

**REX FOUNDATION**  
***THE WORLD AS IT COULD BE HUMAN RIGHTS EDUCATION PROGRAM***  
**2012-13 ACTION PLAN & PROPOSED BUDGET**

**PRIORITIES TO ADDRESS OVER THE NEXT 1-2 YEARS:**

1. Have staff focused on the Program.
2. Address challenges of implementing the Curriculum, including:
  - School environment and demands on teachers, e.g. in connection with standardized testing
  - Teachers having minimal arts experience and training
  - Provide for more long-term planning, particularly to have on-going impact throughout the school/organization community
  - Encourage tapping into the leadership of involved youth to both reduce demands on teachers and give youth leadership/mentorship opportunities
  - Recognize the need to have one “Go To” Program person in each school to coordinate implementation
3. Pursue identified collaboration opportunities
4. Pursue involvement in training at college and university schools of education to prepare future teachers for human rights education and utilization of the creative arts
5. Work with School District Superintendents, as well as local and statewide education officials to have Human Rights Education incorporated as part of Standards for quality education.

**Integral to addressing the priorities is to work on:**

- Attracting funding
- Having consensus of Rex Board regarding continued Program work

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**MAJOR MILESTONES OVER THE NEXT 1-2 YEARS TO ADDRESS PRIORITIES:**

**CURRICULUM IMPLEMENTATION**

- Work with current schools to refine the curriculum, as well as address achieving long-term sustainability and impact
- Promote network of “teaching” schools
  - Explore having Oakland School of the Arts & San Francisco’s School of the Arts collaborate so as to have the students take on leadership role in expanding the reach of the Program
- Expand reach of curriculum to other cities and with nationally recognized models for successful education address “the achievement gap”

**PROFESSIONAL DEVELOPMENT**

- In Service for Classroom Teachers, focused on training in arts integration, WAICB curriculum and long-term impact of the curriculum:
  - Carry out the planned ACOE/WAICB Collaboration with Balboa High School
  - Expand connection with Teach for America
- Pre Service Teacher Training at College/University Level:
  - Deepen work with Stanford’s Human Rights Leadership Initiative and the Stanford School of Education
  - Deepen work with USF’s International & Multicultural Dep’t of the School of Education
  - Identify specific opportunities with Allida Black in the Washington, DC area

**ADVOCACY/POLICY WORK TO HAVE HRE PART OF CURRICULUM STANDARDS**

- Explore opportunities to work with participating schools and their district leaders
- Work with people and educational organizations already doing policy work:
  - Avi Black and the California Council for the Social Studies
  - California Teacher’s Association
  - Human Rights Education Association (HREA)

**CONTINUE RAISING OVERALL AWARENESS ABOUT THE UDHR & ITS PRINCIPLES**

- Showcase Program DVDs and related videos already produced
- Publish OpEd articles
- Explore how to have presence on TV programs such as The View
- Explore other media presence, such as Make Magazine & Dale Doherty

**NEXT STEPS:**

1. Report to Rex Board about having the Program continue under Rex Foundation for 1 more year, while setting up Advisory Committee to guide the Program to its next level
2. Prepare action plan and budget to support identified milestones
3. Form Advisory Committee to help secure funding for staff and 1-2 year initiatives, as well as to guide the Program through its next stage of development

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**ACTION PLAN/RESOURCE REQUIREMENTS FOR EACH MAJOR MILESTONE**

**MILESTONE: CURRICULUM IMPLEMENTATION**

- Work with current schools to refine the curriculum, as well as address achieving long-term sustainability and impact
- Promote network of “teaching” schools
  - Explore having Oakland School of the Arts & San Francisco’s School of the Arts collaborate so as to have the students take on leadership role in expanding the reach of the Program
- Expand reach of curriculum to other cities and with nationally recognized models for successful education addressing the “achievement gap”

<b>ACTION PLAN</b>	<b>TIMEFRAME</b>	<b>ORGANIZATIONS/ PEOPLE INVOLVED</b>	<b>BUDGET</b>
<b>Work with Current Schools to Refine the Curriculum</b>	June 2012 - December 2013		\$
1. Approach Admin and Teachers of Arroyo, Balboa and Mandela/Fremont High Schools about collaborating to refine the curriculum and pursue long-standing impact toward “human rights thinking” within each school a. Identify working teams for each school and meeting plan		Sandy Sohcot Susan Ritter, Balboa Rebecca Lacocque and Larry Smith of Arroyo John Nepocemeno and new Principal of Mandela	
2. Work with each school’s working team to establish goals and ways to measure goal achievement for school-wide impact of Program			
3. Identify curriculum elements to be updated to support the goals			
4. Agree on action plan by school, including outside resources needed to support the school's plan			\$2,500 per school=\$7,500
5. Complete survey of past Institute participants			
6. Utilize feedback from the survey to update Curriculum			
7. Incorporate long-term impact elements in Summer Institute Training plans			
8. Work with each school's team to identify desired updates to the curriculum based on results of their plan implementation			

