

Strengthening leaders
and creating movements
to improve public policy

a positive



impact

ANNUAL REPORT 2007



Our vision

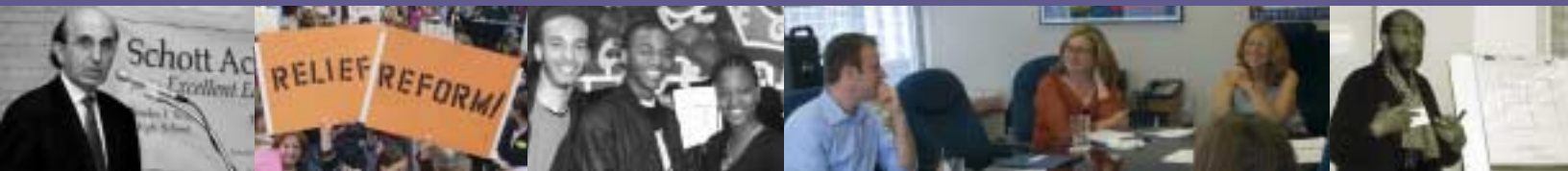
The Schott Foundation for Public Education wants all children to graduate from excellent and well-resourced public schools, capable of college success and full participation in a democratic society—especially children that school systems have historically failed such as poor children and children of color.

OUR MISSION

Founded in 1991, The Schott Foundation for Public Education seeks to improve public education—especially for underserved children—through strategic philanthropy aimed at achieving educational resource, racial and gender equity in public education.

In spite of gains in recent years, quality public education still remains unavailable to millions of children in the United States. Every day these children attend dilapidated public schools with overcrowded classrooms, with limited access to early childhood education, and they are often denied quality teaching.

The Schott Foundation funds and coordinates well-organized, grassroots, citizen-driven organizations working to improve public education through public policy and community engagement. Schott strategically funds organizations that work together to effect positive systemic change by eliminating unfair resource disparities in public education.



The Schott Foundation promotes grant-making, convenings, strategic planning and donor collaborations to develop and strengthen a broad representative movement towards high quality pre-kindergarten to college public education for all children.

During FY2007, The Schott Foundation awarded grants to 48 organizations. Working closely with our grantees and other like-minded funders, The Foundation's work has had significant impact bringing much needed resources to high-need school districts, expanding access to pre-kindergarten and raising awareness of the root causes of educational disparities.

FROM THE BOARD CHAIR

This past year has been marked by outstanding achievement. We fulfilled many of our plans to increase access to educational opportunities for our most historically underserved children. It has been a year of culmination and new thrust. Three big events stand out in Schott's FY2007.



First, in April, The Schott Foundation received a Critical Impact Award from the Council on Foundations for Schott's long-term funding and strategic force in the groundbreaking 2006 legal and legislative victory. Underserved public school students in New York City were awarded a much overdue \$11 billion for school construction. This triumph for fairness was followed the next year by the New York state legislature voting to enact an unprecedented increase of \$1.76 billion in aid for FY2007-08. The budget bill also includes a four-year commitment that by the 2010-11 school year, annual state school aid will increase by \$7 billion. These historic public policy wins call for smaller class size, full day pre-kindergarten, teacher quality initiatives and other

reforms to benefit America's largest school system. Schott and our allies have been pushing for fiscal equity and improved quality of public education in New York since the mid 1990s. The Critical Impact Award was a strong validation of the work we and our funding and activist partners carried out.

Second, Schott's exceptional and visionary leader for six years, Dr. Rosa A. Smith, stepped down as President of The Foundation. Under her leadership, The Schott Foundation flourished in all its program areas. In particular, Rosa deserves special praise for the creation of The Schott Fellowship for Early Care and Education, now based at Cambridge College, and the launching of the now nationally acclaimed *A Positive Future for Black Boys*. Driven by her passion for helping children and her outrage at the unfairness of our educational system, Rosa exemplified outstanding leadership during her years at Schott.

outstanding achievement, culmination and new thrust

Finally, the culmination of Rosa's tenure at Schott led to a successful leadership search and the appointment of Schott's new President and CEO, Dr. John H. Jackson. We are awed to have John as Schott's new leader. He comes to The Schott Foundation after seven years in leadership positions at the NAACP, first as their National Director of Education and then their Chief Policy Officer. Both a lawyer and a doctor of education, he comes to Schott with a track record of success in education policy, leadership development, public will building and donor partnerships. Dr. Jackson is eminently well suited to build on Schott's current momentum and has already begun to take it to the next level, continuing to strengthen Schott's and the movement's successes.

