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NEW SCHOOLS FOR NEW ORLEANS

**Partnerships with
The New Teacher Project
and New Leaders
for New Schools**

June 2007

INFORMATION ABOUT THIS TOOL

This case study was prepared by FSG Social Impact Advisors. FSG is a nonprofit consulting firm that provides guidance to foundations, corporations, nonprofits, and other public sector entities on issues of strategy, evaluation, and operations. FSG was commissioned by NewSchools Venture Fund to document “promising practices” of portfolio ventures in a format that could be shared across the NewSchools portfolio. To complete this case study, FSG conducted background research on New Schools for New Orleans (NSNO), The New Teacher Project (TNTP), and New Leaders for New Schools (New Leaders). Interviews were conducted with Sarah Usdin, Founder of NSNO; Jackie Gran, National Director of Growth of New Leaders; Jonathan Schnur, Founder and CEO of New Leaders; and Ariela Rozman, VP of Cohort Programs of TNTP. Jim Peyser of NewSchools Venture Fund provided additional context on New Schools for New Orleans.

DISCUSSION QUESTIONS

We hope that reading this case study sparks conversations about how the practices highlighted here relate to your own organization. We have developed the questions below to help guide these discussions. We encourage you to keep them in mind as you read through the case study and to refer back to them as you reflect on the case study’s implications for your own organization.

1. In your current system, how is teacher and leader recruitment carried out? How is support and professional development provided to your new teachers and leaders? In what ways would you like to see these practices improve?
2. How would you weight the tradeoffs between partnering with outside organizations to aid in your teacher and leader recruitment and support efforts versus conducting these tasks in-house?
3. If you see benefit in partnering with external organizations, what funds could you allocate to broker these partnerships?
4. Are you in a district where New Leaders for New Schools (New Leaders) already has a Memorandum of Understanding (MOU)? If not, is there a local district or a critical mass of school management organizations with which you could partner to bring New Leaders to your city or state?
5. Do you have a local champion who can coordinate and drive the process of forming a partnership with an external organization such as New Leaders or The New Teacher Project?

INTRODUCTION AND OVERVIEW

A recent study by Mid-Continent Research for Education and Learning (McREL)¹ found that the largest controllable factors in improving student achievement are teacher and principal quality. However, recruiting talented, dedicated, and qualified teachers and principals to urban schools remains a considerable challenge. The inability to locate this talent is one of the biggest hurdles impeding charter school management organizations (CMOs) from growing to scale.

In recent years, several nonprofits have emerged to address these human capital challenges. Equipped with the expertise and resources to recruit, select, train, and support high quality educators, organizations such as The New Teacher Project (TNTP) and New Leaders for New Schools (New Leaders) have successfully increased the number of high quality principals and teachers in our nation's public schools.

This case examines how New Schools for New Orleans (NSNO) entered into a contract with TNTP and a partnership with New Leaders to access their pipelines of effective teachers and principals. Looking through a wider lens, this case discusses how CMOs or groups of charter schools in a given geographic area can best partner with intermediaries to meet essential human capital needs.

The New Orleans Context

While Hurricane Katrina devastated much of New Orleans, it provided an unparalleled opportunity to rebuild what was arguably one of the worst school systems in the country. In November 2005, the Louisiana Legislature placed 107 of 128 New Orleans Public Schools, all performing below the state average, under the control of the state-run Recovery School District (RSD). Of the 57 schools that had re-opened as of February 2007, five are traditional district public schools, 21 are state-run RSD schools, and the remaining 31 are charter schools. These charter schools serve 57 percent of public school students in New Orleans, and operate in an environment with little central authority or district support.

New Schools for New Orleans was created in March 2006 to *“provide public schools, with an emphasis on charter schools, with the support they need in order to succeed in the new world of New Orleans public education.”*² A critical component of this support is the recruitment and development of excellent educators who can drive student achievement.

New Orleans has historically struggled to recruit and prepare high quality teachers and principals. Before Katrina, the city *“invested very little in school leadership and had a teacher corps widely viewed as weak and low-performing.”*³ Katrina amplified these human capital needs. The storm left 7,500 district employees, including thousands of teachers, without jobs and scattered

So much of what holds us back is the need for more teachers and more leaders of the highest quality talent. As a result, when new schools were opening in the city, NSNO knew how vital human capital was. NSNO needed to stake out the human capital real estate and make sure we did everything possible to ensure New Orleans had the best possible teachers and principals in its schools.

