



EPRU | **EDUCATION POLICY
RESEARCH UNIT**

**EXAMINING THE FUNDING AND ACTIVITIES OF
FREE MARKET EDUCATION THINK TANKS**

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July 2007

This policy brief is available online at: <http://epicpolicy.org/documents/reports/TTF-0707.pdf>

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Introduction

The Education and the Public Interest Center (EPIC) at the University of Colorado at Boulder and the Education Policy Research Unit (EPRU) at Arizona State University began a Think Tank Review Project in 2006. The reviews, written for a general audience, assess reports in much the same fashion as would a reviewer for a scholarly peer-reviewed journal.

During its first year, the Project focused on a group of highly productive and visible think tanks with a free market advocacy agenda. As discussed in a November 2006 [New York Times article](#), many of these think tanks are buttressed by the [State Policy Network](#) of state-based free market think tanks.

The [think tank reviews](#) published by the Project have each focused on the merits of the reports; none mentioned sources of think tank funding. However, as soon as the Think Tank Review Project was announced, its own value was [challenged on the grounds that its funding](#) could be traced back to teacher unions. Although the Project's directors emphasized the indirectness of teacher union funding and involvement, as well as the independence and credentials of the scholars doing the reviews, this criticism has remained as a preferred response of those being reviewed.

This piqued our interest about the nature of the funding sources for the think tanks themselves. Accordingly, the goal of our report is to provide a brief guide to the media presence, interests, and funding sources of high-profile free market education policy think tanks. In doing so, we are not attacking the think tanks on the basis of their funding (or anything else). Moreover, we have been sensitive to the 'two can play that game' dilemma of pursuing this line of inquiry. So let us be very clear about our intent and beliefs.

1. Any given institution, study or report should be examined on its own merits. Although it is true that a climate change study funded by the National Science Foundation is less likely to be biased than one funded by Greenpeace or ExxonMobil, many worthwhile ideas and insights have arisen from biased sources. Dismissing work because of the source of funding is irresponsible and short-sighted.
2. Researchers and policy authors should inform readers of potential sources of bias, even if that bias is a set of tentative conclusions reached from prior research. We each come to the table with existing values, beliefs and goals.
3. Nothing in this report should be understood to imply that the goals of these think tanks are influenced by the sources of funding. We believe that most funders invested in these think tanks because the funders liked the work being done. From this perspective, money followed ideas and beliefs; it did not create them.
4. The information presented here regarding the network of funding (the same funders supporting multiple think tanks) illustrates the tremendous policy influence of a small group of funders. The value of increased public knowledge of funding information lies in a growing understanding of the political climate in which research is produced and disseminated.

We also want to be clear about our own connection to the Think Tank Review Project. To varying degrees, we have each assisted Professor Kevin Welner, the co-director of that Project and the director of EPIC, a publisher of this policy brief. Our perspective is consistent with the Project's underlying premise that the best ideas come about through rigorous critique and debate. We offer this report as part of that debate.

Methods

The source of the funding information presented in this report is "[Media Transparency](#)," a site that provided useful background information on some of the think tanks as well as information about the inter-relationships between them. The details about think tank activities came from their own websites. Each quotation is cited back to the originating organization's website. For each organization listed in this report, we included some pertinent funding information to provide a brief overview of each organization's funding. This includes the three top funders for each organization with the funding amounts and the breakdown of each organization's non-project-specific support funding.

When compiling the amounts for "general support," we found other descriptions that were similar to "general support." These include amounts with labels such as "no purpose given," "project support," "research support," "education," "program support," "various research projects," "publication support," "operating support," and "charitable." As such, these funds might be associated with a particular project, program, publication, etc., or not. We have no way of knowing, so we included these in a separate category marked as "other." In a few cases, the funding was labeled as something like "General operating and Center for Policy Studies support," where a particular project is specified in addition to the non-project-specific support. In these situations, there is no indication of how much is allotted to each of the two.

To clarify this variety and to avoid oversimplification that might overlook important details, we created four different categories (with amounts attached to each): (1) "General support"; (2) "Other," signifying a lack of clarity concerning the type of support; (3) "Combination," signifying funding that combines non-project-specific support

with that for particular projects; and (4) "Total," the sum of the previous three categories.

The significance of such non-specific support might not seem obvious at first. But these non-specific funds greatly help think tanks to sustain their operations. The organizations that grant non-project-specific funds to think tanks do so in support of the work they do in general, allowing the think tanks to pursue their research and promote their work.

Accompanying this report is a [spreadsheet](#) detailing the funding (as of April 2006) for the think tanks. We also direct readers' attention to the April 2007 "Education 101" PowerPoint presentation on the state of American education from the Heritage Foundation (available from their [website](#)). Since Heritage is a major force among free market think tanks and serves as a model for many of them, this artifact is worth readers' attention.

Funding overview

Though there is a short table containing funding information in each section of this report (one for each think tank), we have also included some summary information here, focusing on the top three funders for each included think tank. Table 1 focuses on the funding agencies. Table 2 focuses on the think tanks.

The information available for each organization appears to depend on its approximate age. Older organizations such as the Reason Foundation have data covering the entire period from 1985-2005. However, newer organizations have fewer years of data. The following list sets for the specific years of data available for each organization:

Table 1: years of available data

organization	years
American Legislative Exchange Council (ALEC)	1985-2005
Buckeye Institute	1998-2005
Cato Institute	1985-2005
Center for Education Reform	1994-2005
Center of the American Experiment	1994-2005
Heartland Institute	1986-2005
Heritage Foundation	1985-2005
Hoover Institution	1985-2005
Hudson Institute	1987-2005
Mackinac Center for Public Policy	1993-2005
Manhattan Institute	1985-2005
Milton and Rose D. Friedman Foundation	1997-2005
Reason Foundation	1985-2005
Thomas B. Fordham Institute	2002-2005
Wisconsin Public Research Institute	1987-2005

Of the total granted to these think tanks, more than half of it came from three funders: The Lynde and Harry Bradley Foundation, Incorporated, The Sarah Scaife Foundation, and the John M. Olin Foundation. The total number of grants received was 1,950, and 879 came from these three organizations. Moreover, of the \$178,810,198 granted to the organizations in this report, \$101,567,767 (57%) came from these three organizations. Table 1 shows the total dollar amount granted by each of these top three funders, the average amount of each grant, and the number of grants awarded by each organization during the years that data were available for each think tank.

