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EDUCATORS FOR EXCELLENCE
Dear E4E Community,

When we started Educators for Excellence over a decade ago, we did so with a sense of certainty: We were certain that the students we interacted with in our own classrooms deserved better long-term outcomes. We were certain that teachers unions — of which we were a part — could better live into their role as a force for social, racial, and educational justice. We were certain that the quality and prestige of the teaching profession could and should be elevated in pursuit of getting and keeping exceptional educators in the classroom. We were certain that we needed to find a way to ensure forward-thinking educators were in the driver’s seat of any systemic shifts to address all of these issues.

Moments of uncertainty crop up for all of us over the course of our lives, and we had dealt with many of them over the years as we built and grew E4E. But none of the moments of uncertainty prepared us for the abrupt disruption of the COVID-19 pandemic in the spring of 2020. In the last months of the 2019-20 school year, the lives of our teacher members were turned upside down, their communities impacted economically, socially, financially, and emotionally by not only the severity of the pandemic, but also the overdue reckoning with racism in our country. Our team stood with our members as they worked to support their students, neighbors, and one another in navigating school closures, protests, and exhaustion.

The summer of 2020 did not provide any respite. With extreme examples of systemic racism and anti-Blackness, including violence toward BIPOC communities at the hands of police, in the headlines on a daily basis; a critical presidential election on the horizon; and the continued impact of the pandemic, including ongoing efforts to understand how to balance safety with student learning, there was a widespread sense of anxiety looking to the start of the 2020-21 school year. Much of the time, it felt like there was not an end in sight. But we knew we had to show resilience for our members and the students they serve.

Over the summer we sent a note to one of our supporters, saying: “Everywhere there is uncertainty, but here at E4E, we have no intention of losing hope. Instead, we are setting an agenda that states, in no uncertain terms, that we must continue to prioritize equity, consistent and high-quality teaching, and student and educator well-being, regardless of the chaos of the moment.”

And we did.

As you’ll read in this report, over the course of the 2020-21 school year, our teams leveraged our organization-wide policy agenda — built in response to the disproportionate impact of the pandemic on students of color — to inform their work and make progress during a year riddled with uncertainty. The agenda included four priority areas:

• Guarantee access to an excellent, equitable education, regardless of setting
• Retain a diverse and excellent teacher workforce
• Prioritize mental health and social-emotional supports for students
• Achieve greater equity in fiscal policies and budgets

We worked alongside our incredible members to envision and accomplish this work, including partnering with E4E members serving in union leadership positions, like the Hartford Federation of Teachers leadership, who were able to execute one of the strongest reopening plans in the country, prioritizing getting the highest-need populations, including early grades and special education students, back to in-person learning to mitigate learning loss.

We are incredibly proud of the wins our teams were able to secure over this uniquely challenging year. We are hopeful for a clearer path forward, but we know more than ever that the determination of our teams, teacher members, students, and communities will see us through even the most uncertain of moments.

Onward,

Sydney Morris
Co-Founder and Co-Chief Executive Officer

Evan Stone
Co-Founder and Co-Chief Executive Officer

“We worked alongside our incredible members to envision and accomplish this work, including partnering with E4E members serving in union leadership positions, like the Hartford Federation of Teachers leadership, who were able to execute one of the strongest reopening plans in the country, prioritizing getting the highest-need populations, including early grades and special education students, back to in-person learning to mitigate learning loss.”
Educators for Excellence has two long-term goals that are inextricably linked: better outcomes for all students — especially those impacted by opportunity gaps — and the elevation of the quality and prestige of the teaching profession. We achieve these goals by working to:

**Change Policy:**
The 2020-21 school year continued the massive disruption to education that began with the rise of COVID-19. As patterns of need and opportunity emerged across our chapters, E4E responded by creating our first-ever organization-wide policy agenda.

