



**STRATEGIC PLAN
FISCAL YEAR 2026-2030**

***BE UNAPOLOGETICALLY
THE BEST***

TABLE OF CONTENTS

Introduction 3

Our Work 6

FY 26 to FY 30 Strategy 8

Foundational Work 38

Strategic Timeline Milestones..... 39

Risks vs Impact 40

INTRODUCTION

Public education is vital to the health and progress of any society, as it ensures that all individuals, regardless of background or economic status, have access to the knowledge and skills needed to participate fully in civic life and the modern workforce. By providing a shared foundation in literacy, numeracy, science, and social values, public education fosters social mobility, promotes equity, and helps build informed, critical-thinking citizens. It also strengthens communities by reducing inequality and preparing future generations to tackle global challenges with innovation and empathy.

The description above is what public education is **supposed** to be; however, those of us who were brought up in the public education system and now work in it, know that we are far from it. The public education system was designed for a common demographic (white, middle to upper class, English speaking, with no learning or physical disabilities) and has been operating that way regardless of the efforts to integrate, be more inclusive of learning and language, and introduce pedagogy that's more relevant to what students need.

While the education reform movement gravitated to quick fixes and charter schools, we held a steady focus on improving the public education system from within, via partnerships with public school educators and administrators. Creating and sustaining partnerships takes time and care, resulting in a longer horizon that brings into focus the outcomes – students who are prepared to create a world they envision globally, nationally, locally and communally.

Our methods are rooted in student voice and choice, educating the whole child, and giving students an opportunity to understand who they are as full human beings who operate in multiple societies (home, school, community, nation and the world). We fully center children and coach teachers to do the same. We use project-based learning (PBL) as our pedagogy because it is the most equitable way to deliver instruction and give students agency in their own learning.

This work takes time, consistency, fidelity, and intestinal fortitude because we're educating children, developing student-centric equity-minded teachers, in a system that doesn't want to change. We are not building widgets. You can't cause learning despite ongoing efforts, and the public education system is a monopoly with no real motivation to improve – making it difficult to bring in any change without dealing with adult priorities.

The fact that the public education system continues to wed itself to using standardized state tests as a metric for success adds additional challenges. Standardized testing often strips away cultural context, assumes instructional uniformity, and punishes difference. It creates inequitable outcomes by failing to account for students' lived experiences, language development, and access to opportunity. The public education system exists within a tremendous paradox: we demand that educators personalize instruction—yet expect students to demonstrate mastery in the most standardized way possible.

As TAF approaches our 29th birthday and the end of our previous strategic plan, we now see the opportunity to leverage all our valuable lessons learned and fully codify our approach so we can confidently expand our efforts throughout the public education ecosystem and provide others an opportunity to benefit from what we've learned.

We're also going to take our biggest swing yet – develop an authentic student learning assessment model that focuses on academic (including core academic content) and socioemotional competencies, giving a complete picture of each student's educational status in preparation for post-secondary life.

This strategic plan is our roadmap for the next five years.

VISION

Every public school has a healthy and safe learning environment that centers student voice and cultivates students into socially conscious and self-aware critical thinkers, problem solvers, ideators, creators, and leaders.

MISSION

We build collaborative relationships with public education to create access to transformative systems of learning for students and teachers of color to eliminate race-based disparities in an increasingly diverse society.

Transformative Systems

- Have school leaders who build an inclusive and equitable school culture where teachers reflect the demographics of students
- Implement a student-centered pedagogy that redefines STEM education
- Contain curricular content that is relevant to students and teachers
- Ensure students are aware, eligible and prepared for post-secondary success
- Partner with local businesses to bring resources to the classroom and help tie curricular content to real-world applications

20 YEAR STRATEGIC GOALS

On TAF's 20th anniversary, we set the vision and goals for the next 20 years. To ensure we meet our vision, TAF has identified four strategic goals that guide our work:

- Develop TAF Academy into a national model of excellence in public education whose graduates are sought after by colleges nationwide
- Build STEMbyTAF into a preferred public school academic model
- Add 2,400 teachers of color to Washington State public schools
- Influence public education policy in the areas of STEM education, school leadership, educator diversity, quality pedagogy, multiple measures of achievement, and expanding the learning environment.

THEORY OF ACTION

By partnering with public education, higher education, business, government, and community organizations we will create academic environments that eliminate race-based disparity in academic achievement and promote the highest level of student learning and teacher development. Specifically, we will:

- Change the philosophy, culture, pedagogy and curricular content for each school
- Diversify the teaching and educational leadership talent pool
- Enlist community to support learning and provide resources

THEORY OF CHANGE

We will produce students who are socially conscious and self-aware into socially conscious and self-aware critical thinkers, problem solvers, ideators, creators, and leaders who are prepared to create a world they envision globally, nationally, locally and communally.

VALUES

- **Commitment to Students** – TAF is committed to creating better outcomes for students of color so they may create the world they envision personally, locally, nationally and globally.
- **Equitable Practices** – TAF fosters environments with structures and systems that are inclusive and ensure all employees have what they need to succeed while pursuing our mission.
- **Continuous Improvement and Learning** – We actively, collectively improve, share knowledge and evolve.
- **Integrity** – Carry out all our work with the greatest responsibility and accountability.
- **Authenticity** – TAF operates from a place of being your authentic self with consideration for the good of the whole.
- **Collaboration** – Decisions are not made in silos. All aspects of our work involve collaboration for the good of the whole.

CULTURE CODES

Every company has a culture, whether intentionally developed or organically created. TAF believes in developing a culture that is rooted in the understanding that our mission requires us to be a highly functioning community that supports each other as we transform public education.

No culture can be sustained without an agreed upon code. Our culture codes cover how we steward our mission, work as individuals, support each other, handle relationship with our partners, and last but not least, how we center the students, families, teachers and administrators we serve.

- **We are stewards of TAF's mission**
 - We believe in the TAF mission and participate in shaping the strategy to realize it
 - We know that TAF can change the public education ecosystem
 - We take pride in our role in the mission
 - We foster a service mindset
 - We are all advocates for racial justice in schools
- **We work with purpose, passion, integrity and commitment**
 - We are creative, curious, continuous learners and problem solvers who value learning by doing
 - We own up to mistakes, work to resolve the impact, then move forward
 - We stay focused on our work and find a way or make a way to meet our goals
 - We work with agility and are flexible when plans change
 - We work to actively disrupt systems of oppression in all we do
 - We are committed to grow in our anti racist inclusive practices
 - We foster wellness so we show up as our best selves

- **We help each other thrive**
 - We are humans first, we value family and relationships
 - We foster a safe space to make mistakes and should always assume good intent
 - We work for the good of the whole, not individuals or individual departments
 - We look for ways to learn and grow together honoring the unique perspectives of our backgrounds and identities
 - We foster an environment for learning and innovation by supporting new ideas and celebrating each other's accomplishments
 - We value and respect each other, and show compassion while holding each other accountable
 - We cultivate a culture of collaboration and constructive feedback
- **Our relationships with partners and community are beyond compare**
 - We see our communities as active partners in the work
 - We value the experience of our partners
 - We ensure our partners contribute their perspective before we make the next move
 - We take time to consider our partners' context and assume positive intent
 - We help build the capacity of our communities to do justice and equity work
 - When we see injustice, we take action in collaboration with our communities
- **We center and elevate student, teacher and family needs and voice**
 - We pursue the goal of education vs schooling by changing the way students learn
 - We create safe environments for students and teachers to show up authentically
 - We model behaviors for our students that we would like them to emulate
 - We cultivate the voices of students, teachers and families to focus on what best serves them

OUR WORK

Over the years, TAF has identified the six key components that work in concert to fully transform schools and we have developed our programs to be aligned with each of these components.

