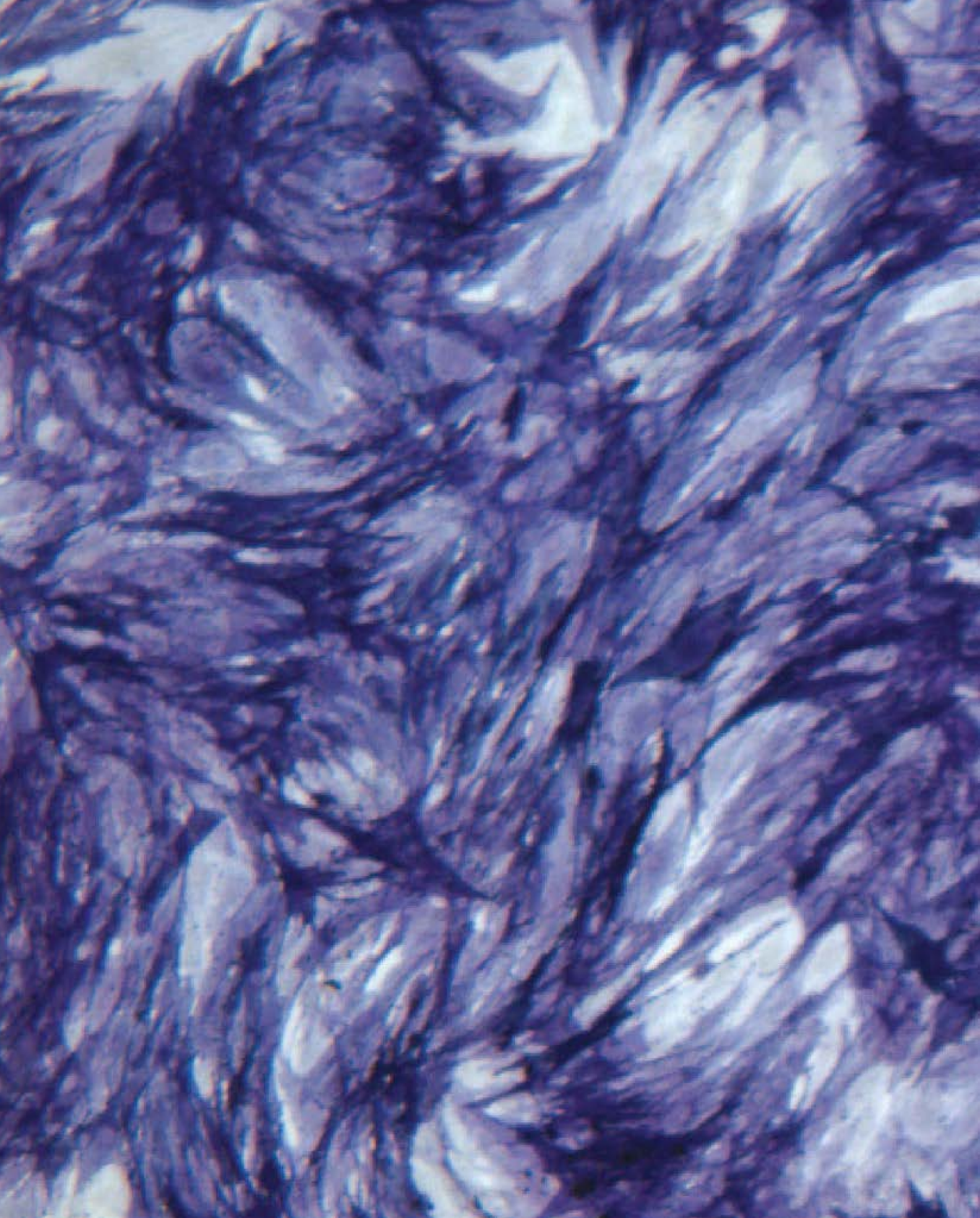
Alföldi and her fellow researchers also discovered key clues about the transition that animal species underwent to survive on land: an adapted sense of smell, a transformed immune system and the development of limbs.

Kerstin Lindblad-Toh, scientific director of the Broad Institute's vertebrate genome biology group and senior author, noted that the research highlighted the Broad Institute's tradition of collaboration.

“The international nature of the work, its evolutionary value and history, and the fact that it was a technically challenging project really brought people together,” she says. “We had representatives from every populated continent on Earth working on this project.”

## The Broad Institute's Genome Sequencing Platform processes terabytes of data each day, generating in excess of 300,000 billion base pairs of DNA per year.





A microscopic image showing a dense field of cells, likely cancer cells, stained with hematoxylin and eosin (H&E). The cells exhibit irregular shapes, prominent nuclei, and a disorganized arrangement, characteristic of malignant tissue. The background is a deep purple, and the cells are stained in shades of pink and light purple.

**How can a stem cell  
be more powerful  
than a cancer cell?**

# **Stem Cell Research**

**The ancient Greeks imagined the cure for all diseases as a heavenly potion, dispensed by a goddess. But the real panacea may be found in every human body, in the form of stem cells.**

The stem cell has the potential to treat the most devastating of illnesses, including heart disease, diabetes, immune disorders, Alzheimer's and Parkinson's diseases and cancer. Unlike every other human cell, stem cells can replicate almost without limit, and they can transform into other types of cells—muscle cells, red blood cells, brain cells—that can be dispatched to heal or even replace damaged tissues.

Over the past 10 years, California has become the epicenter of stem cell research, thanks in large part to its voters approving—by a significant margin and for the first time in history directly funding scientific inquiry—\$3 billion in bonds for stem cell research in 2004. With our home state poised to create new research centers, attract the best scientists from around the world, and pursue essential research in hopes of treating thus far untreatable disease, the timing was ideal for The Broad Foundation to invest in advancing stem cell research. We also saw the opportunity to leverage the state's significant investment by stepping in to fund centers where embryonic stem cell research would be conducted—research that at the time was not eligible for federal funding.

With three commitments totaling \$75 million, The Broad Foundation helped establish stem cell research institutes at some of the state's leading universities: USC, UCLA and UCSF. Thanks to The Broad Foundation gifts, the three schools are pursuing collaborative work across disciplines in state-of-the-art labs. In only a few years, each program has delivered remarkable advances in the study of diseases from AIDS to sickle-cell anemia. And the promise of stem cells—and research underway in these university centers—still seems limitless.



## Stem Cell Research: USC

To possibly help treat the 34 million people with HIV/AIDS around the world, one USC researcher is looking to the 1 percent—not the wealthiest people on the planet, but rather the 70 million individuals with natural immunity to the AIDS virus.

In a dramatic discovery three years ago, Timothy Ray Brown, an HIV-positive man suffering from leukemia, received a bone marrow transplant that seemed to neutralize his HIV. The donor, it turned out, was part of the 1 percent of people who have a mutated receptor from a gene called CCR5. Without it, HIV can't enter into immune cells.

But the number of bone marrow donors is few, and the number of AIDS-resistant bone marrow donors even fewer. Collaborating with City of Hope Researchers, Paula Cannon, a scientist at the Keck School of Medicine of USC and an associate member of the Eli and Edythe Broad Center for Regenerative Medicine and Stem Cell Research at USC, is finding a way to work around that scarcity by transforming a patient's own stem cells.

Cannon and her team propose to remove the blood-forming stem cells from an HIV-positive patient's bone marrow. Then, using a technology called a zinc finger nuclease—essentially, a pair of “molecular scissors”—the scientists would simply snip a particular point on the CCR5 gene. The altered cells would then be injected back into the patient, repopulating the blood with AIDS-resistant cells.

Cannon's work will unfold with the guidance and energy of the members of the Broad Center, including its new director, Andrew McMahon, recently recruited from Harvard University's Stem Cell Institute to Los Angeles. McMahon is well known for translating his research into an FDA-approved new anti-cancer drug.

Cannon, also an associate professor of molecular microbiology and immunology at Keck, has previously performed the experiment on a smaller subject. “We've done it at the scale of a mouse,” she says. “The challenge now is to see if this can be done at the scale of a human patient.”

**Stem cells hold the promise of treatments and cures for more than 70 major diseases and conditions.**

## Stem Cell Research: UCLA

If two UCLA researchers are successful in their latest exploration, patients suffering from osteoporosis will be able to look to their own bodies for help.

Bruno Peault and Chia Soo of the Eli and Edythe Broad Center of Regenerative Medicine and Stem Cell Research at UCLA are exploring how to rebuild broken or deteriorated bones using stem cells taken from patients during routine cosmetic liposuction.

