



Our Voices, Our Moment



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Seize the Moment

During the 2017-2018 school year, teachers demanded to have their voices heard. Educators for Excellence's first-ever survey of teachers across the country made it clear that educators don't feel represented in education policy – and a groundswell of teacher-led activism nationwide, from wildcat strikes and walkouts to hundreds of teachers running for office, confirmed that more teachers than ever are ready to take action on behalf of their students and profession. At the same time, the landmark *Janus v. AFSCME* Supreme Court decision loomed, posing a fundamental threat to the future of public sector unions and pushing teachers unions to change in order to better engage and represent their members. Throughout it all, Educators for Excellence was at the nexus of this energy and activism, working to inspire our growing movement of more than 31,000 forward-thinking teachers to elevate their voices and engage more deeply in their unions in order to fulfill their vision for a more excellent and equitable education system for all students.

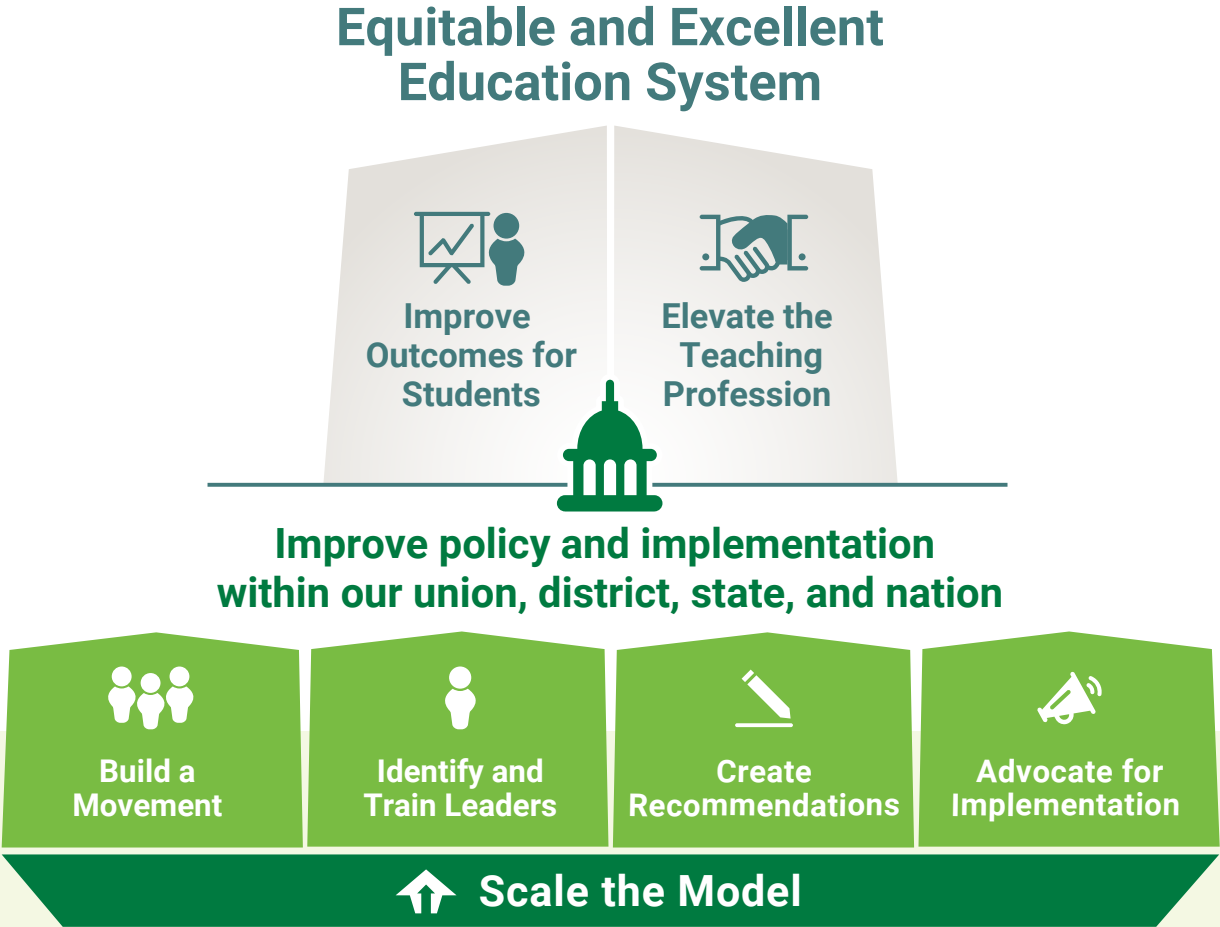
Educators for Excellence envisions an equitable and excellent education system that provides all students the opportunity to succeed and elevates the teaching profession