**Transform Teachers Unions:**
This year also further underscored the power teachers unions have in influencing decision making at every level and their immense, but sometimes unfulfilled, role in serving as a driving force for social, racial, and educational justice. Over the course of the year, E4E members came together to craft a union vision statement in alignment with our Theory of Change and Declaration of Teachers’ Principles and Beliefs that underscores our members’ deep belief in their unions — and desire for them to be more diverse, democratic, and student-centered.
Changing policy at the district, state, and federal levels

Transforming teachers unions

Better outcomes for all students

Elevation of the quality and prestige of the teaching profession

Organizing educators

Training teacher leaders

Advocating for teacher-led policies

33,000+ members across the U.S.A.

Major policy wins include:
1. Equitable school funding in Connecticut
2. Supports for student mental health and wellness in Chicago
3. Public accountability for quality of distance learning in Los Angeles
4. In-person learning for high-need populations in New York
5. Investments in teacher diversity in Minnesota
6. Momentum for antiracist curriculum in Boston

Our vision for unions
1. Student-focused
2. Elevate the teaching profession
3. Anti-racist
4. Democratic

Crafted first-ever organization-wide policy agenda

Better outcomes for all students

Elevation of the quality and prestige of the teaching profession

Changing policy at the district, state, and federal levels

Transforming teachers unions

Organizing educators

Training teacher leaders

Advocating for teacher-led policies

Theory of Change

Three sets of policy recommendations from Teacher Action Teams
- Boston: A Better Curriculum
- Chicago: From Hashtags to Healing
- Minnesota: Unmasking Inequities

Elevated educator perspective via:
- 351 media hits
- A national, scientific, and representative survey of teachers and a local survey of Los Angeles teachers
Guarantee access to an excellent, equitable education, regardless of setting

The pandemic has only made more severe the gaps in opportunity that exist in our education system. Our unions — and the education system as a whole — must be student-focused in their actions, considering every decision through the lens of how students will be impacted and promoting equity and excellence for all students, particularly those who have been traditionally underserved by our school system.

Getting students experiencing homelessness and students with special needs back into classrooms in New York City

As a result of advocacy by E4E-New York, NYC schools opened for full-time, in-person instruction for students experiencing homelessness and students with special needs. E4E members sent more than 200 emails to the mayor, chancellor of the New York City Department of Education, and United Federation of Teachers president asking for this shift; they also pushed the public narrative on this need via stories in the media.

Advancing digital equity for New York City students

Digital equity has long been a concern for our members, and this concern has only intensified as a result of the pandemic. After months of E4E-New York members advocating alongside other local nonprofits, New York City finally committed to equipping all family homeless shelters with Wi-Fi in an effort to improve internet connectivity and remote learning for the more than 30,000 students experiencing homelessness across the city.

Ensuring student engagement and progress were tracked in Los Angeles during the pandemic

In August 2020 — after E4E-Los Angeles members participated in town halls with decision-makers and sent more than 4,000 messages to the Los Angeles Unified School District (LAUSD) board offices demanding action — the LAUSD School Board unanimously adopted the resolution on distance learning we created with board member Kelly Gonez. This resolution required the superintendent to create specific metrics to measure student engagement and progress during distance learning. Accordingly, district staff regularly presented to the school board on the state of distance learning, sharing data on attendance and engagement, interim assessments, grading, graduation, and early learning assessment. The resolution has been the driving mechanism to ensure staff are reporting to school board members and was the only accountability measure in place that allowed district leaders access to progress data throughout the entire school year.
One of the most challenging questions school systems were forced to grapple with this year was how to handle assessments. In the fall, E4E-NY Executive Director Paula White was quoted in The New York Times and Riverdale Press in support of measuring student learning. She called attention to the 31,000 public school students who were unaccounted for since the shift to hybrid and remote learning (as of November 2020) and the need to understand how much learning students actually acquired while outside of physical classrooms.

“My concern is we’re going to be in a black hole of data, where we will not know how students are doing. We will not know what is the impact of what we are experiencing on their lives. And this is very important and very impactful because achievement gaps are going to morph into achievement gulfs, and that will have ramifications on students’ lives well into adulthood.”

