Captain Planet Foundation
Strategic Plan 2019-2022

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Introduction

During this strategic planning period (2019-2022), Captain Planet Foundation will mark three important milestones - 30 years since Ted Turner challenged Producer Barbara Pyle to bring to life a superhero for the planet (1989); 30 years since Captain Planet & the Planeteers premiered and inspired young people worldwide (1990); and 30 years since the Captain Planet Foundation was established to support the activation of youth to become Planeteers in their own communities (1991).

Captain Planet & the Planeteers was ahead of its time. The underlying (and generally unknown) mythology behind the show was that young people from different walks of life and different parts of the globe possess superpowers to solve the world’s most complex problems - if they work collaboratively. Together, the Planeteers fought villains that represented some of the nastiest environmental issues facing the planet - poaching, pollution, resource exploitation; as well as social issues like disease, drug-abuse, bullying, apathy, and corruption.

Thirty years later, these issues are no less relevant and even more pressing. We need a superhero for the planet more than ever, AND the world is beginning to finally realize that the power is in the young people who come together to face the problem head on. We are increasingly seeing young people, rightfully impatient for action, taking up the mantle of leadership for change. In the same month that this Strategic Plan goes into effect, millions of youth will be marching the streets of every major global city to demand action on climate.

As Captain Planet reaches its 30th year, the Captain Planet Foundation must ensure that it is living up to its original mandate of supporting young, burgeoning Planeteers. This strategic planning process has provided an important opportunity to critically examine the mission of the organization, who we are, who we are serving, how we are perceived, what programs we offer to advance our mission, and how we can better operate to maximize our impact. Based on that critical examination, the goals and structures offered in this Strategic Plan represents another significant pivot in the evolution of the organization - one that includes the direct engagement and empowerment of young people at a greater scale.

The planetary outcome over the next thirty years will depend on the actions we take today, and the most critical stakeholders of that future are today’s youth. The Captain Planet Foundation is advancing a strategic agenda to focus on creating and providing tools, opportunities, and support to engage and empower youth, around the world, to become change-makers and problem-solvers for their planet.

“By our powers combined”.

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Where We’ve Been - History

In 1990, Ted Turner, Executive Producer Barbara Pyle, and Turner Broadcasting System, Inc. premiered *Captain Planet and the Planeteers*, the world’s first animated series with an environmental superhero. The 113-episode series was broadcast for six years in over 220 US markets, 100 countries, and was translated into 23 different languages.

Captain Planet Foundation (CPF) was launched in 1991 after the cartoon became the #1 Saturday morning show and youth around the world activated to become “Planeteers”. The mission was to provide activated youth with opportunities for hands-on learning experiences that would teach them how to create solutions to environmental issues in their schools, communities, and the natural world in which they live.

During the first twenty years of the Captain Planet Foundation’s existence, the majority of the organization’s impact was generated through a Small Grants Program administered through educators, schools, non-profits, and other partners who applied for projects that would inspire and educate youth how to embrace and strengthen their power to create positive change. The Small Grants program provided over $2 million in grants ranging from $500 to $2,500 per grant. These grants positively impacted over one million young people in every US state and twenty-three countries.

As part of its 20th anniversary celebration in 2011, CPF’s Board of Directors issued two strategic directives to expand the organization’s reach beyond an educator’s capacity to successfully apply for a Small Grant. These two directives represented the first major pivot point in the operation of the organization.

The main directive was for the organization to identify, develop, and pilot “Best Practice” programs based on the areas of greatest demand within the roughly 2,000 projects funded. Successful pilots would become fully-scaled programs operated by CPF.

The second directive was to examine the 20-year history of awarded grants in order to better understand environmental education market trends and demands; and to identify best-practices and scalable solutions within those grants that could be provided back to the education marketplace as models to encourage more educators to take learning outside.

To meet these goals, Leesa Carter-Jones was brought on as the Executive Director of the foundation in 2012. In turn, she hired a staff of education and environmental professionals to bring those directives into fruition.
Directive #1 - Best Practice Programs

Project Learning Garden
Of the 2,000+ grants that had been funded in the first twenty years of the organization’s existence, nearly 750 of them had been related to school gardens. If CPF was endeavoring to create Best Practice Programs to help advance the goal of connecting youth with nature, school gardens were clearly a popular way of getting there.

So in early 2012, Project Learning Garden (PLG), was launched with nine elementary schools in Cobb County, Georgia. PLG was designed based on best practices in school garden and outdoor classroom facilitation and management, with the goal of providing schools with the materials and support they would need to create a sustainable outdoor learning space that would serve a diversity of school needs and goals. Since that time, Project Learning Garden has expanded into middle schools and Pre-K and is in 447 of schools, in 33 states; including 284 schools in metro-Atlanta, Georgia, and 51 schools in the Los Angeles/Ventura areas of California.

In 2018, PLG’s first international expansion was in a model partnership with UK-based Garden Organic and the Mayor’s Office in London to install Project Learning Garden into 32 primary schools across three high-poverty boroughs in Greater London.

Project Hero
Another trend that emerged from the grant data was an emphasis on habitat protection and creation. That trend was brought to life with anecdotal stories of educators who were looking for ways to meaningfully engage the empathy their students expressed when learning about endangered and threatened species, but who felt they lacked the tools and resources to do so. The concept for Project Hero was developed to meet this need and to provide educators with a tool and the resources necessary to engage and catalyze empathy into action, while also meeting the educators’ instructional needs.

In 2014, CPF brought together several high-profile conservation organizations to conceptualize a tool that could leverage the real-world scientific and species data with the existing resources, media, and project opportunities of conservation organizations to create “Quests”, or project-based learning journeys, for K-12 classrooms. These Quests ultimately engage and encourage young people to perform a restoration or intervention project to become part of the solution needed for a species group or ecosystem.

After four years of iterative design and testing, the first Quest was launched in 2018 as part of a robust web-based system that allows CPF to partner with conservation organizations to create customized Quests that engage youth in their missions. There are currently six (6) Quests.
Directive #2 - Grant Retrospective

The Leadership Center at CPF, later renamed the CPF Institute, was created in 2012 to conduct a review and synthesis of 20 years of grant-making by the Foundation. The goals were to illuminate trends in grant requests in order to inform the development of operational programs (see Directive #1); and to identify the best practices, curricula, tools, and resources that had been produced through the grants and which would add value to the science and environmental education market. These would be efficiently curated and provided back to educators as best practice models.

Over the seven years that followed, in addition to gleaning data that has informed the development of Project Learning Garden and Project Hero, the CPF Institute developed several products for the K-12 and informal education markets including:

- **ecoSTEM Kits** - Curated collections of hands-on science activities and materials, organized thematically (i.e. healthy soil, pollination, renewable energy, clean water), to help educators who may be new to outdoor learning meaningfully engage their students in explorations of learning standards that have real world implications;

- **SAGES (Science for All Generations through Environmental Stewardship)** - grade-level lesson frameworks that connect exploration of the natural world and systems to Next Generation Science standards;

- **GREAT Pathways** - A phenomenon-based, curated sequence of activities and investigation protocols that guide students through deeply engaging science learning to explore various environmental science topics;

- **Educator workshops** - Providing science educators with tools and strategies for facilitated engaged three-dimensional science learning.

