

Youth Leadership for Social Justice:

The City School's Next Five Years

The City School

Five Year Strategic Plan

Fiscal Years 2010-2015



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Executive Summary

This document lays out a plan to lead The City School forward into the future. With this plan we are building on what is good at The City School and working with focus and clarity to make it great. The plan is a culmination of a nine month process that does not so much change our overall goals, but more so redefines their meaning and offers strategies that are articulated with depth, clarity and integrated purpose. With excitement we present it here to our community and ask your help in implementing this five year strategic plan that we believe is powerful, transformative and very much needed in our community.

Our Four Goals:

Goal #1 **The City School is developing youth to be life long leaders for social justice.**
We mentor youth to predictably become effective leaders for change

Goal #2 **The City School is collaboratively leading a youth movement for justice in Greater Boston.**
We support young people to create a more just and sustainable world (in Boston and beyond) through service, education, advocacy and organizing

Goal #3 **The City School is a social justice learning community across difference.**
We create communities for youth to learn about and work for social justice in authentic relationships across race, class, gender, sexual orientation, neighborhood, levels of privilege and academic achievement.

Goal #4 **The City School is a thriving organization.**
We operate an organization that is grounded in love, accountable in our actions, sustainable in our finances and living our values

Our 5 Year Vision

The City School will be developing youth leaders for social justice who will be the next generation of educators, organizers, advocates and organizational leaders in Greater Boston. We will do this offering young people the knowledge, skill, experience and mentorship to achieve success both individually in life and as leaders in their communities. We will achieve this vision by working closely in coalition and partnership with allied youth social justice programs and organizations. This approach will lead to a network that shares both programmatic and operational visions and structures to ensure the sustainability and growth of a youth movement for justice in Greater Boston. Our community will include the wisdom and experience across generations and geographies, and serve at its best to be the change we wish to see in the world.

