

STUART FOUNDATION

IMPROVING LIFE OUTCOMES FOR YOUNG PEOPLE THROUGH EDUCATION

Message from our Interim President, David Barlow

As Interim President of the Stuart Foundation, I am pleased to support our Board of Directors during this time. It has been an honor to serve them over the past 11 years and I look forward to ensuring a smooth leadership transition.

I would also like to thank our staff, grantees and partners for their continuous efforts to improve outcomes for young people through education. In October, our Board approved 40 grants totaling \$7.5 million to address issues facing the California public education system and seize new opportunities to improve policies and practice.

We feel incredibly fortunate that we can support this important work and I look forward to sharing progress updates with you.

Message from our Chief of Programs, Sophie Fanelli

As David noted above, we are very pleased to share that the Foundation's Board recently approved \$7.5 million in grants that continue to illustrate the deep values and goals we share with our partners: a clear commitment to strengthening and supporting our public education system to focus on the whole child, to closing the opportunity and achievement gaps, and to serving young people furthest from opportunity. We remain committed to ensuring that each and every child receives what they need to learn, achieve, and thrive, regardless of race, zip code, ancestry, gender, or cultural background.

These grants will support work organized in the Foundation's four mutually reinforcing portfolios, that focus on systems change at all levels, from classrooms and communities to the state capitol: School Finance & Accountability, Educator Leadership, Adolescent Learning, and Creativity & Arts Education.

To support and learn from our partners we rely on an incredible team of passionate program officers and staff, and I am excited to announce that Shane Safir has joined us as a Senior Program Officer and will be leading our Educator Leadership Portfolio. Shane brings a wealth of experience and a commitment to education equity, having worked in public education for over 20 years at every level of the school system. The founder and co-principal of June Jordan School for Equity in San Francisco, Shane recently wrote *The Listening Leader*, which is inspiring school, district and teacher leaders to make substantive change and increase

equitable student outcomes. Shane is joining us part-time and will continue to maintain her consulting and coaching practice focused on equity-centered leadership and school transformation.

As a team we are committed to learning with and from you, and to deepening our relationships with partners and communities across the state. We are clear that meaningful and sustainable progress on our shared goals is inextricably intertwined with the strength and depth of our relationships, and that solving complex problems requires a collaborative stance. To that end, the Foundation will expand two funds to offer additional support to current grantees and partners, a Capacity Building Fund and a Communications Fund, to allow nonprofits to focus on organizational health, long-term sustainability, and to amplify their work and stories. Please feel free to contact Karla at krui@stuartfoundation.org about our capacity building work and Delia at dreid@stuartfoundation.org about the communications work.

As we near the end of 2018, it is hard not to feel like these are trying times. We mourn with the Pittsburgh community over the hateful attack at the Tree of Life Synagogue on October 27. We grieve with the families of those lost at the Borderline Bar & Grill in Thousand Oaks, and for the black senior citizens who were killed in Louisville, Kentucky. And we mourn as wildfires are now raging throughout our state. Yet young people are giving us hope and are making clear that transformative change will come from them. The last midterm elections saw a higher youth voter turnout than in the last thirty years, and students across communities are speaking out and mobilizing to improve their schools and reach their dreams.

Our Adolescent Learning portfolio is focused on the moral imperative of transforming the educational experience of teenagers without reinforcing artificial silos of academic learning, social and emotional learning, and student voice and engagement. We are supporting approaches that address two critical issues: 1) the conditions that schools and school districts set for students to feel safe, engaged, seen and heard (culture and



climate), and 2) how teachers teach, what students learn, and how students show what they know and can do in the real world. In October, our Board approved a new and explicit focus on **Learning for Democracy** in this portfolio which re-prioritizes civics education and youth voice as part of our strategy. After having heard young people lift up their voices across the country, we also believe that, more than ever, schools need to be the place where they have a voice and where they learn how to use

it powerfully. As Grace Lee Boggs stated boldly, “You cannot change any society unless you take responsibility for it, unless you see yourself as belonging to it and responsible for changing it.”

Below, please find highlights of grants awarded by our Board of Trustees last month. A complete list of grants can be found at the end of this update.