In addition to the total dollars granted to each think tank, Table 2 includes the number of grants each think tank received, the amount received from just the three top funders, the percent of total grant funding provided for each think tank by the top three funders, and the total number of grants each think tank received from the top three funders. Sorted by total amount received from Bradley, Scaife, and Olin, Table 3 shows the funding relationships between these funders and the think tanks in this report.

For example, the Heritage Foundation received a total of \$64,806,537, via 344 grants. Of that amount, \$42,549,537 (66%) came from the Bradley, Scaife, and Olin foundations, in the form of 163 grants.

Only one studied think tank, the Buckeye Institute, did not receive funding from the top three funders. Nine of the studied think tanks, however, received more than 30% of their funding from the top three funders. The remaining five received between 13% and 24% of their funding from the top three funders. Again, more detailed information is provided in the accompanying [spreadsheet](#). The tables included in this document are meant to provide a simplified overview of the details

in the accompanying document.

A note about dates: Funding information for each think tank in this report was available for different time periods. The spreadsheet indicates the time period for each think tank separately. Each think tank has its own section in this document. In each section, we have provided a table summarizing the available funding information. This includes the dates for which we have information.

Table 2: Top Three Funders

	Total Granted	Average Grant	Number of Grants
The Lynde and Harry Bradley Foundation, Inc.	\$38,808,432	\$83,820	463
Sarah Scaife Foundation	\$38,252,000	\$236,123	162
John M. Olin Foundation	\$24,507,335	\$96,486	254
TOTALS	\$101,567,767	\$115,549	879

Table 3: Grants from Top Three Funders (approx.1985 through 2005)

	Total Granted	Number of Grants	Grants from Top Three Funders	These Three Funders' Percent of Total Funding	Number of Grants from Top Three Funders
Heritage Foundation	\$64,806,537	344	\$42,549,537	66%	163
Hoover Institution	\$22,540,034	199	\$16,237,160	72%	128
Manhattan Institute	\$20,117,883	288	\$12,516,060	62%	146
Hudson Institute	\$17,692,643	272	\$12,278,400	69%	174
Wisconsin Policy Research Institute	\$8,267,975	63	\$7,962,500	96%	50
Cato Institute	\$19,694,073	202	\$3,632,500	18%	58
Reason Foundation	\$6,203,421	160	\$2,775,000	45%	62
Heartland Institute	\$2,887,555	78	\$913,000	32%	24
Center for Education Reform	\$5,574,924	72	\$796,860	14%	24
Mackinac Center	\$4,324,778	85	\$567,500	13%	13
ALEC	\$3,155,500	78	\$498,000	16%	15
Milton and Rose D. Friedman Foundation	\$1,529,875	39	\$371,250	24%	7
Thomas B. Fordham Institute	\$770,000	9	\$245,000	32%	5
Center for the American Experiment	\$551,500	30	\$225,000	41%	10
TOTALS	\$178,810,198	1,950	\$101,567,767	57%	879

American Legislative Exchange Council (ALEC)

www.alec.org

Releases

Most American Legislative Exchange Council (ALEC) publications regarding education are press releases. The following table lists education-related press releases from ALEC over the past couple years.

Click on the following links for other ALEC publications:

[Issue papers](#)

[Books and special reports](#)

Topics

ALEC has an education task force ([link](#)). They meet annually and release issue briefs on their web page. The web site offers meetings notes or highlights from some of the annual meetings. The education task force claims to focus on “advocating for strong accountability in public schools and advancing education reform policies, such as charter schools and vouchers that grant parents and students the means to choose the schools that best meet their educational needs.”¹

since 1981	annual report	Report Card on American Education: A State by State Analysis
12/18/2006	report	Two Decades of Funding Increases Not Helping Students
11/15/2006	release	ALEC Fights For Teachers’ First Amendment Rights
3/30/2006	release	Maryland General Assembly Skirts Democratic Process and Attempts to Keep Baltimore Students in Failing Schools
2/23/2006	release	Report Card on American Education 1983-1984 to 2003-2004
1/23/2006	release	Nationwide State Legislator Group Unanimously Passes Resolution In Support of the Principles of No Child Left Behind: <i>ALEC Applauds State and Federal Efforts to Close Achievement Gap</i>
1/6/2006	release	Florida’s Opportunity Scholarship Program Struck Down by State Supreme Court: <i>Court Decision Condemns Sunshine State Students to Failing Schools</i>
3/10/2005	release	State Legislators Group Commends Utah’s Public Leaders for Enacting School Choice Legislation
2/8/2005	release	State Legislators Group Commends Bush Administration For Focusing Education Resources On Students' Needs

¹ <http://www.alec.org/task-forces/education>

It is this task force that releases ALEC’s annual Report Card on America Schools and includes this description: “The Report Card takes a comprehensive look at the state of public education all across our nation. It consistently shows that there is no statistically evident correlation between educational performance and teacher salaries or expenditures per pupil - clearly refuting the claims of teachers unions that more money equals better education. The task force will continue to focus on those policies that hold teachers accountable for the education they are providing as well as developing new ideas on how businesses can become partners in educating the next generations of our children.”²

Major issues

(click on the link to go to the ALEC issue page):

- [Alternate Teacher Certificate](#)
- [Bilingual Education Reform](#)
- [Charter Schools](#)
- [Class Size](#)
- [Educators’ Liability](#)
- [Higher Education](#)
- [Junk Science in Our Classrooms](#)
- [No Child Left Behind](#)
- [School Choice](#)
- [Teacher Salary and Merit Pay](#)
- [Textbook Adoption](#)
- [Tuition Tax Credits](#)
- [Outsourcing of Ancillary Service](#)

Mission regarding schooling

ALEC seems most concerned with decentralizing federal power and raising test scores. Educationally, this comes across as promotion of privatization (outsourcing of ancillary services, charter schools, alternate teacher certification, NCLB, and tuition tax credits). ALEC also favors local control (textbook selection, teacher salary and merit pay, educator’s liability). Their perspectives about standards and accountability are mainline (current) conservative.

Funding

For detailed funding information, see the accompanying spreadsheet.

ALEC	
January 1, 1985 - December 31, 2005	
Total \$ Granted	3,155,500
# of grants	78
Top Three Funders	
Allegheny Foundation	1,530,000
Castle Rock Foundation	450,000
The Lynde and Harry Bradley Foundation, Inc.	283,000
Operating Expenses	
general support	360,000
other	1,920,000
combination	125,000
total	2,405,000

² ibid.