Greg Jobin-Leeds
Chair, Board of Directors

As I begin my service as President and CEO of The Schott Foundation for Public Education, I am humbled by the opportunity to lead an award-winning foundation with a cadre of outstanding grantees that are committed to ensuring access to high quality public education for all students. Over a number of years, The Schott Foundation, its grantees and partners have made significant public policy contributions related to improving fiscal, racial and gender equity in public education. These contributions demonstrate the unceasing commitment of the Schott Board and staff under the leadership of Chairman Greg Jobin-Leeds and my predecessor, Dr. Rosa Smith. The Schott Foundation 2007 Annual Report, *A Positive Impact*, provides a brief overview of our progress to date.

Although this publication highlights amazing past achievements, there remains a great deal of work to accomplish in the years ahead. Poor quality and under-funded public education systems continue to plague many urban and impoverished rural settings across the United States. Far too many Black male students drop out, fail to graduate or are pushed into the prison pipeline. English Language Learners (ELL) are often placed in overcrowded classrooms with teachers who lack the professional support to meet their students' educational needs. Too many children in the critical development stages of life are not granted the opportunity to benefit from high quality early education programs or services. For all the gains that can be claimed, we continue to witness too many unfulfilled promises and opportunity gaps.



grassroots, citizen-driven organizations can still prevail

The Schott Foundation believes that well-organized, grassroots, citizen-driven organizations can lead efforts resulting in positive systemic changes in public education. Schott is committed to winning difficult battles through strategically funding and supporting impassioned non-profits to generate the broad movements needed to activate the public will and create the representative leadership required to transform public policy to address the existing educational disparities.

This year, The Schott Foundation joins the nation in commemorating the fiftieth anniversary of the Little Rock Nine desegregating Central High School in Little Rock, Arkansas. Their bold efforts highlight the impact individuals can make to ensure access to educational opportunities for all. There is no better way to pay tribute to their efforts than continuing their work to extend the opportunity for a high quality public education to future generations.

With this as our goal, The Schott Foundation continues its work.

A handwritten signature in black ink that reads "John H. Jackson". The signature is fluid and cursive, with a long horizontal line extending to the right.

Dr. John H. Jackson
President and CEO



Lilo Leeds (right) with
Marian Wright Edelman

In founding The Schott Foundation, the Leeds/Jobin-Leeds families sought to counteract the unfairness that exists for many children who attend struggling public schools with overcrowded classrooms and are denied access to quality teaching. They created The Foundation to build a more inclusive and representative education system that delivers a high quality public education to every child.

A BRIEF HISTORY OF THE SCHOTT FOUNDATION

The Schott Foundation for Public Education was founded by Lilo Leeds and Greg Jobin-Leeds in 1991. Lilo, a successful businesswoman, has been a social justice and public education activist most of her life. A successful educator and a social justice activist, Greg undertook the actual organizing and running of The Foundation. In forming The Schott Foundation, Lilo and Greg sought to counteract the unfairness that exists for many children who attend struggling public schools with overcrowded classrooms and are denied access to quality teaching. They created The Foundation to build a more inclusive and representative education system that delivers a high quality public education to every child. The Schott Foundation's mission is to develop a broad-based and representative movement to achieve fully resourced preK-12 public education

As The Foundation's first president (from 1993-2001), Greg established Schott's first offices and assembled a top-notch public policy philanthropy staff. Under Greg's leadership, The Foundation developed a long-term, focused funding strategy that helped achieve **public policy changes in education in New York and Massachusetts**. To build a results-oriented movement, The Foundation has funded statewide legislative and voter opinion studies, litigation, donor collaboratives, leadership development and media campaigns. In the mid-1990s, The Schott Foundation provided early funding to the **Campaign for Fiscal Equity (CFE)**, which brought its landmark court case against the State of New York because of the state's unjust educational funding formula. The case set off a state wide push to boldly reform New York's public education funding policy which culminated in a major legal victory in the New York courts in 2006. In 2007, the Council on Foundations bestowed its Critical Impact Award on The Schott Foundation for its work in New York.