Our Mission

Educators for Excellence ensures that teachers have a leading voice in the policies that impact their students and profession

Our Theory of Change

Our Theory of Change is grounded in two long-term goals that are inextricably linked: better outcomes for our students and the elevation of the quality and prestige of the teaching profession.



Find out more at e4e.org/what-we-do/theory-change



Our Impact

We work together to identify issues that impact our schools, create solutions to these challenges, and advocate for policies and programs that give all students access to a quality education.

31,249

members

825

active
Teacher Leaders

255

supported
Union Leaders

8,638

advocacy
actions taken

269

press hits
secured

as of June 30, 2018

Policy Wins



Funding for
restorative justice
in New York City



UFT resolution
supporting
restorative justice
programs in New
York City



Improved school
funding formula
in Illinois



Three school
climate resolutions
in Illinois



Funding for mental
health experts in
Massachusetts



Law encouraging
teacher diversity in
Connecticut



VOICES FROM THE CLASSROOM

A SURVEY OF AMERICA'S EDUCATORS

Created by teachers, for teachers, Educators for Excellence (E4E) designed a groundbreaking, nationally representative teacher survey to capture educators' attitudes toward the most pressing issues impacting their students and profession. Released in August 2018, *Voices from the Classroom* was designed to gather crucial insights and elevate the voices of those charged each day with turning policy into practice. Through it, we gained a deeper knowledge of teacher views on key policy issues related to educational equity and excellence, took a deep dive into teachers' relationships with their unions, and learned how educators feel about the day-to-day experiences of their students and peers in classrooms across the country.

The survey questionnaire was developed by a dozen E4E member teachers from across the United States. Conducted online among 1,000 full-time public school teachers, the survey sample is representative of the national population of U.S. public district and charter school teachers along key demographic variables of gender, region, race, ethnicity, age, years of teaching experience, level of education attained, school type, and subjects taught.

Within the data, we identified six key trends:

Economic security



“We want to be in control of our financial destinies and have the resources to meet our students’ unique needs.”

Cameron Maxwell, seventh- and eighth-grade English language arts teacher

Leading from the classroom



“Teachers are passionate about what they do and want to grow, no matter where they are in their careers.”

Nivia Vizurraga, kindergarten through fifth-grade special education teacher

Heard beyond the classroom



“Our hearts are always with our students. Teachers want to take action to strengthen schools and improve how we educate our kids.”

Christina Kim, kindergarten through fifth-grade Title III instructional coach

School safety and discipline



“Safe schools are built on strong relationships, mutual respect, and a desire to meet students where they are.”

Cristina Benz, ninth- through 12th-grade visual art teacher

Accountability



“We need to find ways to see how our students are learning, so we have actionable feedback and can address inequities.”

Kallie Jones, first-grade teacher

School Choice



“School choice can benefit students, but teachers want to make sure these options are accessible to all students and help them learn.”

Daniel Pugliese, high school biology teacher

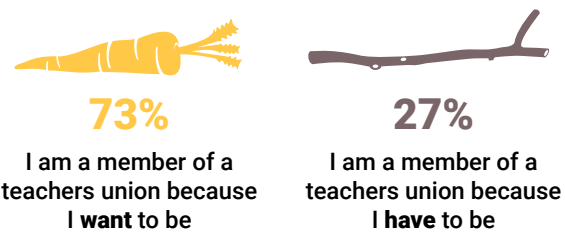
The Janus Ruling

Our work this year took place **against a backdrop** of major changes impacting public education, including a landmark Supreme Court case: *Janus v. AFSCME*. In June 2018, the court put an end to automatic union membership and fair-share fees from non-members, delivering new membership and revenue challenges for teachers unions. The Janus case has created a unique turning point for teachers unions – a moment when they need to **make profound shifts** to keep their membership engaged, and when they will have to listen more than ever to the diverse voices of their members. E4E recognized this as a historic moment and focused on engaging our members around the importance of participation in their unions and thinking critically about what it will look like for the teachers unions of the future to be truly diverse, democratic, and student-centered.