Buckeye Institute

www.buckeyeinstitute.org

Releases

The Buckeye Institute releases policy briefs, editorial articles they call ‘Viewpoints,’ and press releases about their briefs. They are prolific, generally releasing multiple publications monthly (although they appear to have minimal education publications during the autumn and winter). The table below includes their four most recent releases as of this report.

1/26/07	article	Getting It Wrong for Ohio’s Future
8/06	report	Segregation Levels in Cleveland Public Schools and the Cleveland Voucher Program
8/3/06	report	The Determinants of Student Achievement in Ohio’s Public Schools
7/13/06	policy brief	Lessons for Improving Ohio’s EdChoice Voucher Program
7/6/06	policy brief	The Financial Impact of Ohio’s Charter Schools

A comprehensive list of Institute education publications, with summaries, can be found at [this link](#).

Topics

Topics that feature prominently in Buckeye education articles and policy briefs include:

- Financial responsibility
- Vouchers
- Charter schools
- Student achievement as indicated by test scores

Mission regarding schooling

The Buckeye Institute favors market-based education reform. Education is second only to Economic Growth on their list of key issues and they call their education branch the Center for Education Excellence. From the Buckeye Institute website:

Mission: The Buckeye Institute works to improve the lives of all Ohioans through the pursuit of practical and effective market-oriented approaches to public policy.

Core Values:

The Buckeye Institute is committed to:

- Policy Analysis NOT politics
- We are committed to public policy research and advocacy without regard to politics. We cooperate with elected officials without consideration to political party.
- Solutions NOT platitudes or empty rhetoric
- We believe in offering tangible policy prescriptions that will improve the lives of all Ohioans.
- Individuals NOT bureaucracies or organizations
- We believe individuals are best situated to know what is best for themselves. Accordingly, we support public policies that empower individuals not organizations or agencies.
- Long-Term Change NOT opportunism or expediency
- We do not expect immediate results, but work for a long-term change in the intellectual climate. We will not trade off principles for short-term political gain.

- Cooperation NOT coercion or mandates
- Since voluntary cooperation is the essence of a civil society, public policy should support voluntary solutions to social problems not government man-dates or plans.
- Empirical Research NOT polemics
- Data-driven research and analysis is essential to elevate the policy debate beyond partisan interests.
- Entrepreneurship NOT corporatism
- We support an entrepreneurial economy that is open to all individuals from all classes. We oppose attempts to close economic life to those without the "proper" corporate or government credentials.
- Freedom NOT constraint

Our most core value is freedom. We support the right of individuals to choose for themselves how to live and work in the Ohio economy.³

General mission

The Buckeye Institute for Public Policy Solutions claims to be “a nonpartisan research and educational institute devoted to representing the viewpoint of individual liberty, economic freedom, personal responsibility, and limited government in the policy debates about Ohio’s present and future.”⁴ The Institute also claims it is committed to producing high-quality public policy research and analysis. Their review process

includes review by “experts with no formal affiliation with the Institute. More than 50 Ohio professors and academics are members of the Institute’s Research Advisory Board representing 23 Ohio universities and colleges.”⁵

Funding

For detailed funding information, see the accompanying spreadsheet.

Buckeye Institute	
January 1, 1998 – December 31, 2005	
Total \$ Granted	693,500
# of grants	31
Top Three Funders	
Ruth and Lovett Peters	305,000
Roe Foundation	165,000
Jaquelin Hume Foundation	140,000
Operating Expenses	
general support	360,000
other	305,000
total	665,000

³ <http://www.buckeyeinstitute.org/about.php> - values

⁴ <http://www.buckeyeinstitute.org/>

⁵ *ibid.* Also, readers can learn more about their Commitment to Quality Research and Analysis at <http://www.buckeyeinstitute.org/commitmenttoquality.php>

Cato Institute

www.cato.org

The Cato Institute makes no claims at being non-partisan. A non-profit public policy research foundation headquartered in Washington, D.C., “[the Cato] Institute is named for Cato’s Letters ([link](#)), a series of libertarian pamphlets that helped lay the philosophical foundation for the American Revolution.”⁶ They have chosen the term “market liberal” for themselves in an impressive display of spin:

How to Label Cato

Today, those who subscribe to the principles of the American Revolution--individual liberty, limited government, the free market, and the rule of law--call themselves by a variety of terms, including conservative, libertarian, classical liberal, and liberal. We see problems with all of those terms. "Conservative" smacks of an unwillingness to change, of a desire to preserve the status quo. Only in America do people seem to refer to free market capitalism--the most progressive, dynamic, and ever-changing system the world has ever known--as conservative. Additionally, many contemporary American conservatives favor state intervention in some areas, most notably in trade and in our private lives.

"Classical liberal" is a bit closer to the mark, but the word "classical" connotes a backward-looking philosophy.

Finally, "liberal" may well be the perfect word in most of the world--the liberals in societies from China to Iran to South Africa to Argentina are supporters of

human rights and free markets--but its meaning has clearly been corrupted by contemporary American liberals.

The Jeffersonian philosophy that animates Cato's work has increasingly come to be called "libertarianism" or "market liberalism." It combines an appreciation for entrepreneurship, the market process, and lower taxes with strict respect for civil liberties and skepticism about the benefits of both the welfare state and foreign military adventurism.

The market-liberal vision brings the wisdom of the American Founders to bear on the problems of today. As did the Founders, it looks to the future with optimism and excitement, eager to discover what great things women and men will do in the coming century. Market liberals appreciate the complexity of a great society; they recognize that socialism and government planning are just too clumsy for the modern world. It is--or used to be--the conventional wisdom that a more complex society needs more government, but the truth is just the opposite. The simpler the society, the less damage government planning does. Planning is cumbersome in an agricultural society, costly in an industrial economy, and impossible in the information age. Today collectivism and planning are outmoded and backward, a drag on social progress.