In the late 1990s, The Schott Foundation provided seed money to start the **Early Education for All** campaign in Massachusetts. Convinced that all children need quality early education programs in order to flourish in public school, The Schott Foundation saw this as a way to create a movement to promote quality early education programs for all children in Massachusetts. Until the inception of Early Education for All, insufficient focus and leadership kept this critical cause from moving forward in Massachusetts.

In 2001, The Schott Foundation entered a new phase of growth when Dr. Rosa A. Smith became its new president. Her work around framing the educational vulnerability of young Black males as the litmus test for the No Child Left Behind Act has drawn national attention. Under Dr. Smith's tenure the **Schott Fellowship in Early Care and Education** was initiated which prepares leaders from early education to become statewide policy-makers. In 2007, Dr. Smith stepped down as Schott's President and CEO.

Shortly thereafter, Dr. John H. Jackson became Schott's new President and CEO after seven productive years in leadership positions at the NAACP. With graduate degrees in Law, Education and Public Policy, Dr. Jackson is poised to lead The Schott Foundation to its next level of achievement.

Every day, millions of children in the United States attend dilapidated public schools with overcrowded classrooms, outdated text books and materials. They are denied access to quality teaching. At The Schott Foundation, we believe that quality public education is a mainstay of our democracy.



Dr. Rosa A. Smith passes the baton to Dr. John H. Jackson as new President and CEO of The Schott Foundation

SCHOTT FOUNDATION PROGRAM AREAS

Quality public education provides not only the basis for civilization and citizenship, but a route out of poverty. It can also help dismantle structural racism and transform young lives. The Schott Foundation provides and promotes grant-making, convenings, strategic planning and donor collaboration to promote resource equity in preK-12 education and the development of a representative leadership base to ensure access to a high quality public education for all students, including students of color, English Language Learners and poor students.

The Schott Foundation accomplishes its mission by focusing on:



Resource Equity in Public Education

The American public education system is most challenged by the need to ensure an equitable distribution of education resources to all students. For example, too many children enter kindergarten unprepared for school and already academically behind their peers who have had access to high quality early education programs. Through strategic grant-making, The Schott Foundation for Public Education supports the development of public policy and campaigns that promote fiscal equity, access to universal high quality early education for all three, four and five year olds, and access to qualified teachers. We partner with grantees which promote statewide campaigns to advocate for equity in public education, especially for those public schools and their students who are repeatedly denied the opportunities afforded through accessing a high quality public education.

Key Focus Areas



Representative Leadership Development

The Schott Foundation strongly believes that leaders from within diverse communities and traditionally underserved populations are best suited to advocate for the excellent education of their children. We provide funding and other support to non-profit organizations that foster the growth of emerging public policy leaders—especially women, people of color, youth and girls—in traditionally underserved communities. The Schott Foundation seeks to ensure representative leadership in several sectors of society including community organizations, teachers and administrators, elected officials, researchers and business leaders.



Gender Equity

Although much progress has been made, gender inequity continues to be a troubling educational issue for both girls and boys. The Schott Foundation promotes gender equity in public education policy through our own in-house initiatives for both female and male students (e.g., *A Positive Future for Black Boys*), and through partnerships, technical assistance, and grants to non-profit organizations to conduct research and leadership development.



Strategic Opportunities and Innovations

The Schott Foundation supports strategic opportunities to highlight existing educational disparities to build public will and engagement to promote public policy reform. We also promote research, convenings and publications that lead to the development of innovative concepts, policy and public administration reforms to eliminate existing racial and gender educational disparities.

“The battle to win the CFE litigation and enact legislation has been a 14-year effort organizing in the halls of power and in schools and communities. The Schott Foundation has been there every step of the way supporting a multi-faceted campaign.”