In the seven years since the Institute was created, the program has accomplished the directive. As such, CPF is sunsetting the Institute as a separate program, and absorbing the continual curation of kits, lessons, and best practices into the general operations continuation of the organization.
An Evolution/Revolution - Change-Makers

The two directives issued in 2011 resulted in programming for which the primary audience was educators. This made sense as it was educators who had been submitting applications for Small Grants during the previous twenty years, and one could argue that engaging educators, especially in the public K-12 education system, was the most equitable and scalable way to reach and empower all young people.

However, something has changed in the last few years. Young people, especially Gen Z, with unprecedented access to information and the ability to connect and communicate right in their palm, have become rightfully impatient to engage in direct action on the most pressing environmental issues facing the planet.

Young people from around the world are organizing themselves to take and demand action on climate change, ocean health, social and environmental justice, human rights, and the other issues that the Planeteers addressed close to thirty years ago. Recognizing that supporting these efforts is squarely aligned with the original mandate of the organization, the Captain Planet Foundation is working towards developing a new program tentatively named **Change-Makers** to provide direct access to tools, opportunities, and support for young people using their voices and direct action to protect and conserve the planet and all its species.

Work on Change-Makers began in 2017 when the U.S. Green Building Council invited CPF to host and organize a Youth Summit to coincide with their April 2017 Green Schools Conference & Expo held in Atlanta, GA. Rather than lecturing to kids, CPF organized the summit as an immersive workshop for students to hone their change-making skills.

In 2018, that concept was elevated into the first Ocean Heroes Bootcamp co-designed and co-founded with Lonely Whale, Point Break Foundation, and Ocean Wise; and programmed with six other ocean health organizations, including: UN Environment, Algalita, 5Gyres Institute, Big Blue & You, Litterati, and Plastic Paradise.

This Bootcamp model has demonstrated huge potential for engaging and empowering activated youth into meaningful action at a large scale.
Where We Stand - A SWOT Analysis

As we stand at the precipice of the thirty year mark, CPF is situated at a critical point for scaling developed, proven programs and sunsetting unscalable initiatives. Making the wise decision about where the organization should prioritize resources and focus requires looking at the landscape with open eyes, an honest assessment of our own strengths and weaknesses, and a readiness to make trade-offs and sacrifices.

While SWOT analyses have their bias flaws, they’re helpful for providing at least one perspective of the context in which the organization is situated.

The SWOT analysis below is a distillation of several iterations and input sessions from CPF staff members. It is intentionally kept to a high-level to illuminate organizational-level strategies that need to be prioritized ahead of programmatic strategy.

Organizational Level SWOT Analysis

<table>
<thead>
<tr>
<th>Internal</th>
<th>Helpful</th>
<th>Harmful</th>
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<tbody>
<tr>
<td></td>
<td><strong>STRENGTHS</strong></td>
<td><strong>WEAKNESSES</strong></td>
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<td></td>
<td>Nimbleness to Respond to Opportunities</td>
<td>Systems dev &amp; adherence</td>
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<td></td>
<td>Partnerships</td>
<td>Efficient production of distributable products</td>
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<td></td>
<td>Legacy</td>
<td>External communication of brand</td>
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<td></td>
<td>Strong following of educators</td>
<td>Donor cultivation</td>
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<tr>
<td></td>
<td>Org &amp; leadership culture</td>
<td>“Foundation” in title creates confusion for funders</td>
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<tr>
<td></td>
<td>Rich stable of contractors w/ deep expertise</td>
<td>Data integrity &amp; maintenance</td>
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<td></td>
<td>Creative ideation &amp; risk taking</td>
<td>Formal mechanisms for programmatic measurement &amp; assessment</td>
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<td></td>
<td></td>
<td>Capacity to meet demand / small staff</td>
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<td></td>
<td></td>
<td>Existing mission doesn’t reflect expanded work</td>
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<tr>
<td>External</td>
<td><strong>OPPORTUNITIES</strong></td>
<td><strong>THREATS/ RISKS</strong></td>
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<tr>
<td></td>
<td>Scalability of Programs</td>
<td>Overcommitting / under-delivering</td>
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<tr>
<td></td>
<td>Demand for products &amp; programs</td>
<td>Market Competition</td>
</tr>
<tr>
<td></td>
<td>Strong brand identity</td>
<td>Underdeveloped earned revenue streams</td>
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<td></td>
<td>Rich partnerships and opportunities</td>
<td>Over-reliance on event revenue (Gala)</td>
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<td></td>
<td>Growing emphasis on youth empowerment</td>
<td>Keeping up w/ tech development</td>
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<td>Legal compliance</td>
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<td>Politics of partners</td>
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<td></td>
<td></td>
<td>Continuous investment in non-scalable programs</td>
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</tbody>
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Strategic SWOT Highlights:

● While the ability to be nimble and respond to new opportunities is perceived as a strength and there are ample opportunities to develop new partnerships, the success of these endeavors are limited by capacity (visa vi resources). The risk is over-committing and under-delivering thereby jeopardizing our reputation.
  ○ THEREFORE, CPF needs to prioritize capacity-building into all project budgets and shift to a functional staffing & project management structure. The organization also needs to be judicious about what projects and opportunities it pursues.

● While the legacy of the organization is deep and the brand identity of Captain Planet is strong (especially with rising influencers who were raised on the show), without a strong external communications plan and presence, we are not capturing and converting the support of this potentially huge constituent segment.
  ○ THEREFORE, CPF needs to develop a strategic marketing and communications plan that emphasizes engagement and conversion of “new” (dormant?) loyal donor and constituent base.

● While the organization cultivates a culture of creative development and ideation to meet emerging market demands, without the operational systems and discipline to be efficient, and self-critical, we risk the over-expenditure of resources during development and taking too long to go to market.
  ○ THEREFORE, CPF needs to structure and enforce a product and program development pipeline and project management process to deliver (or terminate) deliverables in an efficient manner. The organization also needs to develop more rigorous accountability measures for keeping people on timelines and budgets.

● While the organization has a long legacy with a loyal local following in Atlanta, an over-reliance on a small donor base through a single, high-investment event consolidates operational revenue risk into a small and vulnerable segment.
  ○ THEREFORE, CPF needs to develop a robust development strategy and program to cultivate a diversified donor portfolio including individual and corporate donors, as well as structure earned revenue opportunities.
While the organization was initially created as a Foundation that distributes Small Grants and has built its legacy on that designation, the confusion that the word “foundation” creates with funders is a limiting factor. Being designated a “foundation” also communicates passive support vs. active development of new initiatives.

○ THEREFORE, CPF needs to consider a subtle rebranding/renaming, possibly a division of the work of the “FOUNDATION” (granting) from that of another entity that houses its operational programs (DBA Captain Planet Institute) that facilitates the more activated ideation/engagement work, and which would communicate a greater need for support.