School Finance & Accountability – helping to fulfill the promise of the Local Control Funding Formula and the new California accountability system.



School Facility Funding Equity, University of California, Berkeley

A grant of \$100,000 was awarded to the Center for Cities + Schools at the University of California, Berkeley to support research and data analysis to propose state policy reforms for a more equitable system of school facility finance in California.

Jeff Vincent, project director, said, “Every day, thousands of

children in California attend public school in deteriorated and obsolete facilities that are hazardous to their health, undermine their academic achievement, and depress their communities. Our previous research provides clear evidence of the regressive nature of school facility funding in California – a reality that is out of sync with objectives of the LCFF. By modeling more equitable finance options, we will pave the way for appropriate policy reform.”

General Operating and Capacity Building, Californians Together

A grant of \$100,000 was awarded to Californians Together to support their work of promoting success for California’s English learners through research, advocacy, and monitoring state policy implementation; the

organization also received a grant to build its overall communications capacity. The organization is also continuing to promote the State Seal of Biliteracy for high school graduates, which recognizes academic proficiency in two or more languages. “There is now a focus on multilingual programs for English Learner success and an evolving state accountability system that is sensitive to the language and academic progress of English Learners,” said Shelly Spiegel-Coleman, executive director of Californians Together. “This type of funding from the Stuart Foundation allows Californians Together to seize this opportunity and helps us increase our capacity to reach a new audience: parents of English learners.”



Educator Leadership – to increase the number of high-quality leaders at every level of the system.

Principal Leadership Institutes Alumni Network, Regents of the University of California, Los Angeles

A grant of \$200,000 was awarded to support mid-career urban school leaders from two top-tier principal preparation programs. The initiative will provide supportive networks for alumni of the Principal Leadership Institutes (PLI) at UCLA and UC Berkeley, with a focus on leader well-being and building capacity to advance equity, democracy, and school transformation amidst sometimes unresponsive systems and challenging political environments. Dr. Nancy Parachini, director of the UCLA Principal Leadership Institute stated, “Through the generosity of the Stuart Foundation, PLI alumni will have the opportunity to engage in leadership networks to develop approaches for radical healing, wellness and equity-centered improvements for their own well-being and to implement these healing processes in their schools and/or districts with teachers, students and families.” Rebecca Cheung, program director of the PLI at Berkeley, added, “The new Alumni Fellows program provides Berkeley Principal Leadership Institute with the opportunity to sustain and support alumni more deeply by inspiring them through connections with other equity minded leaders across California, sustaining their resilience, and increasing their capacity through learning together. Schools are rarely improved by short term fixes. Investing in talented and high capacity leadership retention is a key strategy for equity oriented improvements in education at large.”

Adolescent Learning – to increase the number and effectiveness of high schools that prepare students for college, career and civic life.

Invisible Achievement Gap, Learning Policy Institute



A grant of \$150,000 was awarded to update and build upon the analyses included in the previous Invisible Achievement Gap reports by using recent data from the California Department of Education. Nearly 35,000 students in California are in foster care and over 200,000 are homeless. Being in foster care or homeless places

children at a disadvantage when it comes to realizing California’s vision for education in which all students have the opportunity to “attain the highest level of academic knowledge, applied learning, and performance skills to ensure fulfilling personal lives and careers and contribute to civic and economic progress in our diverse and changing democratic society.” The state has committed to addressing opportunity and achievement gaps for historically underserved students, including foster youth and students experiencing homelessness. “This study is intended to provide state and district policymakers relevant and up-to-date information they can use to support the education of foster youth, students experiencing homelessness, and other disadvantaged youth,” said Patrick Shields, executive director of the Learning Policy Institute. “The study will provide information on the numbers, location, distribution, and related characteristics of these groups—and how they differ from other targeted subgroups. In particular, the study will examine how factors that disrupt schooling during the academic year—such as school transfer and mobility, and chronic absenteeism—may contribute to achievement gaps for foster youth and students experiencing homelessness.”