— **Geri D. Palast**, Executive Director of Campaign for Fiscal Equity in New York (www.cfequity.org)



Council on Foundations Award

Spotlight

“The Schott Foundation has been with the struggle for education justice in New York from day one. Schott’s staying power demonstrates an understanding that significant social change is an ongoing process that requires a willingness to stick it out.”

— **Billy Easton**, Executive Director of the Alliance for Quality Education in New York (www.allianceforqualityeducation.org)

“I will always be grateful to The Schott Foundation for its unwavering support of CFE’s lengthy litigation. A Critical Impact Award is validation of the leadership and vision and good work that the people of Schott have consistently demonstrated.”

— **Hon. Robert Jackson**, New York City Councilman who was the lead plaintiff in the landmark NY court case that led to needy school systems receiving much needed additional funding

On April 29, 2007, The Schott Foundation for Public Education received a Critical Impact Award for its efforts to reform New York City’s school finance system to guarantee the opportunity for a sound basic education for all of the city’s students. Given annually by the Council on Foundations (COF), The Critical Impact Award is bestowed on those foundations which truly make a difference in their grantmaking while sharing with the public examples of how philanthropy seeks to enhance the common good. According to the COF, the “Critical Impact Awards program celebrates grantmaking at its finest: grantmaking that has changed lives and communities—perhaps even nations—for the better.”

The Schott Foundation received this award because of the early and long-term focus and over \$2 million in grants it provided to the Campaign for Fiscal Equity (CFE), which began as a coalition of 14 parent/advocacy groups and 12 of New York City’s community school boards. At that time in 1995, CFE set out to reform New York State’s school finance system in an effort to ensure adequate resources and the opportunity for a sound basic education for all students in New York City, 86 percent of whom are African-Americans, Latinos and other children of color.

What began as a small grassroots effort in 1995 turned into a protracted legal battle and public education movement which, in 2006, resulted in an \$11 billion settlement for school construction. In 2007, the state legislature voted to enact an unprecedented increase of \$1.76 billion in aid for FY2007-08. Other New York education public policy gains in 2007 call for smaller class sizes, full day pre-kindergarten, teacher quality initiatives and other reforms.

Campaign for Fiscal Equity and Alliance for Quality Education

2007 was a banner year for Schott-led New York grantees the Campaign for Fiscal Equity (CFE) and the Alliance for Quality Education (AQE).

On April 1, the Campaign for Fiscal Equity saw their 14-year-long school finance lawsuit turn into law. The New York State budget that was passed allocates an unprecedented increase of \$1.76 billion in education aid for the entire state for FY2007-08, with a commitment to a total increase of \$7 billion over four years.

In conjunction with CFE, the Alliance for Quality Education, a statewide grassroots mobilizing organization, ensured that the public was behind a final settlement of the decade-old lawsuit. AQE and CFE worked to build the public will for the final resolution through:

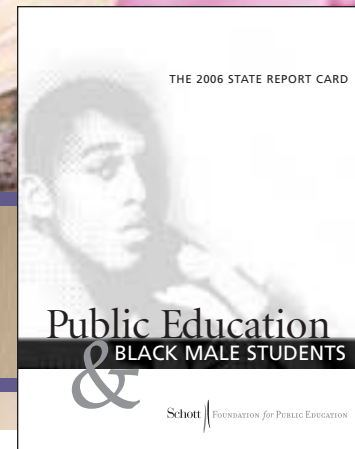
Major Accomplishments



“Act for Education Month,” September 2006: At press conferences in New York City and seven other cities across the state, civic leaders declared September “Act for Education Month” and called for a fair resolution to the longstanding CFE litigation. On October 9, the 21st Century Education Express Yellow Bus Tour departed Buffalo and New York City and made several stops in various cities en route to Albany. On October 10, CFE/AQE-led advocates marched from the State Legislative Office Building to the Court of Appeal for a rally.