While much of the early program development work of CPF was locally-based and developed in close and personalized support of educators, if the organization is going to move to scale, programs must reduce the required individualized contact time with educators.

○ THEREFORE, CPF must determine whether it wants to scale beyond the local programming level, and then evaluate all program offerings as it relates to target reach and scalability.

While much of the early program development and roll-out was grant funded or self-funded by the organization, the organization should be developing diversified revenue streams to support and sustain programming outside of philanthropic support.

○ THEREFORE, CPF should examine program and project offerings in terms of their demand in the education marketplace, and determine the most efficient and effective ways to scale or structure revenue streams based on those offerings.

While the audience for CPF programming and products has historically been educators, there is a growing demand and opportunity to provide support and opportunities directly to youth. Early work has demonstrated that there is a large global appetite for this work. However, without growing capacity in terms of staffing and systems, this work has the potential to overwhelm the organization.

○ THEREFORE, CPF needs to enter into this space cautiously and with a strategy tied to building capacity.
• Although CPF has a rich network of contacts, constituents, and partners - collecting and managing the record of communications and interactions with these individuals requires continuous data entry and database utilization and maintenance.
  ○ THEREFORE, CPF needs to enforce the requirement that ALL staff adhere to capturing contact and communication data within the database, and we have to increase capacity or prioritize activities to ensure the database is adequately maintained to provide an accurate record.
Where We are Heading - The Big Pivots

Proposed Rebranding/ Renaming

Given the evolution of the organization’s functions from being strictly a grant-making organization to one that is operating programs and developing and distributing projects, the name Captain Planet Foundation no longer adequately describes the organization, and even presents barriers for cultivating new funders, donors, and revenue streams. As such, we will be developing a new branding scheme for the organization under a new title - Captain Planet Institute. This would not be instituted as a legal name change, but rather a distinction within the operational structure of the organization.

- **Captain Planet Institute**: Primary, front-facing brand that facilitates programs and product development
- **Captain Planet Foundation**: Brand that continues facilitating Small Grants

The term “Institute” preserves the legacy and gravitas of the organization’s accomplishments while also communicating a more action-oriented approach to the mission. Captain Planet Foundation would be preserved and used solely in relation to the grant making activities.

Redefining the Mission

As with the name, the previous mission statement may no longer adequately reflect the priorities and activities of the organization. Moving forward, we will be operating under a revised mission statement:

- **Previous Mission**: CPF gives the next generation of environmental stewards an active understanding and love for the natural world in which they live.

- **New Mission**: *CPI works collaboratively to engage and empower young people to be problem solvers for the planet.*

Scale

Captain Planet Foundation has spent the last decade ideating, designing, building, testing, and refining programs and products primarily for educators in order to engage their students in environmental learning and problem-solving. This phase has resulted in several impactful programs and products that are ready to scale, but others that are not readily scalable. In this strategic planning period, CPI will invest and prioritize the products and programs that are scalable, and discontinue support of those that, in their current form, require continuous investment and development without a high opportunity for distribution.
Impact

We are living in a time of unprecedented need to engage and encourage empathy, catalyze action, and empower young people to be agents of change. The Captain Planet Foundation operates in the fortuitous nexus of environmental, educational, and youth empowerment work. We have a unique opportunity to collaborate with a wide-range of partners to engage and empower young people in an equally diverse range of issues and efforts. In this strategic planning period, CPI will invest the bulk of its time and resources in programs and projects that offer the greatest impact and reach to engage as many youth as possible in becoming problem solvers for the planet. This will likely entail international partnerships.

What We Need to Get There

Systemization & Data Integrity

Critical to achieving Scale or Impact is the development and adherence to operational systems, processes, and protocols within the organization. Early in this strategic planning execution, CPI will initiate a systems development project to identify all processes and a structure to design and document all systems. CPI will also structure a database maintenance process and timeline to clean up existing data, and ensure data integrity moving forward.

Development

Capacity is the limiting factor for CPI’s success in any of these efforts, and the only way to increase capacity is to increase revenue. Early in this strategic planning execution, CPI will be adding a staff position with a sole focus on development including honing external communications strategies to engage new constituents, strategic individual donor cultivation, grant research and management, and helping to structure and implement opportunities for earned revenue streams.
Strategic Fundamentals

Mission

*CPI works collaboratively to engage and empower young people to be problem solvers for the planet.*

Vision

The Captain Planet Institute works with partners to develop the tools, resources, strategies, and opportunities that engage youth, connect them with their communities and environment, and empower them to be active global citizens and collaborative agents of change for the planet.

Working Principles

In all the Captain Planet Institute does, we will prioritize and value these principles:

- **Community Inclusion**: Decisions and programming prioritize the knowledge, experience, ideas, and dignity of the communities they are intended to benefit.

- **Collaboration**: Prioritize opportunities that leverage partnerships, convenings, resources, talent, ideas, and actions to produce the best possible outcomes.

- **Market Responsiveness**: Regularly assess the market to determine where the investment of programmatic resources, talent, and ideas will meet market demand in K-12 and most efficiently and effectively produce increased knowledge and desired outcomes in young people.

- **Rigor**: Evaluate how the scaled implementation of our innovative programs can result in specific and measurable impacts.

- **Knowledge Sharing**: Identify and curate the best tools, trainings, and resources that can be shared at scale.
Strategic Goals

ORGANIZATION/ CENTRAL OPERATIONS

OPERATIONS

Increase efficiency and efficacy of operations and programs through the following:

- Centralize all operational functions (ordering/ fulfillment/ contracting/ budgeting/ etc.) under one central operations department
- Create and/ or update operational policies & procedures and capture the changes/ updates in revised versions of Employee Handbook & governing documents for the organization
- Design and implement impact monitoring and evaluation systems across programs and for the organization overall
- Develop project management processes and structures to deliver discrete outputs on time and budget
- Continue to build structure and process to develop and maintain reliable and robust organizational database
- Continually assess and improve operational systems and efficiencies

PEOPLE

Attract and retain high-quality staff by:

- Increasing staff capacity including hiring for the following positions:
  - Development Manager (2019)
  - Program Directors - Change Makers and Project Hero (2020)
  - Social/ Digital Media Manager /Associate (2020)
  - Super Admin / Database Manager (2020)
  - Educational Content Editor (2021)
- Establishing formal on-boarding/ off-boarding procedures
- Clearly defining growth opportunities & career pathways (if any) for all positions
- Establishing formal internship program
- Developing & implementing Diversity, Equity, and Inclusion plan
- Maintain a team of talented contractors to provide high-quality outputs that add value and credibility to CPF products
ENGAGEMENT & GROWTH

Increase the visibility and support of the organization, with a focus on increasing and improving development efforts and the public presence of CPF leadership through:

- Design, curate, and implement an online store to make products available to the broader market - ecoSTEM Kits, PLG assets, CP merchandise, etc.
- Enhancing board development & engagement
- Increase visibility of staff & board, particularly senior leadership, through public speaking, earned media, and authoring of op-eds and blog postings on CPF website
- Increase organizational budget by 25% annually through increased fee for service offerings, hiring of dedicated development staff, increased number of partnerships with corporations, and the expansion of outreach to millennials and “Gen-X” demographics
COMMUNICATIONS

OPERATIONS

*Develop consistent, professional, streamlined, and industry-standard systems for:*

- Reinforcing brand guidelines and integrity
- File management
- Web management
- Constituent data collection & management
- External communications

*Enhance online resource availability*

- Design, develop, and populate centralized online educator resource library
- Expand online availability for ‘legacy’ Captain Planet & Planeteers materials

*Develop communications plan in order to:*

- Define strategic audiences & conversion goals
- Develop strategies for reaching audience segments
- Define communications goals and processes for measuring progress towards goals (i.e. Google Analytics)

ENGAGEMENT & GROWTH

*Develop templates and schedules for communicating the work of organization externally in order to grow brand identity and constituent support.*

- Develop process, format, and schedule for creating and sending regular communications to segmented audiences (i.e. PLG, PH, General)
- Develop proactive strategy for social media post development and posting
PROJECT LEARNING GARDEN

Project Learning Garden’s purpose is to help learners, educators, and those that support and collaborate with them to recognize that a schoolyard garden is an incredibly effective learning space that is ideal for engaging in inquiry-driven, project-based learning in a wide variety of subject areas and disciplines while simultaneously increasing healthy behaviors and eating habits as well as the awareness of and love for the natural world in everyone that uses them.

The program’s driving ambition is for all schools to have a thriving, engaging, and fun outdoor learning environment and that garden classrooms are viewed as essential to a school as assembly halls, gymnasiums, playgrounds, cafeterias, and traditional classrooms. To achieve this goal, Project Learning Garden (PLG) is based on best-practices in project-based learning & schoolyard garden programs as well as research illustrating what approaches and practices positively shape the eating habits of children as they are growing.

OPERATIONS

*Increase opportunities for reaching announced geographic targets (500 schools in Metro Atlanta and 100 schools in Los Angeles area) through:*

- Expanding boundaries of what is considered “Metro Atlanta” to allow for inclusion of school systems located in counties included in the Federal Government’s Atlanta Metropolitan Statistical Area (MSA) and prioritizing expansion in Clayton, Coweta, and Douglas counties
- Designing and conducting STEAMy Garden pilot with LAUSD, which would be expanded to other schools with emphasis on STEM/STEAM.

*Create, implement, and refine systems that increase program impact and efficiency*

- Increasing the depth of program adoption
  - For existing schools/teachers
  - For new schools/teachers
- Testing feasibility of partnering with foundations and other related service providers to create “Garden Learning Coordinators” at statewide or large district level
- Establishing program specific monitoring & evaluation system with ability to clearly show impact for:
  - Overall Program
  - Specific curricular area
  - Health & nutrition outcomes

*Develop dedicated feedback and improvement channels through:*

- Establishing PLG specific ongoing advisory committee(s)
- Creating PLG Educator “kitchen cabinet” for testing new ideas and evaluating program delivery effectiveness
ENGAGEMENT & GROWTH

Support the growth of PLG in existing markets through:

- Increasing partnerships at micro level (i.e. no larger than single school district) by engaging in outreach to local businesses, chambers of commerce, and community foundations in addition to school and district leadership and parent organizations
- Developing and implementing volunteer management protocols to enable increased corporate volunteer engagement opportunities
- Identifying and establishing relationships with additional funding partners for district wide expansion of STEAM project with LAUSD as well as Ventura County
- Identifying the five most likely major funding sources, develop outreach plan and pitch, execute outreach, maintain pipeline of at least five prospects
- Designing and marketing “bundled” program offerings at higher-price point for more robust offerings - i.e. pairing PLG with Project Hero Quests, ecoSTEM Kits, etc. for more robust offerings

Grow the reach of PLG in new domestic markets by:

- Establishing criteria for selecting next major metropolitan area for expansion of program and successfully executing outreach and partnership development in at least one major market by 2022
- Determine the viability of specific program element focused on rural communities, particularly in partnership with rural focused grantmaking associations, the Rural Education Alliance, federal government agencies such as the USDA, the Appalachian Regional Commission (ARC), the Delta Regional Authority (DRA), and the Bureau of Indian Affairs

Expand the initial growth of PLG internationally by:

- Refining an international growth plan with CPF’s role as licensor and consultant, using UK partnership as a model.
- Capturing best practices and key requirements in order to develop “playbook” for additional international growth opportunities
- Conducting initial review of PLG partnership viability in Chile and France
Project Hero is a program of the Captain Planet Foundation designed to catalyze the natural empathy kids have for other living things around them into actionable change.

The main “unit” of Project Hero is a Quest. A Quest is essentially a learning journey for students focused on an ecosystem or environmental issue that our partner organizations want to engage and mobilize young people to understand and partake with. These Quests are tailored project-based learning pathways to allow kids to understand the issue and to design and implement meaningful solutions to make a difference.

The development and distribution of Quests occurs on the Project Hero platform – a robust web-based system that allows Captain Planet Foundation to quickly and affordably develop custom Quests in partnerships with a wide variety of partner organizations. After four years of work and significant investment in the capitalization of the design, testing, and development of the base system for Project Hero, the Captain Planet Foundation has begun launching quests and is now poised to increase the functionality of the platform as well as the number of quests available to the public.

Due to the significant number of developments and the speed in which they are approaching the goals for Project Hero are separated into near-term (June 2019-June 2020) and long-term (June 2020-June 2022). The near-term goals are presented in a similar manner to PLG and the CPF Institute while the long-term goals are not separated out into focus areas and do not have KPIs reflected in the appendix. However, the long-term goals should be reviewed and KPIs established and added to the appendix at the end of FY 2020.

**OPERATIONS**

Support transition of the program from testing phase to full deployment through:

- Developing updated business plan that demonstrates how program will:
  - Support continuous development of functionality and increased capacity to meet demands of user volume growth
  - Establish system for determining level of continuous maintenance required
- Clarifying how feedback loops will be identified and incorporated
- Implementing system(s) for monitoring innovations and potential competitors in both the EdTech & Gaming fields
- Analyzing Quest design & development process to understand common needs across Quests
- Establishing ongoing advisory committees relevant to the program including:
  - Impact Evaluation & Measurement
  - EdTech
  - Character building skills - empathy, teamwork, civics, etc
Design and implement an impact measurement system that includes:

- Collection and illustration of aggregated impact across all Quests
- Establishment of protocol for the regular review of all impact measurements for each Quest in order to identify additional common impact measurements
- Creation of dashboards to enable data visualization

Prepare for needs derived from “all layers of intention” through creating a design process that assesses needs for:

- Building in desired ‘functions’ such as character building, empathy building, civic engagement
- Creating opportunities to connect with citizen science and data sources through API
- Enabling gamification & Social Networking
- Allowing individual level account creation