1

PHILOSOPHY

Develop a philosophy that believes all students have their own genius and add value to the learning community

2

CULTURE

Establish a culture of high expectations and support for every member of the learning community. Foster authentic individuality and personal identity

3

PEDAGOGY

Implement teaching methodology designed toward student voice, choice and leadership

4

DIVERSE STAFF

Hire staff at all levels, particularly in the classroom, that mirrors the student population and has wherewithal to bring their own lens to the work

5

CONTENT

Curate content that is culturally and communally relevant, and challenges the hegemonic structures

6

EXPANDED COMMUNITY

Develop an expanded community that bridges the gap between school and community, supporting the reciprocity of learning and resources

OUR PROGRAMS

Through comanaging a public school, teacher preparation, recruiting teachers of color and transforming whole public schools, we work to provide academic environments where underserved students can thrive.

	Located in the Federal Way School District, TAF@Saghalie is a 6th-12th grade, award-winning, neighborhood STEM school that is the first public school in Washington State co-managed by a nonprofit and a school district.
	We partner with a public school over a five-year period, where we provide a fulltime instructional coach to train school staff in delivering our STEMbyTAF Model with a focus on project-based learning, STEM integration, educational technology and college/career readiness.
	We deliver the best practices in leadership, teaching and learning to a network of educators so they can enable every student to reach their highest potential.
	The Network for EdWork programs and initiatives are designed to be a support and advocacy hub for BIPOC educators needing a place of fellowship, guidance and support as they navigate their majority white environments that don't value what they bring to the learning community.
	By supporting multiple pathways to education, providing early career coaching and ongoing professional development, we will create a sustainable pipeline of high-quality BIPOC teachers who teach and lead in the public schools of Washington State
	By supporting the development and sustainability of BIPOC leaders in education to dismantle unjust practices and structures in educational settings, in partnership with school, university, and community organizations and entities, we will begin to change the face of educational leadership and strengthen the pipeline of BIPOC educators in Washington State.
	By supporting the development of white leaders in education to dismantle unjust practices and structures in educational settings, in partnership with district, school, and university organizations, we will strengthen the movement to create learning environments that are welcoming and supportive of our BIPOC communities.

PROGRAM ALIGNMENT WITH 6 COMPONENTS OF SCHOOL TRANSFORMATION

	Schools		Professional Learning	
	TAF@Saghalie	TransformED	Academy of EDvancement	Network for EdWork
Philosophy	Annual question that focuses on elements of philosophy	Work with school leadership	Racial equity training	Supporting education leaders in creating liberatory environments
Culture	Annual question that focuses on specific elements of culture based on need	Annual question that focuses on specific elements of culture based on need		Supporting education leaders in creating liberatory environments
Pedagogy	Coaching	Coaching	Vertical courses	Martinez Fellowship, Education EnCounter, Ally Engagement
Curricular Content	Augment district curriculum. Wolfpack lessons to build character + address SEL	Augment district curriculum Support SEL initiatives	Vertical courses	Martinez Fellowship, Education EnCounter, Ally Engagement
Diverse Staff	Partnership with TAF Martinez Fellowship	Partnership with TAF Martinez Fellowship		Martinez Fellowship, Education EnCounter, Ally Engagement
Expanded Community	Integrated in projects, instruction and Leave to Learn	Integrated in projects and instruction	Parent engagement professional development	

FY 26 TO FY 30 STRATEGY

For FY26-30, our goal is that **TAF will become a preferred education partner because we prioritize relationships, and we have proven processes, talent, skills, and resources to change student and teacher experiences through liberatory education, racial equity, and racial literacy.**

To meet this goal, we will employ the following strategy: **fully codify our models, communicate our impact on the public education ecosystem, and partner with educators who have the courage to change the system.**

STRATEGIC PRIORITIES

Our strategy requires us to meet the following strategic priorities:

1. Formally prove the teaching and learning merit of the STEMbyTAF Model
2. Continue recruiting, developing and retaining educators of color in WA state and support school/district leadership in building a teaching corps that matches the demographics of their students.
3. Collaborate to integrate racial literacy practices at the center of PBL and liberatory education in all TAF educational programming
4. Build a strong infrastructure that will attract and retain the best talent
5. Build a comprehensive marketing strategy to position TAF as THE org for education transformation and teacher development.
6. Create a mechanism to fully fund the organization one year ahead
7. Get the STEMbyTAF PBL pedagogy taught in colleges of education to give teachers a head start towards becoming PBL practitioners.

GOAL: TAF is a preferred education partner because we prioritize relationships, and we have proven processes, talent, skills, and resources to change student and teacher experiences through liberatory education, racial equity, and racial literacy.

Strategy: Fully codify our models, communicate our impact on the public education ecosystem, and partner with educators who have the courage to change the system.

Strategic Priorities

Formally prove the teaching and learning merit of the STEMbyTAF Model

Continue recruiting, developing and retaining educators of color in WA state and support school/district leadership in building a teaching corps that matches the demographics of their students.

Collaborate to integrate racial literacy practices at the center of PBL and liberatory education in all TAF educational programming

Build a strong infrastructure that will attract and retain the best talent

Create a mechanism to fully fund the organization one year ahead

Build a comprehensive marketing strategy to position TAF as THE org for education transformation and teacher development.

Get the STEMbyTAF PBL pedagogy taught in colleges of education to give teachers a head start towards becoming PBL practitioners.

FORMALLY PROVE THE TEACHING AND LEARNING MERIT OF THE STEMBYTAF MODEL

Present	Future	Success Indicator	Measures	Tactics	Targets
Measurements of our work are not clear across programs and don't tell the full story of our progress.	We have measures that clearly show the impact of our programming, are of value across programs, can stand up to any scrutiny, and are easily communicated with a variety of audiences.	Education teams use reliable, validated, and accessible measures (both qualitative and quantitative) across all programs to drive strategy. At least 85% of programs demonstrate evidence of impact through shared tools and data visualizations.	Ability for non-educators to read a TAF student "report card".	- Complete the alignment between learning standards, student competencies and the PBL cycle - Finish the development of the tools used to assess student progress - Determine and build out the platform for student portfolios - Train all school partner teachers and administrators - Create annual reports (internal to schools and external to stakeholders) reflecting student progress	- Education teams have measures that are reliable, accessible, clear and able to be validated. - Student and teacher impact measured qualitatively and quantitatively. - TAF can present a clear picture of the impacts of whole child education - TAF stakeholders are understanding and sharing our whole child education story - Educators interested in master-based assessments are looking to TAF for guidance
Giving a school only five years to transform via our TransformED program is a challenge for most schools, especially with the varied teacher instructional practices and the constant changes in public education.	TransformED has a roadmap for schools to follow that includes the six core elements of school transformation with special attention on instructional practice, PBL, and administrative buy-in.	Each school reaches "Substantial" on all sections of the TransformED rubric by Year 5. By Year 2, at least 50% of rubric areas are at "Developing" or higher. Year 6–10 growth is supported through sustainability planning.	- Student sense of belonging and safety - Student competencies - Attendance at Family Events # Teachers meeting practitioner level - Schools' progress on	- Evaluate and revise current 5-year roadmap - Evaluate and revise TransformED rubric. - Develop additional measures connected to family engagement and school culture	- Each TransformED school has reached "substantial" in all areas of the TransformED rubric within five years and continue improving in years 6-10. - Annual partner schools' assessment included in school end of year summary.