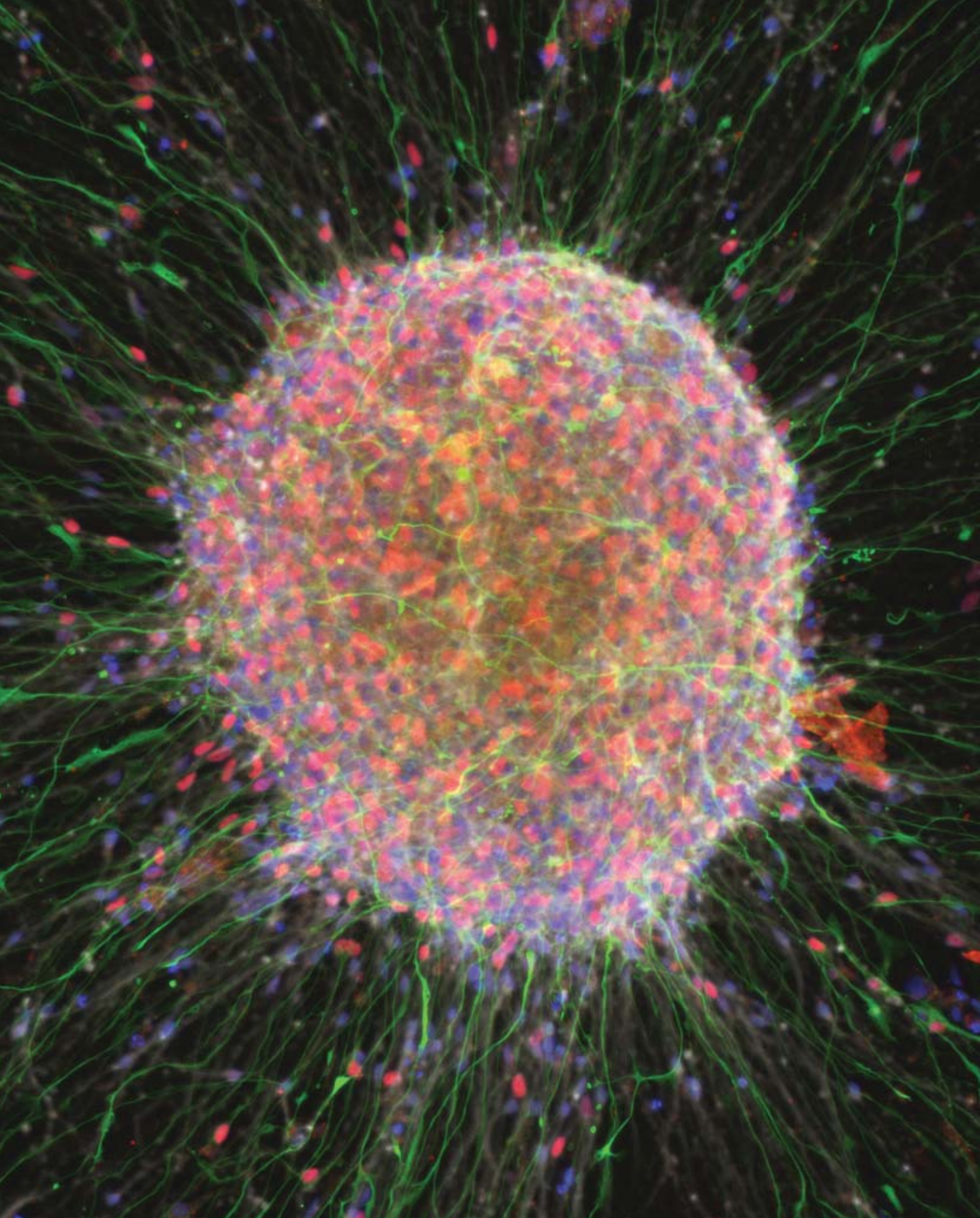
Working with a team of experts across several disciplines, Peault and Soo discovered that a growth factor called Nell1, when used with the stem cells pulled from fat, significantly enhances the process of bone repair. That could mean a quicker path to recovery for older adults suffering from bone loss. And rather than simply preventing bone loss like most existing therapies,

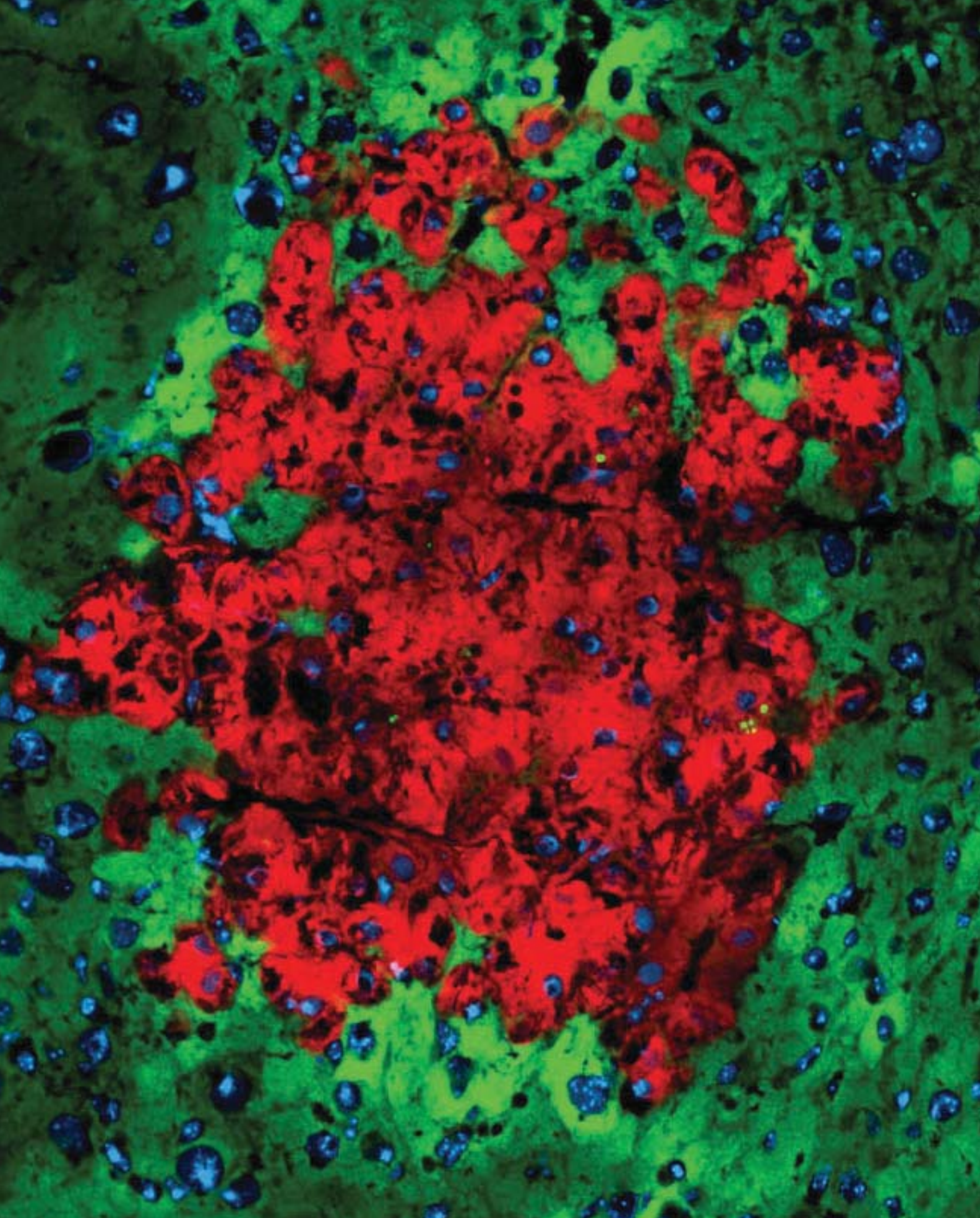
Peault and Soo's method could reactivate stem cells to actually rebuild bone mass.

Peault and Soo's therapy also promises to be more reliable and faster than current treatments. The stem cells they hope to use, called perivascular stem cells, differ from their fellow fat-derived cells because they yield purer cells and decrease the risk of contamination. Pulling the fat cells of patients themselves, rather than of donors, would also mean a lower risk of rejection of the therapy.

Osteoporosis patients aren't the only ones who would benefit if Peault and Soo are successful. Victims of painful skeletal injuries, herniated discs or severe bone fractures could find quicker and easier healing than through often painful and not always successful existing treatments, like spinal fusion and bone grafting.

**More than 200 faculty representing  
10 academic fields conduct research at  
the Broad Center of Regenerative Medicine  
and Stem Cell Research at UCLA.**





## Stem Cell Research: UCSF

With chronic liver diseases affecting 5 million Americans each year, scientists at the Eli and Edythe Broad Center of Regeneration Medicine and Stem Cell Research at UCSF are looking for ways to cure the worst forms of the disease without resorting to whole organ transplants. Holger Willenbring and his fellow researchers are studying how to repair the organ using liver stem cells, which could save the lives of the thousands of people who can't receive a transplant.

The liver, one of the body's largest organs, cleanses the body, stores necessary nutrients like sugar and produces vital substances that help digest food and prevent blood clotting. It can also regenerate itself.

But when a liver is diseased—whether because of excessive alcohol consumption, effects from drugs, viruses, a buildup of fat or inherited or autoimmune diseases—it can't perform these vital functions. The 100 billion liver cells, or hepatocytes, in the organ start to die, leading to failure of the organ. With organ failure can come scar tissue, which often progresses to cirrhosis, the hardening of the entire organ, and sometimes even cancer.

For most people suffering from liver failure, the only known therapy is a liver transplant. At any given time, more than 10,000 people await the exceedingly rare organs—and, although only the most viable candidates receive them, a transplant is no guarantee of good health and could even be completely rejected by the patient. Liver disease remains the 10th leading cause of death for Americans, and the fourth leading cause of death for those aged 45 to 54 years old.

Willenbring's lab has been studying how liver regeneration works in mice, particularly how lost hepatocytes are replenished. The researchers are now working to apply this understanding to the generation of new liver cells from human stem cells or by reprogramming readily accessible cell types.

Willenbring ultimately hopes to produce cells that—after successful testing in animal models of liver failure—will ultimately be effective in restoring the function of one of the human body's most crucial organs.