- NSNO

¹ www.mcrel.org

² New Schools for New Orleans Business Plan

³ New Schools for New Orleans Business Plan

across the country. Schools faced a severe shortage of educators. As students continued to return to the city, the need for teachers and principals would only continue to grow. Realizing the urgency of the need, NSNO moved quickly to find a way to bring excellent teachers and principals to New Orleans in time for the reopening of schools in the fall of 2006. With much of the city’s population still dispersed across the country, there was little chance of locally meeting the immense need for educators. Thus, NSNO turned to two national organizations with expertise in recruiting high caliber educators: The New Teacher Project and New Leaders for New Schools.

PARTNERSHIP WITH NEW LEADERS FOR NEW SCHOOLS

New Leaders for New Schools Overview

Founded on the belief that great schools are led by great principals, New Leaders for New Schools is a national nonprofit that prepares cohorts of promising leaders to become outstanding urban school principals. Since its founding in 2001, New Leaders has placed more than 330 school leaders in some of the country’s largest cities, impacting 165,000 students.⁴ The New Leaders program consists of aggressive recruiting, a rigorous selection process, and intensive training and professional development. In the first year, participants build foundational knowledge about school leadership during a Summer Foundations Institute, and then complete a paid residency under a mentor principal in an urban school. After their residency year, participants are placed in a school as a principal or assistant principal, and are provided with support from New Leaders during their beginning years as a school leader.

New Leaders for New Schools has a highly competitive process for selecting partner cities. Districts who want to partner with New Leaders must complete a proposal detailing how they can meet New Leaders selection criteria (see sidebar). As districts advance through the city competition process, New Leaders strives to build broad-based local support of top education, government, civic, community, business, and foundation executives. After a partner city is selected, New Leaders sets up its own local office with full-time dedicated staff.

Selection Criteria for Proposed Partnerships with New Leaders

1. Overall Reform Plan: Quality and long-term plan for how school leadership improvement strategies will align with coherent education reform plan.
2. Private & Public Sector Coalition: Commitment from top private and public sector leaders to improve school leadership.
3. Recruitment & Admissions: Commitment and ability of district and state leadership and partners to support New Leaders recruitment and admissions process.
4. Residency Year: Ability to support a paid full-time residency.
5. Placement As Principals & Decision-Making Flexibility: Commitment and ability of district and charter schools to help place residents as principals in schools with site-based decision-making.
6. Financial Commitments: Ability to make a financially sustainable partnership.
7. Evaluation: Commitment to adopt clear goals and measurable indicators of progress.

New Leaders for New Schools’ Relationship with Charter Schools

New Leaders partners with urban school districts, CMOs, and charters. Generally, charter partnerships are formed in cities that have or are

⁴ <http://www.NewLeaders.org/NLWeb/Index.jsp>

developing a staffed office and a contract with a school district. This enables New Leaders to take advantage of economies of scale. New Leaders forms separate MOUs with the CMO or charter schools, but uses local staff resources to provide leaders for charters. New Leaders has partnerships with more than 30 CMOs and charter schools in Baltimore, the Bay Area, Chicago, New York City, and Washington, D.C.

Whether via district placements or CMO placements, New Leaders has experienced some of its best results when its principals are placed in charter schools. One New Leaders staff member remarked that *“Our partnerships with the best CMOs tend to be among our very strongest partnerships. We’ve seen strong New Leaders principals working with nonprofit organizations managing charter and other autonomous schools deliver some of our most dramatic improvements in academic achievement anywhere nationwide.”* These relationships are especially successful when charter school leaders have autonomy over staff and budget and the CMO offers targeted support to principals that surpasses the level of support typically provided by districts.

This case study provides a good example of how charter schools in given geography can work with New Leaders.

