CANTON TEACHERS ASSOCIATION

CAPE Grant Goals
FY 2018-2019

1. The first level of the program, Growing AAPI Future Educators, primarily identifies underrepresented AAPI undergraduate college students that are interested in careers in education and supports them in their journey to become an educator. These aspiring educators will participate as a cohort in monthly education and social justice themed workshops at their campus like University of Massachusetts Boston and/or University of Massachusetts Lowell with NEA/MTEA faculty member leaders, mentor educators, and community leaders. The goal of this program is that each participant will enter or continue in a credential program and in the second level of this program.

2. The second level of the program, AAPI Educators Mentoring Educators, will group AAPI aspiring educators with an AAPI early career educator. The program will utilize a flexible mentorship model by matching a mentee to a mentor and allow opportunities for the mentee to access other mentor educator classrooms. The aspiring educator will participate in school, union, and community activities with the early career educator at least once a month in order to diversity the experiences and expose the student/mentee to teacher activities outside of the classroom and develop leadership skills. The aspiring educator and early career educator group will have an end of program project with a community organization and prepare a 30-minute presentation to share their project the rest of the cohort during the monthly education and social justice workshop sessions. The goal of this program is that each mentee participant will complete their credential program, each mentor participate will continue in their education career, both participants gain a deeper understanding of how public education support racial and social justice activities in their community, and participate in the next level of the program.

3. The third level of the program, AAPI Educators Educating Educators, will group the undergraduate / teacher credential students and their early career educator mentor with an AAPI lead educator that may be from another state for further support, perspective, and coaching. These AAPI lead educators may also include retired educators but will
have significant (more than 10 years) teaching, union, and community organizing experience but may be from across the country in order to provide a different but deeper perspective for the aspiring educators and early career educators. The lead educator will lead debriefing and coaching sessions at least once a month with aspiring educator and early career educator that will further discuss or debrief the month’s workshop or month’s activist activity and prepare for the end of program project.

California Faculty Association-California State University, Northridge/Alhambra Teachers Association/United Teachers Los Angeles (Joint Grant)

1. Solidify and expand our Dream Allies Network of union educators who are empowered and informed to collaborate with and advocate for undocumented/immigrant students and families and who create safe spaces for all immigrants in public schools.

2. Empower more youth and parent organizers to advocate for the rights of undocumented youth and families in the area of immigrants rights and its intersection with housing, education, criminal justice, health care, labor and the environment.

3. Improve program services at Dream Resource Centers at Abraham Lincoln High School, Alhambra High School and CSU Northridge and develop the internal capacity of the Dream Allies Network to expand Dream Centers which includes the development of an educational pipeline between Dream Ally high schools and local institutions of higher education.

4. Create safe spaces, resource hubs, workshop activities and partnerships to support immigrant students and families in coping with the trauma of increased deportations and the anti-immigrant political environment.

5. Uplift the voice of undocumented youth and families to lead movements for social and economic justice and to promote documented individuals in being allies and accomplices in the struggle for full legalization and human rights.
Breaking Our Chains is a nonprofit organization with a vision to democratize the economy, government, and society through liberatory pedagogical policies and practices that ensure: equitable education, fair and just representation in school materials, fundamental education rights; anti-bias education, and meaningful, accurate representation within the classroom.

Our vision has been achieved when the educational system and cultural environment results in connected communities, fair economy, racial justice and human rights for all people, and lifts up the voices of communities of color, low-income families, low-wage workers, LGBT communities, women, and all those whose voices are raised, but remain unheard. You can find more information about us on our website: http://www.breakingourchains.org/