**When human embryonic stem cell research began in the late 1990s, UCSF was one of only two university labs in the United States conducting studies.**

**Why is disease of the  
gut so tough to cure?**





**The Broad Medical  
Research Program**  
**More than 5 million  
people worldwide suffer  
from painful intestinal  
inflammation of Crohn's  
disease or ulcerative  
colitis. There is no known  
cause and no cure.**

The Broad Medical Research Program was started in 2002 to fund innovative yet scientifically sound research into inflammatory bowel disease.

For a dozen years, we have funded early-stage research so that scientists could test their initial ideas and produce preliminary data to qualify for larger grants. Using a non-traditional approach to soliciting and approving grant applications, we have awarded more than \$43 million to scientists and researchers, who have gone on to receive more than \$142 million in new research funding from other organizations. Research has ranged from stem cell treatments to the use of parasites to studies into specific enzymes and proteins, all looking for the cause of a mystifying disease.

We have awarded one- and two-year grants to 383 investigators—about half of whom are internationally based. Unlike many funders that have a traditional grant cycle, we have accepted applications year-round, drawing on a pool of more than 2,700 leading researchers from 44 countries to review and evaluate the proposals.

While we look back at the success of this program, we also look ahead. To ensure that promising research into IBD continues, in 2014 the Broad Medical Research Program merged with the Crohn's & Colitis Foundation of America. CCFA is a national research and support organization for the 1.4 million IBD patients in the United States. The organization has its own grant program and has invested more than \$200 million for research into the treatment and cure of IBD. Pledging to continue the innovative spirit of the Broad research program, CCFA will raise at least \$2 million a year, and we will match that amount for the first three years.

We are proud of the research advanced by our grantees over the years, and we believe that CCFA is the ideal partner to carry on this crucial work.



## Broad Medical Research Program

Unlike most any tissue or cell, mesenchymal stromal cells—the adult stem cells known as MSCs—can pass through an immune system unrecognized. That means anyone can be a donor, and anyone can be a recipient.

Thanks to a grant from the Broad Medical Research Program, patients suffering from Crohn's disease may soon find MSCs to be an essential and readily available treatment. Not only are the cells easy to donate, but they also reduce severe inflammation—a chronic symptom of Crohn's.

Gastroenterologist Geoff Forbes of Royal Perth Hospital in Australia came across the idea of treating Crohn's with MSCs while watching the work of a colleague, Marian Sturm. Sturm had used MSCs to help patients whose bone marrow transplants end up attacking rather than repairing their bodies, a problem called graft-versus-host disease. Sturm was seeing positive results, and the two scientists realized that patients with Crohn's might also benefit from a similar treatment.

Working with scientists across Australia, Forbes and Sturm organized a clinical trial with more than a dozen patients suffering from severe

Crohn's that didn't respond to existing therapies. The patients received weekly cell treatment with donated MSCs for one month.

After the treatment, Forbes and Sturm found that half the patients went into remission, and 80 percent had shown significant improvement. Not a single patient suffered adverse effects.

"To achieve an 80 percent clinical response, particularly in such severe patients, is pretty amazing," Sturm says.

As the trial expands to include more patients and to explore longer-term results and interaction with other therapies, many questions remain about MSCs and Crohn's. But the scientists have high hopes. Sturm hypothesizes that MSC transplants might one day be as routine as bone marrow ones to treat a host of immunological diseases, and Forbes thinks the experiments could shed light even on how existing Crohn's treatments help patients.

"We still don't understand precisely how these drugs work," Forbes says. "We just know they work. As our understanding of the immunological network in the gut improves so will our understanding about how potentially even these drugs we've used for 50 years might work."

**The total annual financial burden of IBD in the United States is an estimated \$2.2 billion.**

# Scientific & Medical Research Boards

## The Eli and Edythe L. Broad Institute Board of Directors

The key responsibility of the board of directors is to be a wise and effective steward for the Broad Institute—guiding it and helping it fulfill its ambitious mission to accelerate progress in biomedicine through new approaches to science and the scientific community.

## Broad Institute Board of Scientific Counselors

Working closely with The Broad Foundations board of governors, the Broad Institute board of scientific counselors provides an external evaluation of the effectiveness of the Broad Institute.

## The Eli and Edythe L. Broad Institute Core Members

Although members of the Broad Institute community are formally affiliated with many different institutions, they come together at the Broad Institute around the singular goal of transforming medicine. Within this open but tightly integrated community, creative scientists at all career stages gain access to the resources and collaborators needed to test new ideas and to build and apply the critical tools that empower the worldwide biomedical community.

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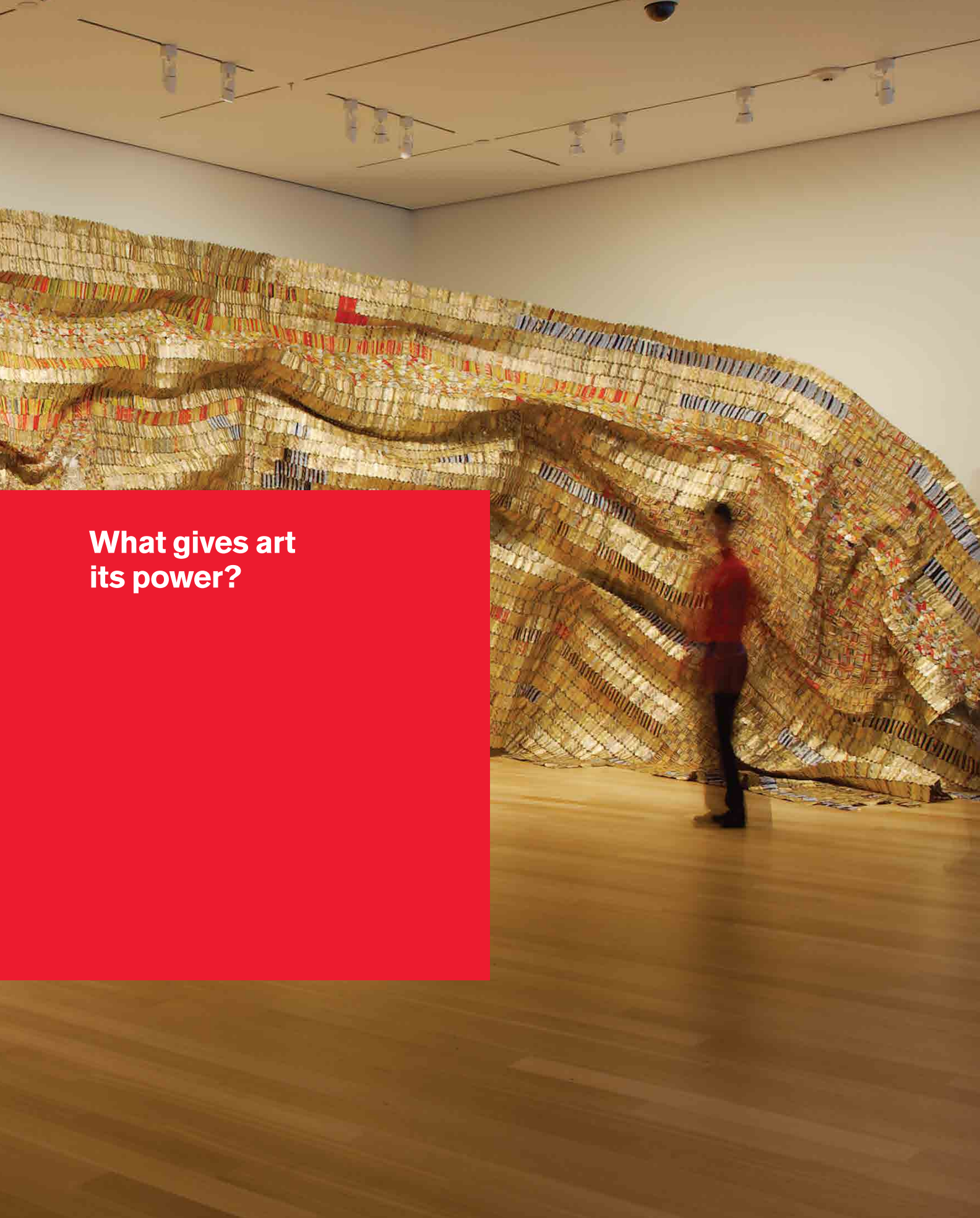
### Feng Zhang, Ph.D.

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of Technology  
*Investigator*  
McGovern Institute  
for Brain Research  
Massachusetts Institute  
of Technology



## The Arts

**What gives art  
its power?**





## The Arts Overview

Without an audience—to observe, converse, make meaning and take inspiration—art is powerless. That's why, for the past three decades, our goal has been to preserve and present contemporary art to the widest possible audiences.

Over the years, we have supported a broad range of visual and performing arts, from art exhibitions to opera, theater and dance. We have funded museums across the country because we believe that public access to great art enriches the human spirit. We have built university art centers and contemporary art museums because we believe that art needs a home, a warm and welcoming place that draws visitors from far and near.

But our core work in the arts has been through The Broad Art Foundation, whose pioneering lending library has served as an important resource of contemporary art for museums around the world. Since 1984, we have loaned more than 8,000 works to some 500 institutions with combined visitors of more than 100 million. Our collection has grown over the years, swelling to more than 2,000 works by 200 artists.

At Michigan State University, Eli Broad's alma mater, we saw the potential for innovative architecture to not only house contemporary art but also to be an artwork itself. The Eli and

Edythe Broad Art Museum at MSU, designed by Pritzker Prize-winning architect Zaha Hadid, demonstrates the power of art and architecture. Hadid's instantly iconic design won praise from around the globe and from the East Lansing community, striking a dramatic contrast with its red brick environs on the traditional university campus. The museum's art, architecture and educational programming drew more than 100,000 visitors before its one-year anniversary in the fall of 2013.

