



# 2020/21 ANNUAL REPORT

JULY 1, 2020-JUNE 30, 2021





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“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.”

### 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





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.



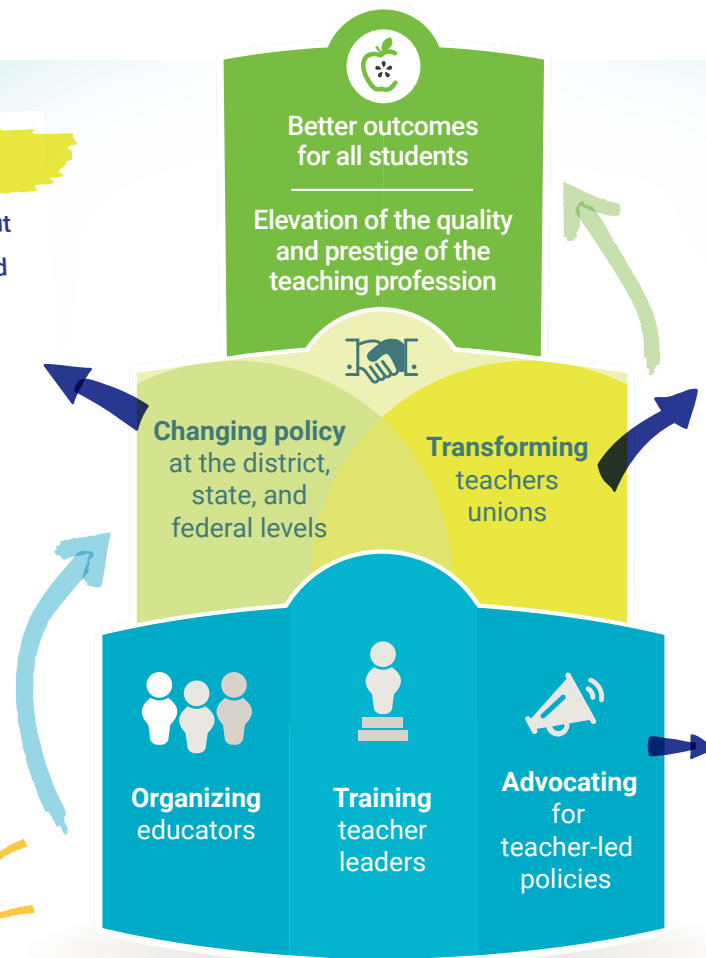
# Theory of Change

## 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



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



## Our vision for unions

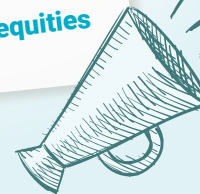
1. Student-focused
2. Elevate the teaching profession
3. Anti-racist
4. Democratic

## Crafted first-ever organization-wide policy agenda

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



## PROGRAMMATIC IMPACT

### 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.



# SPOTLIGHT ON SCHOOL REOPENING

## CONNECTICUT



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.

## NEW YORK



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.”



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.

# SPOTLIGHT ON ANTI-RACISM



## LOS ANGELES

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.

## MINNESOTA

### How to Be an Antiracist Educator and Advocate for Youth



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 best-seller "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.





## 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 Tusch**, 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.

## 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.



#### 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.



## 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.



Jasmine Byrd, ESL teacher, New York City, speaks to press on Capitol Hill about teacher diversity.

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.

## 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**



# Financial information for the year ended June 30, 2021

## STATEMENT OF FINANCIAL POSITION

ASSETS	
Cash and cash equivalents	\$1,222,220
Certificates of deposit	750,001
Investments, at fair value	6,450,705
Pledges receivable, current	1,458,500
Prepaid expenses and other assets	724,833
Pledges receivable, long-term, net	459,831
Property and equipment, net	544,899
Other long-term assets	251,138
<b>TOTAL ASSETS</b>	<b>\$11,862,127</b>
LIABILITIES AND NET ASSETS	
Accounts payable and accrued expenses	\$592,158
Deferred rent	193,072
Loan payable	1,849,695
<b>TOTAL LIABILITIES</b>	<b>\$2,634,925</b>
<b>TOTAL NET ASSETS</b>	<b>\$9,227,202</b>
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b>\$11,862,127</b>

## STATEMENT OF ACTIVITIES

SUPPORT AND REVENUE	
Grants and contributions	\$12,129,427
Other income	544,078
<b>TOTAL SUPPORT AND REVENUE</b>	<b>\$12,683,505</b>
EXPENSES	
Program services	\$8,506,126
Management and general	2,805,920
Fundraising	1,628,571
<b>TOTAL EXPENSES</b>	<b>\$12,940,617</b>
<b>CHANGE IN NET ASSETS</b>	<b>-\$257,112</b>
<b>NET ASSETS, BEGINNING OF YEAR</b>	<b>\$9,484,314</b>
<b>NET ASSETS, END OF YEAR</b>	<b>\$9,227,202</b>

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



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Managing Director, Arcon Partners  
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**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  
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Maggie Borman  
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Joni Bruecken  
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Nonnie and Rick Burnes

## C

The California Endowment  
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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  
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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  
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Matt Gould  
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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-Karas  
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 of Minnesota  
Piper Family Fund II of The  
Minneapolis Foundation  
Freeda Pirillis  
Iryna Poberezhniuk  
Sasha Prado  
Deborah Price  
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