The New Orleans Partnership

NSNO actively recruited New Leaders to New Orleans and submitted an application with the Recovery School District. NSNO and New Leaders worked together to secure a broad coalition of support for the application, including the State of Louisiana, the Louisiana Recovery Authority (LRA), the city council, civic and community leaders, and leaders from the public and private sector. In January 2007, New Leaders’ board of directors voted to approve a partnership to recruit, train, and support 40 new leaders for public schools in New Orleans. NSNO and New Leaders established an MOU in which New Leaders committed to placing up to 25 of the 40 new leaders to serve as extraordinary principals for New Orleans charter schools over the next four years. New Leaders and NSNO will jointly sign separate MOUs with CMOs and charter schools for residency placements. New Leaders established an MOU with the Recovery School District to provide 15 principals over the next four years for RSD schools.⁵

Under the terms of the MOU between NSNO and New Leaders, New Leaders manages the selection, training, placement, and support of principals, while NSNO supports half the cost of the salary and benefits for charter school residents during training, and assists in fundraising, building a coalition of support, and providing advice on the local context, including recommendations on candidates and placements.

New Leaders can tap into national networks to bring resources, energy and excitement to bear.
- NSNO

NSNO and New Leaders have agreed to work collaboratively on many fronts, including ongoing fundraising, advocacy and community outreach so that families understand the charter school options available to their children. Both groups will also work with the Recovery School District to discuss and collaborate on a variety of issues, such as developing interim assessments for schools.

⁵ New Leaders seeks philosophically-aligned hiring partners that will provide maximum-decision making flexibility to high-performing principals. New Leaders placements are primarily slated for charter schools and the Recovery School District; New Leaders is also exploring placement through the Orleans Parish School Board.

Roles and Responsibilities (see Toolkit for graphic display)

	New Schools for New Orleans	New Leaders for New Schools
Building Support	<ul style="list-style-type: none"> Help build a local coalition of support through letter writing and meetings 	<ul style="list-style-type: none"> Build a coalition of support
Funding	<ul style="list-style-type: none"> Help to identify and secure funding Pay half the cost of the salary and benefits for charter school residents during training Help raise an additional \$10K for each member of the first cohort of leaders (<i>New Orleans-specific</i>) 	<ul style="list-style-type: none"> Work with local coalition to identify and secure funding to pay for the local program costs Pay the national program expenses
Recruitment & Selection	<ul style="list-style-type: none"> Help identify excellent candidates Promote the opportunity with charter schools, CMOs, and coalition partners Designate one person to serve on the selection committee 	<p><i>Lead and manage the admissions process:</i></p> <ul style="list-style-type: none"> Develop admissions criteria and materials Recruit candidates Review applications Select aspiring principals (“residents”)
Residency Year	<ul style="list-style-type: none"> Recommend mentor principals, faculty for summer and academic year courses, leadership coaches, and residency sites Help identify classroom space for summer and academic year courses Work with New Leaders to ensure that residents experience an array of leadership activities 	<ul style="list-style-type: none"> Identify, select, and train mentor principals Identify, select, and support residency sites Manage the matching between residents and their residency placement Develop and provide coursework for residents Select faculty for training courses Select, hire, and train leadership coaches Ensure residents are experiencing an array of leadership activities and progressing
Certification	<ul style="list-style-type: none"> Work with government entities to ensure that New Leaders becomes and remains an approved certification program 	<ul style="list-style-type: none"> Work with the State DOE and government entities to secure certification for New Leaders
Hiring & Placement	<ul style="list-style-type: none"> Recommend charters to serve as full-time placement sites Recommend placements for principals 	<ul style="list-style-type: none"> Select full-time placement sites Manage the matching process between principals and their full-time placement Work with NSNO, charter schools, and CMOs to facilitate the hiring process
Ongoing Support	<ul style="list-style-type: none"> Provide all New Leaders principals with access to any services provided by NSNO, such as business manager training programs, board development and training, and school reviews 	<ul style="list-style-type: none"> Provide ongoing support and professional development to new leaders
Evaluation	<ul style="list-style-type: none"> Provide data needed to conduct evaluation Work with partners to ensure evaluations are effectively conducted 	<ul style="list-style-type: none"> Sponsor a formal evaluation of the program Use findings to modify the program

Cost

The cost of establishing and maintaining a New Leaders program varies by site. The local partner typically secures funding for local costs, including staff and leadership coach salaries, office costs, and program costs. New Leaders staff worked with NSNO, other local coalition leaders, and national funders to raise the first \$5 million in

New Leaders has done a great job at building a coalition of support and getting buy-in from the education world, senators, and other key groups...the evidence of the success of this was that the announcement of New Leaders coming to New Orleans hit the front page of the Metro section of the Times-Picayune [the local newspaper] and the Mayor and Governor were in attendance for the announcement.