After years of supporting museums around the country and in our hometown of Los Angeles, we decided the time had come to build a permanent public home for our collection of contemporary art. Designed by the renowned architectural team of Diller Scofidio + Renfro, The Broad will be Los Angeles' newest museum for art of our time. Located along the cultural corridor of Grand Avenue, The Broad will offer free general admission when it opens in 2015. The three-story structure will include two floors of public gallery space and will serve as the worldwide headquarters for The Broad Art Foundation's lending program.

Art isn't elitist. It's for everyone—and we'll continue working to ensure great contemporary art is accessible for this and future generations.



**How can architecture  
transform a community?**





# **The Broad Art Museum at MSU**

**When it came time  
to consider renovating  
Michigan State  
University's on-campus  
museum, alum Eli Broad  
was full of questions  
for MSU President  
Lou Anna Simon.**

**Why not think bigger?**

Why not hold an international competition and encourage the world's leading architects to come up with a new museum as innovative as the art it would contain?

After advising the architects and the selection jury to be respectful of the land grant university's 19th-century brick buildings and history, Lou Anna Simon led the charge into the future.

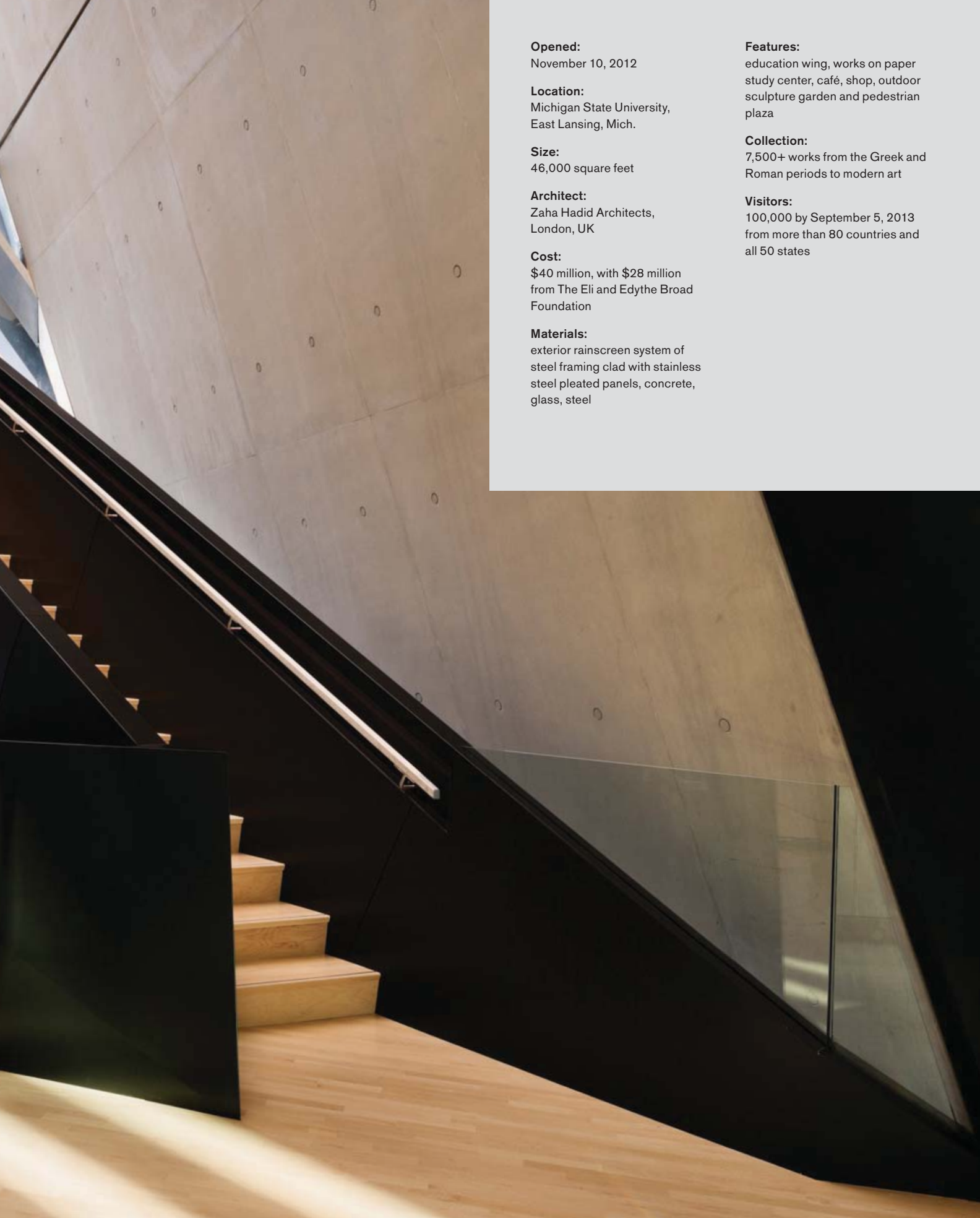
The chosen design by architect Zaha Hadid, the first woman to win the prestigious Pritzker Prize, sought to push the boundaries of architecture not only at MSU but also in the central Michigan region, which was grounded in earlier eras and lacked a beacon of contemporary design. But she also wanted to create a museum that fit smoothly into the campus' lines of sight and movement and that would serve as a gathering place for the MSU and East Lansing community.

The pleated steel and glass Broad Museum at MSU, which opened to critical acclaim in the fall of 2012, has become just such a magnet. On the edge of campus, the museum acts as a bridge between the university and the community, linking the past with the future. Dedicated to exploring global contemporary culture and ideas through art, the Broad Art Museum at MSU serves as both an educational resource for the campus community and a cultural hub for the region.

More than 70 percent of the 46,000-square-foot museum is dedicated to exhibition space. With the modern emphasis of its namesake patrons, the museum presents newer works within a historical context through access to a study collection of more than 7,500 objects, ranging from the Greek and Roman periods to modern art. The museum opened with a gift of 18 works and additional loans from The Broad Art Foundation, including the signature work for the museum's sculpture garden, *Containment 1* (2009) by artist Roxy Paine.

MSU students, staff and faculty as well as art and architecture lovers have come to appreciate the sharp lines and dramatic angularity of the structure. The once empty plot of land where the museum now stands has become a destination not just for them, but for tourists from across the country who may never have traveled to East Lansing were it not to see the breathtaking building by one of the world's most talented architects.





**Opened:**  
November 10, 2012

**Location:**  
Michigan State University,  
East Lansing, Mich.

**Size:**  
46,000 square feet

**Architect:**  
Zaha Hadid Architects,  
London, UK

**Cost:**  
\$40 million, with \$28 million  
from The Eli and Edythe Broad  
Foundation

**Materials:**  
exterior rainscreen system of  
steel framing clad with stainless  
steel pleated panels, concrete,  
glass, steel

**Features:**  
education wing, works on paper  
study center, café, shop, outdoor  
sculpture garden and pedestrian  
plaza

**Collection:**  
7,500+ works from the Greek and  
Roman periods to modern art

**Visitors:**  
100,000 by September 5, 2013  
from more than 80 countries and  
all 50 states



# The Broad Art Museum at MSU

Nothing proved that the Eli and Edythe Broad Museum at MSU was a museum for the people quite like the installation spanning the lobby on opening day in November 2012.

Conceived by German artist Jochen Gerz, *The Gift: Lansing, Michigan* invited anyone and everyone from Lansing to pose for frank, unsmiling black-and-white portraits that would be displayed in rotation on a wall of the museum. Shots of Eli and Edythe Broad, MSU President Lou Anna Simon and architect Zaha Hadid appeared alongside pictures of the workers who built the museum, university students who dropped by and pedestrians passing on their way to work. It was, as one reporter put it, “like an official roll call of humanity.”

Long after *The Gift* came down—and each of the more than 1,000 participants took home a portrait of a stranger, hence the title of the work—the Broad Museum at MSU remained

a destination for the East Lansing community, drawn by exhibitions, screenings, panel discussions, concerts and specially programmed family days. In early September 2013, sooner than expected, the museum welcomed its 100,000th visitor, a junior at MSU.

“The international reach of the museum is in line with the global reach and mission of MSU,” says Michael Rush, the museum’s founding director. “We want to be the cultural pinpoint in that mission.”

Visitors to the free museum have included tourists from all 50 states and from more than 80 countries.

The impressive tally bears out what Eli Broad predicted might happen back on opening day—that the museum could “do for Michigan State University and East Lansing what Frank Gehry’s Guggenheim did for Bilbao, Spain.”

**“This building serves as Michigan State University’s silver-tongued invitation to the global community to come and look.”**

**— Detroit Free-Press**

**How can a private  
art collection be  
seen by the public?**





# **The Broad Art Foundation**

**What started as  
Eli and Edythe Broad's  
personal art collection  
quickly evolved into  
a public collection  
when they had grander  
ambitions to share the  
contemporary artworks  
beyond the walls of  
their home.**

For more than 30 years, The Broad Art Foundation has been a public collection of contemporary art, available for loan to museums around the globe. With some of the world's largest holdings of artists like Roy Lichtenstein, Cindy Sherman, Jeff Koons and Joseph Beuys along with deep representations of 27 other artists, The Broad Art Foundation is a resource frequently tapped by museums for special exhibitions.