Market liberals have a cosmopolitan, inclusive vision for society. We reject the bashing of gays, Japan, rich people, and immigrants that contemporary liberals and conservatives seem to think addresses society's problems. We applaud the liberation of blacks and women from the statist restrictions that for so long kept them out of the economic main-

⁶ <http://www.cato.org/about/about.html>

stream. Our greatest challenge today is to extend the promise of political freedom and economic opportunity to those who are still denied it, in our own country and around the world.⁷

Releases

The Cato Institute lists “Education and Child Policy” as one of their Research Areas. Their Center for Educational Freedom⁸ publishes books and edited volumes on topics such as privatization and school choice. They have published a Guide to School Choice Research ([link](#)), which barely—if at all—includes public charters and public choice programs. They frame and limit the issues of choice and charter as one, privatization, by labelling the debate “market versus monopoly schooling.”⁹

The Cato Institute’s Center for Educational Freedom issues studies, books and chapters, and opinion and commentary pieces. It also holds events (conferences). Their opinion pieces are released with greater frequency than studies or chapters and books. The Center publishes regularly: a handful of books and chapters in books each year, not including the Cato Handbook on Policy, now in its 6th edition; commentaries and opinion pieces weekly; studies roughly monthly; and an education reading list ([link](#)). The Cato Institute also has RSS

⁷ *ibid.*

⁸ Cato's Center for Educational Freedom was founded on the principle that parents are best suited to make important decisions regarding the care and education of their children. The Center's scholars seek to shift the terms of public debate in favor of the fundamental right of parents and toward a future when state-run schools give way to a dynamic, independent system of schools competing to meet the needs of American children.

⁹

http://www.cato.org/research/education/marketresearch_coulson.html - 1a

feeds of daily commentary ([link](#)), their daily dispatch¹⁰ ([link](#)), “a short, daily podcast in which Cato experts and scholars respond quickly to the most relevant and interesting news stories” ([link](#)), and “a comprehensive archive of podcasts of Cato Institute events. [People can stay] fully up-to-date on a wide range of essential contemporary issues through presentations by leading national authorities” ([link](#)).

Topics

The issues taken up by The Cato Institute’s Center for Educational Freedom are listed below, with links to information about each from their website:

[Standards, Achievement and Testing](#)

[Tax Credits](#)

[Teacher Unions](#)

[Vouchers](#)

[Child Care](#)

[Federal Education Policy](#)

[Higher Education](#)

[Preschool](#)

[School Choice](#)

Mission regarding schooling

In its mission, the Cato Institute claims to seek: “to broaden the parameters of public policy debate to allow consideration of the traditional American principles of limited government, individual liberty, free markets and peace. Toward that goal, the Institute strives to achieve greater involvement of the intelligent, concerned lay public in questions of policy and the proper role of govern-

¹⁰ Summaries of morning's top headlines from the country's major newspapers, complete with links to Cato Institute research related to each topic.

ment.”¹¹ When it comes to education, this manifests as a push for privatization and market-driven education.

School choice is one of their key educational issues. Cato has published more about school choice than about most other educational issues. This aligns with their mission of supporting privatization, free market, and limited government.

Funding

For detailed funding information see the accompanying spreadsheet.

Cato Institute	
January 1, 1985 – December 31, 2005	
Total \$ Granted	19,694,073
# of grants	202
Top Three Funders	
Claude R. Lambe	8,950,000
David H. Koch Charitable	4,043,240
Sarah Scaife Foundation	1,937,500
Operating Expenses	
general support	6,448,433
other	8,358,000
combination	587,500
total	15,393,933

¹¹ <http://www.cato.org/about/about.html>

Center for Education Reform

www.edreform.com

Releases

Since 1999, the Center for Education Reform has offered “CER Newswire”: “A weekly wrap-up of education news and commentary, spiced with a dash of irreverence, from the nation’s leading voice in school reform.”¹² CER has published a monthly newsletter since 1993, which “tracks breaking news and ongoing developments in education reform from state to state, provides analysis of education issues and activities, works to expose flaws and failures in the system as well as highlight its heroes and successes, and focuses on the solutions and revolutions that already are leading to better schools and brighter futures for our children, today and tomorrow.”¹³ Archives of all releases are available at the CER website.

A section of the CER website is called “[Parent Power](#)” is designed to help parents “make sense of schooling today.” Charter schools and school choice are featured prominently. CER also offers support for navigating education issues and institutions.¹⁴ The “Fast Facts” section of their site offers information in the form of “[School Report Cards](#),” [Charter Schools](#), “[K-12 Facts](#)” and “[Ed Reform Facts](#).” Under Commentary, there are [editorials](#) available and founder Jeanne Allen’s semi-regular

¹²

<http://www.edreform.com/index.cfm?fuseAction=section&pSectionID=13&cSectionID=90>

¹³

<http://www.edreform.com/index.cfm?fuseAction=newsLetter&pSectionID=102&cSectionID=29>

¹⁴

<http://www.edreform.com/index.cfm?fuseAction=section&pSectionID=102&cSectionID=103>

pieces released as “[Chalk Talk](#).” CER also has a clearinghouse of their [publications](#): press releases, action papers, articles and studies. This includes a [voters’ guide](#) and how to [order](#) CER publications.

Topics

CER organizes education issues in five sections on their website: [Charter Connections](#), [School Choice](#), [Curriculum, Standards](#) and [ABC’s of Teaching](#). Each of these sections contains information in the form of press releases, articles, and studies in line with the free market ideals CER supports.

Funding

For detailed funding information, see the accompanying spreadsheet.

Center for Education Reform	
January 1, 1994 – December 31, 2005	
Total \$ Granted	5,574,924
# of grants	72
Top Three Funders	
Walton Family Foundation	3,216,464
Jaquelin Hume Foundation	810,000
The Lynde and Harry Bradley Foundation, Inc.	511,860
Operating Expenses	
general support	641,000
other	4,522,324
Total	5,163,324

Mission regarding schooling
General mission

The Center for Education Reform, like the Thomas B. Fordham Institute, is dedicated entirely to education issues, so their general mission is education-related. The following is from the information website about CER:

CER advocates reforms that produce high standards, accountability and freedom, such as strong charter school laws, school choice programs for children most in need, common sense teacher initiatives, and proven instructional programs. Its Washington, DC-based team and state and local partners advance the mission by:

- Making parents better advocates for their children
- Giving lawmakers knowledge they need to make smart decisions
- Providing school-based reformers the tools to promote positive change
- Building and strengthening education reform leaders in the states¹⁵

¹⁵

<http://www.edreform.com/index.cfm?fuseAction=section&pSectionID=59>

Center of the American Experiment

www.amexp.org

The Center of the American Experiment aims “to do nothing less than shift Minnesota's cultural, intellectual, and political center of gravity so that it balances on the time-tested principles of free enterprise, limited government, individual freedom, and traditional American values.”¹⁶

The Center also hosts FACT and IntellectualTakeout.com¹⁷. “FACT, Foundations in Active Conservative Thinking, is a program of Center of the American Experiment designed to provide students with the tools they need to advocate for conservative ideas and causes on campus. IntellectualTakeout.com is a groundbreaking website, which provides students with free-market and conservative points of view that are not always available in the classroom.”¹⁸

Releases

The Center has an education section but does not publish specifically about educational issues consistently. Some years include a dozen studies on education but others see only two or three. Between July 2005 and August 2006 there was one op-ed piece specifically about education. The Center publishes the American Experiment Quarterly ([link](#)), which usually includes pieces on education.