Educators and Their Unions

According to *Voices from the Classroom*, 85 percent of all teachers regard unions as essential or important, but just 28 percent say their teachers union represents their policy perspectives a great deal. Here's what we learned about teachers' relationships with this vital platform for elevating their voices.

WANT VS. HAVE TO BE A UNION MEMBER



NEED FOR TEACHERS UNION

Do you think of teachers unions or associations as...?	Union	Non-union
Absolutely essential	69%	32%
Important, but not essential	25%	42%
Something you could do without	5%	16%
Not sure	1%	10%

ENGAGEMENT IN THE UNION

Which of the following union activities, if any, have you done in the past year?



National Advocacy

What do we want?

National education policies that align with our priorities of excellence and equity for all students, and leaders at the federal level that prioritize and truly listen to the voices of forward-thinking educators when making decisions that will impact classrooms across the nation.



What did we do?

In response to two major policy decisions by the Trump administration, E4E engaged our members and supporters to advocate for a long-term legislative solution for the Deferred Action for Childhood Arrivals (DACA) program and to preserve the federal guidance on student discipline that closes the disparities for our most vulnerable student populations.

On the heels of the decision to change our immigration laws, E4E members wrote a letter to the Trump administration urging them to take action on the issue, where we gathered **1,935 petition signatures** to support the DACA program and DACAmented students. We also collaborated with a number of organizations, including joining a website blackout day and holding a joint nationwide call with Randi Weingarten, the president of the American Federation of Teachers (AFT), and a number of other education leaders. Our efforts raised awareness around the issue, provided resources for teachers, and generated significant press coverage, including a spotlight in **The New York Times**.

In November 2017, after hearing that the U.S. Department of Education was considering rescinding 2014 federal guidance that helps schools discipline without discriminating, we launched our national **In Class, Not Cuffs** campaign, where we called on Secretary of Education Betsy DeVos to meet with teachers and hear about their experiences in the classroom before and after this guidance was implemented. Educators and supporters sent 612 letters to DeVos, and on December 8, 2017, E4E teachers from across the country

met with U.S. Department of Education officials and testified before the U.S. Commission on Civil Rights on the need to preserve the federal guidance. Coming out of this meeting, E4E members continued to advocate directly to DeVos by sending additional letters and writing multiple op-eds. On April 4, 2018, our teachers were invited by Department of Education officials to join a summit in which a variety of stakeholders met with DeVos and her team to share their experiences. E4E members from all six chapters spoke passionately about why they believe it is critical to student learning and success that the federal government maintain these guidelines. From this meeting alone, E4E received more than 500 press hits nationally when factoring in syndicated or reposted pieces, including coverage in **The New York Times**, **CNN**, **Education Week**, and an op-ed in **The Hill** by E4E-Minnesota member Charise Powell.

What did we learn?

Our nation's teachers will always advocate passionately for the civil rights of their students. Although it may be an uphill battle fought in a tumultuous political climate, our collective voices can drive the public conversation to center equity and support for our most vulnerable students and communities.

What do we want?

Leaders at every level – from our district to our city to our state to our union – to prioritize the needs of students who have experienced trauma and provide the supports that we know will help them and their teachers thrive, including more school counselors and professional development around trauma-informed teaching practices.

What did we do?

We mobilized educators around our campaign to support students with trauma, advocating for recommendations put forth in our first policy paper, **Schools That Heal**. To that end, we came together in two teams of teachers to develop advocacy plans for two specific recommendations. In these groups, we wrote a memo for key decision- and policy-makers on the importance of funding for additional mental health staff in schools, and an Implementation Guide for Boston Public Schools (BPS) to provide school leaders and teachers with trauma-informed training sessions.