When the Musee d'Art Moderne in Paris wanted to mount a unique Keith Haring retrospective, it came to The Broad Art Foundation, borrowing two of the eight Haring works in the Broad collections. "Keith Haring: The Political Line" was a landmark show that transformed the common perception of Haring. Rather than portraying him as a decorative artist, the show cast him as a political and social commentator much like Jenny Holzer and Barbara Kruger, two other artists represented in the Broad collections. Of the more than 250 works tracing Haring's messages about nuclear disarmament and AIDS awareness—the artist died of AIDS in 1990—the show consistently sold out and had a total of 400,000 visitors. The Broad Art Foundation's works were featured prominently at the entrance.

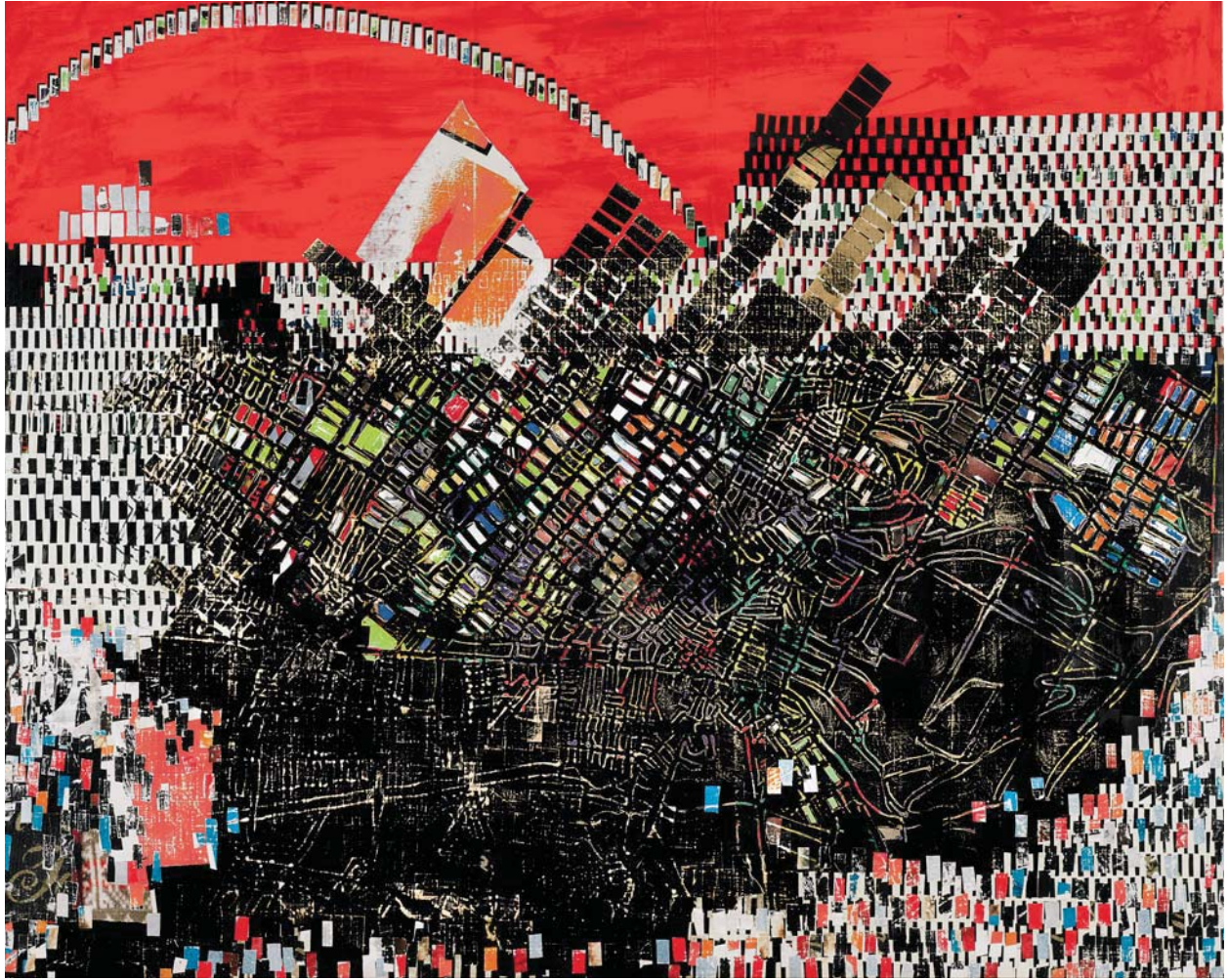
Our loans continue to grow in number and scope. In 2013 alone, a Roy Lichtenstein retrospective enriched by some of The Broad Art Foundation's 32 works by the pop artist traveled to the National Gallery in Washington, D.C., the Tate Modern in London, and the Centre Pompidou in Paris. A piece by Julie Mehretu was loaned to the Manege Exhibition Hall in Moscow, and art by Cy Twombly will go to Mexico City in 2014.

But with a mission of making contemporary art accessible to as many people as possible, The Broad Art Foundation's loans also extend beyond global art capitals and up-and-coming artistic cities to smaller Midwestern museums that other lending programs might overlook. The Akron Museum in Ohio received a loan of a work by El Anatsui in 2012, which then traveled to the Des Moines Art Center in Iowa.





**When does  
contemporary art stop  
being contemporary?**



**Mark Bradford**

Scorched Earth, 2006

billboard paper, photomechanical reproductions, acrylic gel medium,  
carbon paper, acrylic paint, bleach, and additional mixed media on canvas  
95 1/4 x 118 1/4 x 2 1/4 in. (241.94 x 300.36 x 5.72 cm)

© Mark Bradford

# The Broad Art Foundation

Mark Bradford's path to success offers inspiration to aspiring artists.

After graduating with a master's degree from the California Institute of the Arts, Bradford was eager to find an audience for his work. "I would've shown out of your garage after grad school if you asked me," he says.

Bradford's early work is edgy and drawn from the streets of the South Los Angeles neighborhood where he grew up. He found inspiration in old movie posters, signs peeling off telephone poles, discarded placards from local businesses, and even the endpapers used to perm hair at his mom's salon (where he helped out as a teen), working the raw materials into paintings and collages. The street remnants he salvaged weren't only readily available, but they were also cheap for a struggling artist.

"I worked on bed sheets, which were a dollar at the second-hand store. I painted with house paints. That's two dollars. I had all this material that came to about five bucks. I could do this about 50 times before I had to pay the rent without telling some story like, 'Oh, it's in the mail,'" Bradford says.

A year after his graduation from CalArts in 1997, Bradford had his first solo show in Los Angeles.

Five years later, he created an installation at the first Art Basel in Miami Beach called *Foxye Hair*, where he and a team of beauticians styled hair for visitors.

Over the next several years, Bradford's work was featured in major exhibitions at the Whitney Museum of American Art and at the Los Angeles County Museum of Art, and in 2009 he won a MacArthur Fellowship or "genius" award. He also won a commission to create a large-scale work for Los Angeles International Airport's newly renovated Tom Bradley Terminal.

Today, eight of Bradford's works are part of the Broad collections. He is one of the artists featured in a series of public art talks, "The Un-Private Collection," hosted by The Broad in the months leading up to the museum opening to give the public an opportunity to hear firsthand from artists in the Broad collections.

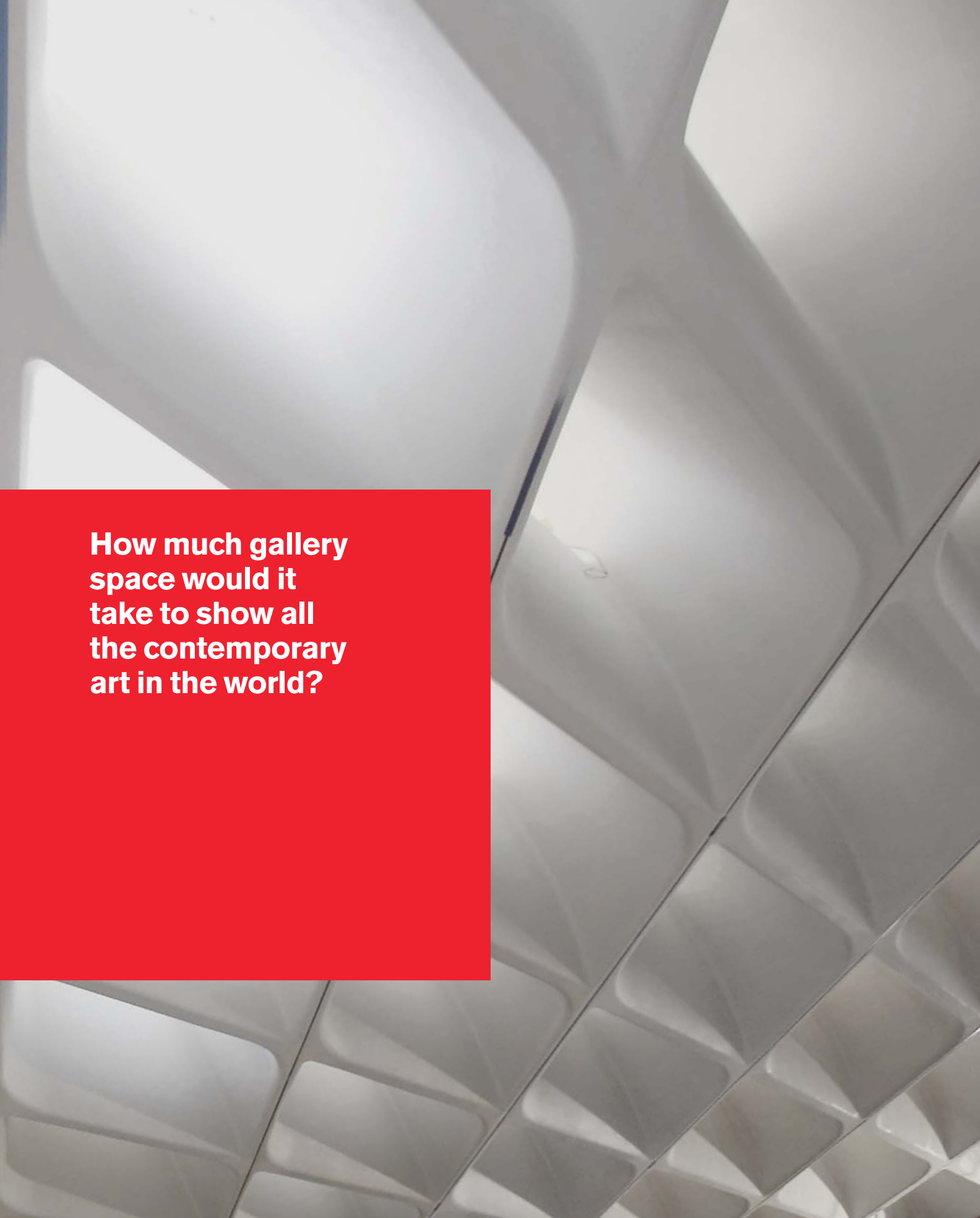
Despite his success as an artist, Bradford—who lives, works and volunteers in the Leimert Park neighborhood of Los Angeles—remains aware of what it's like to first start out.