- NSNO

support of local program costs to support the majority of costs for the first three cohorts of New Leaders. National funders played a larger role in fundraising than they typically do because, as New Leaders remarked, *“The money just wasn’t there locally.”* Of this \$5 million, New Leaders secured \$3 million from funders including the Bill & Melinda Gates Foundation, the Doris & Donald Fisher Fund, NewSchools Venture Fund, and John and Ann Doerr. NSNO secured a total of \$2 million through local funders and from the state. In addition to the \$5 million, New Leaders will provide support for additional costs, such as national staff time and curriculum, and will continue fundraising to support overall long-term costs.

The fundraising target was higher for New Orleans than it has been in other cities. New Leaders set this higher target due to the additional resources and support needed to succeed in New Orleans as opposed to other geographies and to capitalize on the immediate opportunity for support from national funders post-Katrina. As one New Leaders staff member commented, *“The achievement levels in New Orleans pre-Katrina were far below other under-performing urban districts. Add to that the emotional trauma and a lost year of school, and this is an entirely different world. The skills a principal needs to be successful in New Orleans right now are different than in other places around the country.”*

Any New Leaders’ local hiring partner, whether a district or a CMO, is responsible for paying the salary and benefits of New Leaders residents during the summer training and residency year. In New Orleans, NSNO shares these costs equally with charter schools. NSNO has agreed to assist charters in covering these costs because the school in which the new leader completes his residency might not be the same school where he is placed for a full-time position. Residents will be compensated approximately \$90,000 in total salaries and benefits during the residency year.

Lessons for CMOs

If you are a CMO in a district where New Leaders already has an MOU, you can try to form a separate partnership with New Leaders that leverages the existing staff resources. However, if you are a CMO that is not an area where there is a New Leaders partnership already established, there are at least two feasible ways to partner with New Leaders:

1. Work with a local district to form a new partnership with New Leaders
2. Partner with a critical mass of CMOs and/or independent charter schools in a geography to partner with New Leaders

These lessons outline what districts or a group of CMOs and/or charter schools in a geography need to do to develop and maintain a successful partnership with New Leaders:

- ***Build a strong local coalition of support.*** While this is a time and labor-intensive process, it is critical in a partner’s ability to be selected by New Leaders and to ensure a successful partnership.
- ***Be able to place a critical mass of principals.*** If an organization is not operating in a city where New Leaders has a contract with the district, they will need to guarantee residency placements and the opportunity for New Leaders to be hired into principal positions at scale (typically, this means at least 40

leaders over several years). This means that a CMO or group of charters will need some commitment from charter schools that they need and can absorb a critical mass of principals.

- ***Establish alternative certification pathways for principals (as needed).*** Before residents are placed, there must be a pathway for participants in the New Leaders program to be certified as principals in the state. This might require advocacy in order to change state policy if the needed policies are not already in place.
- ***Secure funding.*** Partner CMOs must pay the salary and benefits of residents. Depending on the scale of the program, they may also need to help secure funding for local program costs. Therefore, it is important to have enough lead time to raise necessary funds and to be in a locale where the requisite funds can be raised.
- ***Guarantee continuity.*** New Leaders seeks an initial partnership to support at least three cohorts of New Leaders.
- ***Find a local champion.*** According to Jon Schnur, Co-founder and CEO of New Leaders, *“In every city, we have at least 1 – 2 people who are our champions. [They are] aligned with our philosophy, have connections, and can make things happen.”*

Challenges

- ***Placement in charters is a significant challenge.***
 - NSNO can’t guarantee placement for principals in charters. *“Charters’ greatest strength is also their greatest detriment — autonomy. Autonomy makes it more difficult for New Leaders because they recruit people to come here and give up a job but they might not be able to guarantee the New Leaders jobs in charter schools because charter schools can be picky about who they hire.”* - NSNO
 - *“Ultimately, we want the person who is the best fit for a particular school to be hired as principal. As such, New Leaders seeks partners that will ensure that residents can interview for principal positions through a merit-based hiring process. We do not ask for guaranteed placement. Instead, we expect that, given the training and support provided by our program, residents will be successful at proving their readiness for the principalship among candidates in a competitive pool.”* - New Leaders
- ***It is important, but challenging, to outline and understand the process, deadlines, and responsibilities from the outset.***
 - *“While we identified a timeline from the beginning of the process, the on-going challenges and changing circumstances in New Orleans required continued flexibility from both NSNO and New Leaders as we sought to establish the strongest possible partnership.”* - New Leaders
 - *“You need to understand what this relationship will require on your end, beyond just the expenses... It would be helpful on both ends to lay out expectations around communications and deadlines.”* - NSNO