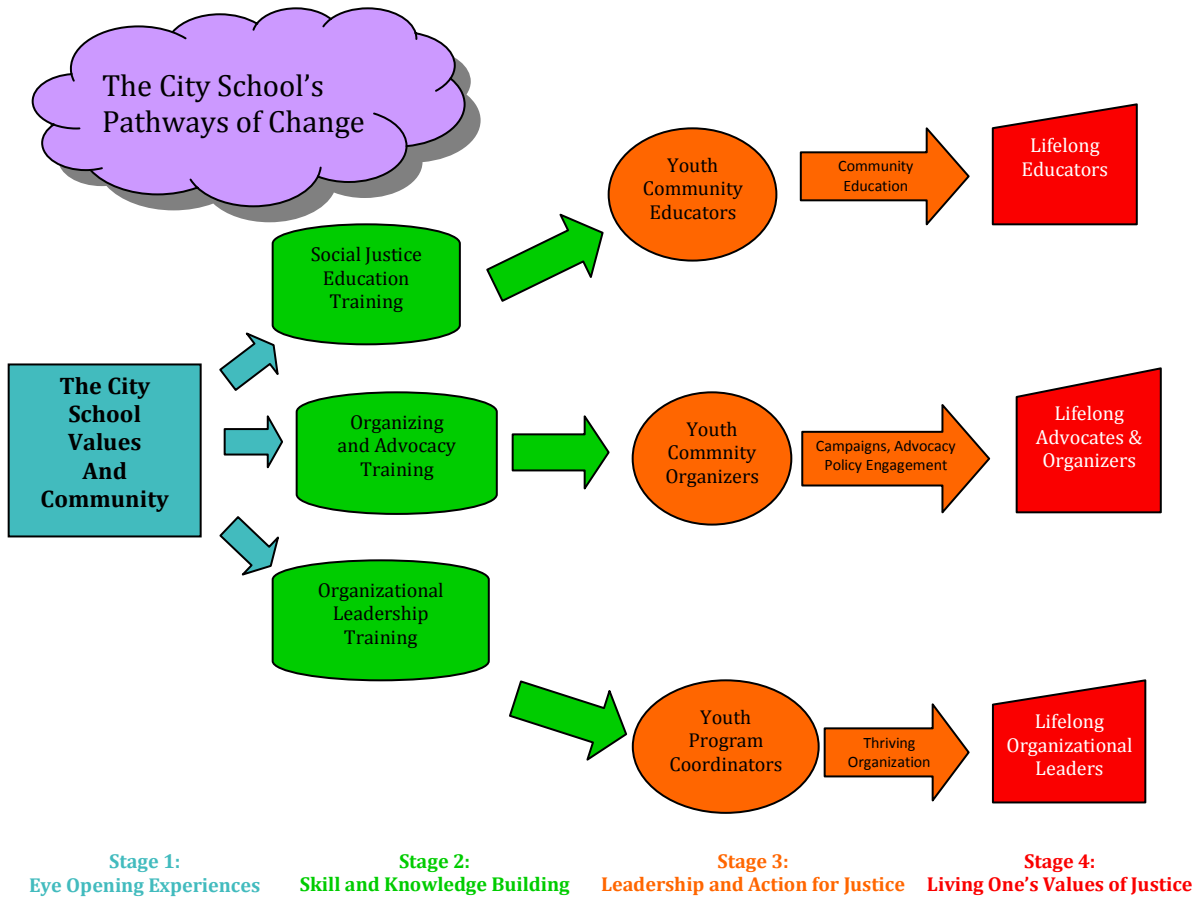
FOUR KEY HIGHLIGHTS OF OUR PLAN

1. Pathways of Change

Our participants will carry the values we live and skills we teach into their lives and careers. We have three clear career pathways for them to travel along during their involvement with TCS:

1. education
2. advocacy and organizing
3. organizational leadership

All youth participants learn a set of core competencies that apply to social change work (facilitation, communication, mediation skills, etc) as well as pathway specific skill sets (such as curriculum development for the education track). Our year round and summer programming is integrated and tiered so participants travel along different stages mirroring our theory of change to support their development as community leaders. We believe this integration of our different programming significantly deepens our impact in making change both individually and in the community. We will seek to measure this change at each stage along our three pathways.



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2. Deepened and Simplified Theory of Change

We have revised our theory of change to more simply articulate what we believe and what we want youth to gain from our programs. We have also added a community component that we see as essential. Both of these pathways happen within the context of the core values of the organization. Following the individual pathway, a young person travels through four stages of development. This moves from eye opening experiences to skill and knowledge building, followed by acting for justice and finally developing their own authentic identity, values and beliefs in line with their vision for justice. As an organization, we travel a similar path in building partnerships with the many other groups working for change in Greater Boston. The closer we work together, the more we support each other and the more effective we can be. Stage four of the community theory of change is that we form an authentic “we” with shared values, resources, purpose and programs with the larger movement for social justice.

| Individual Theory of Change | Organizational Theory of Change | VALUES |
|---|--|---------------|
| <p align="center">Stage 1 Eye Opening Experiences (Raising Awareness)</p> <p align="center">Example: Connecting individual experiences to larger systems of power and oppression</p> | <p align="center">Stage 1 Relationships Across Organizations</p> <p align="center">Example: Recruitment of participants from allied organizations</p> | |
| <p align="center">Stage 2 Skill Building & Knowledge Building</p> <p align="center">Example: Facilitating a group discussion around homelessness and poverty</p> | <p align="center">Stage 2 Collaboration and Coalition Building</p> <p align="center">Example: Co-leading campaigns to restore budget cuts made for youth jobs</p> | |
| <p align="center">Stage 3 Leadership and Action for Justice</p> <p align="center">Example: Leading programs, events and campaigns to create change</p> | <p align="center">Stage 3 Genuine Partnerships</p> <p align="center">Example: Organizations co-creating programs and sharing resources</p> | |
| <p align="center">Stage 4 “Authentic I” Living One’s Values of Justice</p> <p align="center">Example: Youth leaders becoming educators, organizers, advocates and organizational leaders</p> | <p align="center">Stage 4 “Authentic We” Shared Collective Identity</p> <p align="center">Example: Shared mission, values and strategy to lead a movement for justice</p> | |



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3. Expansion of Summer Leadership Program (SLP)

In this planning process we were reminded of what we already knew: our flagship Summer Leadership Program is our best and most powerful work. To move The City School from good to great, we are building on what is already great. We plan to both expand SLP in terms of numbers and roles for advanced youth leadership, as well as begin plans to replicate SLP at a second site.