Breaking Our Chains leads a coalition called The Our Voices Our Schools (#OVOS) Coalition, which is a grassroots coalition and youth-voice driven social justice organization that is directly aimed at disrupting and dismantling the pre-school-to-prison pipeline by infusing and empowering communities of color with a culturally responsive liberation pedagogy and the tools and resources to apply it. We are a collective of organizations and individuals that have come together to educate, organize, agitate and advocate for Black parents and students by giving them the voice, tools and resources to combat the pre-school to prison pipeline. We are members of the national Alliance to Reclaim Our Schools (AROS) and the Journey for Justice national We Choose Equity campaign, and work with local and state labor to address issues facing communities of color in the Denver metro area. You can find more information about OVOS on our Facebook page: https://www.facebook.com/OurVoice-OurSchools-2111635879065079/

There resides in the American public school system an active yet problematic system for criminalizing and pushing Black students into the prison system at rates unseen by any other population of American students. If this trend isn’t broken we stand to continue to encounter monumental losses of human potential, broken families and the continuance of what amounts to 2nd class status for Black people in America. The underlying goals and objectives for OVOS are to work with our coalition partners to organize Black Parents, Youth and community members residing in Denver metro neighborhoods. OVOS meetings are designed to educate, organize, agitate and advocate Black parents and students; by giving them the voice, tools and
resources to combat the pre-school to prison pipeline. This school year’s OVOS meetings are scheduled to launch monthly beginning October 2018.

1. **EDUCATE:** The goal to EDUCATE aligns with the purpose and vision for the OVOS recommendations as stated above. The objective is to format monthly meetings to discuss educational and regional issues that will educate and inform community members, policy makers and general public around issues, solutions and opportunities governing racial and social educational injustice. We will partner with the Colorado Education Association (CEA) to host these meetings in targeted Denver neighborhoods near the schools being impacted the hardest by pro-charter school privatizing reformers. Our goal is to have one monthly meeting from October 2018 through May 2019. We want to hear directly from our community what is needed and how best to achieve our vision.

2. **ORGANIZE:** The goal to ORGANIZE is the transitional phase of taking OVOS Families from being educated and informed to being mobilized and organized for action. We will work with CEA to host the monthly meetings to engage Black Parents, Youth, and educators of color; giving space to attendees to create action-items and next steps.

3. **AGITATE:** The goal to AGITATE is to encourage and facilitate forward movement of the first two goals. The objective for the OVOS monthly meetings are to ensure Black Parents, Youth, and educators have the skills and support needed to implement the action-items and next steps as determined by the collective.

4. **ADVOCATE:** The goal to ADVOCATE is to support OVOS work around organizing Black Parents, Youth, and educator voice around policy and advocacy. The objective is to address the need for community to actively engage in racial and social educational injustice at the policy level as advocates for the change they desire to see.

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**Education Minnesota**

1. Increase involvement by members of color both by increasing the number of participants and ensuring voices of members of color are broadly represented throughout the organization

2. Increase member professional development opportunities around racial equity and cultural competence and review current PD offerings to using a racial equity lens
3. Continue Education Minnesota's commitment to be a leader on achievement and opportunity gaps faced by our students

Illinois Education Association - DACA

The goal of this community outreach proposal is:

For Illinois Education Association and the National Education Association to develop a partnership to provide much needed relief to our Illinois DREAMER’s by supporting the development and implementation of:

- Developing, and sustaining, partnerships with external partners and organizations such as the Illinois
- Partner with outside organizations to provide DACA Renewal Scholarships for DREAMERS
- Participate in partnership events that support comprehensive immigration reform whenever possible.
- Participate in partnership with community organizers to develop public events and convenings that seek to protect and support refugees, undocumented communities, and Documented students
- Institute various community forums, clinics, and town halls to educate and engage members about the need for comprehensive immigration reform
- (1+) Host DACA renewal clinic
- Create accurate informational/literature about the immigration procedure and process (DACA Organizers Toolkit)
- Partner with the United States Hispanic Leadership Institute USHLI to help develop a cradle to teacher pipeline for student leaders by:
  - Hosting various student leaders to the USHLI
  - Hosting a social justice and educator session
  - Setup an NEA table at the USHLI Conference
  - Participate in a panel discussion to address issues of racial justice in education
    - Develop and implement a multi-state “Know Your Rights” organizer consortium to help empower educators and advocates with the knowledge and tools necessary to support their undocumented communities.
    - Develop and host a social justice and racial justice in education community town hall
    - Develop and organizing platform with the Hispanic Association of Colleges and Universities (HACU)
• Facilitate a session on racial justice at the 2019 HACU conference in Chicago
• Set up at NEA table at HACU
• Serve as a member of the HACU conference planning committee