- ***Building local support is challenging, time-intensive, and ongoing.*** “It needs to be clear to the entire community that we are partnering with the entire community and are not the one-time project of a superintendent, elected official, etc. In New Orleans, we allocated a full-time staff member to focus on coalition building because there were many leaders involved and the amount of outreach that needed to be done was extensive. This coalition building is critical to our success. We have to make sure our program reflects the needs of the community and that the community understands what we are about. This is always an ongoing process.” - New Leaders

PARTNERSHIP WITH THE NEW TEACHER PROJECT

The New Teacher Project Overview

The New Teacher Project (TNTP) is a national nonprofit organization dedicated to increasing the number of outstanding individuals who become public school teachers and to creating environments for all educators that maximize their impact on student achievement. TNTP has partnered with school districts, state education agencies, colleges and universities, and other educational entities to accomplish these goals. Since its inception in 1997, TNTP has recruited, prepared, or certified approximately 23,000 high-quality teachers, worked with more than 200 school districts, and established more than 40 programs in 23 states.⁶

The New Teacher Project’s Relationship with Charter Schools

While TNTP does not typically work with charter schools, TNTP has established contracts with charter schools in California, Houston, and New Orleans. In each of these relationships, TNTP has worked with an intermediary that helps facilitate the process and subsidize the costs. In California, it worked with the Fisher Fund to form regional partnerships in Los Angeles, Sacramento, and the Bay Area. In Houston, it partnered with the Houston Endowment to recruit teachers for KIPP and YES Prep Public Schools. In New Orleans, TNTP is working with NSNO to provide teachers to charter schools.

The New Orleans Partnership

New Schools for New Orleans sought to hire TNTP to assist in meeting the urgent need for teachers in New Orleans in the wake of Katrina. NSNO turned to TNTP because they have deep expertise in this area. As one NSNO staff member remarked, “*Very few people understand this complex game of teacher recruitment and placement – making sure you are recruiting for the right vacancies, at the right subject levels, when vacancies come available. TNTP has recruited in rural and urban areas and has spent lots of time thinking about how to do this. They rigorously screen people, have a high quality process, and do a great job of using data.*”

⁶ <http://www.tntp.org/whoware/overview.html>

NSNO began negotiations with TNTP in spring 2006 in order to recruit educators to teach during the 2006-07 school year. Although this was out of cycle with TNTP's typical timeline, which entails beginning the partnership in October, TNTP agreed to work with NSNO due to the critical need for teachers in New Orleans. In 2006-07, TNTP implemented a highly rigorous process that selected only 1 in 14 applicants and that provided 37 certified teachers to New Orleans. Although rigorous, principals found the process user-friendly and central to filling their need for highly qualified teachers.⁷

TNTP Success in New Orleans

Data from TNTP's 2006-07 contract with NSNO reveals considerable success against their goals:

Goal	Last Year's Result
25-40 certified teachers begin teaching	37
3.2 average undergrad GPA for referred teachers	3.2
85% of principals were very satisfied or satisfied with the teaching candidates referred to them	85%
90% of principals using the service strongly agree, agree, or somewhat agree that they have been pleased with the level of customer service that they have received	100%

The partnership was subsequently renewed, with TNTP agreeing to provide 25-40 additional teachers for the 2007-08 school year from outside the regional area. TNTP also has a separate contract with the Recovery School District to recruit 100-125 alternatively certified candidates.

Working with NSNO has been great because they know the local contacts and educational landscape.

- TNTP

Roles and Responsibilities (see Toolkit for graphic display)

Under the terms of the contract, TNTP manages the recruitment, selection and placement of new teachers, while NSNO assists TNTP in every step of the process, helps TNTP understand the local context, and provides TNTP with office space.