The Hartford Federation of Teachers (HFT) Executive Team — composed of E4E members — showed real leadership in supporting students in this second year of navigating the pandemic. In the fall, union leadership executed a progressive reopening plan that prioritized in-person learning for high-need populations, including early grades and special education students. The staggered approach to school reopening ensured these student populations were back in the classroom as soon as possible to mitigate learning loss. Hartford was one of the first school districts in the state to reopen for in-person learning, and it maintained in-person learning for high-need populations over the duration of the school year. Additionally, reopening happened in close collaboration between union and district leadership, without the divisive, public debates that so many school districts across the country faced in negotiations with respective local unions.
We have long known that many communities of students — Black, Indigenous, and students of color; students with disabilities; LGBTQ+ students; English learners; students experiencing housing insecurity; and students from low-income households — are not being well served by our education system. As part of our efforts to ensure access to an excellent, equitable education, regardless of setting, we must recognize the history and continuing role of racism in educational policies and practices, and drive toward more antiracist systems (including unions) that uplift the multifaceted identities, strengths, experiences, histories, and cultures of both our students and our educators and leaders.

Advancing inclusive and effective curriculum in Boston

In the fall of 2020, E4E-Boston launched the A Better Curriculum (ABC) campaign to address opportunities to codify the process to update K-8 curriculum, ensuring that all students are learning with a high bar for expectations and that opportunities to ensure diverse, equitable, and inclusive practices are embedded in our curricula. Throughout the year, Boston members released a memo, sent messages to the Boston School Committee, met with dozens of educators to get input, and testified in support of improvements to curriculum. In February 2021, The Racially Culturally Inclusive K-12 Curriculum Act was introduced. Our members will continue to advocate for this bill's passage in the coming year.

Influencing district-level recommendations on addressing trauma in Chicago

Chicago Public Schools (CPS) included a central recommendation of the E4E-Chicago Teacher Action Team's From Hashtags to Healing memo in their $24 million investment in more trauma-informed, healing-centered practices, and mental wellness across CPS. In the Healing Centered Framework, where E4E is cited as a contributor, CPS directly names the role of racism in creating and perpetuating trauma and outlines resources and supports to begin to address this problem, including the implementation of our recommendation to train all district personnel in competencies like implicit bias, anti-racism, trauma-informed practice, and culturally affirming pedagogy.

Progress in ending K-3 grade suspensions in Minnesota

E4E-MN members and the Solutions Not Suspension Coalition called for a ban on suspension for students in grades K-3. Our members recruited their peers and even their principals to testify and send letters in support of the proposed reform. The coalition ultimately secured a new pool of $1.75 million to be granted to school districts for training programs on alternatives to punitive discipline practices.

Building a microcredential on culturally relevant pedagogy in Los Angeles

E4E-LA worked with LAUSD's Human Resources department and Board District 7 to help build a microcredentialing program for educators focused on culturally relevant pedagogy as part of the effort to actively work toward dismantling racism embedded in our education system and create a culture of learning in which Black students in particular are better supported.

On Sept. 24, 2020, the Chicago Teacher Action Team kicked off their work on social-emotional learning and trauma with a virtual gathering.
In February, E4E-Minnesota and Teach For America-Twin Cities hosted an event — “How to be an Antiracist Educator and Advocate for Youth” — featuring a fireside chat with Dr. Ibram X. Kendi, a celebrated writer, thinker, and educator, and author of The New York Times bestseller “How to Be an Antiracist,” among other books. During the gathering, which included 2,020 attendees, Kendi engaged in conversation with Chanda Smith Baker of The Minneapolis Foundation about the need for our nation’s school system to focus on anti-racism.

In a survey after the event, participants agreed that this event was meaningful to them:

- 94% said they came away from this event with a greater desire to approach their work through an antiracist lens.
- 84% agreed that the event helped them reflect upon their identity and biases and how they impact students.
- 93% shared that as a result of this event, they intend to do more work to combat bias in their classrooms and communities.

As our nation rose up in response to the murder of George Floyd and in support of Black lives and futures, Lyndsey Bonomolo, an E4E-Los Angeles member and instructional support provider in Local District-West, found herself receiving requests from dozens of pre-K teachers asking for support resources to help them talk about race with their students. Her school administrators were supportive and encouraging as she collected professional development resources and articles on how to address race in a preschool setting, but she knew that without clear direction from the district, many more schools and educators were missing out on opportunities to help their young students, who were clearly impacted by these traumatic events.