“100 Days to Educational Excellence,” January – April 2007: Through a mix of media events, press conferences, town hall meetings and releases of policy reports, this statewide campaign brought attention to the Governor’s proposed education reform legislation and informed parents and community members about how they could make their voices heard. The “Caravan for Kids” five-borough yellow school bus tour gathered supporters from across New York City for a rally on St. Patrick’s Day. The public support the campaign engendered was instrumental in the passage of the 2007-08 Education Act.

In an effort to safeguard the disbursement of the billions of dollars that had long been wrongly withheld from poor NY school systems, Schott worked with CFE and AQE to develop Contracts for Excellence to ensure transparency and accountability for the new funding. The Contracts are required by state law for New York City and 55 other school districts across the state. The money must be invested in five strategic areas: Class Size Reduction, Full-day Pre-K, More Time on Task, Middle and High School Restructuring, and Teacher and Principal Quality. The law requires public participation and hearings in the preparation of the Contracts as well as providing for a grievance procedure in case of improper implementation.



Public Education and Black Male Students: Schott's State Report Card

More than half of African-American males do not receive diplomas with their grade nine cohort. Research shows that districts where Black students are concentrated usually have racially segregated schools, do worse on the National Assessment of Educational Progress, suspend and expel more Black boys than White boys and assign more Black boys to Special Education.

Public Education and Black Male Students: The State Report Card highlights these educational inequities. The Schott Foundation for Public Education has issued two editions of *The State Report Card*, the latest of which is available on The Foundation's web site.

Schott Fellowship in Early Care and Education

The Schott Fellowship Program is in its fourth year and has prepared a total of 43 new leaders who are actively involved in learning about, developing, analyzing and advocating for effective public policy for young children, their families, and their caregivers and early educators, especially those most underserved in the current system. The Fellows have taken on issues such as child care vouchers; immigration and its impact on young children and families; early childhood assessment; child health and health issues in early care and education settings; family involvement; cultural competency in the workforce and in programs; the intersection of state regulations and quality; workforce development; social and emotional development; and championing infant and toddler care in the midst of a national and state focus on preschool. Fellows are running for and being elected to public office and are sought after to fill seats on important commissions and advisory boards at the state and local levels.

In 2007, Governor Deval Patrick named Schott Fellow alumna Sharon Scott-Chandler—vice president of Action for Boston Community Development (ABCD) for Head Start and Children's Services—to the Massachusetts Board of Early Education and Care. She will also chair this Board.

2007 ACCOMPLISHMENTS

Profiles of the 2007 Black Male Scholarship Recipients at The Schott Foundation Award-Winning High Schools



Najee Garner of Frederick Douglass Academy is a graduating senior who started in the seventh grade at The Frederick Douglass Academy, and he is a Harlem resident. Najee has excelled in his academics, has participated in the school's Award-winning Robotics Team for the last three years and has also been involved in the school newspaper and video club. He has taken the most rigorous academic courses at The Frederick Douglass Academy — Advanced Placement Calculus, Advanced Placement Physics, and several college level engineering

courses at CCNY. He has also traveled to Japan and participated in the Ithaca College Drama and Video Program. He has been mentored by Mr. Thomas Horan, an Engineer with Con Edison. He will be studying engineering at Polytechnic University.

Lincoln Nembhard of Elmont Memorial Junior/Senior High School has pursued rigorous college preparatory programs where he has approached his coursework with responsibility and hard work. As a result, he ranks ninth in his class of 313, attaining an average of 96.4. Lincoln's teachers commend his strong work ethic, intelligence and positive contributions to class discussions. In addition to his academic accomplishments, Lincoln has shown that he is a very well-rounded student, as evidenced by his involvement in a vast array of extra-curricular activities. Lincoln has been inducted into the Senior High National Honor Society, Tri-M Honor Society, and the Math Honor Society. As a talented and gifted musician and singer, Lincoln is a member of the school's Concert Band, Marching Band, Jazz Band and Choir, All District Choir, and the All District Marching Band. Lincoln has also excelled in athletics as a member of the Varsity Football and Varsity Lacrosse teams, being named MVP and an All Conference player in lacrosse. Additionally, Lincoln has reached out to the Elmont Community as a volunteer at his church, and as a reader to young school children at the local library. He is enrolling this fall in Molloy College, near his family's home.