"Artists are thought of as outsiders—people who have to make it on their own until you become successful," he says. "And then they welcome you back in and say 'Oh we always knew. We always knew.'"

**"Technically 'Scorched Earth' is abstract. Nothing in it actually identifies a historical event, but everything speaks of cities, violence and fire."**

**— New York Times**





**How much gallery  
space would it  
take to show all  
the contemporary  
art in the world?**

# **The Broad**

**After 40 years of collecting contemporary art and 30 years of supporting museums, Eli and Edythe Broad decided it was time for something more permanent.**

The Broad will be the city's newest contemporary art museum when it opens in 2015 in the heart of downtown Los Angeles. With a third-floor installation featuring works drawn from the 2,000-piece Broad collections and rotating shows in the first-floor space, the museum will also serve as the headquarters of The Broad Art Foundation's lending library.

The museum's location—along Grand Avenue's cultural corridor and across the street from the Frank Gehry-designed Walt Disney Concert Hall and the Museum of Contemporary Art by Arata Isozaki—proved challenging to find the right architectural design.

But the concept developed by Diller Scofidio + Renfro—of marrying the museum's public exhibition and lending programs—was the perfect complement to its architecturally distinct neighbors.

The “veil and vault” concept features a sculptural honeycomb exoskeleton that wraps around the building, giving visitors a peek of the artwork in the first-floor lobby. The second-floor “vault,” which serves as the foundation's archive and study space, is a curving dark grey mass that looms over the lobby. The fabrication of the veil and the vault is a feat of engineering, requiring 36 million pounds of concrete and a vault that cantilevers—unsupported by pillars or an outer wall—45 feet over the lobby.

Visitors will travel up a 105-foot escalator from the lobby through the second-floor vault and emerge on the third-floor gallery. Column-free and filled with natural light from 318 skylights, the gallery spans a full acre of space with flexible configurations for displaying artworks. Guests will descend via stairs along a route that features an innovative peek into the art archives, giving them a glimpse of works they might see in future exhibitions.

In one of their most enduring public gifts to the people of Los Angeles and the world, the Broads are building and endowing the museum, which will have free general admission. It also serves as a testament to the foundation's—and the city's—commitment to the art and artists of our time.





**“This is in the geographic heart of Los Angeles. Footsteps from where this town was first founded, we come back to our history to find its future.”**

**— L.A. Mayor Eric Garcetti**



Andy Warhol / Kara Walker / El Anatsui /  
Alexander Calder / Joseph Beuys /  
Sherrie Levine / Ellsworth Kelly / Charles Ray /  
Doug Aitken / Jeff Wall / Ed Ruscha /  
Anselm Kiefer / Chuck Close / Neo Rauch /  
Takashi Murakami / William Kentridge /  
Eric Fischl / Richard Prince / Barbara Kruger /  
Mark Bradford / Thomas Houseago /

**Jasper  
Johns**



**Cy  
Twombly**



**Ed  
Ruscha**



**Cindy  
Sherman**



**Barbara  
Kruger**

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**Location:**  
221 S. Grand Avenue,  
Los Angeles

**Size:**  
120,000 square feet

**Public Space:**  
50,000 square feet of galleries  
20,000 square feet of other  
public space

**Cost:**  
\$140 million

**Materials:**  
concrete, steel, fiberglass  
reinforced concrete, fiberglass  
reinforced gypsum

**The Veil:**  
2,500 fiberglass  
reinforced concrete panels  
and 650 tons of steel

**The Vault:**  
35 million pounds  
of concrete

**Skylights:**  
318 skylight monitors

**Features:**  
105-foot escalator,  
lecture hall, museum shop,  
multimedia space

## 1986

**Museum of Contemporary Art**  
Los Angeles  
Arata Isozaki & Associates



## 1992

**Edythe and Eli Broad Graduate Art Studios**  
CalArts, Valencia, Calif.  
Grinstein/Daniels



## 2003

**Walt Disney Concert Hall**  
Los Angeles  
Frank Gehry Partners



## 2004

**The Broad Institute**  
Cambridge, Massachusetts  
Elkus/Manfredi Architects



## 2006

**Edythe and Eli Broad Art Center at UCLA**  
Los Angeles  
Richard Meier & Partners Architects



## 2007

**Eli and Edythe Broad Center of Regenerative Medicine and Stem Cell Research at UCLA**  
Los Angeles  
Pelli Clarke Pelli Architects



## 2009

**High School for the Visual and Performing Arts**  
Los Angeles  
Coop HIMME(l)blau / Wolf Prix



## 2010

**Eli and Edythe Broad Center of Regenerative Medicine and Stem Cell Research at USC**  
Los Angeles  
Zimmer Gunsul Frasca Architects LLP



## Institutions and buildings

The Broad Foundations have been instrumental in creating and/or funding these institutions and architecturally significant projects.

# 1994

**The Edythe and Eli Broad Center and Broad Hall**  
Pitzer College, Claremont, Calif.  
Gwathmey Siegel & Associates Architects



# 2002

**Broad Center for the Biological Sciences at Caltech**  
Pasadena, Calif.  
Pei Cobb Freed & Partners Architects, LLP



# 2004

**The Eli and Edythe Broad Plaza at Caltrans District 7 Headquarters**  
Los Angeles  
Thom Mayne, Morphosis Architects



# 2006

**Grand Avenue**  
Los Angeles  
Frank Gehry Partners



# 2008

**Broad Contemporary Art Museum at LACMA**  
Los Angeles  
Renzo Piano Building Workshop



# 2008

**The Broad Stage and The Edye Second Space**  
at Santa Monica City College,  
Santa Monica, Calif.  
Renzo Zecchetto Architects



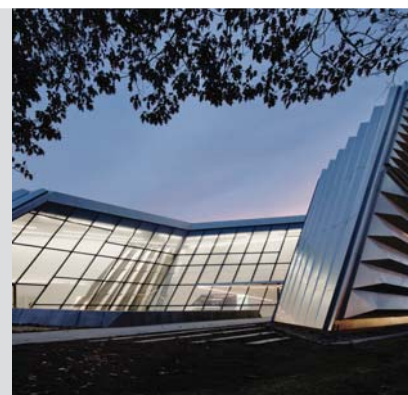
# 2011

**Eli and Edythe Broad Center of Regeneration Medicine and Stem Cell Research at UCSF**  
San Francisco  
Rafael Viñoly Architects PC