Illinois Education Association – Opportunity Coalition

1. Strengthen and reinforce current local Opportunity Coalitions:

Strong community coalitions take time to build. While local Opportunity Coalitions have delivered on a great variety of trainings and outreach efforts which have already resulted in structural changes in our communities, every year that members, local district leaders and community see the coalitions grow and develop, momentum is built and the scale of our potential impact increases.

Targets:

• 1000 members/100 non members engaged in trainings and activities
• Early Career member engagement: 200 early career members engaged in trainings and activities

Data Collection Tools may include: Sign-In/Registrations sheet; district rosters; registrations for online training; qualitative reflections from trainings; pictures/visual artifacts.

2. Expand Opportunity Coalitions into new communities using a “cluster model”:

We have learned that local coalitions that are clustered close to each other have significant advantages of scale. It is easier to plan trainings, events, and leverage local and county partnerships and resources. We have one functioning cluster and will be expanding into districts to support new coalitions in a cluster model. There are some exceptions to this strategy, but these tend to be districts that are quite large and really are “clusters” on their own (i.e., a county wide school district.)
Target: Develop functioning Opportunity Coalitions in 6 new districts

- A functioning OC is defined as having faculty and staff Association members, school and district administrators, local school Board of Education members, parents and local organizational partners.
- New OC districts would still be expected to hit engagement targets, but given some time to build momentum and relationships
  - 500 members/50 non members engaged in trainings and activities
  - 100 early career members engaged

Data Collection Tools may include: Sign-In/Registrations sheet; district rosters; registrations for online training; qualitative reflections from trainings; pictures/visual artifacts.

3. Develop reproducible frameworks, resources and partners needed to build long term stability for the Opportunity Coalition model:

At the summer NEA CAPE training, Opportunity Coalition members were able to work alongside IEA staff and governance to brainstorm how to increase alignment with IEA strategic goals. Since then, there have been several additional conversations as to how the Opportunity Coalition work can synergize with other projects currently being executed by management and staff. One promising direction is to fuse the equity work of the Opportunity Coalition with the award winning Resilience expertise the IEA has developed over the last several years. As the number of districts who need training and support grows, we realize we must be strategic and begin to develop reproducible frameworks, resources and partners to sustain the work being done to reduce opportunity gaps in our communities.

Target: Develop reproducible organizing frameworks for coalition building, equity/resilience organizing and community outreach in conjunction with IEA members/staff.

Organizing tools to include development of a social media strategy with regular video updates from OC districts shared throughout state IEA membership. Resources to be warehoused at BaseCamp collaboration space. NEA CAPE staff can access resources, check in on goal progress and interact with local leaders as time permits at BaseCamp.

Target: Develop local, county and state wide partners and resources which local coalitions can access and utilize to support organizing efforts.
Develop equity and resilience focused partnerships with local, county and state mission focused organizations where strategic overlap exists. Goal is three partnerships per cluster, with a total of 4 clusters, for a total of 12 organizational partnerships.

Target: Recruit, develop and equip member coaches and trainers to deliver equity/resilience organizing support for local coalitions.

Train a cadre of no less than 7 equity/resilience coaches who can deliver trainings and offer coaching for local coalitions as needed. Cadre would be reimbursed for all travel and hotel expenses. These coaches would provide services for members within their home districts. The OC would work towards bargaining release time and stipends for these members to help build sustainable, long term organizing impact. Last year alone, the OC saw numerous full/partial/stipended positions within districts created to support these organizing efforts.

Milwaukee Teachers’ Education Association

1. Increase number of youth organizing chapters in MKE Public Schools via VOCES/YES predominantly on the south side of Milwaukee.