4. One on One Mentorship for all City School Youth

We believe the most transformative youth development work comes when youth have trusting, long term relationships with adult mentors. To achieve this we are focusing more staff time on holistic mentorship and we are prioritizing high school graduation and post-high school career or academic planning. Achieving this goal will require additional adults in our community to play a role, which we believe will primarily come from the large City School family of graduates and adult allies that were involved with TCS over the past sixteen years. We also heard loud and clear that our community is as transformative for the adults in it as it is for the youth, and in prioritizing mentorship we create meaningful ways for adults to be engaged.

Strategic Planning Process Overview

Our Strategic Planning Process began in January of 2010 with our Board of Directors initiating the process and forming a Strategic Planning Committee. The desired outcomes from the process included:

- A strong and credible plan that clearly articulates the purpose and strategy of the organization
- Alignment of all programs and services with overall purpose and organizational capacity
- Agreement on the theory of change on which City School bases it's work
- Deepened engagement and enthusiasm for the organization for all members of the City School community

We formed a Strategic Planning Committee (SPC) that included both co-Executive Directors, three board members, three current students, one staff member, and one external ally. The work of the committee was facilitated by a former board member and current parent.

We began the process by gathering information from current and past students, staff, board members, funders and other allies through a combination of one on one meetings, small group discussions and online surveys. These generated a profile of the Strengths, Weaknesses, Challenges and Opportunities facing The City School (APPENDIX 1). We then held an organization-wide retreat to develop ideas for our future direction. Following this, the Strategic Planning Committee met over a three month period and identified key areas of focus and produced draft goals and strategies. This draft was taken back to five groups of stakeholders for feedback (Board, staff, youth leaders, older grads, and key stakeholders). This resulted in important changes that are now a part of this final version. In creating this plan, we feel confident we have met our intended outcomes.

ORGANIZATIONAL PROFILE

Mission Statement

The City School develops the power of youth to work toward building a just society. We do this through:

- creative education and critical thinking
- leadership development
- action and service
- promoting understanding and relationships across difference

Vision Statement

The City School is a learning community where young people become leaders for a more equitable, safe, and just Boston. With a collaborative youth-adult effort, The City School is part of a vibrant youth movement in Boston, producing leaders who can tackle the complex problems of unequal education, housing, poverty, incarceration, racism, and discrimination in a strong, diverse and supportive community. Young people can exercise their reflective and visionary leadership at The City School, in our Dorchester neighborhood and in the wider community.

Who We Work With

We work with youth living in Boston and its surrounding suburbs who have a spark for social justice. We create learning and action communities that cross lines of race, class, gender, sexual orientation, neighborhood, levels of privilege and academic engagement. We believe this is essential to developing effective leaders for social justice.

Program Overview

City School operates out-of-school time programs that are designed to prepare young people to become life long leaders for social justice. Our programming and events, which average between 900-1,000 participants annually, support young people to become innovators and leaders in the business, government and non-profit sectors. Our programs aim to equip youth to address issues from environmental justice to education reform while building the capacity to be in strong relationships with others across differences. Within this larger scope, we offer three career pathways for youth to develop as educators, organizers and advocates, and organizational leaders. Rooted in our social justice values, each of these pathways is built on a foundation of training and mentorship that leads a young person from participant to leadership roles within our programs and community. Through these pathways, the graduates of The City School (first as youth and later as adults) help to lead a movement for social justice in Greater Boston.