Ensure data accuracy and usefulness by developing a species data & mapping plan that:

- Ensures credible data sources, curation, and dissemination across Quests
- Provides a scalable method for curating and mapping data
- Allows for leveraging of opportunities and resources of partners
- Provides ability to extend internationally

ENGAGEMENT & GROWTH

Successfully grow the program’s user base and revenue over the next 12 months by:

- Launching 6 Quests by the end of FY 2020
- Developing new marketing plans for rollout and adoption by both key audiences: Educators & Partners
  - For educators this includes:
    - Clearly defining the value proposition of the platform as both tool that is both educational and engaging
    - Collection and inclusion of relevant impact measurements in marketing materials
    - Developing formalized feedback loops for educator and student input on improvements
  - For potential partners and funders:
    - Creation of specific outreach materials for foundations, corporations, government agencies, environmental advocacy/policy groups, and documentary filmmakers
The central purpose of the ChangeMakers program is to develop tools and opportunities to connect young people from around the world to tackle global-scale issues “through their powers combined”.

Captain Planet Foundation is uniquely suited to take on the work of serving as the backbone organization in the work of convening coalitions of organizations to engage and empower youth to take on complex global issues. As an organization, we sit at the nexus of youth engagement, education, and environment. This means we work with a wide variety of partners in all three spheres that desire to bridge into the other spheres. CPF values collaboration as a core strategy and with this, we have the opportunity to work with a variety of organizations and partners to create opportunities to educate and engage youth to use their voices and actions to bolster the work of the many organizations with missions that align with the values of CPF.

While the ChangeMakers program is young, it does present an interesting challenge due to the fact that one of the programs initiatives, the Ocean Hero Bootcamp, is significantly further along in its development than any other element of the program. It is worth noting here that attention should be paid to this situation as it creates the potential for the initiative to overtake or overwhelm the broader program. This is not necessarily a negative outcome, but one that should be intentional.

OPERATIONS

Define what program services and offerings, if any, will be developed aside from Hero Bootcamps

- Facilitation of Youth Engagement offerings for issue advocacy organizations, government bodies, and corporations
- Development and implementation of environmental advocacy skills for youth (i.e. Straw Free Atlanta Concept)

Establish timeline and process for determining program viability
Hero Bootcamps:

Hero Bootcamps are events focused on particular environmental issues that bring together youth that have self-identified as being passionate about that issue to provide them with the knowledge, skills, resources, network, and specific activation goal to make a meaningful impact on that issue. Bootcamps employ a peer-to-peer teaching and mentorship model where young people demonstrating success in affecting change are invited as Squad Leaders - peer mentors to educate, inspire, and train their less experienced peers. The attendees of Hero Bootcamps are young people who are passionate about the issue, but who may yet lack the skills or experience to carry out effective campaigns.

During the multi-day Bootcamp, young Heroes learn the issues from experts, and they learn and practice the skills to develop and carry out their own campaigns from Squad Leaders. Before the Bootcamp concludes, the group identifies a collective goal that guides their local campaigns. Progress towards this collective goal is tracked over the course of the year leading up to the next Bootcamp.

Goals FY2020-21

- Co-develop 5 year strategic plan for Ocean Heroes Bootcamp through 2025 with co-founding organizations
- Define and develop partnership with World Sailing Trust
- Determine viability of “Fashion Heroes” Bootcamp: Assess potential for additional Hero Bootcamps
  - Identify 2-3 issues (i.e. Energy Heroes) and relevant partner organizations
- Review and update “Ocean Heroes Strategy” document presented to key partners in March of 2019. (See appendix for full document)
As the Captain Planet Institute enters its next stage of development and growth, it is worth reinforcing the significance of the board’s directives in 2011 to both review the portfolio of grants to determine what, if any, best practices, tools, or ideas could be compiled and shared with the broader community; and to establish direct service programs based upon lessons learned over the organization’s history. This spirit of learning, maximization of investments, and increasing impact is at the core of what makes CPI a uniquely strong organization both as a service provider and a place of employment.

The iterative design and development process the organization has taken in building and growing its programs and products has ensured that they are well positioned to scale. It has also created an organizational structure and culture of nimble ideation and testing of ideas. Moving forward, the continued or even increased investment in the small grants program as well as efforts to formalize the ideation process and enhance the ability to learn from it (as well as all existing programs) will yield significant impact in an increasingly efficient manner that will contribute to the sustainability of the organization and further enhance its efforts to grow.

The strategies and tactics included in this plan will need to be complemented with detailed communications, development, and financial plans to guide the work of the organization in the years ahead. Additionally, regularly scheduled time for both the staff and the board to assess not only progress on goals but also that all stakeholders remain grounded in the values and culture that CPF has cultivated over the past 28 years.

Achievement of the goals & priorities outlined for the organization and each of its programs will result in a stronger, more effective, and more sustainable organization with the capacity and funding to work effectively for years to come.
Appendices

Strategic Plan Monitoring & Evaluation Recommendations

Action Matrix
PLAN MONITORING & EVALUATION RECOMMENDATIONS

Assign responsibilities for monitoring & evaluating strategic plan implementation
- Determine individual responsible for overall implementation of strategic plan
- Determine individual responsible for each goal and objective
  - Only one individual should have primary responsibility for each goal and/or objective
- Identify individual responsible for monitoring plan implementation and making decisions based on results

Create schedule for reporting on strategic plan implementation status
- CEO should report at least quarterly to the Captain Planet Foundation Board of Directors
- Departmental and Program Directors/Managers should report monthly to the CEO
- All reports should be written and delivered to intended audience one week in advance of meeting

What to include in reports
Reports should first answer the following question: Are goals and objectives being achieved?
- If goals are being met provide opportunity to acknowledge, reward and communicate the progress. Be sure supporting documentation is available
- If not, then provide answers to the following additional questions:
  - Will the goals be achieved according to the timelines specified in the plan? If not, then why?
  - Should the deadlines for completion be changed? Avoid making deadline changes before obtaining full understanding of factors creating the delay in schedule
  - Do relevant staff have enough funding/tools/training/time/capacity to achieve the goal?
  - Do the goals and objectives remain realistic?
  - Should priorities be adjusted to increase focus on goals?
  - Should the goals be changed? (Have full understanding of factors contributing to inability to achieve goals before making changes)
  - What can be learned from our monitoring and evaluation efforts to improve future planning activities?

- Reports should also include information on:
  - Trends regarding the progress (or lack thereof) toward goals, including which goals and objectives
  - Recommendations for addressing status
  - Action and/or input needed from Board or Management
Accept that deviation from the plan is likely and that is ok!
Deviation from the plan is normal and almost expected. The strategic plan is a guide, not a binding contract. It is impossible to anticipate every potential change the organization will face and many of the factors that might lead to deviation from the plan are external and beyond CPF’s control. The important issue to focus on is gaining an understanding of what contributed to the need for deviation and how the organization can learn from it.