2. Develop/Expand organizing relationships with parents/families/students in (2) co located public schools: ALBA and Pulaski HS, both co located with private charter school, Carmen. MTEA members and parents/families want to take back full possession of their public school building, to expand public school seats, expand offerings/enrollment etc.

3. Increase number of youth organizing chapters in MKE Public Schools via LIT predominantly on the north side of Milwaukee.

Montclair Education Association

1. Restorative Justice (RJ) is designed to build cultures and relationships of inclusion, shared responsibility and accountability.

2. Restorative Justice is an opening process for importing a range of trauma sensitive practices, with particular attention to disparities by race, gender and disability.
3. RJ is designed to minimize the impacts of institutionalized racism and the threat of school to prison pipeline and reduce bullying.

4. RJ’s goal is to promote trauma sensitive practices in the district and community.

5. RJ will support educators and students through commitments to self-care and wellness.

Oakland Education Association

1. School-Site Organizing: Continue to work with two or more schools in low income communities of color to develop organizing committees of ten or more teachers and parents and continue developing functional site-based organizing plans focused on educational equity and pushing back against privatization. Parents United will hold a minimum of four meetings per targeted school site during the school year, and work with members of the school community, including teachers, to develop an organizing committee at each site to expand the work to ensure that they will receive the resources that they need to create strong community schools through the Local Control Accountability Plan (“LCAP”) and the Blueprint process. The organizer will use a 1:1 organizing model to identify and organize parent-leaders and build an organizing committee.

2. Expanding our Network to support Educational Equity: Further expand the Parents United network to include 20 OUSD schools in communities of color through outreach and education work, both as an organization and in coalition with others, by engaging parents, teachers and community members in education sessions around privatization (including how it can devastate public schools serving black, brown and high-needs students), developing alternative “community school” based reforms, disrupting the school to prison pipeline and pushing back against co-locations and school closures. We will continue our work with OEA and across the District to fight for full-service community schools and against the top-down education reform agenda that currently controls the District. That work will include pushing back against Common Enrollment and the Community of Schools/Portfolio management efforts of privatizers, demanding authentic engagement and true equity for Oakland public school students, calling for charter school accountability, and exposing ways that OUSD’s budgeting decisions are pulling resources from classrooms. Parents United will lead or co-lead a minimum of 4 such educational sessions through the grant term.

3. Support OEA as it seeks a Fair Contract: Continue to support OEA’s contract demands for increased resources and support to the schools of greatest need, and be prepared to
mobilize 125 parents in support. In addition, Parents United will work with OEA to strengthen OEA’s Community Engagement Committee and align their Organizing with the school-site organizing squads that OEA is creating to build teacher and parent participation and support during the contract fight.

4. Work with J4OS for budget equity for our most impacted students: Co-lead the planned J4OS campaign demanding equitable allocation of resources through the development of the $800 million Oakland Unified School District Budget. J4OS will work to hold the District accountable under the Local Control Funding Formula (“LCFF”) for ensuring that supplemental and concentration dollars get to the students with greatest need, in accordance with the LCAP. LCFF and LCAP provide the framework in California for ensuring resource equity as demanded by the federal Every Student Succeeds Act (“ESSA”). Parents United will participate in weekly steering committee meetings, bi-weekly strategy sessions with coalition partners and will mobilize a minimum of 25 parents and teachers for one or more rallies and/or direct actions in support of the J4OS budget campaign as determined by the steering committee and J4OS members to be necessary.

5. Strengthening Community Schools: Work with OEA and other locals and community organizations statewide as part of the California Alliance for Community Schools (“CACS”). Parents United will continue to participate with CACS throughout the grant term in ways determined by the coalition and will mobilize a minimum of 15 parents to participate in one or more events of the coalition. In addition, Parents United will support OEA’s work on community schools at school sites in Oakland.

6. Seek other Resources: Parents United will seek a possible fiscal sponsor which will allow it to fundraise and apply for other grant opportunities. Parents United will submit applications for a minimum of two other education grants.