New Pedagogies for
Deep Learning™
A GLOBAL PARTNERSHIP

Global Deep Learning Partnership, New Pedagogies for Deep Learning

A multi-year grant of \$600,000 was awarded to support approximately 40 high schools in California and Washington to join the Global Deep Learning Partnership, an international network of over 1,500 schools in

seven countries working to transform teaching and learning and provide the conditions that facilitate whole child education and deep learning outcomes. “This project involves establishing a network of 40 schools and related districts in California and Washington State that will join the global partnership for New Pedagogies for Deep Learning (NPDL) to focus on equity and excellence,” stated Michael Fullan, Partnership co-founder. “Students, teachers and parents working together will develop the global competencies of the 6Cs: character, citizenship, collaboration, communication, creativity, and critical thinking. The NPDL initiative has developed strategies and tools to help bring about fundamental changes in pedagogy and learning by working jointly with all levels of the system to bring about measurable improvements in skills and learning for all students regardless of background.”

Creativity & Arts Education – to increase student access to arts education, and to integrate arts into the core curriculum.



Creativity is Essential: A Statewide Campaign, Create CA and TaskForce

A grant of \$150,000 was awarded to support TaskForce, a Los Angeles-based creative agency, in working with Create CA, the Alameda County Office of Education and the Los Angeles County Arts Commission on a statewide and regional public will campaign about the importance of creativity in every California student's

education. "On behalf of the entire Create CA Leadership Council, I would like to express how grateful we are for the continuing support of the Stuart Foundation. This funding is a strong vote of confidence in our work, especially in the launching of the public will campaign as the next dynamic step in providing arts education as part of a well-rounded education for every K-12 California student," said Jesus Holguin, chair of Create CA.

Intensive Literacy and Arts Education, Chula Vista Elementary School District

A grant of \$50,000 was awarded to pilot an intensive arts integration strategy using theater to increase literacy



throughout one elementary school in the Chula Vista Elementary School District and to document the impact. Lauren Shelton, coordinator of Visual and Performing Arts for the district reflected, "The Chula Vista Elementary School District has made remarkable strides in recent years in emphasizing the integration of the arts and arts instruction into the educational experience of our students and teachers. The grant award from the Stuart Foundation will be used to further these efforts by bringing the Arts Academy model to another local school and more of our deserving students and teachers. The visual and performing arts reflect our belief that all children should have access to challenging curriculum

content, exhibit a high level of performance proficiency, and be prepared for the world of tomorrow. We are grateful and incredibly excited for this partnership and the opportunity to enhance our growing arts program."

Organization

Project

SCHOOL FINANCE & ACCOUNTABILITY

[Advancement Project](#)

To support community advocacy around the revision and implementation of a student need index by accounting for neighborhood conditions such as health, safety, and income to equitably distribute funding to the highest need schools

[Buck Institute for Education](#)

To explore the feasibility of implementing a continuous improvement network in the Los Angeles Metro Area and San Francisco Bay Area focused on creating systemic conditions within school districts to support and sustain project-based learning

[California Budget & Policy Center](#)

To support a K-12 education budget primer and technical assistance to California education partners

[California Education Partners](#)

For general support

[Californians Dedicated to Education Foundation](#)

To support the California Labor Management Initiative

[Californians Together](#)