⁷ teachNOLA summary report, September 2006

	New Schools for New Orleans	The New Teacher Project
Operations	<ul style="list-style-type: none"> Provide TNTP with office space, facilities and services at NSNO 	<ul style="list-style-type: none"> Assign a full time consultant to the project
Recruitment & Selection	<ul style="list-style-type: none"> Provide TNTP with access to school staff and principals to assist with recruitment and selection Assist in publicizing opportunities in local and national media Participate in TNTP selection training Assist in teacher selection Help TNTP locate space for selection events 	<ul style="list-style-type: none"> Develop a recruitment campaign, including a website (Teachnola.org), printed materials, and an online application Manage a proprietary rigorous selection process, including the communication and cultivation of applicants and the implementation of TNTP’s applicant tracking system
Hiring & Placement	<ul style="list-style-type: none"> Provide TNTP with access to school staff and principals to assist with placement 	<ul style="list-style-type: none"> Manage teacher placement events, including job fairs and school referrals Provide the RSD information on applicants who aren’t successful in the recruiting process but might be suitable for substitute teaching or to secure a temporary teaching certificate.
Evaluation		<ul style="list-style-type: none"> Provide a summary of data on the results of the TNTP program and work with NSNO to evaluate progress and understand the local context Hold frequent discussion with NSNO to evaluate progress towards goals

Costs

The New Teacher Project is a revenue-generating nonprofit that maintains a vendor-client relationship with its partners. Clients pay for its services on a contract basis. In addition to providing office space for TNTP staff, NSNO pays consulting fees and expenses, which total roughly \$350-400K per year. TNTP’s consulting fees are upfront fixed costs to cover salary and project management. Expenses for recruitment and selection are invoiced as they are incurred up to a maximum of what is specified in the contract. Given the high fixed costs, it becomes less expensive per teacher as the number of teachers recruited increases. To make its contract as cost-effective as possible, NSNO built in an incentive system to encourage TNTP to bring in more teachers. Under this system, NSNO agrees to pay a marginal incremental cost for every teacher TNTP recruits beyond the target of 25-40 teachers.

Lessons for CMOs

What CMOs need to do to develop and maintain a successful partnership with TNTP:

- Understand the process.** *“Do your due diligence to understand what other organizations’ processes are. It’s important to very clearly listen to and understand exactly what the contractor will be able to do and really ascertain what they do well, what they don’t do well, and what you can expect. You literally have to walk through the whole process and make sure you are comfortable with that. You need to sign off on language and understand legal obligations. If you go in with your eyes wide open, it will make the relationship stronger in the long run.” - NSNO*

- ***Be concrete as to what the needs are as early as possible.***
 - *“The earlier you know your needs, the more time TNTP has to go out there and do this. Survey your faculty, and do this in a timely fashion.” - NSNO*
 - *“Different organizations have different timelines. TNTP likes to start a year before the opening of the school year when teachers are needed. You should know what your contractor’s ideal timeline is.” - TNTP*
- ***Have realistic expectations.***
 - *“Clients should push to get the highest results, but should be realistic in setting expectations. There is constantly a tension between having a far greater need for teachers than TNTP is able to provide. They have to deliver against the numbers outlined in the contract.” - NSNO*
 - *“We know there is tremendous need in New Orleans, so we set realistic expectations about what we can guarantee and then shoot for as many as possible.” - TNTP*
- ***Find a dedicated process “owner”.*** *“We need someone... who has autonomy and accountability over the placement and hiring process so we can ensure candidates participating in school level interviews are being followed up with in a timely manner by school leaders and we’re not missing opportunities... An intermediary with no ability to enforce anything is not helpful. We need someone, like NSNO, who can help structure the process, ensure candidates are moving through the process, work with the district, etc.” - TNTP*
- ***Reach economics of scale.*** *“There are fixed prices where TNTP sets up an office. In order to be of value and cost-effective, we need to place a critical mass of teachers – this is not affordable for a few teachers.” - NSNO*
- ***Carefully examine all contracts.***
 - *“Make sure you are engaged in the process of understanding all components of the contract.” - NSNO*
 - *“The legal process takes a long time. It’s good to get this going as soon as possible.” - TNTP*
- ***Prepare for ongoing dialogue and work.*** *“There is a misnomer in thinking that once you have a partnership set up, the work is done. Any contractor relationship needs to be an ongoing dialogue back and forth. NSNO and TNTP have weekly check-ins and reports. The amount of work depends on the terms of the arrangement, but it is a lot of work.” - NSNO*