			rubric	Identify and communicate clear list of expectations for all stakeholders, including administrators	
Present	Future	Success Indicator	Measures	Tactics	Targets
Too few partner advocates (e.g. families, students, principals, superintendents, etc.) for the model and partnership with TAF; we are the only advocates	TAF partners advocate for partnership with potential partner schools, PD opportunities, and engagement with TAF; speaks to impact positively and with data/evidence and personal experiences	There is a measurable annual increase in partners (students, staff, families, superintendents) participating in TAF panels, testimonies, school tours, and promotional materials.	- Catalog/reserve of videos, anecdotes, testimonials, and written support of TAF and model # of current partnership admin who are critical partners in recruitment and expansion to new schools # of teachers who are internal and external advocates for PBL, the model, and TAF; willing to lead at school sites - Families/students serve as active advocates for TAF.	- Coaches and team engage in organizational change training and more professional development to support teachers and leadership - Support teacher leaders as PBL practitioners and provide incentives for teacher leadership opportunities - Collect anecdotes and testimonials from families and students to use in recruitment efforts - Make being a site visited by potential partners a recognized honor. - Develop a TAF Ambassador (for the org) type of program that includes families, alumni, and teachers/leaders	- Identified 2-3 teacher leaders/advocates at each site - Current admin partners support TAF in new school engagement and deliberations; there is a clear structure and ask for them - Build a strong network with families and students per school - TAF Ambassador program defined and tools created to activate them. 80%+ of partners report willingness to recommend TAF (NPS score).

Present	Future	Success Indicator	Measures	Tactics	Targets
There are no case studies, white paper, or peer-reviewed research using the data/resources we cultivate to communicate model impact and success	TAF has a robust set of case studies, white papers, and other research-based assets through which we prove model impact at various grade levels, content areas, and geographic regions	TAF releases at least 3 peer-reviewed, practitioner-oriented, or white paper publications annually. Publications receive at least 2 external citations, 500 downloads/views, or mentions in relevant education networks per year.	# of resources and projects that can be leveraged in negotiations, marketing, and fundraising events/communications # of Case studies # peer reviewed research # of marketing venues - Response from stakeholders	- Engage in action research processes with schools and partners (including Universities) to develop data and case study/white paper content - Develop and submit grants to support research efforts	3-5 case study/white papers to leverage in new partnership negotiations and marketing of services - Present at conferences whose purpose is to share educational research outcomes (WERA) - TAF hosted events around the state.
Currently, the impact of the STEMbyTAF model on students is largely anecdotal	We want to establish formal, data-driven proof of its effectiveness.	Annual reports provide empirical data (qualitative and quantitative) on student outcomes, including competency growth, project quality, and student agency, contextualized with case studies and narratives.	- Student competency assessments - Standardized testing data - Student artifacts (portfolios, project-based assessments, etc.) - Competency alignment with learning standards - Student sense of belonging and safety # of people advocating for better students assessments	- Conduct longitudinal studies tracking student progress and outcomes over multiple years - Educate stakeholders on the importance of multiple measures - Publish white papers - Host informational events on authentic student assessments - Develop student assessment system with data and reports.	- Annual report demonstrating measurable improvement in student performance - Internal and external documentation on student assessment system - Fully functional data system - Begin to see converts to authentic student assessments - All TAF schools using our authentic student assessment system

Present	Future	Success Indicator	Measures	Tactics	Targets
Educator training impact is not consistently measured.	We want to track how our Professional Development (PD) and coaching translates into teacher success.	Coaching logs, classroom observations, and teacher reflections show measurable growth in teachers' ability to implement PBL and embed competencies. Pre- and post-PD assessments, plus annual teacher self-assessments, are used to track instructional shifts.	- Teacher retention - Classroom implementation of STEMbyTAF practices - Student engagement metrics - Progress along PBL Practitioner Rubric - Student competency data # of teachers pursuing Microcredentials	- Consistent measurement of educators using PBL Practitioner Rubric. - Develop and administer pre/post surveys for educators in training programs - Incentivize teacher progression along rubric - Create PBL practitioner microcredential	80% of educators report increased confidence and effectiveness in STEMbyTAF practices 30% of educators show progress in a majority of PBL Practitioner Rubric components. 15% of educators are issued Practitioner microcredential
Inconsistent use of a standardized framework to assess STEMbyTAF implementation across schools	We have a reliable rubric that is annually used by both school leaders and TAF coaches.	All TransformED schools conduct self- and coach-assessments using the TransformED rubric twice a year, with improvement goals tied to school-specific action plans.	Adaptive implementation, classroom observations, student feedback	Create and implement a TransformED-style rubric to evaluate STEMbyTAF model adoption	- All TransformED schools annually score an average of 3 or higher on the school evaluation rubric - Rubric data shows annual growth in at least 80% of categories by Year 3.
There are other orgs that are bigger & more “enticing” (i.e. PBL Works, NewTech Network) and they have boxed projects	Our formal, data-driven proof of the effectiveness of the STEMbyTAF model coupled with our personalized coaching support system will persuade schools and districts away from the bigger orgs. We are positioned as the relational, liberatory option for teacher development.	We see an annual increase in inquiries, PD requests, and multi-year partnerships, with schools citing TAF's liberatory pedagogy, racial literacy integration, and personalized coaching model in exit interviews, satisfaction surveys, and Net Promoter Score (NPS).	- District and school full buy-in to our model # of new requests for partnership # of current partners advocating/recommending	- Leverage our data in communication with districts and schools - Invite targeting District and School leaders to luncheon, convening, etc. In order to see potential - Continue work with FWPS district to create a lab school out of TAF@SGH - Establish TAF@SGH as a	- All participating schools have data, portfolios and provide testimonials of our work in their school - TAF@SGH is a true exemplar of PBL - Business model document to help schools with decision making to partner. - Annual measurable increase in requests for new and

				school where any time of day people can walk in and see PBL in action ▪ Develop a business model with a clear breakdown of costs, non-negotiables, etc.	continuing PD and school transformation services.
--	--	--	--	--	--

CONTINUE RECRUITING, DEVELOPING AND RETAINING EDUCATORS OF COLOR IN WA STATE AND SUPPORT SCHOOL/DISTRICT LEADERSHIP IN BUILDING A TEACHING CORPS THAT MATCHES THE DEMOGRAPHICS OF THEIR STUDENTS.

Present	Future	Success Indicator	Measures	Tactics	Targets
Currently have ~400 Fellows across 16 cohorts who have not been consistently surveyed or tracked for impact of Liberation Pedagogy or retention. There are early career teachers who may benefit from the Fellowship, who have not had the opportunity or support.	Continue to grow the Martinez Fellowship via strong university partnerships and include early career teachers who were not part of Martinez while in college.	We stay on track for our goal of increasing each cohort by 10 new fellows each year.	- Retention rate # teacher candidates in partner universities # Early career teachers who were not part of Martinez # of new university partnerships # of placed fellows who come from partner universities.	- Survey administration, beginning with cohorts 11-15 - Strengthen professional learning communities around racial literacy and liberatory education - Work with education partners to recruit early career teachers - Project based learning built into Martinez Fellowship seminars as a liberatory practice - Student views/opinions regarding the value of teaching as a profession might be supportive of this priority.	80% of Martinez Fellows sustain and retain themselves in education by attending TAF sponsored PD. - Meet our goal of increasing each cohort by10 new fellows each year. 70% of contracted Martinez Fellows or those that attend Institute report using PBL as part of their pedagogy.
We currently do not serve mid-career (5+ years) BIPOC educators	Martinez Fellowship serves mid-career educators, keeping more BIPOC teachers in the classroom and those interested in transitioning into leadership roles.	We can see an annual increase in retention and pipeline of mid-career teachers entering leadership positions.	- Retention and sustainability among BIPOC educators which can be measured in qualitative and quantitative ways - Retention rate - Satisfaction survey data	- Partner with BIPOC orgs/institutions working to coach/mentor teachers/leaders of color (ESDs, OSPI BEST, PESB, AWSP etc.) - Center The Convening as a key event centering social/racial justice,	250-300 registration numbers at The Convening 70% of our presenters and registrants are returning participants - Partner on 1-2 events with aligned orgs/institutions yearly

