STAND FOR CHILDREN MAJOR ACCOMPLISHMENTS
Since 1999, Stand has achieved over 165 state and local victories and leveraged over $6.7 billion in education investments. The policies and investments we’ve secured are improving the lives of more than 5.6 million children.
MAJOR ACCOMPLISHMENTS IN ADVOCACY: PREPARING STUDENTS TO SUCCEED

**ACCESS TO QUALITY PRE-KINDERGARTEN AND FULL-DAY KINDERGARTEN**

**Tennessee:** Between 2004 and 2013, Stand Tennessee helped to create, expand, and protect Tennessee’s voluntary pre-K program, which serves over 18,600 students in 935 classrooms across 135 districts statewide. Lobbied the Shelby County Commission in summer 2013 to preserve local funding for 42 pre-K classrooms, benefiting 840 children.

**Oregon:** Stand’s Reynolds District Chapter secured school board support for full-day kindergarten throughout this predominantly low-income school district. As a result, 500 more children per year have access to this critical building block to academic success.

**Washington:** By electing key education champions to the legislature, executing a strong communications campaign to “invest in what works,” lobbying legislators effectively throughout session, and working in close collaboration with partners, Stand Washington helped ensure the state budget paid for an additional 1,700 low-income students to attend preschool ($22.3 million) and doubles the number of children in full-day Kindergarten ($89.8 million) so that 44% of Washington kids now have access to full-day K.

**EFFECTIVE TEACHERS AND PRINCIPALS**

**Illinois:** Senate Bill 7. Stand Illinois played a key role in the unanimous passage of Senate Bill 7 in 2011. The legislation tied teacher tenure, layoffs, and placement to performance, streamlined the dismissal process for tenured teachers, and made it possible for Chicago Public Schools to expand its school day and year. CPS, which had the shortest school day in the nation, added 90 minutes per day and two weeks per year of instruction for more than 404,000 students.

**Massachusetts:** Senate Bill 2315. Stand Massachusetts worked closely with the Massachusetts Teachers Association to jointly propose and support the passage of teacher effectiveness legislation. SB 2315 ensures that every public school gives priority to effectiveness over seniority in teacher layoff and hiring decisions and supported the effective implementation of a new teacher evaluation system in order to ensure Massachusetts’ 70,000 teachers get meaningful feedback in order to improve their teaching practice.

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In 2013, Stand Colorado, Louisiana, and Massachusetts partnered with their state departments of education, State Boards of Education, and a range of other education stakeholders to shape state rule-making and state department of education strategy around implementing Teacher Evaluation and Effectiveness laws that we helped pass. We will continue to monitor and take necessary action to ensure the laws are implemented with fidelity.

**Oregon:** House Bill 2574, New Educator Mentor Program. In partnership with the New Teacher Center, Stand Oregon developed model legislation to provide carefully selected mentors to first- and second-year Oregon teachers and principals in order to improve their performance and retention. We passed the bill in 2007, secured $5 million in initial funding, and have protected the funding ever since. Now, 500 new teachers and principals in Oregon receive high quality mentoring every year, and 7-year retention rates for the mentored teachers and principals are 94%, compared to less than 50% nationally. In addition, in stark contrast to the norm for new teachers, the performance of the mentored new teachers is equal to that of experienced teachers.

**Louisiana:** Stand Baton Rouge created and secured the East Baton Rouge Parish school board’s backing for a teacher compensation policy that ensures highly effective teachers will earn more than less effective teachers and provide increased pay for teachers who work in struggling schools and hard-to-staff subjects.

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Washington: Senate Bill 5243. Building on a successful model in the Federal Way School District, Stand Washington created and championed the passage in 2013 of Academic Acceleration legislation that provides financial incentives for districts to close the achievement gap by automatically enrolling every qualified student into college prep classes, such as AP and IB. Since 2010, the number of students taking advanced classes in Federal Way has increased by 195%, and AP enrollment now reflects the ethnic and racial diversity in the district. In July 2013, Stand Tacoma persuaded the Tacoma School Board to unanimously pass an academic acceleration policy.

Colorado: HB12-1238 (The READ Act). The literacy bill focuses on the early identification of children with significant reading deficiencies and requires the creation of a customized scientifically-based intervention plan. The advocacy of Stand Colorado and their partners played a key role in saving the bill after it was assigned to the senate “kill” committee and ensuring its enactment.