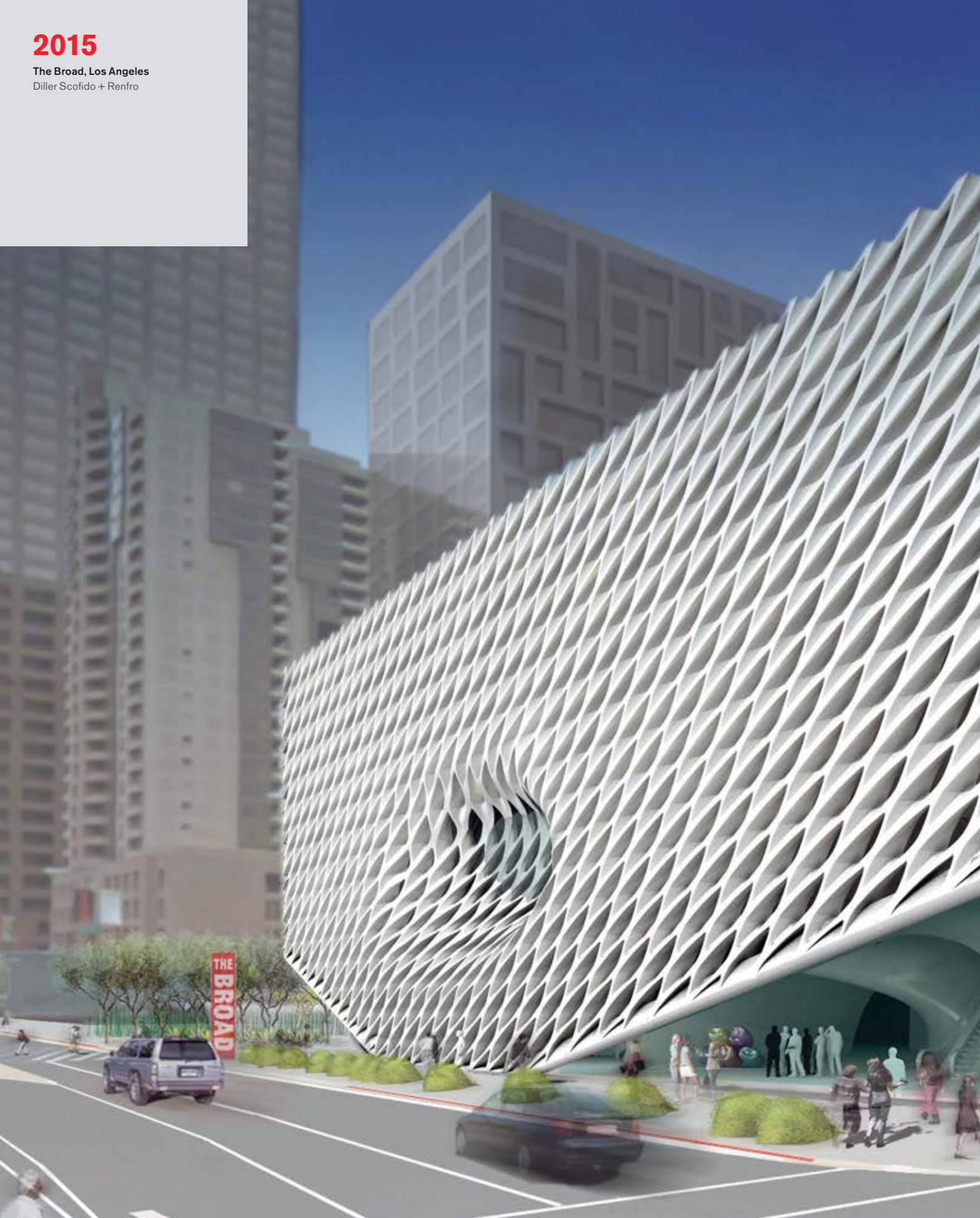
# 2012

**Eli and Edythe Broad Art Museum at Michigan State University**  
East Lansing, Mich.  
Zaha Hadid Architects



**2015**

The Broad, Los Angeles  
Diller Scofidio + Renfro







Left to right:  
**Robert H. Tuttle**  
**Michael Chow**  
**Deborah Borda**  
**Irving Blum**  
**Eli Broad**  
**Bill Bell**  
**Edythe Broad**  
**Bruce Karatz**  
**Barry Munitz**

# The Broad Collection and The Broad Art Foundation Boards of Governors

**Eli Broad**

*Founder*  
The Broad Foundations

**Edythe Broad**

*Co-Founder*  
The Broad Foundations

**Bill Bell**

*President*  
Bell-Phillip T.V. Productions, Inc.

**Irving Blum**

*Art Collector*

**Deborah Borda**

*President and Chief Executive Officer*  
Los Angeles Philharmonic Association

**Michael Chow**

*Owner*  
Mr. Chow Enterprises Ltd.

**Paul Frimmer \***

*Counsel*  
Loeb & Loeb LLP

**Kent Kresa \***

*Chairman Emeritus*  
Northrop Grumman Corporation

**Bruce Karatz**

*Former Chairman and CEO*  
KB Home

**Barry Munitz**

*Trustee Professor*  
California State University, Los Angeles  
*Former President*  
The J. Paul Getty Trust  
*Former Chancellor*  
The California State University

**Robert H. Tuttle**

*Former U.S. Ambassador to the Court of St. James*

**Jay Wintrob \***

*President and Chief Executive Officer*  
SunAmerica Financial Group

\*Not pictured

# 2012-13 Grants:

## \$100,000–\$100 million

### K-12 Public Education

#### 4.0 Schools

ACLU Foundation of Southern California  
Alliance for College-Ready Public Schools  
American Committee for the Tel Aviv Foundation  
Aspire Public Schools  
Baton Rouge Area Foundation  
Bright Star Schools  
Building Excellent Schools  
California Charter Schools Association  
Center for American Progress  
Center on Reinventing Public Education  
CFY  
Charter School Growth Fund  
Children Now  
Children's Scholarship Fund  
Common Sense Media  
Council of Chief State School Officers  
D. C. Public Education Fund  
Denver Public Schools  
Education Pioneers  
Education Reform Now  
Education Trust  
Education Week  
Educators for Excellence  
EDUCAUSE  
Imagine Public Schools  
EXED, LLC  
Families for Excellent Schools  
Foundation for Excellence in Education

Fulton County Schools  
Green Dot Public Schools  
Harlem Children's Zone  
Harvard Graduate School of Education  
The Hechinger Institute on Education  
and the Media  
Hunt Institute  
Innosight Institute, Inc.  
International Association of K-12 Online Learning  
Intrinsic Schools  
Khan Academy  
Knowledge is Power Program  
Mass Insight Education  
Mastery Design Collaborative, Inc.  
Michigan Education Excellence Foundation  
Michigan State University College of Education  
National Center on Time & Learning  
National Council on Teacher Quality  
New Classrooms Innovation Partners  
New Jersey Department of Education  
New Leaders for New Schools  
New Schools for Baton Rouge  
New Schools for New Orleans  
NewSchools Venture Fund  
Pacific Charter School Development, Inc.  
Parent Revolution  
Participant Foundation  
Partnership for Los Angeles Schools  
Policy Innovators in Education Network

Public Counsel  
 Rocketship Education  
 Rx for Reading  
 Scholarship America  
 School of Visual and Performing Arts  
 Silicon Schools Fund, Inc.  
 Stand for Children  
 STAND UP  
 Students for Education Reform  
 Students Matter  
 StudentsFirst Initiative

Success Academy Charter Schools  
 Teach For America  
 Teach For America Detroit  
 Teach For America – Leadership  
     for Educational Equity  
 Tennessee Department of Education  
 Tennessee State Collaborative  
     on Reforming Education  
 Touchstone Education, Inc.  
 Uncommon Schools, Inc.  
 YES Prep Public Schools

**Scientific |  
 Medical Research**

Albert and Mary Lasker Foundation, Inc.  
 California Institute of Technology  
 Children's Hospital & Research Center  
     at Oakland  
 Eli and Edythe L. Broad Institute of Harvard  
     and MIT  
 Fondazione Humanitas per La Ricerca  
 Fred Hutchinson Cancer Research Center  
 John Wayne Cancer Institute  
 Johns Hopkins University  
 King's College London  
 Life Sciences Research Foundation  
 Mary Hitchcock Medical Center  
 Monash University  
 New York University  
 St. Vincent Healthcare Foundation  
 Stanford University

Texas A&M University  
 U.C. Regents  
 Universite Pierre et Marie Curie  
 University Medical Center Groningen  
 University of Alabama  
 University of California San Diego Foundation  
 University of California, Los Angeles  
 University of Louisville Research Foundation  
 University of North Carolina at Chapel Hill  
 University of Pittsburgh  
 University of Salamanca  
 University of South Australia  
 University of Southern California  
 Vanderbilt University  
 Washington University  
 Wolfson Medical Center  
 Yale University



## **The Arts**

Americans for the Arts Inc.  
Armand Hammer Museum of Art and Cultural  
Center at UCLA  
The Detroit Institute of Arts  
Los Angeles Opera Company  
Los Angeles Philharmonic Association  
Madison Project  
Michigan State University  
Museum of Contemporary Art  
Museum of Modern Art  
United States Artists



## **Civic and Other Initiatives**

American Committee for the Tel Aviv Foundation  
Brady Center to Prevent Youth Violence  
Center for American Progress  
Center for the Study of the Presidency  
The Center to Prevent Youth Violence  
The Jewish Federation / United Jewish Fund  
Los Angeles Cleantech Incubator  
Michigan State University—Business School  
New Venture Fund  
Tony Blair Faith Foundation—U.S.  
United Against Illegal Guns Support Fund  
Violence Policy Center  
William J. Clinton Foundation  
Wilshire Boulevard Temple

# The Broad Foundations

## Statement of Financial Position (unaudited)

As of November 30, 2013 (at fair value)

### Assets

Cash	\$ 68,000,000
Investments	1,902,000,000
Fixed Assets	2,000,000
Art Collection	777,000,000
Program Related Investments	8,000,000
Other Assets	9,000,000
<b>Total Assets</b>	<b>\$ 2,766,000,000</b>

### Liabilities and Unrestricted Net Assets

Grants Payable	514,000,000
Other Liabilities	2,000,000
Unrestricted Net Assets	2,250,000,000
<b>Total Liabilities and unrestricted assets</b>	<b>\$ 2,766,000,000</b>

The most recent financial statements audited by PricewaterhouseCoopers may be found at [www.broadfoundation.org](http://www.broadfoundation.org).