				liberatory education and the BIPOC experience in Ed. ▪ Partnering with BIPOC mentorship org (e.g. Nakia Academy) to bridge knowledge and support gap between pre-service/early career teachers with mid-career educators.	
Present	Future	Success Indicator	Measures	Tactics	Targets
NWEW has not contributed to BIPOC leader/educator research, case studies (peer-reviewed) in areas of racial equity, liberatory education/leadership, or racial literacy. Research on white principals that participated in Ally Engagement exists.	NWEW engages in a research project(s) in partnership with various partners, including UW Community Fellowship, enhancing cycle of PD and racial literacy development	TAF is regularly invited to participate in research and is able to get multiple partners involved in TAF initiated research.	▪ Surveys/data from NWEW programming, workshops, racial affinity salons, PLCs, etc. ▪ #Case studies response from stakeholders ▪ # partners	▪ Liberatory Leadership Series w/ 1-3 school districts ▪ Teaching for Liberation PD and PLC opportunities in TAF partner schools and Martinez Fellowship ▪ Find research partner(s) through the UW Community Fellowship	▪ Establish TAF/NWEW's innovative approach to BIPOC leader/educator retention in WA through community collaboration ▪ At least 1 research paper ▪ At least 3 case studies (one for teachers, leaders of color, allies)
TAF does not participate in advocacy work that focuses on getting and retaining educators of color into WA State classrooms.	Washington state law prioritized retention of BIPOC educators during budget challenges and Reduction in Force (RIF) processes.	TAF is a valued partner in getting The Washington State House and Senate to put forward a bill protecting BIPOC educators from RIFs.	▪ # of BIPOC educators retained year-to-year ▪ # of BIPOC educators retained during budget challenges (RIFs)	▪ Partner with college Spark on teacher retention initiative ▪ Develop legislative engagement strategy ▪ Increase and strengthen relationship with Washington Education Association (WEA) ▪ This is an opportunity to also strengthen a coalition that TAF is part of, and which we would need a dedicated	▪ Law passes (with the involvement of TAF in the collective work) to prioritize BIPOC teacher during RIFs ▪ Measurable reduction in BIPOC teachers being RIF'd during reduction in force. ▪ Measurable increase in new BIPOC teachers entering the field. ▪ Measurable increase in BIPOC teacher retention.

				coalition program manager ▪ We are a DEEL Educator Diversity grantee through MFP, part of a network of local orgs doing this work. There' may be more collaboration potential here.	
--	--	--	--	--	--

COLLABORATE TO INTEGRATE RACIAL LITERACY PRACTICES AT THE CENTER OF PBL AND LIBERATORY EDUCATION IN ALL TAF EDUCATIONAL PROGRAMMING

Present	Future	Success Indicator	Measures	Tactics	Targets
Due to the lack of established trainings, a knowledge gap with staff about racial literacy and vocabulary has occurred.	All TAF staff members, primarily those on the Education Team have a working knowledge racial literacy vocabulary.	Annual increase in the use of standard racial literacy vocabulary in coaching notes, PD delivery, lesson/unit plans, and strategic documents. Artifacts from professional learning sessions include consistent usage of shared terminology.	# of staff who can articulate how racial literacy, PBL and Liberation Pedagogy play out in programming # of events TAF staff to address the gaps across the staff to establish a standard. # of materials developed to address the gap. % of staff that take the course within the first 90 days of employment.	- Create interactive training on racial literacy and PBL to address those gaps of racial literacy and vocabulary. - Create a small course for new employees so they can have the same foundation as the rest of the staff. - Develop an evaluation process for staff’s current understanding of racial literacy using knowledge check surveys. - Analyze and assess the staff knowledge surveys to understand where the current gaps are among staff. - Tactics regarding application of the racial literacy and vocabulary would help TAF staff in their learning. What might it look like for the various teams within the organization to apply their racial literacy and vocabulary?	- TAF has a standard for racial literacy and vocabulary - All staff have the same foundation in racial literacy and vocabulary. 95% of ED Team staff and 80% of other staff can articulate how racial literacy, PBL and Liberation Pedagogy play out in programming - At least 80% of Education Team members report increased fluency in racial literacy language via annual survey.

Present	Future	Success Indicator	Measures	Tactics	Targets
Martinez Fellows do not have a clear path to be employed at TAF partner schools	There is a mechanism that offers student teaching and fulltime placement opportunities at TAF partner schools	Annual increase in the number and percentage of Martinez Fellows hired or placed in TAF partner schools.	# Martinez Fellows applying # Martinez Fellows placed - Attrition rate	- Create a pathway process for Martinez Fellows to student teach or teach at TAF partner schools - Work with TAF partner schools to establish prioritization of placement of Martinez Fellows - Track applications, interviews, and hires, disaggregated by subject, school site, and grade level.	- Fully documented process for internal and external use 60-75% of Martinez Fellows student teach at TAF partner schools - Year 1 – 40-50% (building school capacity and placement pathway) - Year 2 – 60-65% (establishing consistent partnerships) - Year 3+ 70-75% (strong pathway with prioritization in place) 60% of Martinez Fellows teach at TAF partner schools - At least 75% of placed Fellows remain in position through Year 2, indicating strong fit and support systems.
Martinez Fellows in our programming do not have access to our PBL PD	Martinez Fellows are trained in the STEMbyTAF model by Coaches as an approach to liberatory education and racial literacy. Core values or racial and social justice attract BIPOC teachers to PD	Annual increase in the number of Fellows receiving PBL and racial literacy-aligned PD. Post-PD follow-up shows integration of learned strategies into classroom practice through coaching notes or submitted	# of Martinez Fellows participate in PD # of Martinez Fellows work at TAF partner schools (pathway) # of Martinez are supported in implementing PBL in	- Provide clock hour incentives/university class credits - Martinez engagement and attendance at Institute - Martinez Seminars include PBL/Liberatory Ed. themes (e.g. math literacy)	- Empower BIPOC educators to specialize and engage in PBL, serving a unique factor of BIPOC teacher retention in WA state - Annual measurable increase of Martinez Fellows receiving PBL training

		student work.	their schools/classrooms # Martinez Fellows pursuing practitioner status	- Collaboration with EDvancement and NWEW on workshop programming - Clearly communicate ties of equity and PBL, particularly the STEMbyTAF model having equity as a foundation to our PBL approach.	At least 70% of participating Fellows report that the PD is useful and aligns with their teaching identity
Present	Future	Success Indicator	Measures	Tactics	Targets
There currently is not a relationship between NWEW and TransformED on liberatory practices, PBL and racial literacy	Coaches are confident integrating racial literacy into the PBL cycle when working in partner schools	Annual increase in coaches' self-assessed and observed confidence embedding racial literacy into the PBL cycle.	- Construction of shared practices and discussion % of coaching sessions/PD where integration of liberatory practices and racial literacy are explicitly stated - Teacher perception of racial literacy support - Student outcomes on projects with social justice or identity themes	- Co-create PD sessions for coaching team so that NWEW and TransformED can make the links between racial literacy, liberation and PBL - Co-create an "Integration Map" showing how each department embeds racial literacy into their workflows - Cross-Departmental Coaching Pairing - Develop a Shared Language Guide or Framework	- Coaches and NWEW feel more confident discussing pedagogical connections and stronger ed team integration - Shared language guide and integration map are developed and used by both teams, with regular updates. - At least three cross-departmental planning sessions or PDs co-led by NWEW and TransformED annually