Summer Leadership Program

The Summer Leadership Program (SLP) is the flagship program of The City School and the one in which most young people first come to us. It brings together a diverse group of 70 to 80 high school age youth for community and classroom learning over six and half weeks. The program begins each summer with an overnight retreat where participants engage in discussions on racism, classism, sexism, heterosexism and adultism. For most, this retreat is life changing. After the retreat youth participate in a creative and exploratory research seminar, a related internship in a community based organization, a youth created project to make positive change

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in our community, and diversity and leadership training. Through SLP youth gain a greater understanding of their relationship to one another, their broader community as well as a basic exploration of social justice education, organizing, advocacy and organizational leadership.

Community Education

Young people in the education pathway become community educators, learning and practicing skills such as group facilitation, issue-based research, and curriculum development. Students in this pathway form a core group of 5 to 10 youth who provide programming to partnering schools and organizations. They run a combination of community courses including:

1. *Prison Empowerment Projects* - workshops that explore the criminal justice system followed by visits to a prison in which youth participants talk directly with people in prison
2. *Youth Outreach Weekends* - service retreat weekends that explore issues of homelessness, poverty and wealth inequality followed by community service at a shelter or food pantry
3. *Youth Designed Courses* – where community educators select a topic for a workshop or theme for a workshop series and lead it in their school or community for their peers
4. *The Social Justice Education Institute* - training teachers and students in social justice education practices and topics

Community Organizing and Advocacy

Organizing and advocacy has emerged at The City School over the past few years as an increasing focus of our work. To ensure we institutionalize a high quality organizing pathway, The City School has partnered with the Boston Youth Organizing Project (BYOP) to jointly lead this program. Youth who pursue this pathway learn skills such as campaign mapping, research, public speaking, member recruitment and knowledge such as the legislative process and different models of organizing. Youth also take part in a larger network of youth organizers throughout Greater Boston working on specific advocacy efforts.

Organizational Leadership

In this pathway youth support TCS adult staff directly and share in the inner workings of our organization. Youth learn and participate in grant writing, event planning, serve on our Board of Directors and run a weekly afterschool program named Grad Leaders United (GLU). This program serves as the core year round community space that all youth leaders at The City School come together to teach, learn, organize and advocate for justice. Through this pathway, 5 to 10 youth learn how to maintain a thriving organization and are thus prepared to become organizational leaders themselves.

Organizational Structure and Size (board, staff, and volunteers):

The City School is governed by a board of directors that includes current and former TCS youth, parents and adult members all of whom bring various areas of expertise. The City School operates under a Co-Executive Director model. The Co-ED's are hired by and report directly to the Board and supervise eight full or part-time adult staff. In addition, The City School currently has 15 part-time youth staff, and summer employees who lead SLP. Staff and volunteers reflect the diversity of the young people we serve—currently 81% of our summer and year-round adult staff are people of color and 73% are returning graduates of our programs. On our Board, 54% are people of color and 36% are returning graduates of varying ages, including a Youth-Co-Chair. In FY 2011, our annual operating budget was \$513,300.

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GUIDING PRINCIPLES

The City School upholds eight guiding principles that articulate our core beliefs about how best to develop leadership.

Youth as Leaders and Agents of Change

We believe that having governance roles within the organization is one way we can show youth the power of their voices and that this helps to build strong and active leaders.

Activism and Taking a Stand

We believe that action takes many forms, including service, direct action, and advocacy and that the way TCS models the process of organizational advocacy develops its students' leadership potential.

Liberation and Social Change

We are committed to addressing injustices in ways that lead to the liberation and self-determination of all people.

Social Justice Education

We are committed to teaching young people about social justice issues and believe that this knowledge moves them to transform and act.

Participatory and Experiential Education

We are committed to creating a learning environment that honors everyone's experiences, that respects and prioritizes the voices of young people and that is interactive, hands-on and caring.

TCS as a Learning Community

We believe in a strong learning community where everyone is both a teacher and a learner.

Critical Thinking

We believe that we must deepen self-awareness as we think critically about societal issues and that this is essential to strengthening leadership skills.

Diversity and Anti-Oppression Work

We believe that the move toward justice means understanding, respecting, and including the ideas and experiences of individuals from all backgrounds as a way to build allies and combat oppression in all its forms.