Our advocacy included writing cards to decision-makers urging them to increase counselor ratios and professional development, and delivering testimony at two BPS School Committee budget hearings and two Boston City Council hearings. Additionally, more than 730 members of our community signed E4E's petition urging Governor Charlie Baker and the state Legislature to support students coping with trauma by including funding for school counselors and psychologists in the state budget.

Excitingly, as a result of our efforts, Boston Mayor Marty Walsh included an additional \$2.4 million in the city's FY2019 budget earmarked for hiring new mental health experts for Boston Public Schools. The increased funding will bring the ratio of psychologists to students to 1:772 – very close to the recommended ratio of 1:700. At the state level, in response to our petition, Governor Charlie Baker

recommended additional dollars for mental health supports in schools in his supplemental budget – of which \$7.5 million was approved by the Legislature.

On top of that, following the release of E4E's policy paper, the Boston Teachers Union (BTU) has also championed these issues by coordinating advocacy for professional development around trauma-informed teaching practices and demonstrating its support for adequate staffing of school psychologists and counselors, including listing these two as priorities in their ongoing contract negotiations with the city. The union also launched an organizing committee focused on implementing social-emotional learning in schools.

What did we learn?

We are seeing concrete wins in our efforts, backed by E4E's strategic priorities, to encourage those in leadership to focus on more student-centered issues. Our educators are engaged in the issues that matter in their students' daily lives, and they are heartened by the response from their union and their elected representatives. We will forge ahead in the years to come, building on the momentum of this year's successes, with additional advocacy that will tangibly improve our students' experiences and outcomes.



What do we want?

Safe, supportive, and empowering schools for all Chicago students, and ample resources for educators whose job it is to foster positive, affirming climates and cultures for the children in their classrooms.



What did we do?

As a partner organization in the **Funding Illinois' Future Coalition**, we participated in a final push for the passage of legislation designed to improve Illinois' regressive and inequitable school funding formula, including coordinated neighborhood canvassing and social media outreach. On August 31, 2017, Illinois Governor Bruce Rauner signed SB 1947, a bipartisan bill that created an evidence-based school funding formula to equitably distribute education dollars based on student need and districts' ability to pay. With the passage of SB 1947, schools in underserved communities can now access resources and supports long enjoyed in wealthier districts across the state.

At the same time, we advocated for the enactment of recommendations from our most recent policy paper, **Sounding the Alarm**. This included encouraging the district to host forums on school culture and climate and improving the distribution of opportunities for teacher training around fostering supportive schools. We hosted seven problem-solving forums in partnership with the Chicago Public Schools Office of Social Emotional Learning in fall 2017 and spring 2018.

In addition, we highlighted the negative impact racial discipline disparities have on schools and the importance of supporting evidence-based and non-punitive discipline practices, such as restorative justice, through a storytelling event with students and teachers.

As a result of these advocacy efforts, we were able to partner with local legislators to draft and pass **two resolutions in the state legislature** and one Senate bill promoting school climate and culture reforms. These were HR 795, which urges the state to make school climate and culture a statewide priority; HR 115, which reaffirms the state's commitment to ending racial discipline disparities; and SB 2925, which calls on the state to develop a training curriculum for school resource officers on cultural competence, implicit bias, and trauma-informed care.

What did we learn?

We are seeing concrete wins in our efforts, backed by E4E's strategic priorities, to encourage those in leadership to focus on more student-centered issues. Our educators are engaged in the issues that matter in their students' daily lives, and they are heartened by the response from their union and their elected representatives. We will forge ahead in the years to come, building on the momentum of this year's successes, with additional advocacy that will tangibly improve our students' experiences and outcomes.

E4E—Connecticut

What do we want?

An education system that is designed and funded to advance equity, especially for our students with the greatest needs, and that reflects and values the diverse identities of our students and communities.



What did we do?

In FY2018, we continued advocacy for recommendations outlined in our policy paper, **One State, One Future**, to improve adequacy, equity, accountability, and transparency in Connecticut's school finance system. When the Connecticut Supreme Court ruled that the state's educational funding met the expectations of the state constitution, E4E teachers spoke with district and city decision-makers, submitted testimony to the Connecticut General Assembly Education Committee, and **published op-eds** to ensure legislators know that our students deserve better. We collected more than 1,400 signed postcards from Bridgeport teachers, students, and community members urging legislators to take action, and brought together 50 Hartford educators and community members to discuss resource equity in their schools and district.