She decided to speak out on behalf of her colleagues by co-leading an E4E-Los Angeles Town Hall on June 25, 2020, where teachers secured commitments from board members Nicholas Melvoin and Mónica García to partner with them to reduce disparities in distance learning and to reimagine a school culture in which Black students and teachers are better supported. Bonomolo was also the first teacher to sign up for our Los Angeles Teacher Action Team (TAT), recruiting colleagues to join her and pushing to center Black students’ experience as the “why” behind their work.

Ultimately, Bonomolo and the TAT identified a breakthrough opportunity to work with LAUSD’s human resources department to build a microcredentialing program for educators focused on culturally relevant pedagogy. Through their combined efforts, they have begun creating the tools and guidance necessary for teachers to actively take part in dismantling racism embedded in our education system and create a culture of learning where Black students can thrive. Bonomolo continued to lead the way, leveraging her role as E4E-LA’s summer resident to gather research and teacher feedback, maintain relationships with our LAUSD partners, make asks of decision-makers, and bring it all back to the thing that keeps her going — her students.
Retain a diverse and excellent teacher workforce

One of our major concerns at the start of the pandemic was the possibility of layoffs resulting from budget cuts — many of which would have been done in order of reverse seniority, disproportionately impacting teachers of color and teachers newer to the profession. Because of this, many of our teams and members took on the challenge of advocating for not only protection of existing policies and programs that support diverse teachers, but also new investments in teacher diversity. Our teams continued to push union leadership to recognize that in order to elevate the teaching profession, they must focus on recruiting and retaining diverse educators, and empower teachers to grow their expertise, exercise professional autonomy, and expand their leadership throughout their careers.

Securing a historic investment in teacher diversity in Minnesota

In a state where less than 6% of teachers are people of color, over 60% of E4E-MN members identify as BIPOC. During the 2021 legislative session, dozens of E4E members reached out to their legislators or testified in front of committees in favor of the Teachers of Color Act. Ultimately, this led to a historic investment in teacher diversity: a $13 million budget allocation that will fund several initiatives to recruit, onboard, and retain Indigenous teachers and teachers of color in Minnesota.

Defending progress on teacher licensure in Minnesota

This year, over 100 E4E-Minnesota members took action to successfully defend a previous win on teacher licensure, which was at risk of repeal. Members repeatedly testified against proposed changes that would have resulted in talented teachers — many of whom are teachers of color—being expelled from classrooms at just the moment they would be eligible to apply for permanent licenses.

Securing funding to help Connecticut recruit diverse teachers

After years of work targeted at advancing minority teacher recruitment, this year Connecticut officially designated funding for these crucial programs. Dollars will go toward minority candidate certification, retention, or residency programs; developing plans to promote the teaching profession to high school students; and requiring all school district personnel in charge of hiring to complete a video training module on implicit bias and anti-bias in the hiring process.

Strengthening teacher diversity in New York by reviving teacher prep programs

E4E-New York has long pushed for strengthening the diversity of the teacher workforce in New York City — a critical piece of the puzzle in supporting students’ social and academic growth. Thanks to the hard work of our members — including driving the conversation in the media, taking 1:1 meetings, and hosting virtual events — this year the city made the decision to revive teacher prep programs that were slashed during the pandemic, including the New York Teaching Fellows program.

“Students in my school in Queens, most of whom are African American, Latino, or of East and West Indian descent, are lucky that we do have a few teachers of color. Forty percent of U.S. public schools do not have a single teacher of color on staff. While seeing someone in a position of leadership in your school who looks like you may seem like a small thing, it is not. I teach middle school, a time in students’ lives that can be difficult as they seek to connect with others to better understand where they fit, who they are, and who they want to be.”