Five-Year Goals, Strategies and Benchmarks

Goal 1: The City School is developing youth to be life long leaders for social justice

1.1 Clear pathways to develop educators, organizers and advocates, and organizational leaders

Year 1

- Create organizing, community education and organizational leadership programs designed with multiple levels of leadership for youth

Year 3

- Organizing, community education and organizational leadership programs have established, institutionalized curriculum, documentation and evaluation methods

Year 5

- High quality Organizing, community education and organizational leadership programs

1.2 Continually implement high quality programming that fosters critical thinking, knowledge of social justice issues, and passion for action

Year 1

- All staff trained on critical pedagogy that connects students' experiences with critical analysis
- Introduce at least two new elements within programs with intellectually rigorous framework designed to develop critical thinking skills
- Create a strategic recruitment and youth staff selection process to ensure the vitality of programs, including criteria
- Develop measurable desirable outcomes for all programs

Year 3

- All programs reflect critical pedagogy and have strong level of rigor and intellectual engagement
- All programs have core curriculum for youth to gain extensive knowledge about relevant social justice issues
- Strategic selection process for participation to ensure engaged participants
- Establish clear tools and process to measure program outcomes
- All programs have documented system for ensuring intellectual rigor

Year 5

- Measure and meet all program outcomes

1.3 Provide strong holistic mentorship including personal, academic and professional guidance to youth within TCS programs

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Year 1

- Provide ongoing one on one mentorship for core youth leaders within TCS Community
- Design a structure to assess and personal, academic, and professional needs and goals for youth leaders
- Begin to develop and document authentic formal relationships with partner organizations and individuals (grads and allies) that can provide services (i.e. tutoring, GED services, college advising) to TCS youth.

Year 3

- Provide ongoing one on one mentorship for all youth within TCS Community
- Implement systems for grads and allies to provide mentoring for TCS youth
- Establish formal partnerships with agencies and individuals to provide services to TCS youth, with specific focus on mental health and academic supports.
- All TCS youth have the support to complete high school
- Measure high school and college graduation rates of TCS youth

Year 5

- All youth within TCS community have access to opportunities and services that meet their academic, personal, and professional needs and goals
- All core youth leaders access opportunities and services that meet their academic, personal, and professional needs and goals
- All TCS youth have a plan for long-term personal, professional and academic success
- 100% of TCS core youth leaders graduate high school or receive a GED

Goal 2: The City School is collaboratively leading a youth movement for justice in Greater Boston

- 2.1 Provide leadership for collaborative campaigns to ensure that youth have power to make change on social justice issues

Year 1

- TCS is an active presence in youth coalitions across Greater Boston
- Community Action Project curriculum is strengthened to include training in understanding the political process, grassroots organizing, and advocacy

Year 3

- Youth engage people in power, influence policies and participate in decision-making through campaigns and coalitions

Year 5

- Youth leaders at TCS have the confidence, experience and knowledge to influence government and organizational leaders and political decision-making throughout the Greater Boston area

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2.2 Collaborate on programming with partner organization

Year 1

- Youth leaders at partner organizations receive social justice leadership training through SLP and other TCS programs

Year 3

- Community Student Educators/Leaders conduct social justice workshops for youth at other organizations and schools across Greater Boston
- TCS youth learn specialized skills from partner organizations, including art and environmental issues

Year 5

- Collaboratively develop new programming with aligned organizations

2.3 Share resources with aligned organizations for organizational and community effectiveness and efficiency

Year 1

- TCS engages in collaborative fundraising to support joint projects with allied organizations
- TCS initiates support of small social justice organizations through sharing of resources

Year 3

- Support service and support staff are shared with allied organizations as is mutually beneficial (i.e., bookkeeping)
- TCS engages in collaborative fundraising to support formalizing networks and partnerships with allied organizations

Year 5

- TCS engages in collaborative fundraising to support joint programs with allied organizations

2.4 Increase numbers of youth enrolled in SLP

Year 1

- Investigate models for replication or expansion of SLP at multiple sites and/or during year