Challenges

- ***Too many points of contact.*** *“When we work with charters, there is not one point of contact. This creates much more work for us and takes away time we can spend recruiting because we have to work with so many more clients. ... Our preference is fewer client stakeholders” - TNTP*
- ***Understanding that charters and TNTP recruit from the same pool of teachers.*** *“It is important for clients to understand that sometimes we are recruiting from the same places. Schools often times believe we have wholly different sources to recruit from – in reality, we may use many of the same sources – but we can just spend incredible*

amounts of time mining these sources, and then tracking the results real time so we can tell what is working and optimize the campaign accordingly. We are also able to dedicate resources to intense cultivation of candidates - to ensure that the strong candidates in the pool stay with the process until they can be hired.” – TNTP

- ***TNTP can add more value if it can oversee entire hiring process.*** *“We could add the most value if we could entirely pull the recruiting process off the school leaders’ plate. That way they don’t have to track candidates, and we can make sure the process is clear and streamlined, it is implemented in a prompt and timely manner, and all candidates are meeting eligibility requirements. We can do this, but school leaders have to be willing to turn the central process over to us. The dilemma for us is that we know that the reason school leaders are attracted to charter schools is to have more freedom and avoid these central processes, and we do not want to limit that freedom.” – TNTP*
- ***Competition between charter schools for candidates.*** *“[In cities where we have partnered with CMOs] there is competition between charters because they are trying to hire the same candidate, and many school leaders are uncomfortable with this. Despite this, we strongly believe in an open market to help facilitate the best matches between teachers and principals in order to ensure the most effective placement.” - TNTP*
- ***Placement of hires in charter schools.***
 - ***Matchmaking between a teacher recruit and a charter is challenging.*** With autonomy over hiring, charter schools can choose not to hire any candidates that TNTP selects, even if those candidates are highly qualified, teachers.
 - *“[In other cities] TNTP has tried to be the matchmaker between a teacher recruit and charter school, but we’ve found this does not work well. Charters know what they are looking for, so we may bring them an excellent teacher - but if this candidate doesn’t fit well with the composition of the rest of the team, the school leader is not going to hire them.” - TNTP*
 - *“With a school district, TNTP can guarantee placement of teachers or force the district’s hand to place them. But you can’t force a charter to take a teacher. NSNO can’t guarantee to TNTP that teachers will have placements, which makes it more challenging in negotiations. We overcame this by showing the immense need for teachers so even if we weren’t sure of the exact placement we knew there would be a job.” - NSNO*
 - ***Unplaced teachers hurt TNTP’s prospects of long-term success.*** *“If we hire strong candidates and can’t place them, the word gets out in the applicant pool and it can ultimately hurt recruitment efforts and weaken our talent pool.” - TNTP*

CONCLUSION

The relationships New Schools for New Orleans established with New Leaders for New Schools and The New Teacher Project reveal many lessons for CMOs that are interested in forming these partnerships:

- ***Reach economies of scale.*** Because TNTP and New Leaders focus on improving educator quality in a given geographic area, the first step charters or CMOs will need to take in order to work with these

groups is to partner together in a given area to ensure there is an adequate need for principals and teachers.

- ***Be able to fundraise.*** These relationships are expensive, so CMOs and charters will need to have the ability to build local support and secure funding.
- ***Be prepared for a substantial investment of time and resources.*** Maintaining a successful partnership requires ongoing work on both ends. Thus, once a partnership is established, charters and CMOs should be prepared for ongoing work and dialogue.
- ***Find a local champion.*** CMOs or charters should make sure there is a local champion who can coordinate and drive the process.
- ***Clearly outline the process and expectations.*** Before entering any contract or MOU, CMOs or charters should understand the expectations, legal requirements and roles and responsibilities of each party.
- ***Understand that placement in charters is an ongoing challenge.*** Because charter schools have autonomy over hiring, they will provide a challenge to organizations that are seeking to place principals or teachers.

As evidenced by the case in New Orleans, partnering with intermediary organizations in order to recruit the highest quality educators can be an excellent strategy for CMOs and charter schools in any geographic region.