BUILD A STRONG INFRASTRUCTURE THAT WILL ATTRACT AND RETAIN THE BEST TALENT

Present	Future	Success Indicator	Measures	Tactics	Targets
Clarity around job satisfaction—as it pertains to professional and personal goal setting and achievement– is currently lacking.	A workforce that stays at TAF because they have the tools to actualize their professional and personal goals due to a competitive benefits package and continued development opportunities offered by TAF.	Maintain an average >= 5 years tenure of each staff members.	▪ Employee retention ▪ Employee promotions ▪ Employee salaries and benefits compared to nonprofit averages ▪ Education employee salaries vs public education salary scale ▪ Employee Net Promoter Score (eNPS) (How likely are your employee to recommend your organization as a place to work) ▪ Culture Survey	▪ Annually review salary surveys at ensure TAF is at the top/middle for our budget size for noncoaching positions ▪ Annually review public education salaries for instructional coaches ▪ Annual review of benefits package ▪ Develop a professional development strategy to build a “bench” for higher level positions ▪ Administer culture survey determining how staff define job satisfaction and identify key gaps ▪ Annually review the COLA increases ▪ Annually review salary ranges for each position type at TAF and change staff salaries accordingly ▪ Explore matching for 403B ▪ Annual employee exit report to determine patterns. ▪ Protecting the commitment	▪ Maintain average tenure of staff is >= 5 years. ▪ 25% of open positions filled internally ▪ 2 additional cultural Celebrations annually ▪ Annually increase COLA to 2-5% above the social security office recommendation to reflect the actual cost of living in Seattle and surrounding areas ▪ TAF is no more than 10% below the public education salary schedule for instructional coaches ▪ 75% of staff is POC ▪ Culture survey shows growth towards ideal staff culture

				to a virtual work policy for sustainability and retention. Conduct eNPS surveys, analyze results, and develop communication plan to address issues raised	
Present	Future	Success Indicator	Measures	Tactics	Targets
Determination and impact of our individual staff workplan goals are not consistently articulated and are not always integrated across departments.	We have measures of our workplan goals that clearly show the impact of each staff member and their impact across departments.	Each year goals are clearer, reported on time, and map to the larger strategic plan strategic priorities and change agendas.	# of goals that impact more than one department and how # of goals completed on time	- Use Rippling Perform Management module to assign and track goals - Create goals that align with our strategic goals - Identify goals that have impact across departments	- Consistent tracking of how goals are impacted across departments - Solid increase in goals completed (Minimum threshold for completion determined by departments)
Limited understanding across departments of each team's roles, responsibilities, and expectations, which contributes to the inability to collaborate for projects and needs to maximize productivity and results.	We have shared language across departments, and every staff member has a clear understanding of what each team does, expectations, and practices in order to maximize productivity.	Annual increase in cross department engagement, and rates of staff clarity about expectations, policies, practices, and organizational culture.	% of staff who can articulate each department's role % of staff volunteers at department events - Internal support at events is prevalent % of all teams presenting their work in staff meeting each fiscal year. # of collaborative efforts between teams	- Develop a quick department collaboration guide to facilitate possible collaborative opportunities between departments. - Departments are afforded multiple opportunities per year to discuss collab needs and departmental roles/responsibilities - Utilize staff meetings to collaborate cross departmentally - Provide more opportunities in the process of preparing for an event or project for others to collaborate with	- Staff is more informed about each team and pursue opportunities for collaboration 100% of all teams present their work in staff meetings each fiscal year. - All teams have identified areas they can collaborate with other teams to improve process - Staff are consistent with volunteering for other department events to support and learn - Each staff is attending at least 2 org events from

				other department. - Continued protocol-led discussions regarding department roles and responsibilities - Ensure org events that require collaboration are planned in a timely manner to ensure efficiency	different departments
Present	Future	Success Indicator	Measures	Tactics	Targets
The lack of communication tools/protocols, and training amongst staff has fragmented team processes, limiting collaboration and effective problem solving.	Established and utilized communication tools/ protocols that are standard parts of team processes to enhance collaboration and problem-solving abilities.	Staff are resolving communication issues and conflicts on their own, using the tools and techniques they were trained on.	# of HR developed processes and protocols % of conflict being resolved in timely fashion	- Neutral/accessible location for all processes and protocols. - HR has created streamed lined processes that instruct staff on how to navigate difficult conversations - HR offers annual, org-wide, professional development opportunities that are mandatory to complete - Leadership must partake in mandatory, in-person managerial/leadership trainings - New/promoted leaders (managers, Directors) must undergo trainings to ensure readiness - Create mechanism to learn and operationalize virtual protocols for meetings and	- Staff are resolving communication issues and conflicts on their own. - Staff can lean into hard conversations in order to receive feedback, give feedback, and navigate difficulty with others that will result in better working terms between parties. - Leadership is equipped to lead and manage their teams in a manner that represents our workplace culture - Directors are able to articulate and properly navigate conflict on their teams - Protocols/processes are engrained in workplace culture

				collaboration so virtual work feels good and effective ▪ Recruit staff who are facilitators (as part of their job) to facilitate virtual protocols	
Present	Future	Success Indicator	Measures	Tactics	Targets
Our racial equity rubric was developed, and we started the work of implementation across the organization, but it's incomplete and societal conditions have changed	We have a fully codified racial equity framework that is implemented throughout all areas of the organization	We maintain an annual process of choosing which elements from the rubric we'll implement, assess, and improve upon.	▪ # of racial equity goals met each year ▪ Consistency in which staff apply the racial equity framework to their work	▪ Update and finalize the racial equity rubric ▪ Develop an implementation plan that involves all staff members ▪ Develop an annual evaluation and reporting structure ▪ Annually set goals for implementation	▪ Every staff member understands the racial equity framework and their role in implementation ▪ Annual measurable improvement on implementation ▪ All elements of the framework are implemented by 2027

BUILD A COMPREHENSIVE MARKETING STRATEGY TO POSITION TAF AS THE ORG FOR EDUCATION TRANSFORMATION AND TEACHER DEVELOPMENT.

Present	Future	Success Indicator	Measures	Tactics	Targets
Messaging about our work internally and externally is not tight or easy to understand.	Targeted messaging tools for staff, advocates, partners, and various other stakeholders, to clearly communicate our work, mission, and vision.	All varieties of stakeholders have the tools to understand and communicate the same message, even though it's delivered in different ways.	▪ # of staff who feel like our messaging tools are useful ▪ Engagement on web, email, and social ▪ # of advocates/board members leveraging toolkits ▪ Consistency of external comms channels impact data ▪ # of podcast listeners ▪ # of forwarded podcasts	▪ Internal survey on staff usage/helpfulness of messaging tools and ability to communicate TAF's work clearly ▪ Annual Audit of top external communications channels to assess consistency ▪ Build marketing personas for different audiences ▪ Create an easy to use/read messaging framework for staff ▪ Update messaging on external channels to ensure consistency ▪ Host workshops with each department to internalize messaging and practice delivering talking points ▪ Design and implement structured templates and guidelines to streamline Marketing and Communications initiatives for both staff and partners ▪ Develop toolkits (social, email, etc.) for partners and	▪ All varieties of stakeholders have the tools to understand and communicate the same message, even though it's delivered in different ways. ▪ 90% of directors and 75% of staff feel messaging tools are clear & effective ▪ 100% of new staff are trained on messaging tools during onboarding ▪ 15% Increase engagement across external channels ▪ Measurable increases in website visits ▪ Annual 10% increase in podcast listeners ▪ Measurable increase in podcast share outs ▪