Rainier UniServ Council

The overarching goal of this grant is to expand on existing work of the Rainier Educators of Color Network.

1. To provide a safe network for our members of color;

2. to deepen relationships with our students of color through direct support;
3. and to collaborate with our communities of color to reduce disproportionate outcomes in the education system. The issues of disproportionality include, but are not limited to, the school to prison pipeline, graduation rates, and the opportunity gap.

Salem Keizer Education Association

1. CAPE Community Leaders & Advocates
   SKEA will continue to reach out and develop relationships with community leaders and advocates within Salem and Keizer, with the intent to build a stronger and more united network between our Association and our communities of color. To include the purposeful intersectionality of our community leaders and advocates, our members, students, and families while we work to provide a safe and welcoming place for people to gather and the opportunities for collaboration, organizing as we continue to identify, address, and break down the invisible barriers that prohibit our success.

2. Restorative Justice Training of Trainers
   To establish professional development teams comprised of association members, community advocates and district leaders to train and implement restorative justice practices. Professional Development teams would commit to an ongoing training experience and then work with schools, district leaders, community groups and the association to impact change as Restorative Justice Trainers.

3. Recognizing the School to Prison Pipeline
   Provide opportunities for collaborative learning among association members, community partners, students and district leaders to join together to understand the underlying systems that create oppressive barriers for students of color. Addressing the 'School to Prison Pipeline' through ongoing presentations with the intention to move towards understanding and the action of how do we begin to dismantle the School to Prison Pipeline?

4. Changes in the School Board
   Organize to impact change within our local school board elections. Utilize community partner connections to endorse change within the upcoming school board elections taking place May 2019. Three of the current school board seats will be up for election and will be an opportunity for our community to impact change. Our intent is to elect school board officials who: 1. Recognize the importance and value the voice of the educator, the student and the community holds 2. Reflect the ethnicity of our student demographics 3. Willing to work with all community partners.
5. Early Career Educators
   To promote our association in support of early career educators, SKEA will recruit 5 early career Latinx members to take part in an Early Career Leadership Experience. These Early Career Hispanic/Latinx Leaders will be joined by Five Early Career Leadership Fellow Alumni who will be able to mentor and advocate the early career educators by supporting the development of their professional growth and understanding of unionism and our collective voice. This cohort will plan to meet each month to network with other early career educators, lines of communication, team building, and will advocate within the Latinx educational community.

6. Using the Three Frames of Unionism, create intentional strategic partnering’s between building representatives, school parents as well as administrators as we build relationships around the schools that our students deserve. Invite Melissa Erickson, from Alliance for Public Schools in Florida to plan with SKEA a scope and sequence for implementation and action of the 2018-19 school year.

San Diego Education Association

1. Expand Parent Teacher Home Visit Project - Expand the number of schools engaged in the Parent Teacher Home Visit Project (PTHVP) as a means of developing stronger relationships between educators and parents and addressing declining enrollment in SDUSD. We believe that by building parent relationships we will positively impact student learning and while gaining a deeper understanding of the forces driving declining public school enrollment and charter school growth.

2. Increase Capacity of Statewide Coalition California Alliance for Community Schools (CACS) – CACS is a coalition of CTA locals that are engaged in community organizing and building local coalitions. CACS has expanded to Fresno, Santa Ana, San Jose, Anaheim, San Bernardino, Richmond, Oakland, Los Angeles, and San Diego.

The CACS platform is:
   - Low Class Sizes
   - Adequate Resources for All Schools with Additional Resources for Our High Needs Schools and Students
   - Shared Decision-making at Our Local Schools
   - Charter Schools Accountable to Our Communities
   - Safe and Supportive School Environments
During the 18-19 school year CACS will build its coordination of local campaigns around the escalating UTLA and OEA bargaining campaigns, local and coordinated actions demanding charter school accountability, and organizing to demand increased school funding statewide. SDEA is a steering committee local in CACS and will assist with moving other locals to support these campaigns as well as provide staff and leadership support to the campaigns.