In support of the Common Core State Standards, in 2013, Stand affiliates defeated legislation in Oklahoma, Louisiana, and Indiana that would have jettisoned or undermined the standards and advocated for high quality assessments in Oklahoma, Indiana, and Arizona. Nationally, Stand created a compelling video (http://youtu.be/6M9208ZrlMU), a Common Core website (http://get2core.org/), a powerful tool for educating parents, and have collaborated closely with a range of leading Common Core proponents including Achieve, Student Achievement Partners, the Foundation for Excellence in Education, Fordham Institute, and the Business Roundtable to protect the Standards from Tea Party opposition.

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MAJOR ACCOMPLISHMENTS IN ADVOCACY: PREPARING STUDENTS TO SUCCEED

HIGH EXPECTATIONS AND QUALITY INSTRUCTION TAILORED TO STUDENTS’ NEEDS (CONT.)

**Washington:** Drawing on Colorado’s example, Stand Washington worked closely with legislators in 2013 to craft and then pass a bill that gives support to struggling readers based on the most effective interventions for their individual learning style. The new law now requires districts to include student reading levels on report cards through grade 4 and involve parents in decisions regarding interventions. Stand also worked with lawmakers to ensure sufficient funding for these efforts. The state’s Learning Assistance Program was expanded by $143 million and revised to require that school districts prioritize K-4 reading with those funds.

**Louisiana:** Stand Baton Rouge worked diligently in 2013 in partnership with New Schools for Baton Rouge and the Achievement School District to secure high quality educational options for area children. In August, we engaged more than 130 parents from struggling schools across the district to visit high performing charter schools in other states, review and analyze charter data, and testify before the Board of Elementary and Secondary Education. Stand for Children was the only group to provide testimony about the applicants, six of which (out of the fourteen ultimately selected) had been recruited by Stand parents.

**Washington:** Initiative 1240. As a leader in the Washington Coalition for Public Charter Schools’ Yes on 1240 campaign, Stand Washington played a key role in its passage, which allows for up to 40 high quality public charter schools over a five-year period. Stand WA Executive Director Shannon Campion was a primary spokesperson for the campaign, participating in 27 speaking events, TV interviews, and debates on behalf of the campaign. Stand worked closely with the League of Education Voters, DFER, and the Partnership for Learning to pass this law, which failed previously in 1996, 2000, and 2005. In January, the National Alliance for Public Charter Schools ranked the state’s law as the third strongest out of 43 in the nation.

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Arizona: Stand Arizona helped bring $115 million to Phoenix classrooms through passage of three local funding measures in the Alhambra, Phoenix Union, and Roosevelt school districts. The funds will support reduced K-3 class sizes, interventions for struggling readers, additional learning time for struggling students, and effective Common Core implementation.

Massachusetts: Municipal Health Care Reform Legislation. In support of this effort, we provided a consistent lobbying presence and hosted a tele-town hall meeting for Governor Deval Patrick with 30,000 voters at a key juncture. As a result of this landmark law, more than 200 communities and school districts across the Commonwealth have collectively saved more than $200 million in health insurance premiums. As more municipalities and regional school districts use the reform process to better control their health care costs, this reform has the potential to achieve over $250 million in savings statewide, thereby freeing up substantial funding for schools.

Oregon: Stand Oregon played a key role in the passage in October 2013 by the Oregon legislature of a “Grand Bargain” that will substantially increase funds to Oregon classrooms by reducing unfunded pension liability and raising $100 million in new revenue annually. The result will be more school days, more course offerings, teachers, specialists, and education aides, and reduced class sizes and teacher loads across the state. When Governor John Kitzhaber called for a special legislative session on the “Grand Bargain” he enlisted Stand Oregon to help secure additional votes to pass substantial funding package. We helped coordinate a coalition that included the Oregon School Boards Association, the Confederation of Oregon School Administrators, the Oregon Business Association, the Portland Business Alliance, and Oregon Business Council, launched a petition that got 3,200 signatures and presented those signatures to every legislator, and played a critical behind the scenes lobbying role with legislative leadership and key legislators whose votes were needed for passage.