(L to R) Gary Hattem, President of the Deutsche Bank Americas Foundation; Seth Waugh, President of Deutsche Bank America; George Stephanopoulos, ABC News/Former White House Press Secretary; Dr. John H. Jackson, President & CEO of The Schott Foundation for Public Education; Nicole Campbell, Assistant Vice President of the Deutsche Bank Americas Foundation. Dr. Jackson is featured here accepting a commitment from the Clinton Global Initiative for the \$1 million partnership Schott has with Deutsche Bank to help increase African-American male teachers in the classroom and as public policy leaders.



Schott Awards for Excellence in the Education of African-American Male Students: 2006 School Awardees

About the Awards

Although most African-American male students are not adequately served by their schools, certain public school systems have excellent graduation rates for Black male students. In 2005, The Schott Foundation for Public Education, in cooperation with the Ohio Department of Education, piloted the Schott Awards for Excellence in the Education of African-American Male Students in that state. The Awards recognize high schools that are closing the achievement gap in graduation rates and measures of academic excellence. In 2006, the Awards focused on schools in the Northeastern United States and Ohio. Frederick Douglass Academy in New York City, Elmont Memorial High School in Nassau County, NY, and Brush High School, South Euclid/Lyndhurst, Ohio, received Schott Awards for Excellence. Cambridge Rindge and Latin School, Cambridge, MA, received a letter of commendation.



Quality public education provides the route out of poverty, and helps dismantle structural racism and transform young lives. This conviction drives Schott's grant-making strategy, which seeks to ensure fairness, opportunity and access to high quality public schools for all children.

The Award-Winning Schools

- **Frederick Douglass Academy, a college preparatory grade 6 to 12 school in Manhattan, is 76% African-American. The school is open 14 hours a day, seven days a week, with after-school and weekend classes and extracurricular activities.**

The proportion of students meeting state standards in English Language Arts and Mathematics, 73%, is double the City average. Ninety percent of the school's seniors pass New York's Regents examinations in English and Mathematics, and nearly 90% of the school's graduating seniors intend to go to a four-year college.

- **Elmont Memorial High School, a grade 7 to 12 public school in Long Island, NY, is 75% African-American, Afro-Caribbean or African.**

Elmont graduates virtually all its students with more than 90% receiving Regents Diplomas. Every student is prepared for the SAT/PSAT and given the opportunity to take Advanced Placement classes.

- **Charles F. Brush, a high school in the South Euclid/Lyndhurst, OH school district, is 29% African-American.**

The graduation rate here for African-American males is close to 100%. Eighty-five percent of the African-American students score "Proficient" in Reading, as do 68% in Mathematics.

- **Cambridge Rindge & Latin School (CRLS) is a high school in Cambridge, MA.**

The graduation rates for this school are significantly higher than national averages and the graduation rate for male Black students is nearly double the average. Most CRLS students, and half the Black students, scored at the Advanced or Proficient level for the 2006 administration of the state assessment.