Leona Fowler, E4E-New York member; instructional support teacher, Queens, NY
Achieve greater equity in fiscal policies and budgets

While federal stimulus dollars included in the American Rescue Plan will temporarily shrink existing funding gaps, many states and districts have systemic funding equity issues. In Connecticut, where funding equity has been a major area of emphasis for E4E and our partners for many years, we have seen inadequate state-level investments in education and an overreliance on local property taxes. School funding equity has been a critical issue for E4E across multiple chapters for many years, and the past year was no different.

Historic progress on school funding equity in Connecticut

For years, E4E-Connecticut has championed efforts to address the vast inequities in public school funding across the state. This year, after steadfast advocacy from E4E members, staff, and the rest of our partners in the Education Justice Now Coalition, key parts of SB 948, An Act Addressing Education Funding and Racial Equity in Connecticut, were incorporated and signed into this year’s budget. These include increased funding targeted toward English language learners and students from low-income households. When fully implemented in 2028, the legislation will narrow the $639 million racial funding gap by nearly half. This victory marks historic progress toward enshrining equity in the funding formula and centering the needs of students.

Getting more money into the Minnesota schools that need it most

As a result of our members’ advocacy to eliminate racial discipline disparities, the legislature allocated $1.75 million for training programs on alternatives to punitive discipline practices. The state also increased transparency requirements for district reporting so we will have greater visibility into how districts spend these additional resources.

“Finally our leaders in Hartford have prioritized students and passed a budget that moves us toward equitable funding. Teachers have been raising this concern for years. My students in Hartford deserve the same funding that students in Farmington and Avon have historically enjoyed. The pandemic greatly widened the gap between underfunded districts and the rest of the state, and our students are paying the price. Today, Connecticut took a positive step to make our schools work better for all our students.”

John Tuschr, E4E-Connecticut member and Hartford educator
Elevating educator perspective via research and media

One of the core aspects of our Theory of Change is the role of advocacy in advancing our members’ goals and driving toward our ultimate aims of ensuring better outcomes for students and the elevation of the quality and prestige of the teaching profession.

A central piece of this work is ensuring the voices of our forward-thinking members are front and center. We do this in multiple ways, including supporting our members in getting their perspectives into the public discourse via media, as well as regularly conducting scientific polling of America’s public school teachers to inform policymaking and public discourse and serve as a resource to the broader field.

In analyzing results of our Voices from the Classroom survey, we found eight major themes related to what teachers want to see happen, both for their schools and their profession.

1. **Understand the Need**
   Better data and guidance around student engagement and supports.

2. **Teach What Works**
   Change content, curricula, grading, and assessments.

3. **Reach Every Student**
   Schools are not regularly meeting the needs of vulnerable student populations.

4. **Dismantle Institutional Racism**
   Teachers are concerned about systemic racism but receive little guidance on discussing racial justice with colleagues and/or students.

5. **Rebuild and Reimagine Education**
   Carry forward distance learning benefits and implement health and safety measures in reopening.

6. **Make Teaching Sustainable**
   Teachers faced additional concerns and demands during the pandemic, but retention risk is not as high as feared.

7. **Support Teachers to Lead**
   Teachers want to give their input, receive assistance, and see more effective handling of distance learning and physically reopening schools.

8. **Protect Our Students and Profession**
   Teachers are open to innovative approaches that will ensure minimal layoffs and protect the most vulnerable student populations.

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**NATIONAL Teacher Surveys**

E4E released our fourth national, scientific, and representative Voices from the Classroom educator survey in February 2021. The Voices from the Classroom 2021 survey questionnaire was developed by 11 E4E members from across our chapters and conducted by Gotham Research Group.

We shared the survey results via:

- A webinar moderated by E4E teacher leaders and featuring EdTrust founder and former Secretary of Education John King
- Presentations to various partner and philanthropic organizations
- Panel discussions hosted by Education Counsel, Policy Innovators in Education (PIE), and the Great Public Schools Network

In analyzing results of our Voices from the Classroom survey, we found eight major themes related to what teachers want to see happen, both for their schools and their profession.
LOS ANGELES
Voices from the (Virtual) Classroom Survey

In December 2020, E4E-LA released a first-of-its-kind, locally representative survey of Los Angeles educators in partnership with the USC Rossier School of Education. The survey identified ongoing challenges faced by teachers and students nearly one year into the pandemic. The report outlined key findings integral to addressing the ongoing inequities of distance learning and detailed teachers’ recommendations for how to safely return to schools.