Illinois: Stand Illinois advocacy efforts helped pass a major pension reform bill, which will save the state $160 billion over the next 30 years. The reform puts the state back on the road to fiscal health and makes possible increased investment in Illinois’ poorest school districts.

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MAJOR ACCOMPLISHMENTS: ELECTING EDUCATION CHAMPIONS*

IN 2012, WE SUPPORTED EDUCATION CHAMPIONS IN SCHOOL BOARD AND STATE LEGISLATIVE RACES IN SEVERAL STATES

✓ Altogether, Stand made state legislative endorsements in six states, and 72 of the 88 education champions we endorsed for legislature won, giving us an 82% win rate.

✓ Fifteen of Stand for Children’s twenty endorsed school board members won in important races in Arizona, Tennessee, Louisiana, and Indiana (75%).

  • In Phoenix, two of our three endorsed school board candidates won their races (66%).
  • Six of our nine endorsed school board candidates were elected in Tennessee: four of five in Memphis and two of four in Nashville (67%).
  • In New Orleans, four of our five endorsed school board candidates were elected (80%).
  • All three of our endorsed school board candidates were elected in Indianapolis (100%), ensuring a reform majority on the Indianapolis Public Schools School Board.

✓ In Colorado, our endorsed candidate was elected to the State Board of Education.

IN 2013

✓ In Colorado, we endorsed and helped elect candidates to the Denver Public Schools Board in all four contested races, strengthening the board majority that favors the district’s progressive approach to encouraging and supporting high-performing charter schools.

SO FAR IN 2014

✓ In Illinois, 11 of the 12 candidates we endorsed for House and Senate races won in the March primary. This brings our total victory count in Illinois to 51 of 61 races (84%) since we started in late 2010.

EDUCATION CHAMPIONS APPOINTED

Oregon – Stand Oregon leader appointed to Reynolds District Budget Committee.
This school year, Reynolds Chapter leaders have focused on the importance of the school budget and ensuring those dollars are spent wisely. In February 2013, a spot opened on the Reynolds District Budget Committee. Sara Garcia Gonzalez, a Stand leader, applied and was recently appointed to the committee, which makes final recommendations to the school board on how the district’s money should be spent. Sara is the first Latina member of a budget committee in the history of the Reynolds District.

Washington – One former and one current Advisory Board member named to the state’s new Charter School Commission in March 2013. As noted above, Stand Washington worked in coalition with key groups to secure passage of Initiative 1240, which allows for up to 40 high performing charters over the next five years. This comprehensive measure established a new, nine-member commission to manage and oversee the charter school system.

Stand phone bankers called 581,031 voters and our canvassers knocked on 380,219 doors. These efforts resulted in direct contact with 479,239 voters.
We created 54 pieces of direct mail to promote our endorsed candidates and our supported ballot measures, which we sent to more than 1.5 million households.
We placed ads on television, on billboards, and in bus shelters. Finally, we messaged our 250,000 supporters through our blogs, social media, and via email.

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STAND UNIVERSITY FOR PARENTS EXPANDS TO SERVE CHICAGO, MEMPHIS, PHOENIX, AND TACOMA

Stand UP is a ten-week class that helps parents learn to effectively support their children’s education and prepares them to be education advocates.

STAND UP HAS THREE MAJOR GOALS:

1. Increase parental confidence, self-efficacy, and knowledge
2. Increase ongoing family involvement in education advocacy and schools
3. Increase student learning

STAND UP SUCCESSES*

<table>
<thead>
<tr>
<th>Statistic</th>
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<tr>
<td>Total Graduates</td>
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<tr>
<td>Graduation Rate</td>
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<tr>
<td>Graduate-to-Member Conversion Rate</td>
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<tr>
<td>Graduate Members Who Became Leaders</td>
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</tbody>
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*Other than the number of total graduates, all statistics given are for Fall 2013.

VOICES OF STAND UP GRADUATES

“No one has ever talked to me about believing my child can go to college – this program is allowing me and others to see how we can get my daughter there.” (Memphis)

“Thanks to the knowledge acquired through Stand UP and Stand for Children we have made the necessary changes to help our children go to college so much that there is more participation in school activities and community events. It has also helped us communicate effectively with our children at home.” (Phoenix)

“I had doubts about coming to this class, I came as a spectator, but now I really think this is the best thing that has happened at this school” (Chicago)