2007 SCHOTT FOUNDATION GRANTS

Grantee Name	Amount	Description
21st Century Foundation	\$3,000	Funding for the Essence Cares Initiative, a public will building campaign to mobilize and build civic leadership in Black communities in major cities across the U.S. to enhance education and life outcomes for Black youth.
ACORN for the Put the Public Back in Public Education Coalition	\$30,000	Supports New York City's parents of public schoolchildren to have a voice in the reorganization at the Department of Education. This coalition wants to ensure that dollars won from the Campaign for Fiscal Equity go to the lowest performing schools with high concentrations of low-income students.
The Alliance for Quality Education (AQE)	\$240,000	Supports AQE, a diverse coalition advocating for increased state funding for pre-K through grade 12 to provide a quality education for every child. Its agenda includes smaller classes; a qualified teacher in every class; safe, clean, and technologically up-to-date schools for all; and universal pre-K.
Asian Americans/Pacific Islanders in Philanthropy (AAPIP)	\$5,000	Provides support to AAPIP, which is a membership and philanthropic advocacy organization dedicated to advancing community and philanthropy in Asian Pacific American communities.
Association of Black Foundation Executives	\$15,000	Provides membership/institutional support for ABFE, an organization that promotes effective and responsive philanthropy in Black communities.
Atlas Learning Communities	\$10,000	Supports the evaluation and documentation of a retreat for leaders of single sex schools serving African American males.
Ballet Folklorico Juvenil Colombiano	\$1,000	Provides general support.
The Black Star Project	\$20,000	Supports the Million Father March (fathers and other men in the lives of children take their children to the first day of school across the country) and leadership development for African American fathers to participate in activities associated with their children's schools, healthy development and education.
Boston Education Funders	\$1,000	Provides membership/institutional support for BEF, which convenes a monthly forum for Boston area funders interested in supporting a variety of school improvement efforts in the Boston Public Schools.
Boston Parent Organizing Network	\$45,000	Supports a new partnership of education advocacy organizations to strengthen the capacity of parents across Massachusetts to be effective advocates for public education during the early phases of the new gubernatorial administration.
Campaign for Fiscal Equity (CFE)	\$212,000	A general support grant for CFE, a coalition of advocacy groups and community school boards that seeks to reform New York State's school finance system to ensure adequate resources and the opportunity for a sound basic education for all students in New York City and throughout the state.
Center for Reflective Community Practice @ MIT	\$1,000	Supports the Community Innovation Spring Symposium (CISS) at MIT Center for Reflective Community Practice to engage community leaders, public policy makers and academicians for community change.
Center for Social Inclusion	\$5,000	Provides general support.
Charles F. Brush High School	\$10,000	Supports Schott Scholarship Award for Excellence in the Education of African-American Male Students.
Charles Hamilton Houston Institute for Race and Justice at the Harvard Law School.	\$40,000	Supports the initiative entitled Racial Inequity in Education: Issues and Remedies in New York and Massachusetts. The goal of the initiative is to improve the educational outcomes of children of color, with a focus on those currently identified as having disabilities.
The Communities for Public Education Reform: A Fund for Education Organizing (CPER)	\$25,000	Provides support to CPER, a partnership of local and national funders who have pooled their resources to provide grants and technical assistance to local and regional education organizing groups working to improve student outcomes in low-income communities.
Council on Foundations	\$500	Provides membership support.
Donor's Education Collaborative (DEC)	\$50,000	Supports DEC, a joint grantmaking effort of New York-based public education funders, including 12 local and national foundations and corporate grantmakers who seek policy reforms to make the New York City public school system more equitable and responsive to the needs of all children.
Educational Priorities Panel	\$5,000	Support for the completion of a report assessing New York City's 2005-9 Children First Capital Plan.
Elmont Memorial High School	\$10,000	Supports Schott Scholarship Award for Excellence in the Education of African-American Male Students.
Erikson Institute	\$5,000	Supports a scholarship endowment honoring long-term early childhood leader Barbara Bowman.
Families United for Racial and Economic Equality	\$2,500	Provides general support for organizing efforts among low-income families.
Fiscal Policy Institute (FPI)	\$10,000	Supports the FPI. FPI provides research and analysis to many Schott grantees and their allies. FPI has been instrumental in establishing a statewide fair and equitable school funding formula.
Frederick Douglass Academy	\$10,000	Supports Schott Scholarship Award for Excellence in the Education of African-American Male Students.
Grantmakers for Children, Youth & Families	\$1,500	Provides membership support.