Process for making changes to the plan
The protocol for formally changing the plan should address three major issues. The first issue is ensuring that all other reasonable options have been reviewed and that changing the plan is necessary. The second is providing a method for understanding the issue(s) that created the need for a change to the plan. The final is providing a mechanism for capturing the changes to the plan and communicating the changes to stakeholders.

The changes should be captured in a document shared with the Captain Planet Foundation’s Board of Directors for their review and approval. The document should provide answers to the following questions:

1. What is causing changes to be made?
2. Why the changes should be made? (the "why" is often different than "what is causing" the changes).
3. What are the details of the changes to be made, including goals, objectives, responsibilities and timelines?

After the document has been compiled, submitted, and approved, incorporate the changes into a revised version of the Captain Planet Foundation’s strategic plan. The previous version(s) of the plan should be retained with a copy of the document explaining the rationale for the change(s). The new version should be marked to indicate both the version (i.e. plan 1.2, 2.0, etc.) and the date the new plan went into effect.

Finally, always discuss and record what can be learned from recent planning activity to make the next strategic planning activity more efficient.
<table>
<thead>
<tr>
<th>GOAL</th>
<th>STRATEGY</th>
<th>OBJECTIVE</th>
<th>DEPT</th>
<th>RESPONSIBILITY</th>
<th>TIMELINE</th>
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</thead>
<tbody>
<tr>
<td>1. Increase efficiency and efficacy of operations and programs</td>
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<tr>
<td>1.1 Centralize all operational functions</td>
<td>1.1.1 All ordering, fulfillment, contracting, budgeting handled by one central operations team</td>
<td>Operations</td>
<td>Kathy, Courtney, Leesa</td>
<td>July 2019</td>
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<td></td>
<td>1.1.2 Hire additional operations support staff</td>
<td>Operations</td>
<td>Kathy, Courtney, Leesa</td>
<td>January 2020-If needed and funding available</td>
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<tr>
<td>1.2 Create and/or update operational policies &amp; procedures</td>
<td>1.2.1 Identify gaps or areas needing updates or revisions in current Employee Handbook</td>
<td>Operations</td>
<td>Kathy, Courtney, Leesa</td>
<td>August 2019</td>
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<td></td>
<td>1.2.2 Complete update of Employee Handbook &amp; Corporate Governing Documents</td>
<td>Operations</td>
<td>Kathy, Courtney, Leesa</td>
<td>January 2020</td>
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<td>1.3 Design and implement impact monitoring and evaluation system(s)</td>
<td>1.3.1 Hire Impact Measurement Manager/Associate/Consultant</td>
<td>Operations</td>
<td>Kathy, Courtney, Leesa</td>
<td>July 2019- if funding allows</td>
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<td></td>
<td>1.3.2 Complete update and review of organization impact metrics</td>
<td>Operations</td>
<td>Kathy, Courtney, Leesa, Tasha</td>
<td>July 2019</td>
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<td></td>
<td>1.3.3 Determine what additional information can and/or should be reported on/requested in grants</td>
<td>Operations</td>
<td>Kathy, Courtney, Leesa, Tasha</td>
<td>August 2019</td>
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<td></td>
<td>1.3.4 Develop and deploy revised impact measurement tools (surveys, grant reporting, etc.)</td>
<td>Operations</td>
<td>Kathy, Courtney, Leesa, Tasha</td>
<td>September 2019</td>
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<td>1.3.5 Assess Impact Measurements, report to board, adjust inputs as needed</td>
<td>Operations</td>
<td>Kathy, Courtney, Leesa, Tasha</td>
<td>September 2020</td>
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<td></td>
<td>1.3.6 Assess Impact Measurements, report to board, adjust inputs as needed</td>
<td>Operations</td>
<td>Kathy, Courtney, Leesa, Tasha</td>
<td>September 2021</td>
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<td></td>
<td>1.3.7 Assess Impact Measurements, report to board, adjust inputs as needed</td>
<td>Operations</td>
<td>Kathy, Courtney, Leesa, Tasha</td>
<td>September 2022</td>
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<tr>
<td>1.4 Design and implement uniform product/service need/fit assessment protocol</td>
<td>1.4.1 Determine key questions/information needed and method of gathering (surveys/focus groups/etc.)</td>
<td>Operations</td>
<td>Kathy, Courtney, Leesa, Tasha</td>
<td>July 2019</td>
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<td></td>
<td>1.4.2 Deploy product/service need/fit assessment protocol</td>
<td>Operations</td>
<td>Kathy, Courtney, Leesa, Tasha</td>
<td>July 2019</td>
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<td></td>
<td>1.4.3 Assess, Update/Revise Product/Service Need/Fit Assessment Protocol</td>
<td>Operations</td>
<td>Kathy, Courtney, Leesa</td>
<td>June 2020</td>
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<td>1.4.4 Assess, Update/Revise Product/Service Need/Fit Assessment Protocol</td>
<td>Operations</td>
<td>Kathy, Courtney, Leesa</td>
<td>June 2021</td>
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<tr>
<td>1.4.5 Assess, Update/Revise Product/Service Need/Fit Assessment Protocol</td>
<td>Operations</td>
<td>Kathy, Courtney, Leesa, Tasha</td>
<td>June 2022</td>
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<td>2. Attract and retain high-quality staff</td>
<td>2.1 Increase staff capacity</td>
<td>2.1.1 Draft position description(s) and initiate hiring process for Development manager/associate</td>
<td>Operations</td>
<td>Leesa, Kathy, Courtney</td>
<td>July 2019</td>
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<tr>
<td></td>
<td></td>
<td>2.1.2 Decide between hiring Program Manager for Youth Voice or Project Hero</td>
<td>Operations</td>
<td>Leesa, Courtney</td>
<td>July 2019</td>
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<tr>
<td></td>
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<td>2.1.3 Develop list of priority hiring by position</td>
<td>Operations</td>
<td>Kathy, Courtney, Leesa</td>
<td>July 2019</td>
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<tr>
<td></td>
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<td>2.1.4 Use priority hiring list to fill positions as funding and demonstrated need intersect. Review at least quarterly</td>
<td>Operations</td>
<td>Leesa, Courtney, Kathy</td>
<td>October 2019 - ongoing</td>
</tr>
<tr>
<td></td>
<td>2.2 Develop &amp; implement formal onboarding program</td>
<td>2.2.1 Create template for welcoming/onboarding packet with key HR documents, checklist of what employee can expect during first month of employment.</td>
<td>Operations</td>
<td>Kathy, Leesa</td>
<td>July 2019</td>
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<td>2.2.2 Develop schedule of informational meetings beginning with departmental colleagues, then each department head, and other staff/board as needed</td>
<td>Operations</td>
<td>Kathy, Leesa</td>
<td>July 2019</td>
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<td>2.2.3 Set schedule for onboarding check-ins with employee supervisor(s). Should be at least bi-weekly during first 3 months of employment</td>
<td>Operations</td>
<td>Kathy, Leesa</td>
<td>July 2019</td>
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<tr>