Year 3

- Implement SLP expansion or replication

Goal 3: The City School is a social justice learning community across difference

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- 3.1 Build relationships and partnerships throughout Greater Boston for outreach and recruitment of youth across differences of race class, gender, sexual orientation, neighborhood, levels of privilege and academic engagement

Year 1

- Strengthen existing relationships
- Build new relationships with organizations that serve populations that are underrepresented
- Establish goals for diversity within TCS community

Year 3

- Maintain at least 5-8 partner schools and 5-8 partner non-profit organizations for successful recruitment of diverse participants
- Consistently meet diversity goals within programming

- 3.2 Facilitate intentional learning across generations

Year 1

- Host intergenerational annual event (i.e. Knowledge Cafes)
- Ensure full integration and collaboration between youth and adults on TCS board
- Invite adult allies to TCS events and programming as appropriate and maintains youth centered spaces
- Develop formal structure for youth to provide adults with feedback and constructive criticism

Year 3

- Strategic partnering with adult social justice organizations as meets TCS goals and maintains youth centered spaces
- Youth Community Educators provide training to other organizations on youth/adult collaboration
- All programming is led by youth and adults in collaboration, or by youth with adult support as appropriate

- 3.3 Programming inclusive of our community's diverse identities and needs

Year 1

- SLP is situated in a site that is welcoming and accessible to youth from across neighborhoods and backgrounds
- Staff reflect the diversity of our community and welcome all identities

Year 3

- Curriculum and other materials are all revised to be inclusive of our community's diverse identities and needs

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Year 5

- Programming is situated in sites that are welcoming and accessible to youth from across neighborhood and backgrounds

Goal 4: The City School is a thriving organization

4.1 Develop and maintain multiple roles and pathways for adult graduates to be involved in the organization

Year 1

- Meaningful representation of TCS grads on staff and board
- Establish clear pathway for graduate engagement and involvement

Year 3

- Clear opportunities for grads to mentor TCS youth leaders and support programming
- Active graduates network of 30-50 people who are actively engaging and investing in TCS's success

Year 5

- Active graduates network of 75-100 people who are actively engaging and investing in TCS's success

4.2 Maintain sound financial practices

Year 1

- Transparent and participatory budgeting process
- Achievable budget to guide operations with strong system of financial oversight
- Cultivate donor base that increases annually

Year 3

- Strategic reserve is built and increases each year
- Earned income through Youth Community Educators and other channels increases annually

Year 5

- Debt-free

4.3 Promote culture of support and accountability throughout the organization

Annual

- Staff have clear work plans, objectives, regular supervision, performance reviews, and professional development plans to meet growth goals
- Circle of Elders process is well defined and utilized as needed
- Strategic plan and benchmarks evaluated annually by a committee of the board (and at 6 months within year one)

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4.4 Youth involved, supported, and prepared to provide leadership at all levels of organization

Annual

- Youth serving and leading TCS board
- Youth leadership within all programming
- Youth represent TCS externally in coalitions and communities
- Each youth staff is paired with an adult staff

4.5 Consistently and authentically communicate within TCS and the wider community to raise the profile of TCS

Year 1

- Build internal capacity for major donor cultivation
- On-line communications including social networks are well utilized to promote TCS brand and presence
- annual communications to all donors and supporters

Year 3

- Hire Development and Communications Associate
- TCS has a strong brand identity that is used on all programming and promotional materials (including reconsideration of name change)
- External communications are institutionalized and highly effective

Year 5

- TCS brand is widely known within the Greater Boston area

4.6 Build and maintain a highly engaged and effective board

Annual

- Clear roles and accountability for board members, officers, and board as a whole (including fund development)
- All board members (youth and adults) have the tools and support to be effective board members
- Strategic recruitment of new members with clear purpose and objectives for board service
- Annual board work plan
- Board conducts annual self-assessment