2007 SCHOTT FOUNDATION GRANTS

Grantee Name	Amount	Description
Grantmakers for Education	\$2,000	Provides membership support.
Hispanics in Philanthropy (HIP)	\$5,000	Provides membership/institutional support for HIP, a national organization that works to strengthen Latino communities through leadership and philanthropy.
Home for Little Wanderers	\$1,000	Provides general support.
Learning Leadership Community	\$2,500	Provides membership/institutional support for LLC, which provides an opportunity for those working in philanthropy to explore issues of leadership development specific to grantmakers.
Massachusetts Association of Community Partnerships for Children	\$20,000	Supports an effort to increase the number of early childhood advocacy and public policy leaders of color in leadership roles within the MA Community Partnerships for Children system.
Massachusetts Immigrant & Refugee Advocacy Coalition (MIRA)	\$20,000	Supports efforts to train and organize immigrant students and allies across Massachusetts to advocate for education policies that serve immigrant students and identify policy changes within the K-16 public education system to improve education and college access for immigrant students.
Massachusetts Institute for a New Commonwealth (MassINC)	\$25,000	MassINC is a non-partisan think tank and civic organization focused on putting the American Dream within the reach of everyone in Massachusetts.
Native Americans in Philanthropy	\$5,100	Provides membership/institutional support for NAIP, a national non-profit that promotes and facilitates philanthropic giving to Native communities from both Native and non-Native donors.
New York Immigration Coalition	\$7,500	Supports access among English language learners in the New York City public school system.
NY Regional Assoc. of Grantmakers	\$1,300	Provides membership support.
Pew Charitable Trusts	\$25,000	Supports the Partnership for America's Economic Success, a national effort to create an economics-based public will-building campaign for investing in high quality early care and education.
Public Education Network	\$40,000	Supports an effort to produce a "public engagement in public education" reader with a significant focus on grassroots movements for public education reform.
Public Policy and Education Fund of New York	\$40,000	This grant supports leadership development at the grassroots level through leadership training programs, informal individual training, and by providing opportunities for new leadership roles.
The Public Policy Institute for ONE Massachusetts	\$10,000	Helps sustain One Massachusetts, a new coalition of 60 progressive Massachusetts grassroots, non-profits and allied organizations to build public will for state taxation and fair revenue distribution to fully fund core government services, such as public education.
The Public Policy Institute for ONE Massachusetts	\$50,000	Enables an initiative to expand staff and provide funding to subcontract with organizations in several communities to help pay for staff time to coordinate regional meetings, continue outreach and build deeper relationships with people on the ground through a curriculum and multi-lingual core materials.
Schott Fellowship Alumni Program @ Cambridge College	\$25,000	Supports an alumni program for The Schott Fellowship Program as the Fellows continue to work on public policy issues and campaigns long-term, past their initial Fellowship year. The Schott Fellowship Alumni are an active presence in the public policy arena with almost 100% alumni participation rate.
Schott Fellowship in Early Care and Education @ Cambridge College	\$200,000	Supports The Schott Fellowship to prepare mid- and senior-level professionals (primarily women and people of color) in the field of early care and education who are committed to working in communities of color to understand and improve public policy, becoming "architects of change".
Social Justice Leadership (SJL)	\$45,000	Supports building a new generation of grassroots education reform leaders with the individual and organizational skills, analysis and competency to lead a renewed educational justice movement.
Stand for Children	\$45,000	Provides operating support for Stand's organizing and leadership development work focused on the quality of public education in Massachusetts communities of color, including immigrant communities.
Strategies for Children	\$200,000	Provides general support. The Early Education for All Campaign was launched 6 years ago with funding from Schott to make high quality early education available to all Massachusetts 3, 4, and 5 year olds.
TEACHBoston	\$10,000	Supports a partnership between TEACHBoston and the LEAH Project, two initiatives designed to create a pipeline of young, educated, committed urban educators for the Boston Public Schools.
Tufts University	\$10,500	Provides support for Gender Equity Model Schools (GEMS) evaluation.
The Upham's Corner Community Center	\$16,000	Supports efforts to engage youth ages 14-18 in civic engagement, youth philanthropy, and community service. Youth Council members have attended youth leadership conferences and served on boards of community organizations, student youth councils, and Mayor Menino's Boston Youth Council.
Wheelock College	\$3,000	Supports the Massachusetts 2nd Annual Community Dialog on Early Care and Education, a gathering of early childhood leaders, professionals and policymakers focused on early childhood workforce.
The Young People's Project	\$20,000	Provides funding to strengthen the award winning YPP math literacy worker trainings in Boston and Cambridge by enhancing training that addresses the development of civic engagement leadership skills of youth within the AP/YPP network.

The Schott Foundation for Public Education

Board of Directors

Greg Jobin-Leeds, Chair
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