				other advocates to share TAF's work and impact through a consistent message. ▪ Review and update TAF's social media and content strategy to incorporate clear call to action. Explore leveraging new platforms. ▪ Build a library of first-person stories and testimonials to support messaging. ▪ Continue to develop podcast seasons content and promotion ▪ Keep website up to date.	
Present	Future	Success Indicator	Measures	Tactics	Targets
TAF is too "small" in the eyes of school districts to invest in our services.	TAF is seen as a preferred provider because of our emphasis on quality, students and partnerships.	Annual measurable increase in requests for new and continuing PD and school transformation services.	▪ Conversion rate of warm leads to partners ▪ # of TAF mentions from partners ▪ # of mentions in media, education publications, and social networks ▪ Partner survey results following PD	▪ Partner with Ed team to create a library of case studies to showcase TAF's value as a partner and provider ▪ Actively pitch stories to relevant outlets and apply for awards to increase visibility ▪ Explore co-branded opportunities with partner schools and districts ▪ Amplify speaking opportunities at education conferences and panels	▪ Annual measurable increase in partner mentions online (co-authored blogs, social, web, etc.) ▪ 4 earned media mentions per year ▪ 10% increase in shares across social networks

				across external platforms ▪ Increase capacity of team through staffing, consulting, intern and/or volunteer support ▪ Leverage existing partnerships to amplify TAF's brand through co-branded advocacy materials and story sharing. ▪ Invest in additional ad space on social and/or other platforms to continue increasing visibility and support other marketing and media efforts. ▪ Partner with the Ed team to develop a library of data to strengthen case studies through before/after stories that clearly showcase impact.	
Present	Future	Success Indicator	Measures	Tactics	Targets
Our staff is only using the lexicon that is germane to their positions, which makes it difficult to communicate across disciplines. This means only certain staff can fully speak to TAF's work.	TAF has common language and practices centered on what's best for students and teachers, giving every staff member the ability to speak fully to the work of TAF.	We see the progression of each staff member's ability to explain TAF's work using our common language.	▪ Internal confidence in using lexicon ▪ Staff confidence in presenting/speaking about TAF's work ▪ # staff taking training ▪ # staff speaking at internal and external events	▪ Create TAF Lexicon to be used by staff. ▪ Create a common TAF lexicon around our programs and work, using less academic jargon, fewer acronyms. ▪ Update brand guidelines to reflect holistic brand overview to include	▪ 80% confidence from staff in using lexicon ▪ 85% of staff feel confident to speak or present TAF's work

				messaging and updated lexicon and roll out to staff ▪ Review and revise all internal and external materials to ensure they reflect the TAF lexicon. ▪ Provide messaging resources for partner schools to accurately and consistently share TAF's message to their key audience (parents & families).	
Present	Future	Success Indicator	Measures	Tactics	Targets
TAF lacks a clear and compelling story to describe our holistic, systemic approach to education transformation.	TAF's mission and impact can be told in one-two dynamic, jargon free sentences.	Every staff member can clearly tell the TAF story and various stories from the field, including the impact in their own words.	▪ Staff and board ability to confidently share key message ▪ Partner ability to describe TAF	▪ Create message thought the lens of marketing and philanthropy ▪ Reinforce clear value/story on external channels through storytelling (website, video, etc.)	▪ 80% of staff able to paraphrase TAF's story
Lack of clarity about our Unique Value proposition.	The greater community understands how TAF differs from other nonprofits in the education space.	We can tell the story of how we add value to the entire education ecosystem and how it impact students, teachers, schools, and districts.	▪ Stakeholder feedback (why TAF?) ▪ # of stakeholders speaking on TAF's behalf	▪ Work with the Ed team and leadership to clearly identify, quantify, and qualify the unique value that TAF provides over other peer organizations. ▪ Gather insight from existing partners and the community to understand the perception of TAF and its impact through an external lens.	▪ % of consistency across feedback ▪ 2 case studies annually ▪ A clear documentation of how we impact the entire education ecosystem that is in both website and document form

				▪ Develop a case statement ▪ Leverage partner testimonials and external quotes ▪ Update About section of website to better showcase what sets TAF apart ▪ Build library of case studies that clearly showcase benefit of TAF partnerships	
--	--	--	--	---	--

CREATE A MECHANISM TO FULLY FUND THE ORGANIZATION ONE YEAR AHEAD

Present	Future	Success Indicator	Measures	Tactics	Targets
Funding environment is too inconsistent and dependent on the latest wave of popular nonprofit causes to donate to.	Funding that enables us to plan and sustain growth.	Each fiscal year is fully funded (with balanced revenue sources) before the fiscal year starts.	▪ Cash and equivalents measurements ▪ Budget to Actuals ▪ % of donors give via recurred giving ▪ % of donors increased giving ▪ # of donors making planned/legacy gifts ▪ Value (amount) of legacy/planned gifts. ▪ Total new and increased dollars each fundraiser brings in annually ▪ Cost to gain donors	▪ Active investing to maximize our money earning potential ▪ Create a budget that is realistic and obtainable to raise funds ▪ Spend smart and conservative to maximize impact of expenses and decrease waste ▪ Focus on increased monthly giving for \$1,000 and below donors ▪ Robust planned giving program that generates long-term funding ▪ Evaluate and upgrade current Luncheon format while experimenting with smaller events at different times of the day (breakfast, evenings, weekends) with a goal of deciding efficacy of large Luncheon format by FY28. ▪ Explore by FY27, profit-sharing partnerships with Zeek’s Pizza/Starbucks or other franchises—using the location for revenue generation, education for students, and volunteer	▪ Each fundraiser brings in 2-3 times their salary in new and increased gifts ▪ 10 % annual increase in monthly giving ▪ 10% annual increase in individual gifts ▪ 8% annual increase in corporate giving ▪ 2% annual increase in grants ▪ 10% annual increase in legacy/planned gifts ▪ 60% annual individual donor retention ▪ 75% annual corporate donor retention ▪ 2 new multi-year grants annually ▪ Each fiscal year is fully funded (with balanced revenue sources) before the fiscal year starts.

				opportunities. Use decision matrix and proposal viability as an Innovation Challenge for students. ▪ Support Board’s TAF TuneUps ▪ Expand revenue generating events with current ERG’s and add one additional ERG group per year. ▪ Create “no-ask” events with aggressive cultivation plan	
Present	Future	Success Indicator	Measures	Tactics	Targets
Current board has limited high-leverage networks and is not as involved in fundraising as needed to achieve our goals	Diverse board (geographically/industry wide) with corporate/foundation decision makers and/or with connections to high-net-worth people and orgs, and willing to lead multiple board fundraising efforts.	We have a nice mix of board members who serve different roles in fundraising and show an annual measurable increase in board-raised funds.	▪ # new board members with expansive network ▪ # of expertise referrals from the board to staff ▪ # of board-led activities ▪ # of board members who are decision makers who utilize their access to power and influence for TAF	▪ Define characteristics of a board members we need to meet our fundraising expectations ▪ Develop board recruitment plan with board governance committee ▪ Create a robust onboarding plan for board fundraising. ▪ Annual analysis of strength of board verticals. ▪ Recruit board members from the communities we serve: East Tacoma, SW Federal Way, Highline, Yakima. ▪ Develop a process through which Board members are responsible for stewarding a	▪ 75% have access to expansive network ▪ 40% of board w/ expertise referrals ▪ 5 board-led activities annually ▪ Board members representing major Seattle industries. ▪ 15% annual increase in board fundraising