¹⁶ <http://www.amexp.org/about/>

¹⁷ The Education page for IntellectualTakeout.com is [here](#). It is an impressive collection of research and articles. IntellectualTakeout.com does not name its affiliation openly, but only offers the conservative point of view.

¹⁸ <http://www.amexp.org/about/faqs.php>

Topics

School choice is the Center's main education issue. Other large topics they focus on are race and the conservative “wise-use” environmental policies.

Funding

For detailed funding information see the accompanying spreadsheet.

Center of the American Experiment	
February 28, 1994 – December 31, 2005	
Total \$ Granted	551,500
# of grants	30
Top Three Funders	
The Lynde and Harry Bradley Foundation, Inc.	205,000
Jaquelin Hume Foundation	125,000
Roe Foundation	80,000
Operating Expenses	
general support	75,000
other	186,500
total	261,500

Mission regarding schooling

The Center of the American Experiment favors privatization of schools and limiting school funding as a call to recognize “the limits of money as a solution by itself.”¹⁹ They believe smaller classes do not have benefits for students and are against funding programs to decrease class size.

¹⁹<http://www.amexp.org/issues/>

Heartland Institute

www.heartland.org

The Heartland Institute is “devoted to discovering and promoting free-market solutions to social and economic problems.”²⁰

Releases

Heartland offers an RSS feed on school reform and of their education policy briefs and documents. It is hard to tell how often this is updated because there are no articles labelled older than “today” even though some articles and briefs were obviously released earlier. The Heartland Institute has released “School Reform Monthly” ([July pdf](#)) since January 1997, though not quite monthly ([list](#)). Heartland also issues monthly Budget & Tax News ([link](#)).

Topics

The Heartland Institute addresses a long list of [education topics](#). Most, if not all, of the articles at the Heartland website come from Heartland's School Reform Monthly.

Mission regarding schooling

The Heartland Institute’s push for schooling is characterized by the blurb at the top of every page pertaining to education on their website: “Government schools are islands of socialism in a sea of competition and choice. Visit Heartland's School Reform Issue Suite to learn how choice and privatization would improve K-12 schools.”²¹

²⁰ <http://www.heartland.org/>

²¹ Heartland’s School Reform Issue Suite:
<http://www.heartland.org/IssueSuiteTopic.cfm?issId=3&istId=206>

Funding

For detailed funding information see the accompanying spreadsheet.

Heartland Institute	
January 1, 1986 – December 31, 2005	
Total \$ Granted	2,887,555
# of grants	78
Top Three Funders	
Barre Seid Foundation	1,016,477
The Lynde and Harry Bradley Foundation, Inc.	548,000
Sarah Scaife Foundation	325,000
Operating Expenses	
general support	1,144,477
other	1,425,000
total	2,569,477

Heritage Foundation

www.heritage.org

“Founded in 1973, The Heritage Foundation is a research and educational institute - a think tank - whose mission is to formulate and promote conservative public policies based on the principles of free enterprise, limited government, individual freedom, traditional American values, and a strong national defense.”²²

Releases

The Heritage Foundation is huge. It is a large organization but it is also the template that most conservative think tanks follow. Heritage offers XML feeds in two formats: RSS and ATOM, including one dedicated to a weblog about School Choice and Heritage Foundation Education papers ([link](#)).

The Heritage Foundations publishes a bi-monthly analysis of education news called the Education Notebook ([archive](#)). They also publish a bi-monthly school choice update called Multiple Choice ([archive](#)) and have a powerpoint presentation on public education in America ([link](#)).

The Heritage Foundation press room is formidable ([link](#)). Their hot sheet offers free alerts on hot topics and access to their media relations department. The commentary section offers similar information, but more as sound bytes for lay folk. Heritage also offers a running list of their press releases. They offer to set up an interview with one of their experts who are available 365 days a year. And finally, they offer a fully-equipped studio free of charge for people

²² <http://www.heritage.org/>

who broadcast talk radio from Capitol Hill.²³

Topics

The education issues key to Heritage are K-12 Education, School Choice, and Higher Education.

Funding

For detailed funding information see the accompanying spreadsheet.

Heritage Foundation	
January 1, 1985 – December 31, 2005	
Total \$ Granted	64,806,537
# of grants	344
Top Three Funders	
Sarah Scaife Foundation	19,635,000
The Lynde and Harry Bradley Foundation, Inc.	14,293,702
Samuel Roberts Noble Foundation	9,000,000
Operating Expenses	
general support	3,248,360
other	33,180,000
combination	4,155,000
total	40,583,360

Mission regarding schooling

The Heritage Foundation supports and works for limiting federal government involvement in education; the “right and responsibility of parents to oversee the education and upbringing of their

²³ <http://www.heritage.org/press/>

children”²⁴; incorporating “market forces

based on competition and consumer choice”²⁵ in education policy. Their objectives include:

- Reduce inflation of college costs and target taxpayer funds to needy students by ending higher education subsidies to middle-class and wealthy students
- End special-interest programs under the No Child Left Behind Act and across the Department of Education, focusing taxpayer funds on empowering parents and local schools to boost achievement.
- Expand educational options under a reauthorized No Child Left Behind Act to empower all parents to choose the schools that best meet their children’s needs.
- Ensure that states and school districts are providing parents with timely, useful information about the quality of their schools under the No Child Left Behind Act.
- Expand educational opportunities for students in the District of Columbia by increasing the number of scholarships available under the D.C. school choice program.²⁶

²⁴

<http://www.heritage.org/research/features/mandate/2005/topic.cfm?topic=15>

²⁵ *ibid.*

²⁶ *ibid.*

Hoover Institution

www.hoover.org

“By collecting knowledge, generating ideas, and disseminating both, the Institution seeks to secure and safeguard peace, improve the human condition, and limit government intrusion into the lives of individuals.”²⁷

Releases & Topics

The Hoover Institution on War, Revolution and Peace at Stanford University claims to be “one of the first and most distinguished academic centers in the United States dedicated to public policy research.”²⁸ Herbert Hoover founded it in 1919. Today, of the six regular publications from the Hoover Institution, one is dedicated to Education.

Education Next ([link](#)) is a quarterly journal presenting “the facts as best they can be determined on issues related to K-12 education reform in the United States”²⁹ All articles from all issues of Education Next are available as .pdf documents from the journal’s website.