Additionally, we began to mobilize educators around our newest advocacy campaign for navigable pathways for today's students to become the excellent, diverse, and culturally competent educators that Connecticut so desperately needs. We convened a Teacher Policy Team of eight Bridgeport educators who met weekly to craft recommendations for how to improve teacher diversity, better support students of color, and encourage them to pursue teaching as a career. In May, nearly 100 educators, parents, students, state legislators, and City Council and Board of Education members came together for our **Bridgeport spring conference**, led by educators of color, to discuss how the district can ensure better outcomes

for students of color and give feedback on our teachers' proposed solutions.

We also built support for these changes at the state level. We partnered with State Education Commissioner Dianna Wentzell and state house leaders to draft and pass **SB 455**, which helps the state recruit and retain a more diverse teacher workforce. We successfully advocated for the bill to include language around additional flexibility for certification across content areas. We also testified in support of **SB 256**, which allows all members of the General Assembly to request a racial and ethnic impact statement on any bill. Due in part to our advocacy, both SB 455 and SB 246 were signed into law by Connecticut Governor Dannel Malloy in 2018.

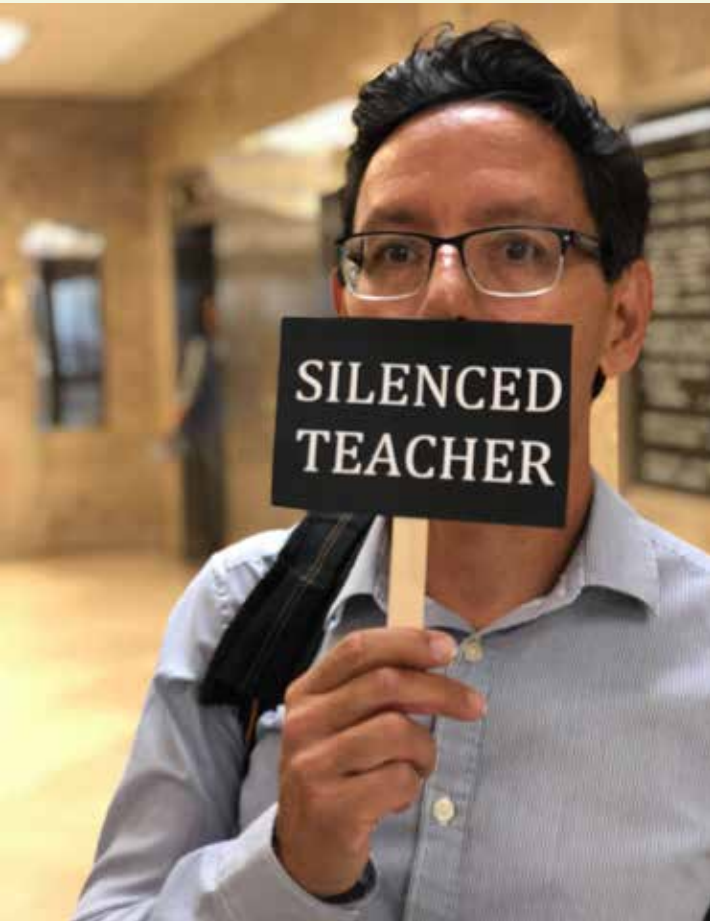
What did we learn?

Driving long-term, systemic change can be challenging, and it cannot be done alone. When our teachers, students, and communities come together to elevate their voices, change is inevitable. We remain committed to building upon the progress we have made and working to ensure our students are given the opportunities and tools for success we know they deserve.

E4E—Los Angeles

What do we want?

A district and union working together to enact student-centered, transparent, and democratic policies that serve our city's kids, particularly our most vulnerable students.



What did we do?