				small donor portfolio with dev team support for tracking. ▪ Include time for donor stewardship reporting and ideation at each board meeting.	
Present	Future	Success Indicator	Measures	Tactics	Targets
We dipped a toe into the world of unique fundraising activities, but the results were mixed.	Build a robust program where stakeholders can fundraise in ways that capture the attention and support of target audiences	Annual increase in the number of partnership promotions from our service areas and the dollar amounts raised.	▪ # of partnership promotions ▪ \$ raised and # of new donors from partnership promotions ▪ Satisfaction of partners doing the promotions	▪ Create a package for partnership promotions ▪ Revise and promote stakeholder fundraising toolkit ▪ Retool the TAF Alumni Network	▪ 2 new partnership promotions annually ▪ Retain 90% of current partnership promotions
Limited income earned from programs due to changing public education budgets	TAF programs bring in 15% of their budget in earned income	Each program that has a fee for service component, annually increases revenue or stays flat no more than two years in a row.	▪ # of customers ▪ # of inquires about our services ▪ Total revenue ▪ # requests for vertical courses ▪ # requests for TransformED ▪ # requests for NWEW workshops ▪ # of NWEW Convening attendees ▪ Where people are hearing about our services	▪ Get a landscape analysis of the current market ▪ Develop business plan for each monetized program ▪ Wrap programs into marketing promotions ▪ Set an aggressive conference tabling schedule ▪ Work with Marcomms to improve website to include outcomes and testimonials	▪ Each conference/convening we host is net positive ▪ Annual 10% increase in NWEW Convening attendance ▪ Summer Institute operates with a profit ▪ Annual 10% increase in educators wanting to attend Summer Institute beyond TransformED partners ▪ Fee for services offerings not only operate at a profit but provide income directly to the programs they're attached to.

Present	Future	Success Indicator	Measures	Tactics	Targets
Limited volunteer opportunities and connection with volunteers throughout the year.	Dedicated volunteer/stewardship events person to keep volunteers engaged and informed throughout the year.	Our volunteers are used in a timely manner, and we see an increase in satisfaction, retention and volunteer to donor conversion.	▪ % growth in volunteer corps. ▪ % retained volunteers ▪ # of volunteers converting to donors ▪ # of donors engaging their networks on behalf of TAF ▪ # of lunch and learns ▪ # of tabling opportunities ▪ # of volunteers as a result of lunch and learns	▪ Increase presence at community tabling events ▪ Build relationships with area service organizations. ▪ Lunch and Learns with corporate partners. ▪ Revamp Volunteer page on TAF website. ▪ Review and improve current volunteer management plan including recognition and stewardship. ▪ In partnership with Operations and Education teams, develop a schedule of reoccurring monthly volunteer opportunities at school sites and at BCLS. ▪ Partner with education departments each spring & summer to map out annual volunteer opportunities. ▪ Coordinate with Marketing team to creatively promote volunteer opportunities while mapping program calendars. ▪ Partner with schools to add volunteer opportunities at weekend and evening events with tabling opportunities for	▪ Expanded reach, recognition, and revenue ▪ Established advocate corps in each of our service communities. ▪ Measurable increase in volunteer satisfaction ▪ Measurable increase in volunteer to donor conversions ▪ Measurable increase in volunteers from corporations ▪ All volunteer needs met for each event

				the Dev/MarComms teams.	
Present	Future	Success Indicator	Measures	Tactics	Targets
Non-ask events are place-based, occur during school hours, are largely dependent on curriculum/project cycles and are targeted to donors.	Create a suite of non-ask events to fill the prospect pipeline.	We see non-ask events increase in number, variety, attendance and conversions to donorship.	# of events - Avg attendance rate # converted to donors - Average cost to gain donors	- Develop scripts and materials for in-house and outside non-ask events - Finalize a standard set of non-ask activities and frequency - Incorporate a series of hands-on activities that demonstrate the STEMbyTAF model for children and adults at non-ask events. - TAF partners with one community organization in each of our school service areas and a minimum of presents one event per year service area per year	- Menu/agenda of replicable non ask events- digital and in person. - Annual increase of 15% donors from engagement events
Majority of donors are Seattle based, making it difficult for volunteer opportunities, connection and demonstrating value propositions.	We have a donor base in each of the locations we serve.	We see annual measurable increases in donors from our service areas.	# of donors, volunteers and corporate partners in each geographic location we serve	- Utilize current donors as connectors to new audiences. - Create collateral specific to Tacoma, Federal Way, Yakima, and other targeted areas - Seek community building opportunities in targeted communities. - Reinvigorate TAF Alliance	- TAF is represented by community in each location we serve. - Annual 15% increase in individual donors outside the Seattle area - Annual 8% increase in corporate donors outside of Seattle

				and launch Corporate Advocacy plan with participation from Seattle, Eastside, Tacoma, Federal Way, Yakima – communities we serve. ▪ Build relationships with city and legislative decision makers. ▪ Host information sessions in targeted areas	
--	--	--	--	---	--

GET THE STEMbyTAF PBL PEDAGOGY TAUGHT IN COLLEGES OF EDUCATION TO GIVE TEACHERS A HEAD START TOWARDS BECOMING PBL PRACTITIONERS.

Present	Future	Success indicators	Measures	Tactics	Targets
PBL is not currently taught in most teacher prep programs, leading to new teachers using exclusively traditional models of education.	Universities are graduating students with experience with STEMbyTAF PBL pedagogy who are ready to join schools within the STEMbyTAF Network.	We see an increase in colleges of education wanting TAF to teach our brand of PBL as credit-bearing courses. And we see more early-service teachers practicing PBL in their classrooms and attending Summer Institute.	# of teacher prep program partners # of teacher candidates taking part in programming provided by TAF	- Align PBL practitioner rubric and TAF evaluation tools with pre-service teacher standards - Develop a variety of pathways for teacher training programs to engage with	TAF has ongoing partnerships with at least 3 teacher preparation programs that engage candidates in PBL pedagogy and practices as part of their curriculum
There are currently few measures that demonstrate a clear link between teacher preparation and impact on student learning.	TAF has data demonstrating a clear connection between teacher education and impact on student learning to leverage in work with teacher development and training.	Each year we're able to provide empirical and anecdotal data showing the link between teacher PD and student learning.	Measures identified in strategic priority #1	- Develop catalog of training tools and content to align with program curriculum and preservice teacher standards focused on student learning outcomes - Examine PBL practitioner competencies and scaffold for preservice educators	TAF has clear assessment/evaluation tools to connect teacher preparation, competencies, and student learning outcomes
TAF has an unclear message and toolkit in relation to practitioners supporting students with special needs or who are identified as ML students. This has a negative impact on engaging with pre-service teachers seeking certification in these areas.	Teachers seeking SPED/ML endorsements in TAF pre-service teacher programming have a clear and impactful toolkit for supporting students in high quality PBL experiences.	We will annually see more SPED/ML pre-service teachers using PBL practices and assessments in their roles.	##% of preservice teachers participating in TAF programming that are seeking SPED/ML endorsements - Evaluation of programming from preservice teachers seeking specialized endorsements	- Construct clear tools and resources supporting SPED and ML educators in executing PBL - Develop focus groups of current partner teachers to identify major gaps and blind spots - Develop coursework/trainings specific to SPED/ML	- At least 15% of preservice teacher programming are seeking SPED or ML endorsements - At least 85% of SPED/ML preservice teachers evaluate TAF programming as having a positive impact on their work