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<td>2.2.4 Establish formal process for reviewing efficacy of onboarding program and method for instituting changes/improvements</td>
<td>Operations</td>
<td>Kathy, Leesa</td>
<td>July 2019</td>
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<tr>
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<td>2.3 Clearly define growth opportunities &amp; career pathways (if any) for all positions</td>
<td>2.3.1 Formalize Organizational Staffing Chart, with clear indications of reporting structure and potential pathway for growth</td>
<td>Operations</td>
<td>Leesa, Courtney, Kathy</td>
<td>July 2019</td>
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<td>2.3.2 Review position descriptions for all current, open, and known upcoming positions to ensure reporting structure and career ladders are clearly identified</td>
<td>Operations</td>
<td>Leesa, Kathy, Courtney</td>
<td>July 2019</td>
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<td>2.4. Establish formal internship program</td>
<td>2.4.1 Finalize process, calendar, and documents detailing program design</td>
<td>Operations</td>
<td>Leesa, Kathy, Courtney</td>
<td>July 2019</td>
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<td></td>
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<td>2.4.2 Conduct outreach to universities, funders, and other stakeholders informing them of program and soliciting applicants</td>
<td>Operations</td>
<td>Leesa, Courtney</td>
<td>July 2019</td>
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<td></td>
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<td>2.4.3 Formally launch program</td>
<td>Operations</td>
<td>ALL</td>
<td>August 2019</td>
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<td>2.4.4 Review program metrics, participant/partner feedback, incorporate recommendations. Repeat annually</td>
<td>Operations</td>
<td>ALL</td>
<td>August 2020-Ongoing</td>
</tr>
<tr>
<td>2.5 Develop &amp; implement Diversity, Equity, and Inclusion plan</td>
<td>2.5.1 Engage external consultant to provide support in process development &amp; delivery</td>
<td>Operations</td>
<td>Leesa</td>
<td>July 2019</td>
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<td>2.5.2 Begin execution of DEI process as recommended by external consultant</td>
<td>Operations</td>
<td>Leesa</td>
<td>October 2019</td>
<td></td>
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<tr>
<td></td>
<td>2.5.3 Report on process, findings, and recommendations to CPF Board of Directors</td>
<td>Operations</td>
<td>Leesa</td>
<td>December 2019</td>
<td></td>
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<tr>
<td>3. Increase the visibility and support of the organization</td>
<td>3.1 Enhance board development &amp; engagement</td>
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<td></td>
<td>3.1.1 Develop criteria for new board member invitation(s)</td>
<td>Operations</td>
<td>Leesa</td>
<td>July 2019</td>
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<tr>
<td></td>
<td>3.1.2 Determine # of upcoming board openings and develop shortlist of candidates</td>
<td>Operations</td>
<td>Leesa</td>
<td>July 2019-ongoing</td>
<td></td>
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<tr>
<td></td>
<td>3.1.3 Develop new board member onboarding process</td>
<td>Operations</td>
<td>Leesa, Courtney</td>
<td>July 2019</td>
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<td></td>
<td>3.1.4 Review and adjust board meeting schedule and by-laws related to attendance &amp; participation</td>
<td>Operations</td>
<td>Leesa</td>
<td>July 2019</td>
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<td>3.1.5 Determine updated programming strategy for board meetings moving forward, with focus on education and providing strategic input</td>
<td>Operations</td>
<td>Leesa, Courtney</td>
<td>July 2019</td>
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<td>3.1.6 Execute updated board communications plan with monthly board updates across all programs and teams &amp; one “in-depth” look at one program (each program gives “in-depth” report quarterly)</td>
<td>Operations</td>
<td>Leesa, Avery, Courtney</td>
<td>July 2019</td>
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<td>3.2 Establish proactive communications presence</td>
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<td>3.2.1 Launch formal communications planning process</td>
<td>Operations</td>
<td>Leesa, Avery, Courtney</td>
<td>July 2019</td>
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<td>3.2.2 Implement message calendar for all newsletters, blog posts, social media, and website updates</td>
<td>Operations</td>
<td>Avery, Leesa, Courtney</td>
<td>July 2019</td>
<td></td>
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<td>3.2.3 Establish process for all program &amp; operations teams to provide monthly updates on key developments and upcoming decisions &amp; opportunities</td>
<td>Operations</td>
<td>Leesa, Kathy, Courtney</td>
<td>July 2019</td>
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<td>3.2.4 Engage Social Media Consultant</td>
<td>Operations</td>
<td>Leesa, Avery</td>
<td>July 2019</td>
<td></td>
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<td></td>
<td>3.2.5 Hire Digital/Social Media Associate/Manager</td>
<td>Operations</td>
<td>Leesa</td>
<td>June 2022</td>
<td></td>
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<td>3.3 Increase public presence of organization, staff, and board</td>
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<td></td>
<td>3.3.1 All program leads generate list of 4-6 priority speaking opportunities (at least one per quarter) and conduct outreach to secure invitations</td>
<td>Operations</td>
<td>Leesa, Courtney, Tasha</td>
<td>July 2019-ongoing</td>
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<td>GOAL</td>
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<td>4. Reach PLG Growth Targets in Atlanta &amp; LA</td>
<td>4.1. Expand boundary of districts considered Metro Atlanta</td>
<td>4.1.1 Secure Funding and determine growth plan for Forsyth Co. GA</td>
<td>PLG</td>
<td>Leesa, Tasha</td>
<td>July 2019</td>
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<td>4.2. Increase offerings/partnerships focused on Los Angeles</td>
<td>4.2.1 Finalize STEAM Pilot program w/ LAUSD</td>
<td>PLG</td>
<td>Leesa, Tasha</td>
<td>August 2019</td>
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<td>3.3.2</td>
<td>All program leads author at least one blog posting/op-ed per quarter for external distribution</td>
<td>Operations</td>
<td>Leesa, Courtney, Tasha, Avery</td>
<td>July 2019- Ongoing</td>
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<tr>
<td>3.3.3</td>
<td>Draft &amp; submit presentation proposal(s) for SXSW EDU, ASU+GSV Summit, ISTE, BETT, NewSchools Summit, or other leading cross-sector conferences with significant education component</td>
<td>Operations</td>
<td>Leesa, Courtney, Tasha, Avery</td>
<td>July 2019- Ongoing</td>
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<td>3.3.4</td>
<td>Leverage awards given at annual gala to increase coverage of the event by establishing award criteria that focuses on both awardee's impact and newsworthiness (impact should always be priority)</td>
<td>Operations</td>
<td>Leesa</td>
<td>July 2019- Ongoing</td>
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<td>3.3.5</td>
<td>Refine/establish award categories to include: Corporation, Public Sector Leader, Youth, Celebrity. Confirm award and awardee participation at least 3 months in advance to allow for maximum media engagement</td>
<td>Operations</td>
<td>Leesa, Courtney, Avery</td>
<td>July 2019- Ongoing</td>