Results from the survey were:

- Featured in 33 major press hits (generating over 400,000 media impressions)
- Cited by a regional affiliate of the American Academy of Pediatrics in their push for the state of California to reopen schools as quickly as protocols allowed
- Used in two amicus briefs in lawsuits brought by families and community organizations against LAUSD and the state of California.

Media Attention

TOP PRESS HITS

THE 74
New Survey Shows Teachers Think Cleaning & Ventilation, Smaller Classes and PPE Are More Important than Vaccines for Reopening. But Unions & Districts Aren’t Listening

EDUCATION POST
Teachers Are the Best Experts on How to Spend the American Rescue Plan Money

CNN
Summer school is getting beefed up after remote learning. But some programs struggled to get teachers

USA TODAY
Teacher Appreciation Week: Amid a tough year, these educators gave us hope with their tenacity, charm and commitment to students

Over the course of the year, we secured a total of 351 press mentions in local and national outlets, eclipsing our goal of 200. E4E and our members were featured in stories on networks including CNN, NBC, CBS, and NPR and articles in publications and websites including The 74, Bloomberg, the Boston Globe, Chalkbeat, Education Post, Education Week, Gothamist, the Los Angeles Times, The New York Times, Politico, Time, USA Today, The Wall Street Journal, and The Washington Post.
# Financial information for the year ended June 30, 2021

## STATEMENT OF FINANCIAL POSITION

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<td>Other long-term assets</td>
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<td>TOTAL LIABILITIES AND NET ASSETS</td>
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## STATEMENT OF ACTIVITIES

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<td><strong>TOTAL SUPPORT AND REVENUE</strong></td>
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<td><strong>NET ASSETS, END OF YEAR</strong></td>
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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 Board of Directors FY21

**PETER FLAHERTY**
Chair
Managing Director, Arcon Partners
Emeritus, McKinsey & Company

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Twelfth-grade teacher, K485 High School of Telecommunication Arts and Technology, New York City Department of Education

**MICHAEL LOEB**
Treasurer
Middle school science teacher, Urban Institute of Mathematics, New York City Department of Education
Chapter Chair Leader, United Federation of Teachers

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Secretary
International Baccalaureate Primary Years Programme teacher and coordinator, Harriet Tubman Elementary School, Chicago Public Schools

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Co-Founder & Co-CEO, Educators for Excellence

**DANIEL WEISBERG**
CEO, TNTP

**SIVAN HONG, Emeritus**
Founding Chair, Educators for Excellence
Independent Consultant
Former Partner, The Bridgespan Group
Our Supporters in FY21

Our work is possible because of the tireless efforts of our amazing team members — past and present — and the continued leadership and support of countless educator members, financial supporters, and other partners.

We are grateful to those who made contributions to support our work this year:

A
AmazonSmile
Anonymous (16)
Meg Ansara
Cynthia Arato and Dan Weisberg
Alyssa Arredondo

B
Ballmer Group
Barr Foundation
Duffy Batzer
Ambassador and Mrs. Frank Baxter
Eva Bermudez
F. R. Bigelow Foundation
Bloomberg Philanthropies
Maggie Borman
Thomas H. Borman
The Douglass Brandenborg Family Foundation
Corey Broms
Richard Broms
Brooklyn Community Foundation
Joni Bruecken
Maggie Bruecken
Nonnie and Rick Burnes

C
The California Endowment
Heather Calverase
The Canning Foundation
Curtis L. Carlson Family Foundation
Carnegie Corporation of New York
Carson Family Charitable Trust
Allan Carter
Alex Cassanova
Nicholas Chirls
Katharine Christianson
Ciresi Walburn Foundation for Children
CityBridge Foundation
Sarah Clyne
Paula and Alan Cole
Kate Conetta
Carrie Cotton
Jay and Page Cowles
The Crown Family
The Crown Goodman Family
Tina Curry