Hoover Press ([link](#)) publishes works by Hoover scholars, including [Charter Schools against the Odds: An Assessment of the Koret Task Force on Education](#). The Hoover Press publishes under four main categories in education. Click the name of each category to see the list of books:

[Accountability](#)

[K-12](#)

[Post-Secondary](#)

[Reform](#)

²⁷<http://www.hoover.org/pubaffairs/brochure/3188361.html>

²⁸ <http://www.hoover.org/pubaffairs/brochure>

²⁹ <http://www.hoover.org/publications/>

The Hoover Institution also holds conferences. There have been three on Education since 2001 ([link](#)). Hoover makes the agenda, participants list, papers, transcripts, books, news, releases, photo galleries and exhibits from each conference available online.

Articles published by Hoover scholars outside their publication “Education Next” are featured in the quarterly Hoover Digest and available through the American Educational Institutions and Academic Performance section of the Hoover site ([link](#)). Hoover’s news releases are also available, as are all the publications of the Koret Task Force ([link](#)), brought together by Hoover and funded by the Koret Foundation ([link](#)).

Funding

For detailed funding information see the accompanying spreadsheet.

Hoover Institution	
January 1, 1985 – December 31, 2005	
Total \$ Granted	22,540,034
# of grants	199
Top Three Funders	
Sarah Scaife Foundation	8,545,500
John M. Olin Foundation	5,190,660
The Lynde and Harry Bradley Foundation, Inc.	2,501,000
Operating Expenses	
general support	305,000
other	8,743,900
total	9,048,900

Mission regarding schooling

The Hoover Institution is interested in

education policy “related to government provision and oversight versus private solutions—both within and outside the public school system—that stress choice, accountability, and transparency; that include systematic reform options such as vouchers, charter schools, and testing; and that weigh equity concerns against outcome objectives.”³⁰

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<http://www.heritage.org/research/features/mandate/2005/topic.cfm?topic=15>

Hudson Institute

www.hudson.org

Releases

The Hudson Institute lists only a handful of publications under Education and Education Reform ([link](#)). As an Institute, it releases articles, a quarterly newsletter, op-eds, press releases, research and topic reports, transcripts, and testimonies.

Topics & Mission regarding schooling

The publications released by the Hudson Institute indicate a push for stricter ethics in higher education, workforce preparedness, accountability and standards in higher education. Their economic focus indicates a functionalist take on education and a push for strict accountability to industry and the private sector.

Funding

For detailed funding information see the accompanying spreadsheet.

Hudson Institute	
November 20, 1987 – December 31, 2005	
Total \$ Granted	17,692,643
# of grants	272
Top Three Funders	
The Lynde and Harry Bradley Foundation, Inc.	6,760,560
John M. Olin Foundation	3,034,840
Smith Richardson Foundation	2,494,310
Operating Expenses	
general support	140,000
other	4,096,650
total	4,236,650

Mackinac Center for Public Policy

www.mackinac.org

The Mackinac Center claims to be “a nonpartisan research and educational institute devoted to improving the quality of life for all Michigan citizens by promoting sound solutions to state and local policy questions.” They assist “policy makers, scholars, business people, the media and the public by providing objective analysis of Michigan issues.”³¹

Similar to the Cato Institute, the Mackinac Center positions itself carefully outside the conservative-liberal dichotomy. They label their position “free-market” and [explain it at length](#).

Releases

The Mackinac Center releases studies, press releases, op-ed pieces, books, journals, and miscellaneous publications. They have no recent education studies, few news releases, and several viewpoint pieces on education ([link](#)), though with no regularity. The Mackinac Center has two periodicals on education.³² The Michigan Education Digest is a weekly publication ([link](#)) and a service of the other Mackinac Center education periodical, the quarterly Michigan Education Report ([link](#)). It is possible to search the entire database of their publications by topic (such as Health Care, or Education) as well. It is free to subscribe to any Center periodicals. They also offer an RSS feed of all of their releases, including the education periodicals.

³¹ <http://www.mackinac.org/article.aspx?ID=1662>

³² All the Mackinac periodicals can be accessed from <http://www.mackinac.org/pubs/periodicals/>

Topics

The topics that come up most often in recent editions of the Michigan Education Report are charter schools, teachers' unions and negotiations, privatizing services, and school finance.

Mission regarding schooling

The Mackinac Center are in favor of school choice and tuition tax credits. They see too much bureaucracy in education and intrusion into education by the government. It falls in line with the "free market" ideology they espouse.

Funding

For detailed funding information see the accompanying spreadsheet.

Mackinac Center	
November 22, 1993 – December 31, 2005	
Total \$ Granted	4,224,778
# of grants	82
Top Three Funders	
Rodney Fund	1,061,478
Ruth and Lovett Peters	637,500
The Lynde and Harry Bradley Foundation, Inc.	467,500
Operating Expenses	
general support	2,203,978
other	1,375,000
combination	50,000
total	3,628,978

Manhattan Institute

www.manhattan-institute.org

"The Manhattan Institute is a think tank whose mission is to develop and disseminate new ideas that foster greater economic choice and individual responsibility."³³

Though widely acknowledged as a conservative think tank, there is nothing on the Manhattan Institute website specifically claiming or indicating it as such. The following, for example, comes from the page on their website that describes the Manhattan Institute:

For over 25 years, the Manhattan Institute has been an important force in shaping American political culture. We have supported and publicized research on our era's most challenging public policy issues: taxes, welfare, crime, the legal system, urban life, race, education, and many other topics. We have won new respect for market-oriented policies and helped make reform a reality.

We have cultivated a staff of senior fellows and writers who blend intellectual rigor, sound principles, and strong writing ability. Their provocative books, reviews, interviews, speeches, articles, and op-ed pieces have been the main vehicle for communicating our message.³⁴

Releases

The Manhattan Institute works hard to make sure their scholars get books published and promoted regularly, though the Institute itself does not publish books, like Hoover Institute does. The Manhattan Institute published the quarterly City Journal about

³³ <http://www.manhattan-institute.org>

³⁴ http://www.manhattan-institute.org/html/about_mi.htm

urban policy issues. Every issue of the City Journal includes articles about education issues.

Topics & Mission regarding schooling

The Manhattan Institute’s Center for Civic Innovation ([link](#)) is the division that does policy work. Their “work on education reform focuses on improving two main reforms of public education: school choice and accountability. School choice reforms (including charter schools and school vouchers) are dedicated to improving the options available to parents of children in public schools, and making public schools more directly accountable to parents for education outcomes. Accountability reforms are devoted to improving educational achievement by focusing on imparting knowledge and skills and making teachers, administrators, and students accountable for success or failure.”³⁵

Funding

For detailed funding information see the accompanying spreadsheet.