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**MILESTONE: CURRICULUM IMPLEMENTATION (Cont'd)**

ACTION PLAN	TIMEFRAME	ORGANIZATIONS/ PEOPLE INVOLVED	BUDGET
<b>Promote network of "teaching schools"</b>	Sept 2012-June 2013		
1. Approach Oakland School of the Arts & San Francisco School of the Arts about concept of their taking lead role in demonstrating implementation of the Program		<ul style="list-style-type: none"> <li>▪ Sandy Sohcot</li> <li>▪ Donn Harris, Principal of Oakland School of the Arts</li> <li>▪ Antigone Trimis, San Francisco Unified School District</li> <li>▪ Ellen Sebastian Chang</li> </ul>	\$1,000 for Ellen's planning time
2. For each school, identify a working team and meeting plan			
3. Develop plan for Program implementation during the Sept-Dec 2013 term at each school, along with resource requirements, and plan for how to "teach" other schools in each District			\$5,000 per school= \$10,000
4. Work with District Administrators to coordinate implementation of the plan			
<b>Expand reach of curriculum to other cities and with nationally recognized models for successful education addressing the "achievement gap"</b>	Mar 2012 – Dec 2013		
1. Plan trainings with Teach for America and the Harlem Children's Zone to build on work begun in 2011 and 2012	May – Nov 2012		\$5,000 per organization= \$10,000
2. Identify collaboration opportunities with the University of Minnesota Human Rights Department and The Advocates for Human Rights of Minneapolis	July 2012		\$1,000 for travel to Minneapolis
3. Identify collaboration opportunities with other organizations based on their response to outreach efforts	Mar 2012 – Mar 2013		\$4,000

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**MILESTONE: PROFESSIONAL DEVELOPMENT**

- In Service for Classroom Teachers, focused on training in arts integration, WAICB curriculum and long-term impact of the curriculum:
  - Carry out the planned ACOE/Destiny Arts Center/WAICB Collaboration with Balboa High School
  - Expand connection with Teach for America
  - Carry out collaboration with the University of Minnesota & The Advocates for Human Rights to present 3-day training for Minneapolis-based teachers and organization leaders
  
- Pre Service Teacher Training at College/University Level:
  - Deepen work with Stanford’s Human Rights Leadership Initiative and the Stanford School of Education
  - Deepen work with USF’s International & Multicultural Dep’t of the School of Education
  - Identify specific opportunities with Allida Black in the Washington, DC area

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In Service for Classroom Teachers - Carry out the planned ACOE/WAICB Collaboration with Balboa High School			
1. Work with Balboa High School to plan for and schedule the Sept. 2012 implementation of ACOE Arts Integration/WAICB Classes	Feb - May 2012	Sandy Sohcot, Rex Foundation, Susan Ritter of Balboa HS, Tana Johnson of ACOE, Sarah Crowell of Destiny Arts Center	\$ 2,000
2. Update the ACOE Arts Integration Class A Syllabus to include The World As It Could Be content	Mar - Sept 2012	Tana Johnson Sarah Crowell	\$ 3,000
3. Prepare communications to offer and register for the Balboa Arts Integration Sessions	Oct 2012 – Feb 2013	Sandy Sohcot Louise Music, ACOE	\$ 500
4. Carry out 3-day Summer Institute for The World As It Could Be at USF	August 2012	Sandy Sohcot, Susan Katz, USF Sarah Crowell	\$25,000
5. Present the ACOE Arts integration/WAICB classes at Balboa High School and/or East Bay Facility	April-June 2013	Up to 25 Participating teachers 2 Presenters from the ACOE team under the direction of Tana Johnson and Sarah Crowell Balboa High School staff	\$12,000
Overall Project Coordination		Sandy Sohcot, Rex Foundation	\$ 2,500

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In Service for Classroom Teachers – Implement 3-day training in Minneapolis, MN in collaboration with the University of Minnesota and The Advocates for Human Rights			
1. Follow-up on July 2012 meeting in Minneapolis to develop full plan and budget for 3-day training of Minneapolis teachers in Aug. 2013	Aug – Nov 2012	Natela Jordan and Kristi Rudelius-Palmer of University of Minnesota Human Rights Center, Sarah Herder of The Advocates for Human Rights, Sandy Sohcot	\$20,000 (approx.)
2. Secure funding	Dec 2012 – Mar 2013	Natela Jordan and Kristi Rudelius-Palmer of University of Minnesota Human Rights Center, Sarah Herder of The Advocates for Human Rights, Sandy Sohcot	
3. Present collaborative training at the University of Minnesota	Aug 2013	Natela Jordan and Kristi Rudelius-Palmer of University of Minnesota Human Rights Center, Sarah Herder of The Advocates for Human Rights, Sandy Sohcot	

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**MILESTONE: PROFESSIONAL DEVELOPMENT (Cont'd)**