We pushed for a district cabinet-level position dedicated to providing more consistency, transparency, and leadership around the implementation of restorative justice practices and school climate improvements. On Teacher Appreciation Day, we hand-delivered nearly 300 testimonials from teachers reaffirming the need for LAUSD to prioritize safe, uplifting, and positive school environments for all students.

We advocated for our first-ever legislative bill in California, which we co-wrote in 2017. **The Teacher and Student Success Act** (AB 1220/AB 3091) sought to preserve and elevate tenure as a meaningful professional milestone by proposing to increase the amount of time that early-career educators have to demonstrate effectiveness from two to three years, among other changes. Over the course of our two-year campaign, we participated in a Sacramento “teach-in”; gave testimony before the California Assembly Education Committee; **wrote powerful op-eds; secured key press endorsements**, including in the Los Angeles Times; and built a groundswell of support from community and social justice partners.

When closed-door Senate negotiations stymied our efforts to advance AB 3091, we protested on the steps of the California state capitol building, developing a campaign, **Don't Silence Teachers**, to encourage state legislators to commit to hearing teachers' voices in the policymaking process for the next generation of students and teachers and the promise of equity in California.

E4E-Los Angeles teachers who proudly serve in the governing body of their union have focused on making their union more diverse, democratic, and student-focused. They continued to create and advocate for union policy grounded in our members' body of recommendations that would both support teachers and center students within a more equitable and excellent education system.

We published our ninth policy paper, **Rising Tide: Collective Leadership to Lift All Schools**, which addresses the complexity of school leadership and proposes solutions in three areas where our district, especially in support of our highest-needs schools, consistently falls short: social-emotional support, instructional support, and family engagement. Written by a diverse team of 17 classroom educators, the paper provides recommendations and best practices to support sustainable school leadership through long-term collaborative approaches across campus and levels of leadership.

What did we learn?

When we prioritize the students we see in our classrooms every day, and keep raising our voices even when the going gets tough, we will see marked success in building our influence, capitalizing on our victories, continuously learning, and making a difference in our education system.

E4E—Minnesota

What do we want?

Policies that equitably fund Minnesota's schools, distribute great teachers, and reduce discipline disparities, championed by policymakers and teachers unions that are transparent, democratic, solutions-oriented, and student-centered.



What did we do?

In 2018, we advocated to ensure equitable funding for all Minnesota schools and reduce racial discipline disparities by sharing our stories, securing bill authors and supporters, and testifying before the legislature to advocate in favor of key legislation advancing these important issues.

As part of this effort, we published E4E-Minnesota's policy paper *Our Students Can't Wait*, which calls for increased funding transparency, equitable access to high-quality teachers, and collaboration and equity across schools. We then secured bipartisan co-authors for a bill calling upon the Office of the Legislative Auditor to review school funding practices and identify inequities in the allocation of school funding.

We also advocated for policies that would reduce disparities in school discipline that have a disproportionate impact on students of color. We worked with bipartisan legislators to shepherd a bill through the legislative process that would improve discipline reporting and data collection, create alternatives to dismissals, and establish stronger due process rights for students.

While the state legislature voted to pass key provisions on both policy issues into law, Minnesota Governor Mark Dayton ultimately vetoed the two bills for political reasons unrelated to these priorities – but our success in 2018 represents a huge step forward in bipartisan commitment to our top issues.

In addition, in spring 2018, multiple E4E-Minnesota members sought key leadership positions in their schools, unions, and beyond. We are building upon our members' interest in taking on leadership roles in their schools, unions, and communities with the development of our Leadership for Equity in Action Pipeline (LEAP) program, which launched in August 2018.

What did we learn?

Innovative education policy is sometimes constrained by political realities unrelated to what's best for students and schools. At this critical moment, we must continue to elevate both individual Teacher Leaders as well as our collective voice to ensure that student-centered policy – rather than the politics of the day – wins out in the end.

E4E—New York

What do we want?

Priorities and policies across our city and our union that put the needs and experiences of students first, particularly students of color, who are most impacted by overly punitive disciplinary tactics and challenging, unsupportive school climates and cultures.



What did we do?