# The Broad Team

## **Eli Broad**

*Founder*

## **Edythe Broad**

*Co-Founder*

## **Bruce Reed**

*President*

### **The Eli and Edythe Broad Foundation—Education**

#### **Isabel Oregon Acosta**

*Associate Director*

#### **Russ Altenburg**

*Associate Director*

#### **Cori Carlson**

*Executive Assistant*

#### **Sue Chi**

*Associate Director*

#### **Luis de la Fuente**

*Senior Director*

#### **Rebecca Wolf DiBiase**

*Managing Director of Programs*

#### **Emily Gerry**

*Associate Director*

#### **Kaitlin Glau**

*Manager, Grants & Program Administration*

#### **Teresa Taningco Kaldor**

*Senior Analyst, Research and Evaluation*

#### **Heidi Kato**

*Senior Director of Grants and Administration,  
President's office*

#### **Gregory McGinity**

*Managing Director of Policy*

#### **Sharon Meron**

*Senior Director, Research and Evaluation*

#### **Swati Pandey**

*Communications Manager*

#### **Nancy Que**

*Director of The Broad Prize*

### **The Broad Center for the Management of School Systems**

#### **Chaka Booker**

*Managing Director, The Broad Residency*

#### **Becca Bracy Knight**

*Executive Director, The Broad Center*

#### **Sarah Chandler**

*Associate Director, The Broad Residency*

#### **Caroline De Leon**

*Systems Analyst, ActivateED Exchange,  
Network Services, The Broad Center*

#### **Jose Delgadillo**

*Associate Director, Recruitment and Selection,  
The Broad Residency*

## **Victoria Chong Der**

*Assistant Director, Knowledge Networking,  
Network Services, The Broad Center*

## **Niko Everett**

*Senior Director, The Broad Superintendents Academy*

## **Xochitl Flores**

*Operations Associate, The Broad Residency*

## **Greg Francis**

*Director, The Broad Superintendents Academy*

## **Erik Fried**

*Director, The Broad Residency*

## **Laura Furlong**

*Assistant Director, The Broad Superintendents Academy*

## **Daisy Garcia**

*Associate Director of ActivateED Exchange Technology,  
The Broad Center*

## **Stephanie Germeraad**

*Senior Director, Communications, The Broad Center*

## **Jamiah Harris**

*Associate Director, Recruitment and Selection,  
The Broad Residency*

## **Christina Heitz**

*Managing Director, The Broad Superintendents Academy*

## **Erin Keller**

*Deputy Director, Recruitment and Selection,  
The Broad Residency*

## **Talia Kolasinski**

*Deputy Director, The Broad Superintendents Academy*

## **Veronica Limcaco**

*Administrative Associate, The Broad Center*

## **Laura Martin**

*Operations Manager, The Broad Superintendents Academy*

## **Carla McLoughlin**

*Deputy Director, The Broad Superintendents Academy*

## **Marie Garcia Melli**

*Associate Director, Personalized Learning,  
The Broad Superintendents Academy*

## **Michael Montoya**

*Director, Network Services, The Broad Center*

## **Eleisha Nelson**

*Associate Director, Resident Training, The Broad Residency*

## **Jasmine Pachnanda**

*Senior Director, Headquarters & Strategic Initiatives,  
The Broad Center*

## **Phuong Vuong**

*Deputy Director, Talent and Operations,  
Network Services, The Broad Center*

## **Megan Riley**

*Assistant Director, The Broad Residency*

## **Molly Ryan**

*Administrative Assistant, The Broad Center*

## **Rachael Shrout**

*Assistant Director, Network Services,  
The Broad Center*

**Marc Terry**

Senior Director, Recruitment,  
The Broad Superintendents Academy

**Hoa Truong**

Director, The Broad Residency

**Yinnie Tse**

Associate Director,  
The Broad Superintendents Academy

**Joseph Ucuzoglu**

Deputy Director, Information Systems,  
The Broad Center

**Deena Williams**

Deputy Director, Recruitment and Selection,  
The Broad Residency

**Ashley Woods**

Outreach Associate, The Broad Residency

**The Eli and Edythe Broad Foundation—  
Scientific | Medical Research**

**Daniel Hollander**

Director

**Elizabeth Luna**

Grants Administrator

**Michael Parks**

Grants Management Assistant

**The Broad Art Foundation**

**Chelsea Beck**

Special Projects Associate

**Alex Capriotti**

Director of Marketing and Communications

**Rich Cherry**

Deputy Director

**Maria Coltharp**

Associate Registrar

**Annette Doss**

Database Consultant

**Vicki Gambill**

Director of Collections Management

**Jeannine Guido**

Associate Director of Museum Operations

**Elizabeth Hanson**

Assistant Registrar

**Heather Hart**

Director of Information Technology

**Joanne Heyler**

Director/Chief Curator

**Ed Patuto**

Director of Audience Engagement

**Joe Ray**

Installation and Maintenance Manager

**Ed Schad**

Assistant Curator

**China Short**

Executive Assistant to the Director

**Operations Team**

**Naji Assaf**

Director of Information Technology

**Julie Baker**

Tax Director

**Michael Bruce**

Senior Finance Director

**Karen Denne**

Chief Communications Officer

**Caitlin Flaherty**

Human Resources Director

**Sasha Harris**

Office Manager

**Deborah Kanter**

General Counsel

**Dean Kinnischtzke**

Founder's Staff

**Katharine K.C. McClelland Krieger**

Director of Investments

**Helen Lee**

Investment Operations Manager

**Stan Ludwig**

Founder's Staff

**Wes Maedo**

Senior Accountant

**Tara McBride**

Systems Administrator

**Colleen Mun**

Accountant

**Ako Pizer**

Accountant/Grants Manager

**Cindy Quane**

Chief Financial Officer

**Joane Ra**

Senior Executive Assistant

**Todd Rheingold**

Founder's Staff

**Gerun Riley**

Vice President and Chief of Staff

**Hilary Rowe**

Technology Manager

**Marc Schwartz**

Chief Investment Officer

**Lynn Singer**

Accountant

**Rachel Smookler**

Director, Marketing and Communications

**Nancy Tierney**

Office Manager

**Joe Writer**

Founder's Staff

**Les Zoeller**

Founder's Staff











## The Founders: Eli and Edythe Broad

Asking questions has been the norm for Eli and Edythe Broad—long before the 20-year-old college student proposed marriage to his 18-year-old sweetheart.

In high school, Eli pestered his teachers with questions. “Why,” was his constant refrain.

Edye was just as comfortable asking questions. While the couple was honeymooning in Florida, Edye questioned why they couldn’t stay in the warm state and leave behind the snowy winters of Michigan. “Whether we start there or here, we have nothing,” she said.

But Eli convinced her to move back to Detroit, and there, after two years as a bored and restless accountant, he asked the question that started the journey to a career and a lifetime of extraordinary success: why not build houses without basements and pass the savings on to first-time homebuyers?

The question became the answer. Why not. Kaufman and Broad Home Corporation was born, offering affordable homes to young families. Within a few years, Eli Broad had made his first million, and by 1968, the company became the first homebuilder on the New York Stock Exchange.

In 1971, Eli decided to diversify the business. He bought a small insurance company for \$52 million and then asked another question: why not offer retirement savings services to aging Baby Boomers? SunAmerica did just that. It grew into the best-performing company on the New York Stock Exchange—and then was bought by AIG for \$18 billion in 1999.

With the proceeds from that sale, and with a few decades of philanthropy already under their belts, Eli and Edye Broad had one more question: where could their resources make the greatest impact? We’ve hopefully answered that question in the pages of this report.

The constant queries—in business, in philanthropy and in life—shouldn’t be a surprise for someone whose 2012 bestseller was titled, “The Art of Being Unreasonable: Lessons in Unconventional Thinking.”

“We could have never dreamt we would be this wealthy or have all these opportunities to do things outside the world of commerce,” Eli says. “It’s true we’re working harder now than when we ran two Fortune 500 companies. But we’re getting greater satisfaction because we think we’re making a difference.”



Left to right:  
**Suzanne Nora Johnson**  
**Bruce Karatz**  
**Morton O. Schapiro**  
**Barry Munitz**  
**Eli Broad**  
**Jana Greer**  
**Edythe Broad**  
**David Baltimore**  
**Robert A. Day**  
**Andrew L. Stern**  
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Clockwise from top left: James Kegley, Diane

Bondareff, sculpture ©Tom Otterness, 2002

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El Anatsui's *Strips of Earth's Skin*, 2008 in the exhibition

'El Anatsui at the Clark', Sterling and Francine Clark Art Institute, Williamstown, MA, 2011.

Photo © 2011 Sterling and Francine Clark Art Institute (photo by Michael Agee).

El Anatsui

*Strips of Earth's Skin*, 2008

found aluminum and copper wire

130 x 274 x 16 in. (330.2 x 695.96 x 40.64 cm)

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Courtesy Broad Art Museum at MSU

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Jeff Koons installation at the Broad Contemporary Art Museum, Los Angeles County Museum of Art. Photo © 2014 Museum Associates/ LACMA.

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Anselm Kiefer's *Deutschlands Geisteshelden*, 1973 in the exhibition 'JOSEPH BEUYS AND ANSELM KIEFER Drawings, Gouaches, Books', Museum Küppersmühle für Moderne Kunst, Duisburg, Germany, 2012.

Photo © Georg Lukas, Essen.

Anselm Kiefer

*Deutschlands Geisteshelden*, 1973

oil and charcoal on burlap mounted on canvas

120 1/2 x 267 3/4 in. (306.07 x 680.09 cm)

95 1/4 x 118 1/4 x 2 1/4 in. (241.94 x 300.36 x 5.72 cm)

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Courtesy The Broad and Diller Scofidio + Renfro

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