ACTION PLAN	TIMEFRAME	ORGANIZATIONS/ PEOPLE INVOLVED	BUDGET
<b>Pre Service Teacher Training at College/University Level</b>			
1. Work with connections involved in the Stanford University Human Rights Leadership Initiative and School of Education to: <ul style="list-style-type: none"> <li>• Arrange for training on The World As It Could Be (TWAICB)</li> <li>• Identify opportunities to include TWAICB in the School of Education program as an on-going component of teacher training</li> </ul>	Mar - Dec 2012	Sandy Sohcot Jonas Edmond, Stanford Helen Stacy, Stanford Stanford School of Education	
2. Work with connections in the USF School of Education International & Multicultural Education Dep't to develop TWAICB Class as part of their teaching program <ul style="list-style-type: none"> <li>• Work on having TWAICB Summer Institute accredited so that participants receive credits for their ongoing professional development</li> </ul>	Sept 2012- Dec 2013	Sandy Sohcot Susan Katz, USF	
3. Secure meeting with Allida Black to strategize on how to have TWAICB introduced to Washington, DC-based schools and to organizations involved with her work	Mar - Dec 2012 (Done Mar 2012)	Sandy Sohcot Allida Black	
4. Pursue connections with organizations recommended by Allida Black	Sept 2012 – Dec 2013	Sandy Sohcot Allida Black	

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Explore opportunities to work with participating schools and their district leaders

Work with people and educational organizations already doing policy work:

Avi Black and the California Council for the Social Studies

California Teacher's Association

Human Rights Education Association (HREA)

ACTION PLAN	TIMEFRAME	ORGANIZATIONS/ PEOPLE INVOLVED	BUDGET
<b>Explore opportunities to work with participating schools and their district leaders</b>			
1. Define goals of policy work and desired outcomes at district level	July 2012	Sandy Sohcot	
2. Identify the District leaders that need to be involved to support the policy work goals	June – Dec 2012	Sandy Sohcot WAICB Program Administrator	
3. Meet with administrators at Balboa, Arroyo and Mandela/Fremont High School to both incorporate their feedback to finalize the goals defined in Step 1 and to agree on a plan to approach District leaders <ul style="list-style-type: none"> <li>• Prepare action plan for each District</li> </ul>	Sept 2012 – May 2013		
4. Carry out action plan for each District <ul style="list-style-type: none"> <li>• Adjust plan based on results of meetings with District leaders</li> </ul>	May – Dec 2013		
<b>Work with people and educational organizations already doing policy work</b>			
1. Define goals of policy work and desired outcomes at regional, state and national levels <ul style="list-style-type: none"> <li>• Arrange for meeting with Congressman George Miller to work on National declaration about the right to an education</li> </ul>	Apr – Dec 2012	Sandy Sohcot, Villy Wang of Studio BAYCAT	
2. Meet with Avi Black of the California Council for the Social Studies to refine the regional and state goals and agree on plan for achieving goals collaboratively	Mar – Dec 2012		
3. Arrange for meeting with representative(s) of the California Teachers Association to introduce TWAICB and to agree on how to collaborate to achieve the stated goals	Sept 2012 – Mar 2013		



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4. Work with leaders of the HREA to incorporate the goals of the policy work as part of their programmatic efforts	Sept 2012 – Dec 2013		

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**MILESTONE: CONTINUE RAISING OVERALL AWARENESS ABOUT THE UDHR & ITS PRINCIPLES**

Showcase Program DVDs and related videos already produced  
 Publish OpEd articles  
 Explore how to have presence on TV programs such as The View  
 Explore other media presence, such as Make Magazine & Dale Doherty  
 Utilize Facebook to gain visibility via social networking

<b>ACTION PLAN</b>	<b>TIMEFRAME</b>	<b>ORGANIZATIONS/ PEOPLE INVOLVED</b>	<b>BUDGET</b>
<b>Showcase Program DVDs and related videos already produced</b>			
1. Plan for regular e-mail and Facebook posts that highlight videos posted on the new website for TWAICB <ul style="list-style-type: none"> <li>• Develop discussion questions that encourage viewer feedback as part of the post</li> </ul>	May 2012 – Ongoing	Sandy Sohcot WAICB Program Administrator	
2. Contact people on list of human rights organizations to introduce TWAICB and the availability of video material to support their work	Feb – Sept 2012	Sandy Sohcot WAICB Program Administrator	\$6,000
3. Complete communications to secure permissions to showcase all of “Lesson Plans”	June – Dec 2012		
4. Explore publishing of OpEd articles and gaining presence on major programs such as “The View”	June 2012 – Dec 2013		
5. Work on publishing the Dec. 2011 essay in major media	Feb – June 2012		
6. Plan to write one essay per quarter that can be distributed to TWAICB and Rex community and offered for publishing in major media	Sept 2012 - Ongoing		

**Staffing Resources:**

Sandy’s Time: One-third of ED time: \$68,000\*.33=\$22,440 + Payroll Expenses of 10% = \$24,684  
 Part-Time Program Administrator: \$15 per hour, 5 hours per week= \$315 per month between February and May, and 10 hours per week as of June + Payroll Expenses of 10% = \$6,000 in 2012

Total Budget: \$106,700