Manhattan Institute	
January 1, 1985 – December 31, 2005	
Total \$ Granted	20,117,883
# of grants	288
Top Three Funders	
John M. Olin Foundation	5,699,500
The Lynde and Harry Bradley Foundation, Inc.	3,481,560
Sarah Scaife Foundation	3,335,000
Operating Expenses	
general support	2,240,500
other	8,095,875
combination	430,000
total	10,771,375

³⁵ <http://www.manhattan-institute.org/html/cci.htm#02>

Milton and Rose D. Friedman Foundation

www.friedmanfoundation.org

“The Milton and Rose D. Friedman Foundation for Educational Choice was founded upon the ideals and theories of Nobel Laureate economist [Milton Friedman](#) and economist [Rose D. Friedman](#). They envisioned the concept in the 1950's, far before the need was perceived by most Americans, in an incredible example of forward-thinking intellectualism that has characterized the Friedmans' work through the years. The Friedman Foundation strives to educate parents, public policy makers and organizations about the desperate need for a shift of power to the disenfranchised parents of America who have limited choices and voices in the education of their children. The Foundation serves as an indispensable resource for parents and community groups who want parental choice in education, and are ready to fight for it.”³⁶

Releases

In an open public forum on the Foundation website, Milton and Rose Friedman wrote:

We have concluded that the achievement of effective parental choice requires an ongoing effort to inform the public about the issues and possible solutions, an effort that is not episodic, linked to particular legislative or ballot initiatives, but that is educational. It requires also the cooperation of the many groups around the country who are devoted to improving the quality of our schools,

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<http://www.friedmanfoundation.org/about/index.html>

whether governmental or private.³⁷

Toward this end, the Foundation website includes resources to answer questions about school choice ([link](#)), with definitions and examples of states with vouchers, tax credits/tax deductions, and charter schools; a list of frequently asked questions about choice; resources for information for “your state” ([link](#)); and “a glance at the research” ([link](#)).

The Friedman Foundation website also accepts online donations and has a “Media Center” ([link](#)) that lists all of the press releases and information about the Friedman Foundation in the news. The Foundation issues a press release an average of once a month. The Foundation home page and from their publications page includes a link to a .pdf file of the full text of the 2002 *Zelman v. Simmons-Harris* opinion.³⁸

The Friedman Foundation has online archives of The Friedman Report ([link](#)), published several times a year from the late 1990's through September 2003. The Report includes a brief feature article about school vouchers in the news and a “round-up” of current activity by state. The Foundation also has an archive from the late 1990's through 2003 of their “School Choice Advocate” ([link](#)). There are a handful of issues each year. The Advocate looks like a newsletter for people interested in school

³⁷ *ibid.*

³⁸

<http://www.friedmanfoundation.org/media/fullopinion.pdf>

The *Zelman* case tested the permissibility of school vouchers under the establishment clause of the First Amendment.

choice beyond the “round-up” in the Friedman Report.

In January 2002, the Friedman Foundation debuted “The Issues in School Choice” series, extended reports of research sponsored by the Friedman Foundation. The three issues on the Foundation website are

- Volume 1, issue 1: “The Effects of Town Tuitioning in Vermont and Maine” ([link](#)).
- Volume 1, issue 2: “Learning from Success: What Americans Can Learn from School Choice in Canada” ([link](#)).
- “School Choice Works! The Case of Sweden” ([link](#)). This issue is also labeled volume 1, issue 1, but the url indicates it is volume 1, issue 3.

The main publication on the Foundation’s website is “The ABCs of School Choice” ([link](#)). It is the only publication on the Foundation’s website aside from press releases that has been updated since 2003.

The Friedman Foundation also offers Resource Links ([link](#)) to sites such as Citizens for Education Freedom,³⁹ The Heritage Foundation, and The World Bank,⁴⁰ among others.

Topics and Mission Regarding School

In 1955, economists Milton Friedman (Nobel Laureate) and Rose D. Friedman “reached the conclusion that government financing of primary and secondary schooling is entirely consistent with private administration of schooling.”⁴¹ They called for a government to finance a required minimum level of education “by giving

parents vouchers redeemable for a specified maximum sum per child per year if spent on “approved” educational services.”⁴² The Friedman Foundation for Educational Choice now “serves as an indispensable resource for parents and community groups who want parental choice in education, and are ready to fight for it.”⁴³

Funding

For detailed funding information see the accompanying spreadsheet.

Milton and Rose D. Friedman Foundation	
January 1, 1997 – December 31, 2005	
Total \$ Granted	1,529,875
# of grants	39
Top Three Funders	
Walton Family Foundation	616,625
Sarah Scaife Foundation	350,000
Ruth and Lovett Peters Foundation	250,000
Operating Expenses	
general support	342,500
other	1,146,125
total	1,488,625

³⁹ <http://www.educational-freedom.org/>

⁴⁰ <http://www.ifc.org/edinvest/>

⁴¹ <http://www.friedmanfoundation.org/about/index.html>

⁴² <http://www.friedmanfoundation.org/50/1955.pdf>

⁴³ <http://www.friedmanfoundation.org/about/index.html>
11/3/2006

Reason Foundation

www.reason.org

“Reason Foundation's nonpartisan public policy research promotes choice, competition, and a dynamic market economy as the foundation for human dignity and progress. Reason produces rigorous, peer reviewed research and directly engages the policy process, seeking strategies that emphasize cooperation, flexibility, local knowledge, and results. Through practical and innovative approaches to complex problems, Reason seeks to change the way people think about issues, and promote policies that allow and encourage individuals and voluntary institutions to flourish.”⁴⁴

Releases

Reason maintains a weblog (blog) on competition and choice in public policy, “Out of Control” ([link](#)) which is available as an XML feed. The blog can be sorted or filtered by topic. Education ([link](#)) is one of their topics. There are irregular entries on education posted to the blog, averaging two a month, typically when school is in session.

The foundation publishes Reason magazine, a monthly publication that “covers politics, culture, and ideas through a provocative mix of news, analysis, commentary, and reviews. Reason provides a refreshing alternative to right-wing and left-wing opinion magazines by making a principled case for liberty and individual choice in all areas of human activity.”⁴⁵ The online edition ([link](#)) is updated daily.