We fought for New York City to expand a restorative justice program piloted in Brooklyn's District 18 – which saw a 26 percent drop in suspensions and 19 percent drop in incidents in the 2016-17 school year – to additional community school districts across the city. In support of this goal, we hosted and participated in school visits, collected 1,300 signatures on a letter to the mayor and chancellor, and shared the recommendation and letter of support in a town hall meeting with former New York City Schools Chancellor Carmen Fariña.

Due in part to our advocacy, the New York City mayor and chancellor announced the commitment of an additional \$8 million in school climate and anti-bullying funding, **including plans** to grow the restorative justice program in District 18 to three additional districts in the city during the 2018-19 school year.

We also worked within the United Federation of Teachers to ensure the leadership prioritized these issues. Our union leaders drafted a resolution calling on lawmakers to expand evidence-based restorative justice programs across the city. With the passage of this resolution in the UFT delegate assembly, investment in training and support for teachers and students is now an official policy platform of the largest local teachers union in the country.

At the conclusion of the school year, we **hosted a panel** featuring educators, union members, restorative justice coordinators, and a student from District 18. Our event ended with a clear ask for the city to continue to fund these types of professional development programs that will improve school culture and outcomes for school communities.



What did we learn?

Working within our unions to push for more just, equitable, and student-focused policies and platforms should be a significant part of our work across spheres of influence, given the unions' power within our local education landscape. When we advocate from within our unions, we can redefine what power looks like and how it can be wielded to serve all students.

Financial Information for Fiscal Year 2018 (July 1, 2017-June 30, 2018)

STATEMENT OF FINANCIAL POSITION

ASSETS	
Cash and Cash Equivalents	\$5,508,806
Certificates of deposit	\$1,897,256
Pledges receivable, current	\$2,336,264
Other current assets	\$270,741
Pledges receivable, long-term, net	\$606,017
Property and equipment, net	\$1,208,282
Other long-term assets	\$318,098
TOTAL ASSETS	\$12,145,464
LIABILITIES AND NET ASSETS	
Accounts payable and accrued liabilities	\$692,523
Deferred rent	\$226,561
TOTAL LIABILITIES	\$919,084
TOTAL NET ASSETS	\$11,226,380
TOTAL LIABILITIES AND NET ASSETS	\$12,145,464

STATEMENT OF ACTIVITIES

SUPPORT AND REVENUE	
Grants and contributions	\$11,858,665
Other income	\$64,462
TOTAL SUPPORT AND REVENUE	\$11,923,127
EXPENSES	
Program services	\$10,265,655
Management and general	\$2,871,068
Fundraising	\$1,575,759
TOTAL EXPENSES	\$14,712,482
CHANGE IN NET ASSETS	(\$2,789,355)
NET ASSETS, BEGINNING OF YEAR	\$14,015,735
NET ASSETS, END OF YEAR	\$11,226,380

This data has been extracted from our financial statements, which were audited by Condon O'Meara McGinty & Donnelly LLP, One Battery Park Plaza, New York, NY 10004-1405

Our Core Values

E4E's team is diverse, driven, and dedicated to uplifting teachers' voices and impacting the lives of students in our communities across the country. We believe how we work is just as important as what we are working to accomplish. Our core values guide how we fulfill our mission, in partnership with teachers and on behalf of students.

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Respect and Professionalism

We act with personal responsibility, respect, and commitment to high-quality work, to our organization, and to each other.

Solutions-Orientation

We consistently approach even the most complex challenges with positivity, proactive solutions, and the assumption of best intentions.

Growth Mindset

We intentionally create opportunities to develop ourselves and others in order to learn and continuously improve.

Dynamic Leadership

We courageously take ownership, empower others, set bold visions, think strategically, and adapt to change.

Diversity and Inclusiveness

Educational inequity is linked to race, power, and privilege, and so we take action to shift this paradigm by reflecting on our own identities, creating an inclusive and diverse community, and leveraging our differences as strengths.



Our Board

E4E's national board of directors brings diverse professional expertise and experience to its critical role of providing governance and strategic advice for how we can support positive teacher-led change at the school, district, state, and federal levels. Half of E4E's independent directors are current classroom teachers, ensuring we stay focused and up to date on the issues that are impacting students and the teaching profession.

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Managing Director, Arcon Partners
Emeritus, McKinsey & Company

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