D
Nisha Dass
Kent and Elizabeth Dauten
Dawna Diamon
Ray DiStephan
Draper Family Foundation
Joseph Drown Foundation

E
Madaline Edison
Eisenson Family Fund at The Boston Foundation
Emergent Fund
Joel Enright
Arthur Everett

F
Fairfield County’s Community Foundation
Maryanne Farrell
Mary and Paul Finnegan
Peter and Pamela Flaherty
Jim and Karen Frank
Eugene U. and Mary F. Frey Family Fund
Ian Friendly

G
B. C. Gamble and P. W. Skogmo Fund of The Minneapolis Foundation
Daniel Gannon
The Bill & Melinda Gates Foundation
Erik Imon Gavin
Matt Gould
Rashana Graham
Brit Grant
William Caspar Graustein Memorial Fund
John and Denise Graves Foundation
Great Public Schools Now
Barbara Gsovski
Zac and Sarajane Guevara
Gunderson Family Fund of The Minneapolis Foundation

H
Harman Family Foundation
Hartford Foundation for Public Giving
Shantram Hawkins
Anthony Hernandez
The Hyams Foundation

J
Alexander Jacques
Carol Johnson
Asa Johnson
The Thomas Phillips and Jane Moore Johnson Foundation
The Joyce Foundation
Rachel Juozapaitis

K
Tracey Keij-Denton
Misti Kemmer
Dianne Kersteter
Christina Kim
Kissick Family Foundation
Candace and David Kragthorpe

L
Scott Lebovitz
Kristy Lebron
Josh Leegaard
Fredric Leffel
Lars Lindqvist
Daniel Lipsky-Karasz
Michael Loeb Sr.
Mike Loeb
Lone Pine Foundation
Longfield Family Foundation
Jaime Lozano
M
Ben and Kristina MacKenzie
Mahle Family Foundation
Malott Family Foundation
Regina McCoy-Burwell
Gail McDaniel
Roger McDaniel
Dick and Joyce H. McFarland Family Fund of The Minneapolis Foundation
The McKnight Foundation
Olga McLeod
George H. and Jane A. Mifflin Memorial Fund
Lance Miller
Shannon Mitchell
Tracy Mitchell
Stacy Moran
Sydney Morris and Evan Stone
Mortenson Family Foundation

N
Mikisha Nation
Nellie Mae Education Foundation
The Bruce and Nancy Newberg Fund

O
Jane and Ron Olson
Laura Orban
The Osa Foundation
Lynn Osborne-Simmons

P
Michelle Padover
Margaret Palisoc
The PCLB Foundation
Laura Pearson
Ramon Peralta
Rosanna Perch
Wilma Peterson
Jay and Rose Phillips Family Foundation
Piper Family Fund II of The Minneapolis Foundation
Freeda Pirillis
Iryna Poberezhniuk
Sasha Prado
Deborah Price
Heather Price-Wright
The Margot and Thomas Pritzker Family Foundation
Tricia Puskar

R
Irina Rivera
Keenan Roberts
Robin Hood
Arthur and Toni Rembe Rock
Andrea Roethke

S
Charles and Lynn Schusterman Family Philanthropies
Elizabeth and Mitchell Schwartz
Tim Schwertfeger
The Scully Peretsman Foundation
Daniel and Stacy Sellers
Katie Shepherd
Holly Kragthorpe Shirley
Soran Foundation
Ann Souza
Brooke Souza
Spector Fund at the Boston Foundation
Spencer Family Foundation
The Speyer Family Foundation
Debra St. Germain
Steans Family Foundation
The Barry and Mimi Sternlicht Foundation
The Barry S. Sternlicht Foundation
Greg Stone and Cindy Vail
Stuart Foundation
The Sidney A. Swensrud Foundation

T
Anne Tatreau
Whitney Tilson
Ernest Toth

U
United Way of Greater Los Angeles

V
H. A. Vance Foundation
Sandra L. Vargas Fund of The Minneapolis Foundation
The Vitale Family Foundation

W
Walton Family Foundation
Simone Ward
Jane Weathers
The Witmer Family Fund

Y
Tracy Yu