3. Develop and launch member and parent organizing database – SDEA has captured multiple forms of parent and member activist data and is envisioning a database that not only tracks this data but can generate reports and lists to support organizing and activism around bargaining campaigns, Community Schools campaigns, and issue based organizing campaigns throughout San Diego.

Santa Clara County/San Jose – California Teachers Association

1. Expand our coalition. With the help of our last NEA grant, we were able to formalize our coalition to protect public education in Santa Clara County, particularly in San Jose. The Grassroots Education Movement – Silicon Valley (GEM-SV) is now a formal coalition of labor, community, parent and civil rights groups that is engaged in improving education in San Jose and fighting for greater transparency and accountability for charter schools. Now that our coalition is established, we want to continue to grow so that we can have an even greater impact on protecting public education in our community. Additionally, this year we will grow our network of allies and put out quarterly news letters that highlight the good work our coalition is doing to protect public education in Silicon Valley. Finally, we will establish a GEM Silicon Valley Facebook page as a hub for our action alerts, press pushout and planning. Together our newsletters and Facebook page will provide additional opportunities for potential allies to become involved in our campaign work.

2. Charter school accountability. Over the past two years, we’ve engaged in successful fights to stop the proliferation of corporate charters in Santa Clara County. We will continue to oppose the creation and renewal of bad charters, but we also want to expand into holding currently operating charters accountable. We will work with the Santa Clara County Board of Education as well as local boards of education to spread best practices of charter oversight, including appointing community members to charter
school boards, and supporting changes to state law to give local school districts more control over charter expansion.

3. Expand Parent Engagement in Area Public Schools. Building on our past success in Evergreen Elementary School District, we will expand our Parent Teacher House Visit program to one other Santa Clara County / San Jose area school district. We will also focus on building parent leadership capacity through trainings at district schools where family engagement in decision making has been historically low. This will include a focus on the large number of school communities of color who are disproportionately impacted by charter school expansion, nefarious federal policies that target immigrant families, and legacy underfunding of public education by district and state officials.

4. School Funding: Schools and Communities First Act. Many of our coalition partners have already endorsed the Schools and Communities First Act which would bring in additional revenue for public education by making sure that commercial real estate owners pay their fair share. This initiative is likely to be on the ballot in 2020 and there will be ample opportunities to engage community members who are interested in improving schools in supporting this progressive tax measure.

5. Voter, Community, and Elected Education. A key component of our work over the last three years has included educating opinion leaders and community members about important issues pertaining to the defense of public education. This has taken the form of briefings on critical research about the economic impact of charter schools and the way charter schools using public funding to establish private real estate portfolios. Additionally, we have hosted a screening of Back Pack Full of Cash and organized successful voter information forums for community members to meet school board candidates. This upcoming year we plan to focus in three key program areas.
   a. Voter issue forums: We will organize a voter issue forum to continue the community engagement process around critical issues that face public education.
   b. Elected official training re: accountability and public schools: we are developing curriculum for trainings for elected officials about key issues pertaining to public education and stopping privatization that we will work with our community partners to implement for school board members in Santa Clara County. Our primary goal with this training is to help elected officials become more effective in moving a pro-public education program locally. A secondary goal is to create a cohort of elected officials who can coordinate more effectively across districts to support a more progressive vision for public education. Our hope is this will be a model that can be utilized by other CAPE grant funded community coalitions dealing with public education defense in other parts of California.
6. Participation in California alliance for Community Schools (CACS). CACS is a statewide coalition of local education unions and community allies who are working to A) support bargaining for the common good initiatives, B) oppose privatization, C) support increasing funding for public education and D) establish full service community schools as a model for public education. GEM Silicon Valley will continue to work coordinate with other CACS participants including SDEA, UTLA, OEA, UESF, FTA and UTR on supporting these initiatives in a coordinated fashion statewide.