Appendix 1

Summary of Strengths, Weaknesses, Opportunities, and Challenges

Strengths

- The community of TCS is seen to be an open and safe space for young people that is grounded in relationships, love and justice
- Involvement with TCS inspires people to push beyond limits and rise to their best selves
- The staff share a commitment to common values, vision and mission, and include graduates of TCS programs
- Strong relationships between youth and adults are built over time and based on trust
- TCS is guided by a belief that young people have something valuable to contribute and the organization has a strong commitment to Youth Leadership
- At TCS youth learn about, teach about, and take action on social justice issues.
- Students have real opportunities for leadership within TCS, including organizational governance and decision-making
- Youth are prepared for effective leadership in a general workplace
- TCS has a strong commitment to Social Justice that is reflected in its pedagogy/curriculum
- TCS organizational policies strive to be in line with values
- TCS has a strong history of building relationships/bringing people together across differences (race, class, gender, sexual orientation, age, etc) and has many alumni
- Summer Leadership Program seen as a strong program
- The Upham's Corner location is rooted in community, and TCS has its own useful and nice space
- TCS has a history of successful fundraising events (e.g., Open the Door Dinner)

Weaknesses

- Retaining staff has been an issue in the past, leading to inconsistent staff capacity and difficult staff/leadership transition
- There has been a shortage of adult staff who can be strong mentors to youth
- Lack of connection to individual donors, community based funding and stable funding sources
- TCS has historically had big ambitions on a small budget
- Reliance on foundation funding
- TCS has had difficulty bringing long-time funders along with changes in demographics served. It has been challenging to authentically raise money for social justice work
- TCS has not fully leveraged fundraising events in the past
- The TCS Board has had difficulty maintaining a commitment to youth leadership and consistent engagement including with fund development
- There is a lack of clarity about what makes TCS different from the many other youth development organizations in Boston
- TCS can be seen externally as overly ideological with a perception that there is a lack of willingness to embrace different points of view on social issues

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- It can be difficult to sustain participation in a broader youth/social justice movement
- TCS is not well known in the broader community and lacks “brand clarity”
- There has not been a mechanism for keeping graduates connected and there is no mechanism for follow-up with one-time participants
- Programming can be seen as inconsistent and sometimes lacking rigor, direction or focus
- TCS has had difficulty attracting significant numbers of white/suburban/Asian Latino youth; the location is seen as a challenge in maintaining diversity
- The connection with youth in Uphams Corner could be stronger
- Accountability and follow-through within the organization can be inconsistent
- Communication, both internal and external, has not always been clear or strong

Opportunities

- There is a need for leadership for youth organizing and youth coalitions in Boston
- Programming is needed for older youth (18-23 year olds)
- Boston Public Schools are in need of social justice influence
- Opportunities for youth to inform national policy
- Link with environmental justice/food justice/local foods and Green Jobs movement
- Leadership is needed on framing of youth leadership within broader leadership and equity movements
- Networking. Collaborations and Mergers are becoming more common in Non-profit sector, across organizations and across sectors
- Need to link organizations doing youth social justice work across the country
- Youth need help getting and staying in college
- Technology and social media
- Connect with local universities doing aligned work
- Social entrepreneurship
- Keep connected with grads and gain resources from grads
- Become site for other organizations
- Need for Summer Leadership programming in other locations

Challenges

- Non-profit habits can be slow to change and adopt new practices
- People are busy and stressed and it’s hard to get their attention
- People of color will be most negatively impacted by environmental degradation and the scarcity of resources
- Increased competition for limited funding
- Non profit structure, overall, creates many barriers that keep organizations with similar missions from working closely together
- Lack of growth opportunities in youth worker profession
- Culture of youth in Boston getting paid to do social justice work can create a lack of drive because people are sometimes motivated more by money than passion
- Lack of youth in community getting and staying in college
- Lack of support for quality youth work aimed at youth most in need of support
- It is difficult to raise money for work that can challenge the status quo

Appendix 2

Acknowledgements and Thanks

We would like to thank all parts of The City School community, new and old, that participated in our surveys, small group feedback sessions and most of all our Strategic Planning Committee. All of whom you will see listed below. Additionally very special thanks to Ora Grodsky, Just Works Consulting, for guiding our process in a collaborative and engaging way, and to the members of the Strategic Planning Committee who gave generously of their time and talents, and together created respectful, thoughtful and productive dialogue that shaped an exciting and transformative future for The City School.