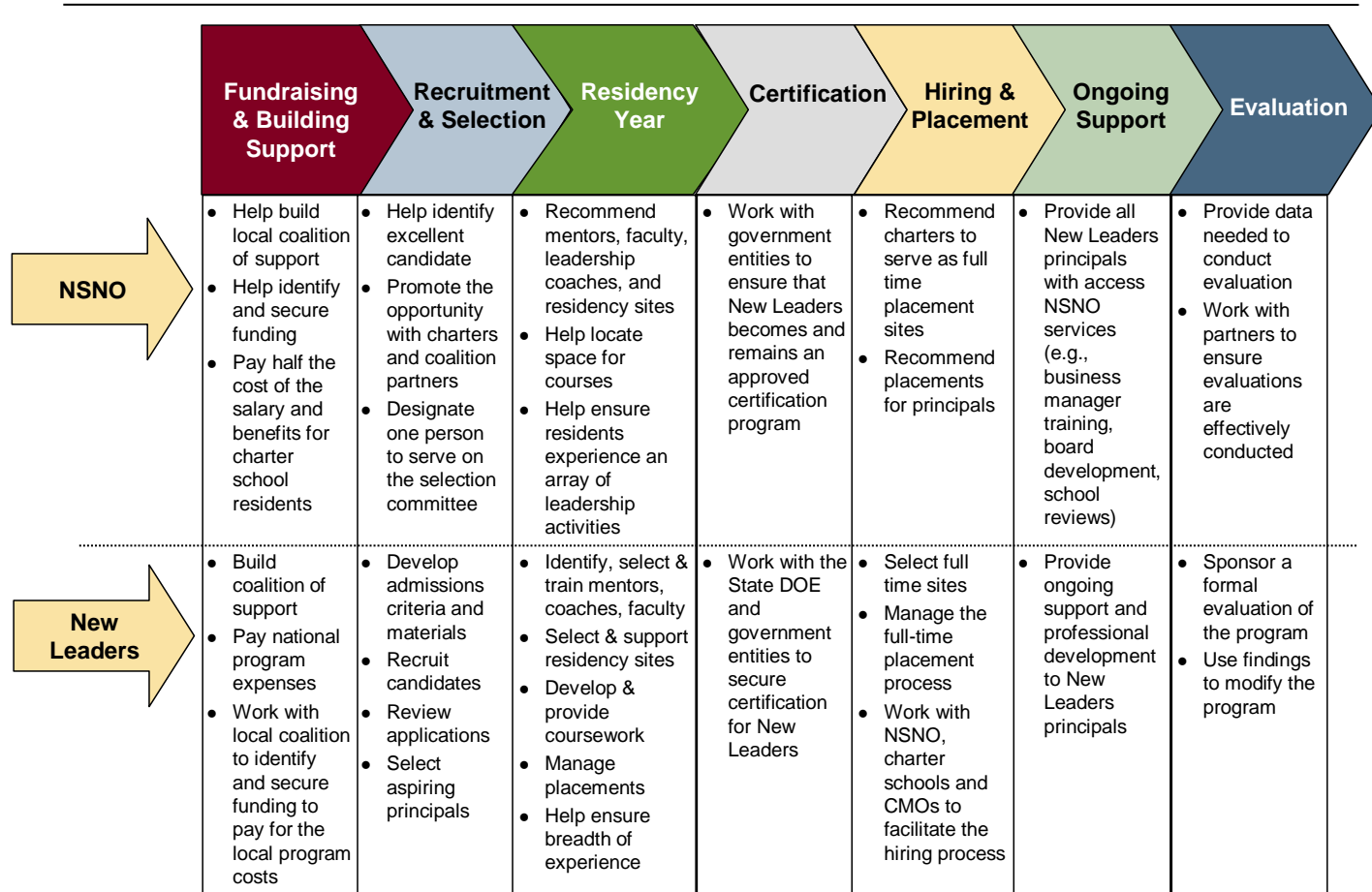
NEW SCHOOLS FOR NEW ORLEANS PARTNERSHIPS TOOLKIT

Toolkit Contents

- **Summary of NSNO-New Leaders Partnership: Roles and Responsibilities (Synthesized by FSG)**
- **Summary of NSNO-TNTP Partnership: Roles and Responsibilities (Synthesized by FSG)**

New Leaders-NSNO Partnership: Roles and Responsibilities

As detailed in this case study, New Leaders and NSNO are working together as part of a broader partnership to recruit, train, and support 40 outstanding New Leaders for public schools in New Orleans. Each member of the city-wide partnership undertakes specific responsibilities; the MOU between New Leaders and NSNO commits each organization to the following:



TNTP-NSNO Partnership: Roles and Responsibilities