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<tr>
<td>3.4</td>
<td>Increase organizational budget 25% annually</td>
<td>3.4.1 Hire Development Associate/Manager to manage existing donor relationships, establish process for new donor identification, solicitation, and conversion</td>
<td>Operations</td>
<td>Leesa</td>
<td>July 2019</td>
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<tr>
<td></td>
<td>3.4.2 Annually identify 10 targets from philanthropic sector &amp; 10 targets from business community and develop &amp; execute customized outreach/solicitation plan(s) for each</td>
<td>Operations</td>
<td>Development, Leesa, Kathy, Program Staff</td>
<td>August 2019</td>
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<td>3.4.3 Each program identify 2-3 fee-for-service opportunities derived from current program offerings</td>
<td>Operations</td>
<td>Program Staff, Leesa, Development</td>
<td>August 2019</td>
<td></td>
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<td>3.4.4 Identify 2-3 co-branding proposals for funders per program, with emphasis on corporations</td>
<td>Operations</td>
<td>Development, Leesa, Courtney, Program Staff</td>
<td>August 2019- Ongoing</td>
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<td>3.4.5 Develop concept and pilot outreach program focused on Gen-X/Millennial demographic, with priority on offerings designed to meet employee engagement/corporate volunteering needs of existing and potential corporate partners</td>
<td>Operations</td>
<td>Leesa, Courtney, Development</td>
<td>October 2019</td>
<td></td>
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<tr>
<td>5. Improve PLG systems &amp; operations</td>
<td>4.2.2 Develop &amp; propose expanded funding partnership w/ AT&amp;T and Cox in Los Angeles area</td>
<td>PLG</td>
<td>Leesa, Development</td>
<td>September 2019</td>
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<tr>
<td>5.1 Develop/Enhance Monitoring &amp; Evaluation Capacity</td>
<td>5.1.1 Establish M&amp;E rubric for overall program</td>
<td>PLG</td>
<td>Tasha, Courtney, Leesa</td>
<td>August 2019</td>
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<td>5.1.2 Establish M&amp;E rubric for STEM/STEAM &amp; SEL</td>
<td>PLG</td>
<td>Tasha, Courtney, Leesa</td>
<td>October 2019</td>
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<td>5.1.3 Establish M&amp;E rubric for health &amp; wellness</td>
<td>PLG</td>
<td>Tasha, Courtney, Leesa</td>
<td>January 2020</td>
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<td>5.1.4 Establish protocol for determining priority for additional issues/subject M&amp;E protocol development</td>
<td>PLG</td>
<td>Tasha, Courtney, Leesa</td>
<td>January 2020</td>
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<td>5.2 Develop feedback &amp; improvement channels</td>
<td>5.2.1 Establish ongoing PLG advisory committee</td>
<td>PLG</td>
<td>Tahsa, Leesa, Kathy</td>
<td>September 2019</td>
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<td>5.2.2 Create PLG educator “kitchen cabinet” / focus group</td>
<td>PLG</td>
<td>Tasha, Leesa, Courtney</td>
<td>October 2019</td>
<td></td>
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<td>6. Support PLG Growth &amp; Adoption</td>
<td>6.1 Increase growth in existing markets</td>
<td>PLG</td>
<td>Leesa, Tasha, Development</td>
<td>September 2019</td>
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<td></td>
<td>6.1.1 Develop expansion plan for STEAM program in all of LAUSD and pilot in Ventura Co.</td>
<td>PLG</td>
<td>Leesa, Tasha, Development</td>
<td>September 2019</td>
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<td>6.1.2 conduct outreach campaign focused on local businesses, chambers of commerce, and community foundations in addition to school and district leadership and parent organizations</td>
<td>PLG</td>
<td>Leesa, Tasha, Development</td>
<td>December 2019</td>
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<td>6.1.3 Develop PLG specific volunteer management protocols to enable increased corporate volunteer engagement opportunities</td>
<td>PLG</td>
<td>Leesa, Tasha, Development</td>
<td>September 2019</td>
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<td>6.2 Increase growth in new domestic (U.S.) markets</td>
<td>PLG</td>
<td>Leesa, Tasha, Courtney, Development</td>
<td>December 2019</td>
<td></td>
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<td>6.2.1 criteria for selecting next major metropolitan area for expansion of program and successfully executing outreach and partnership development in at least one major market by 2022</td>
<td>PLG</td>
<td>Leesa, Tasha, Courtney, Development</td>
<td>December 2019</td>
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<td>6.2.2 Determine viability of specific program element focused on rural communities, particularly in partnership with rural focused grantmaking associations, the Rural Education Alliance, federal government agencies such as the USDA, the Appalachian Regional Commission (ARC), the Delta Regional Authority (DRA), and the Bureau of Indian Affairs</td>
<td>PLG</td>
<td>Leesa, Tasha, Courtney, Development</td>
<td>December 2019</td>
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<td>6.3 Expand International Growth</td>
<td>PLG</td>
<td>Leesa, Tasha, Courtney, Development</td>
<td>March 2020</td>
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<td></td>
<td>6.3.1 Refine international growth plan with CPF’s role as licensor and consultant, using UK partnership as model</td>
<td>PLG</td>
<td>Leesa, Tasha, Courtney, Development</td>
<td>March 2020</td>
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<td>6.3.2 develop “playbook” for additional international growth opportunities</td>
<td>PLG</td>
<td>Leesa, Tasha, Courtney</td>
<td>June 2020</td>
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<td>6.3.3 Conduct initial review of PLG expansion viability in Chile &amp; France</td>
<td>PLG</td>
<td>Leesa, Tasha, Courtney</td>
<td>January 2021</td>
<td></td>
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<tr>
<td>7. ecoSTEM Kits</td>
<td>7.1 Scalability &amp; Distribution</td>
<td>Operations</td>
<td>Leesa, Kathy, Karan</td>
<td>August 2019</td>
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<td>Task</td>
<td>Department</td>
<td>Responsibility</td>
<td>Due Date</td>
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<td>Fulfillment/marketing partners for EcoSTEM kits</td>
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<td>7.1.2 Transition all ordering, fulfillment, and contract negotiation to central operations team</td>
<td>Operations</td>
<td>Kathy, Leesa</td>
<td>August 2019</td>
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<td>7.1.3 Complete transition of all previously developed materials and deliverables to CPF Drive</td>
<td>Operations</td>
<td>Courtney</td>
<td>August 2019</td>
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<td>7.1.4 Implement product/market fit assessment system before introduction of new products or services to market</td>
<td>Operations</td>
<td>Leesa, Courtney</td>
<td>October 2019</td>
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<td>7.1.5 Develop proposal for creation of co-branded EcoSTEM kits with corporate and/or issue advocacy partners</td>
<td>CPF Institute</td>
<td>Leesa, Development</td>
<td>September 2019</td>
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<td>7.1.6 Create channel for direct sales of EcoSTEM kits to districts, afterschool providers, and other informal educators</td>
<td>CPF Institute</td>
<td>Leesa, Tasha, Courtney</td>
<td>January 2021</td>
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