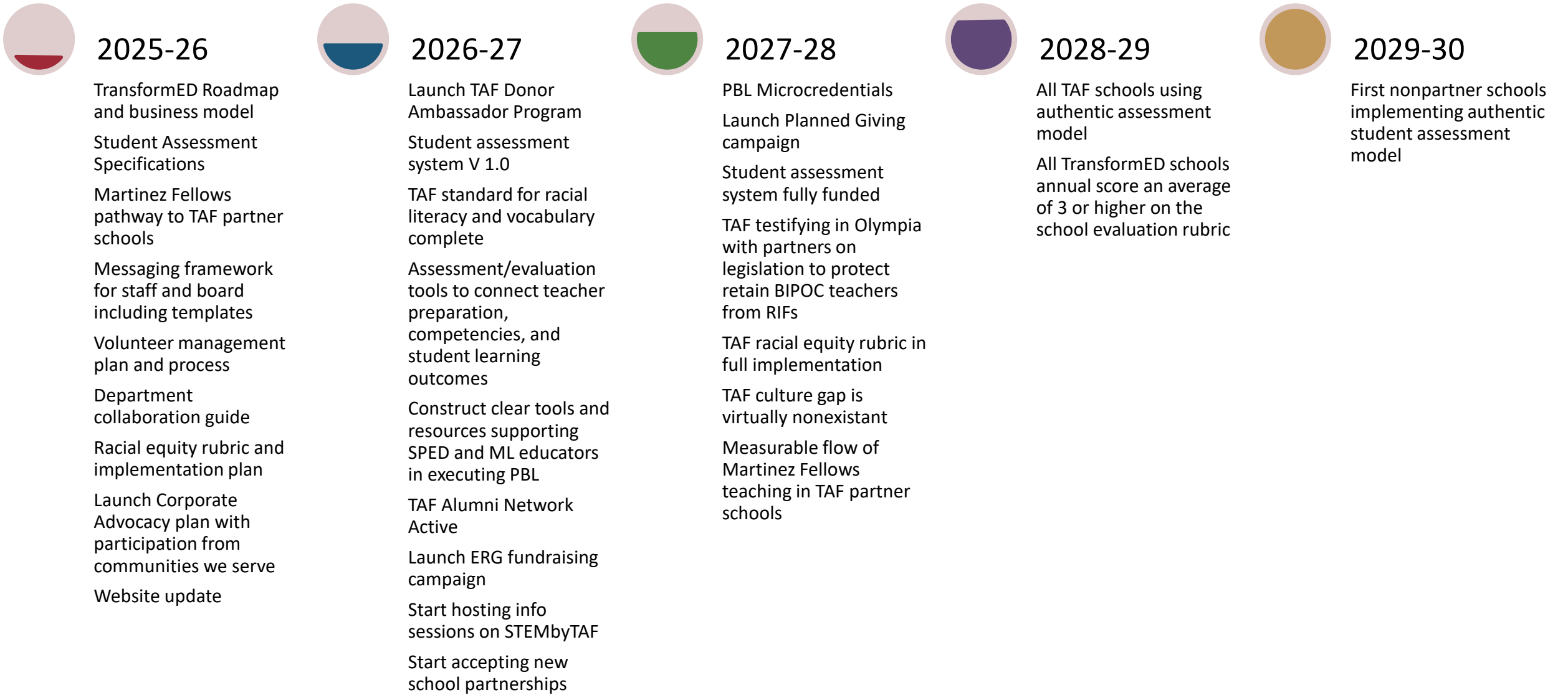
				educators to implement PBL and STEMbyTAF model	
Present	Future	Success indicators	Measures	Tactics	Targets
TAF does not have adequate staffing to support ongoing partnership development in this area.	TAF has sufficient staffing and intentional goals around supporting pre-service educator programming for PBL pedagogy.	There will be enough staff each year to support the needs of the partnerships	# of staff dedicated to pre-service educator programming	Either redirect existing program staff to this purpose OR hire additional staff to focus on this goal under EDvancement	There is at least 1 staff member whose primary focus is pre-service teacher programming and partnership development.

FOUNDATIONAL WORK

The following items are considered foundational work and necessary for the change agendas to be successful:

Item	Description	FY Complete
Education		
TAF student authentic assessment system specifications and operations.	A series of documents that outline how the student assessment system works, how data is capture and analyzed, how student portfolios are built, and how teachers can use all of this to work with our coaches to adjust their instruction. Version 1.0 of the system is developed, including the data input, reporting and student portfolio platform.	Specifications: FY 26 V 1.0: FY 27
TransformED business model	Used to help school decide to partner with TAF	FY 26
TransformED Roadmap	How our school partners navigate the 5 years of working with our coach and then how they become a part of the STEMbyTAF Network thereafter.	FY 26
TAF standard for racial literacy and vocabulary	The language we use internally and with our school partners as it pertains to racial literacy	FY 27
Martinez Fellows pathway to TAF partner schools	Specification for how Martinez Fellows find their way to teaching at TAF partner schools	FY 26
PBL practitioner rubric tools aligned with pre-service teacher standards	This helps us get closer to offering PBL classes in colleges of Education	FY 26
Marketing		
Unique value proposition	Clearly describes the value TAF brings to solve issues facing education and districts. Will inform all of our messaging and storytelling.	FY 26
Marketing Personas	Defines audiences, their challenges, and how we help them achieve their goals.	FY26
Messaging framework for staff and board	Enables staff and board to share the stories of TAF consistently.	FY27
Structured marketing templates and guidelines	To streamline marketing and communications initiatives for staff, board and partners	FY 26
Library of first-person stories and testimonials	Supports messaging and storytelling	FY 26
Development		
Volunteer management plan and process	How we recruit, assign, and steward donors for our school partner sites and BCLS.	FY 26
TAF Ambassador Program Specification	How we plan to turn our most valued donors into ambassadors for TAF.	FY 26
Operations		
Department collaboration guide	To facilitate possible collaboration opportunities between departments	FY 26
Racial equity rubric and implementation plan		FY 26

STRATEGIC TIMELINE MILESTONES



RISKS VS IMPACT

Risk	Probability	Impact	Mitigation
Fundraising goals not met due to poor economic conditions	High	Scaling back growth of STEMbyTAF School Transformation (Other impacts in addition to TransformED)	Be better at engaging our board of directors as fundraisers. Launch innovative strategies to increase the number of donors and expand marketing. Have a case statement that is persuasive in periods of expansion and stagnation.
Leadership changes in partner organizations	High	This may damage or sever existing partnerships that are dependent on individual relationships.	With each partnership, TAF must enter in as formal a contract as possible. Ensure leaders of partner organizations understand the importance of maintaining relationships. Maintain relationships with as many partner organizations staff as possible.
Legislative branch does not increase (or actually decreases) funding for schools as per the Basic Education Bill	High	Without sufficient governmental funding for education in our partner schools will lose teachers and classroom sizes will be increased, effectively crippling the STEMbyTAF Model.	Stay close to the partner district leadership so we have a “heads up” about funding loss, giving us time to strategize. Continue to find more funding sources to make up the difference between inflation and the cost of properly educating our students.
Not enough top-quality coaching candidates for our school partnerships	Medium	We won’t be able to start new TransformED partnerships. Teachers at current partner sites will lose valuable momentum with their PD, causing disruption in the classrooms.	Explore the idea of having great teachers in our partner schools becoming coaches while also maintaining their benefits and seniority movement.
Donor fatigue	Medium	Over a period of years, donors may tire of funding the same programs. The impact would be loss of funding.	TAF must continue to provide new ways for donors to contribute to our work, including supporting specific schools and being volunteer fundraisers.
TAF’s founder leaves the organization within the first five years of this plan	Low	Without a board-approved succession plan that is acted upon quickly, the organization could lose momentum and credibility.	Develop a board-approved succession plan before the end of the first fiscal year of this plan.