For general support

Children Now	To promote effective Local Control Funding Formula implementation
Community Coalition	To support community advocacy around the revision and implementation of a student need index by accounting for neighborhood conditions such as health, safety, and income to equitably distribute funding to the highest need schools
Education in Motion	To establish a network of five to seven school districts and approximately 50 schools throughout California and Washington to create systemic conditions that support effective teaching and learning
Education Resource Strategies	To support a California CFO-strategy network with 7-8 school districts, modeled on the ERS Aspen CFO-Strategy Network
InnerCity Struggle	To support community advocacy around the revision and implementation of a student need index by accounting for neighborhood conditions such as health, safety, and income to equitably distribute funding to the highest need schools
Institute for Educational Leadership	To build the capacity of school district staff and county offices of education across California to foster, improve, and sustain relationships with families and communities in order to support student learning and development
Learning Policy Institute	To produce and disseminate two data analyses publications that examine the educational trajectories and outcomes of students experiencing foster care and homelessness
Los Angeles Unified School District	To support study on the LAUSD's implementation of LCFF and other equity based funding, including leadership, budgeting, and programming
Oakland Public Education Fund	To provide support to OUSD to transform its internal systems and structures including central office redesign, restructuring schools, labor management system, and community engagement
Parent Teacher Home Visits	To leverage home visits as a model strategy for student success and family engagement by deepening levels of support for both state and school district partners in California through targeted tools and resources
Policy Analysis for California Education	To support Driving Continuous Improvement in California, a project of Policy Analysis for California Education (PACE)
Public Advocates	To support independent, nonpartisan analysis and technical assistance to state agencies and policy makers, school districts, and community organizations to ensure effective implementation of the Local Control Funding Formula
Stanford University Graduate School of Education, John W. Gardner Center for Youth and Their Communities	To support the John W. Gardner Center for Youth and Their Communities to strengthen accountability and school improvement in California's alternative school sector
The Opportunity Institute	To support the California work of Partners for Each and Every Child to contribute to public policy discussions regarding the state's accountability system and to develop and advance a whole child framework that integrates student services and learning

[University of California, at Berkeley
Institute of Urban and Regional
Development](#)

To support the development of research and tools to advocate for reform of California's public school facilities finance system to mirror the process and intent of the Local Control Funding Formula (LCFF), where high need school districts are prioritized

EDUCATOR LEADERSHIP

[Learning Policy Institute](#)

To analyze California data on the school leadership workforce, including turnover and attrition, and to explore the relationship between teacher and administrator turnover

[Los Angeles Education Partnership](#)

To provide continued support for educator networks that emphasize collaborative decision-making

[Stanford University](#)

To support the Common Core Instructional Leadership Corps of the Stanford Center for Opportunity Policy in Education (SCOPE)

[University of California, Los Angeles](#)

To support the Teacher Leadership, Ownership and Student Outcomes study conducted by the Graduate School of Education & Information Studies

[University of California, Los Angeles
Graduate School of Education &
Information Studies](#)

To start the Principal Leadership Institute Alumni Network, a joint effort of UCLA and the University of California, Berkeley, to provide supportive networks focused on leader well-being and capacity to advance equity and school transformation

ADOLESCENT LEARNING

[Big Picture Learning](#)

To support expanding a student-centered approach to 26 alternative high schools in California and Washington

[KQED Inc.](#)

To advance the use of high-quality teaching, learning, and assessment through strategic partnerships with organizations who are also interested in civic learning, youth voice, and influencing broader education systems change

[Public Counsel](#)

To reduce harsh school discipline practices and juvenile justice referrals that disproportionately affect foster youth living in Los Angeles County

[Stanford University Graduate School of
Education](#)

To support The Stanford Center for Assessment, Learning & Equity to pilot integrated measures and assessments of students' social, emotional, and academic development in three California high schools

CREATIVITY & ARTS EDUCATION

[Alameda County Office of Education](#)

To support school-wide arts integration and coaching for principals and teachers at 25 demonstration school sites in Alameda County

[Alameda County Office of Education](#)

To support Create Alameda County, a countywide campaign focused on the importance of creativity in every student's education

[California Alliance for Arts Education](#)

To support the California Alliance for Arts Education in monitoring, evaluating and assessing the impact of the new Student Support and Enrichment Grant program from the California Department of Education

[California Alliance for Arts Education](#)

To support Create CA, a statewide coalition committed to restoring high quality, standards-based arts education to public schools

[California County Superintendents Educational Services Association](#)

To support the refinement of arts learning modules for K-12 educators

[California State University San Marcos Foundation](#)

To support ART=OPPORTUNITY, a campaign in San Diego County focused on improving literacy through the arts

[Chula Vista Elementary School District](#)

To pilot an intensive arts integration strategy using theater to increase literacy throughout one elementary school

[TaskForce](#)

To support the Create CA statewide campaign as well as regional campaigns in Alameda and Los Angeles counties

[Los Angeles Unified School District](#)

To support an arts-based restorative justice pilot program at schools and communities in Los Angeles