United Educators of San Francisco

1. Grow Friends of Bayview Public Schools. Across California, foundations and charter chains are capitalizing on Black and Brown communities’ legitimate dissatisfaction with public education in order to build support for privatization. Already, California has more charter schools than any other state – over 1300 – and the State Board of Education routinely overrules local school boards’ denials. But pro-public education advocates are now gaining ground. As privatizers target San Francisco, particularly the historically Black neighborhood of Bayview, a grassroots movement is fighting back.

Friends of Bayview Public Schools has emerged as a counterweight to the millions of dollars astroturfing charter accelerators are using to bring people into their systems. Already, Bayview Friends and its allies are exposing and countering privatization organizations, such as Innovate Public Schools, that are targeting San Francisco’s Black and Brown communities. Friends of Bayview Public Schools is creating an alternative approach and vision for public education by building on the strengths of its community and advocating for more investment in existing public schools. This new and rapidly growing organization brings together faith leaders, community groups, direct-service providers, parents, students, teachers, and other key stakeholders, to promote and protect Bayview schools. After its advocacy this past spring, enrollment in the Bayview’s Malcolm X Academy increased almost 30% – and Innovate’s new charter was denied by the local school board.

It is a pivotal moment for San Francisco’s Black and Brown communities to halt charter expansion and build community support for public education. Without our efforts, San Francisco’s already under-resourced system will lose millions more to charter chains at exactly the moment when the school district is finally directing substantial resources to the Bayview schools and schools are improving. Friends of Bayview is a critical collaborator on these efforts, to both promote its local schools and halt charter expansion. Without effective community organizing to stop them, charter organizers’ millions will likely be successful.
2. Organize to support the passage and implementation of the Charter Oversight Resolution in San Francisco Unified School District (SFUSD). SFUSD has the opportunity to pass and implement one of California’s strongest, most progressive charter policies which can serve as a model for other districts throughout the state. The SF Charter Oversight resolution will increase transparency and accountability and give charter students and families greater rights and access to information. In order to support the resolution’s passage, we will work with members of the Close the Gap Coalition -- the San Francisco Families Union, Coleman Advocates, UESF, SEIU, Jobs With Justice and Legal Services for Children – and other allies to organize families negatively impacted by charter schools (including pushouts, co-location, and enrollment/budget cuts) to speak at SFUSD’s Board of Education meetings and committee hearings and publish their stories in traditional and social media. As charters continue their incursions, San Francisco’s legislation can motivate and serve as a model for other California communities, especially in the Bay Area.

3. Increase connections and leverage capacity to protect Bayview school communities from co-locations. Privatizers are planning to greatly expand the number of charter schools in San Francisco. Given the tight real estate market in the City, charters are zeroing in on “under-enrolled” District schools and targeting them for co-location – almost exclusively in the Bayview. Friends of Bayview Public Schools is already working to push back. Last school year, Friends of Bayview helped raise the profile of Bayview public schools and worked with district staff. As a result, Malcolm X Academy enrollment increased from 90 to 115 students - the biggest increase in years. While we are uplifting Bayview public schools, we will partner with allies like Coleman Advocates and SF Families Union who will provide organizing and strategic communication support to families in schools targeted by charter co-locations, building their capacity to proactively resist charter co-locations. The stories of co-location and the impact of charter expansion on District budgets bring forward an important counter argument to “choice” frames: charter expansion is dividing communities by serving some while harming the others. This was a particularly cogent argument for Bayview influencers and the Board of Education and will be relevant for other boards throughout the state as charters are ramping up at a tremendous clip.

4. Diminish the capacity and credibility of Innovate Public Schools and other astroturfing privatizer organizations. During the past year, we have successfully pushed back against Innovate through organizing, political work, and strategic communications. We have reframed the narrative about Innovate to expose it as a Silicon-Valley, Walmart-funded, organization intent on weakening public education in San Francisco. We must continue this work through organizing, earned media, op-eds, and other strategies to engage both the grassroots and the “grasstops” to push Innovate out of San Francisco.