Reason issues numerous op-eds and commentaries on many topics, including education ([link](#)). Some of the op-eds are from Reason Magazine. Some are from national newspapers. Reason’s research policy studies are numerous and sorted by topic ([link](#)). Reason also offers releases as a service: a weekly e-mail about the “latest Reason research, commentary, and event notices,”⁴⁶ which address education as it relates to issues of concern to the Reason Foundation.

Reason hosts events, too ([link](#)). They host speakers, weekend events where supporters and Reason staff can mingle, and international conferences. The Reason Foundation also has other websites ([index](#)). Reason Magazine has its own site ([link](#)). NewEnvironmentalism.org hopes to engender “a society of self-motivated environmental stewards.”⁴⁷ Privatization.org is a resource for outsourcing and public-private partnerships. UrbanFutures.org “provides market-oriented analysis of land use and economic development issues.”⁴⁸

Topics

Reason’s recent research has focused on higher education, a universal preschool initiative in California, school choice, and charter schools.

Mission regarding schooling

The Reason Foundation is passionate about privatization and freedom of choice. The slogan “free minds and free markets” is all over their website. One of their co-founders is credited with coining the term

⁴⁴ <http://www.reason.org/aboutreason.shtml>

⁴⁵ <http://reason.com/aboutreason.shtml>

⁴⁶ <http://www.reason.org/reasonalert.shtml>

⁴⁷ <http://www.reason.org/reasonsites.shtml>

⁴⁸ <http://www.reason.org/reasonsites.shtml>

“privatization” and they release an annual privatization report ([link](#)). According to their list of frequently asked questions⁴⁹, Reason is a libertarian organization.

Funding

For detailed funding information see the accompanying spreadsheet.

Reason Foundation	
January 1, 1985 – December 31, 2005	
Total \$ Granted	6,203,421
# of grants	160
Top Three Funders	
Sarah Scaife Foundation	1,541,000
David H. Koch Charitable	1,522,212
The Lynde and Harry Bradley Foundation, Inc.	957,500
Operating Expenses	
general support	677,839
other	4,289,200
combination	100,000
total	5,067,039

Thomas B. Fordham Institute

www.edexcellence.net

Releases

The Thomas B. Fordham Institute publishes the Ohio Education Gadfly, a “bi-weekly bulletin of news and analysis.”⁵⁰ The Institute also publishes the [Education Gadfly](#), which is a national version of the Ohio Education Gadfly. Issues since 2005 are available online ([link](#)). Other Fordham Institute releases consist of reports and analyses of educational issues. The Institute’s publications are listed together ([link](#)) or can be organized by the topics detailed in the following section.

Topics

The topics the Fordham Institute uses to categorize their work are [Charters & Choice](#); [Testing & Accountability](#); [Teachers & Principals](#); [Curriculum & Instruction](#); [Dayton & Ohio Projects](#); and [Additional Topics](#), which include:

- [No Child Left Behind Act \(NCLB\)](#)
- [Special Education & IDEA](#)
- [Other Federal Programs](#)
- [Class size](#)
- [Funding & Spending](#)
- [Governance](#)
- [Higher Education](#)
- [International](#)
- [Philanthropy](#)
- [Race, Class & Integration](#)
- [Teachers Unions](#)
- [Think Tanks](#)
- [Potpourri](#)

⁴⁹ <http://www.reason.org/faqs.shtml>

⁵⁰

<http://www.edexcellence.net/institute/gadfly/issue.cfm?edition=Ohio#173>

Mission regarding schooling and General mission

Like the Center for Education Reform, the Thomas B. Fordham Institute is an education-centered think tank. Their general mission is education-related. In their mission, the Fordham Institute says they “strive to close America's vexing achievement gaps by raising standards, strengthening accountability, and expanding education options for parents and families.”⁵¹

Funding

For detailed funding information, see the accompanying spreadsheet.

Thomas B. Fordham Foundation	
January 1, 2002 – December 31, 2004	
Total \$ Granted	770,000
# of grants	9
Top Three Funders	
Walton Family Foundation	450,000
The Lynde and Harry Bradley Foundation, Inc.	245,000
William E. Simon Foundation	75,000
Operating Expenses	
general support	75,000
other	450,000
Total	525,000

⁵¹

<http://www.edexcellence.net/foundation/about/index.cfm>

Wisconsin Public Research Institute

www.wpri.org

Releases

WPRI has released reports and published “[Wisconsin Interest](#),” a quarterly public policy periodical addressing free market issues, since 1992. The reports are papers on specific issues gathered into annual [volumes](#) since 1988. WPRI releases between eight and ten reports each year.

Topics

All WPRI releases are about issues in Wisconsin. WPRI separates its education reports and articles into [Education K-12](#) and [Education Post-12](#). Most education releases are in the K-12 section, numbering between six and ten each year. In the K-12 category, reports and articles focus on choice and local control. In the post-12 category, there are no more than three releases per year and some years without any releases pertaining to higher education. Topics in higher education include race-conscious admission, freedom of speech, and issues of civil liberties.

General mission

Dubbing themselves “Wisconsin’s Free Market Think Tank,” WPRI’s goal “is to provide nonpartisan research on key issues that affect citizens living in Wisconsin, so that their elected representatives are able to make informed decisions to improve the quality of life and future of the state.”⁵² On their website and in their publications WPRI emphasizes politician accountability to

⁵² <http://www.wpri.org/pages/about.html>

taxpayers and citizens.

Mission regarding schooling

WPRI, like many free market think tanks, comes out against educational bureaucracies and focuses on outputs when talking about education. WPRI reports and articles focus on choice, accountability and workforce preparation.

Funding

For detailed funding information, see the accompanying spreadsheet.

Wisconsin Public Research Institute

July 22, 1987 – December 31, 2005

Total \$ Granted	8,267,975
# of grants	63
Top Three Funders	
The Lynde and Harry Bradley Foundation, Inc.	7,670,000
John M. Olin	292,500
Charlotte and Walter Kohler	120,000
Operating Expenses	
general support	25,000
other	7,855,475
total	7,880,475

Conclusion

This report was undertaken as an effort to understand the funding, activities and interests of free market think tanks, providing a resource for greater contextual understanding of the work they do and helping readers become more savvy consumers. The information presented here illustrates the tremendous policy influence of a small group of funders that support a great deal of the work done by these free market think tanks. This, we conclude, is notable but not necessarily suspect. As we stated in our introduction, we believe that most funders invest in think tanks because they agree with the work being done. We believe that money follows ideas and beliefs; it does not create them.