

SCHOTT FOUNDATION FOR PUBLIC EDUCATION STRATEGIC PLAN 2006-2015

Access, Opportunity, Fairness

VISION: All children graduate from high performing, well-resourced public schools, and are capable of success in college and full participation in a democratic society, regardless of race, gender, class, or native language.

MISSION: To develop and strengthen a broad-based and representative movement to achieve fully resourced quality pre-K-12 public education.

INDICATOR OF 10TH- YEAR SUCCESS:

A high performing school system where race, ethnicity, gender, class and native language are no longer significant predictors of a student's public education access or outcomes.

2015 STRATEGY & OUTCOME TARGETS:

Schott supports an "Opportunity to Learn" frame on educational policy, which focuses on ensuring that equitable resources are provided for all students to have an equitable opportunity to learn and produce high achievement outcomes. Schott maintains its historic commitment to institutionalizing an opportunity to learn standard in New York and Massachusetts, while recognizing the strategy for change, when possible, must extend beyond two states. Schott supports a far reaching implementation strategy and infrastructure that is capable of maneuvering the dynamic relationship between national and state-based movement building to produce federal and state policies to protect an opportunity to learn for all students.

To accomplish the desired goals, Schott supports the recruitment, development and growth of a highly effective broad-based movement to achieve the following outcomes:

1. State and Federal Policy Engagement- Implementation of comprehensive state and federal policies supporting fully *resourced*, universal pre-K-12 public schools for all students, including children from poor families, children of color, and English language learners.

2. Representative Leadership Development- Cultivation by Schott grantees of broad-based progressive leadership among people of color, women, and youth, resulting in 1,000 elections and appointments of “Representative Leaders” to positions that impact state and local public education policy.
3. Increased Public Will - Messages emanating from Schott-supported advocacy and public will and engagement will lead to grassroots-driven education policy. Schott grantee’s advocacy changes the national and state political paradigm by amplifying the voices of underserved communities in the public education resource equity debate. Increased sustainable public participation at the national, state and local levels is reflected in public-opinion surveys and in the editorial support of influential news organizations.
4. Research and Convenings- Schott develops substantive research and grassroots driven convening’s in Schott program areas to sound the alarm on potential problems and engage partners in advancing the right to a high quality public education for all children regardless of race, gender, or native language.
5. Institutional Capacity Building-Triple the Schott grant making budget to increase the capacity (i.e., staff, resources, diversity, media visibility, grassroots impact) of Schott “lead grantees” to be leaders in the movement for state and national public education policy reform.
6. Race and Gender Specific Lens- Schott develops strategies and movements to address existing racial and gender disparities while creating space to promote new perspectives on race and gender.