Strategic Planning Process Facilitator

Ora Grodsky Past Board Member, TCS Parent

Strategic Planning Committee (SPC) Members

| | | |
|--------------------|---------------------------------|--------------|
| Donna Desilus | Past Board Member, Staff Member | TCS Grad '03 |
| Sara Girmay | Board Member, Youth Leader | TCS Grad '09 |
| Nia Gomes | Board Member, Youth leader | TCS Grad '08 |
| Seth Kirshenbaum | TCS Co-Director | |
| George Lee | Community Ally | |
| Royal Nunes | Staff Member | TCS Grad '04 |
| Michelle Osterman | Board Member | TCS Grad '01 |
| Ruby Reyes | TCS Co-Director | |
| Vanessa Zamy | Youth Leader | TCS Grad '10 |
| Christine Williams | TCS Board Co-Chair | |

Strategic Planning Retreat and Focus Group Members

| | | |
|-------------------------|-------------------------------|--------------|
| Jason Baron | Board Vice Chair | |
| Phillipa Beckford | | TCS Grad '10 |
| Emmanuella Beliard | | TCS Grad '09 |
| Bill Bliss | Past Board Member, TCS Parent | |
| Ivol Brown | | TCS Grad '10 |
| Nurys Camargo | Board | |
| Kebrina Cantave | | TCS Grad '09 |
| Allain Cherenfant | Board Co-Chair | TCS Grad '07 |
| Ethan d'Ablemont Burnes | Past Board Chair | |
| Ronique Daley | | TCS Grad '07 |
| Stan Dominique | Staff | |
| DeSean Duncan | | TCS Grad '10 |
| Chloe Frankel | | TCS Grad '01 |
| Hannah Gale | Board | TCS Grad '07 |

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| | | |
|-------------------|---|--------------|
| Jake Giberson | Kilombo Novo Capoeira Angola | |
| Gabriella Gilbert | | TCS Grad '09 |
| Irviene Goldstein | ABCD Health Services, Kilombo Novo Capoeira Angola | |
| Nia Gomes | | TCS Grad '08 |
| Courtney Grey | Boston Public Health Commission, Kilombo Novo Capoeira Angola | |
| Tashiba Grey | Staff | TCS Grad '03 |
| Katherine Gross | The Charlotte Foundation | |
| Mildred Idada | | TCS Grad '09 |
| Neptopha Jean | Staff | TCS Grad '05 |
| Rachelle Jeanty | | TCS Grad '09 |
| Nina Keough | | TCS Grad '00 |
| Josh Lynch | | TCS Grad '09 |
| Victoria Maestre | | TCS Grad '10 |
| Tahran Maxwell | | TCS Grad '09 |
| Asia Medley | | TCS Grad '07 |
| Miriam Messinger | Past Executive Director | |
| David Moy | The Hyams Foundation | |
| Hector Negron | Staff | |
| Whitney Ogbesoyen | | TCS Grad '09 |
| Samantha Osunde | | TCS Grad '09 |
| Sarah Osunde | | TCS Grad '09 |
| Jackney Prioly | Board Clerk | TCS Grad '99 |
| Richard Prophete | | TCS Grad '07 |
| James Roberts | Board Treasurer | |
| Juan Ramos | Board | |
| Alissa Romanow | | TCS Grad '01 |
| Matt Selines | Board | |
| Klare Shaw | The Barr Foundation | |
| Adam Shyevitch | Board | |
| Nevina Smallpiece | | TCS Grad '07 |
| Sam Solomon | TCS Parent | |
| Neil Sullivan | Private Industry Council, TCS Parent | |
| Mark Tomizawa | Board | |
| Vy Vu | | TCS Grad '00 |
| Tonea Washington | | TCS Grad '09 |
| Randall Yee | Board | TCS Grad '00 |