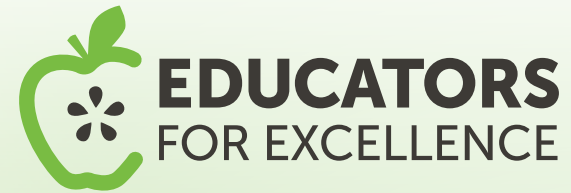


EDUCATORS FOR  
EXCELLENCE  
ENSURES THAT  
TEACHERS HAVE  
A LEADING VOICE  
IN THE POLICIES  
THAT IMPACT  
THEIR STUDENTS  
AND PROFESSION

# renew reground

FY17 ANNUAL REPORT  
JULY 1, 2016 – JUNE 30, 2017



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renew + reground



## To our E4E community:

What a remarkable year! As we look back on fiscal year 2017, the amazing leadership of E4E teachers across the country, and the extraordinary efforts of our staff to support them in elevating their voices, two words come to mind: regrounding and renewal. While our fifth anniversary in fiscal year 2016 inspired us to reflect on the rapid growth of our movement, 2017 was the year to act upon those reflections. As we entered the final year of our most recent strategic plan and in light of our expansion, we wanted to ensure that we remain true to the values upon which we were founded. We recognized the role our larger membership should play in shaping who we will become in the years ahead: sharing their diverse experiences and expertise so that we can adapt to the changing education landscape and continue to be an authentic voice for teachers.

With this in mind, we invited E4E members across the country to come together to share their unique perspectives and refresh the tenets of our organization in our founding document, the E4E Declaration of Teachers' Principles and Beliefs. Through surveys, virtual meetings, and face-to-face conversations, they worked to identify where progress had been made, where we need to redouble our efforts, and new areas to explore in order to support the whole student to succeed academically, socially, and emotionally. These teachers then debuted E4E's renewed Declaration in Washington, D.C., sitting down with former U.S. Secretary of Education John King, former Chancellor of D.C. Public Schools Kaya Henderson, and other education stakeholders to share their priorities for their students and profession.

Along with our new Declaration of Teachers' Principles and Beliefs, we worked with members on an array of projects, including crafting a refreshed five-year strategic plan to inform and focus our advocacy, updating our brand to be more representative of our teachers' voices, and launching a new website designed to better inform our members and supporters and spur them to action.

And if that weren't enough, E4E members, totaling over 27,000 across the country at the end of fiscal year 2017, engaged in a broader range of national issues this year than ever before, providing legislators with invaluable insight into educators' priorities on an array of national issues, including the appointment of U.S. Secretary of Education Betsy DeVos, the federal education budget, Deferred Action for Childhood Arrivals, and the Every Student Succeeds Act. In a time of deep political division and inflammatory rhetoric, they charted a rational path forward, grounded in their expertise and experience as educators.

As always, E4E members also worked to advance local policy issues of great importance within their schools, districts, unions, and states, such as fostering positive school climates and expanding approaches to discipline that help keep students in the classroom, working to diversify the teaching workforce, and supporting tenure as a meaningful professional milestone. We look forward to advancing this work in the months and years to come.

We are truly grateful for our committed partners and generous donors who have helped us elevate the voices of teachers in the policies that impact their students and their profession. We invite you to see how E4E teachers are using their platforms to catalyze positive change in their communities and beyond.

Thank you for your support,

*Sydney & Evan*

Sydney Morris and Evan Stone  
Co-Founders and Co-CEOs  
Educators for Excellence



# Dear E4E supporters:

Three years ago, we set out to determine how we could build on our early wins, deepen our impact in current chapters, and scale our model to drive change in additional communities. Through conversations with members, staff, and partners, we identified four strategic priorities for our 2015–17 fiscal years to maximize our impact:

1. Refine, codify, and implement an enhanced **grassroots organizing model**;
2. Invest in our **organizational infrastructure**, including talent and systems, to provide consistency, shared learning, and economies of scale to our work;
3. Deepen our engagement in current sites to **reach critical mass**; and
4. Widen our reach through **targeted new site expansion** to maximize national strategic impact.

As we wrapped up fiscal year 2017, our progress in these priority areas has strengthened our organization, our membership, and our E4E community. Since those conversations three years ago, we have more than doubled our membership to over 27,000 educators—2,000 members above our goal! Hundreds of E4E members and Teacher Leaders are now promoting student-centered change in their schools, in their districts, in their unions, and in legislation at the city, state, and federal levels. In fiscal year 2017, E4E's newest chapter in Boston launched its full suite of programming for teachers. Our significant expansion over the last few years has amplified the voices of our teachers so they can have greater influence on their students and profession.

As E4E membership has grown in both numbers and level of engagement, we have added resources to support our educators' increased role in shaping school, district, union, state, and federal education policy, growing our operating budget to more than \$15 million.

Achieving these goals has enabled our teachers to take on the national and local issues most important to them. All these milestones allow us to celebrate the organization that we've become since E4E was launched out of Sydney and Evan's Bronx classrooms seven years ago, and to communicate effectively with members and the wider world the values we share and the work we do. Thank you for helping to make this possible.

In partnership,

*Freeda Pirillis*

Freeda Pirillis

IB PYP Teacher and Coordinator, Agassiz Elementary, Chicago Public Schools  
Director, E4E National Board of Directors

*Peter Flaherty*

Peter Flaherty

Managing Director, Arcon Partners Emeritus, McKinsey & Company  
Chair, E4E National Board of Directors

## FY15-17 STRATEGIC PLAN PRIORITIES

### STRATEGIC PRIORITY #1

Refine, codify, and implement an enhanced  
**GRASSROOTS ORGANIZING MODEL.**



### STRATEGIC PRIORITY #3

Deepen our engagement in current sites to

**REACH CRITICAL MASS.**

### STRATEGIC PRIORITY #2

Invest in our  
**ORGANIZATIONAL INFRASTRUCTURE,**  
including talent and systems, to provide consistency, shared learning, and economies of scale to our work.



### STRATEGIC PRIORITY #4

Widen our reach through targeted

**NEW SITE EXPANSION**

to maximize national strategic impact.



Freeda Pirillis, E4E-Chicago teacher and E4E board member, moderates panel discussion in Washington, D.C.

# The Problem

Our nation's education system is leaving millions of students—including an overwhelming number of students of color and low-income students—unprepared for college, career, and life. Only one in 10 students of color from low-income communities graduates from college in the United States. The result is an opportunity gap and divide along racial and class lines that threatens the future of our communities, economy, and democracy.



**Only one in 10 students of color from low-income communities graduates from college in the United States.**

## Why E4E

While research shows that classroom teachers are the single most important in-school factor in improving student achievement, they are still often left out of education policy decisions. In 2010, Educators for Excellence was founded by teachers, for teachers, to provide educators with the tools to become agents of change in education at the school, district, union, state, and federal levels.

# Vision

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

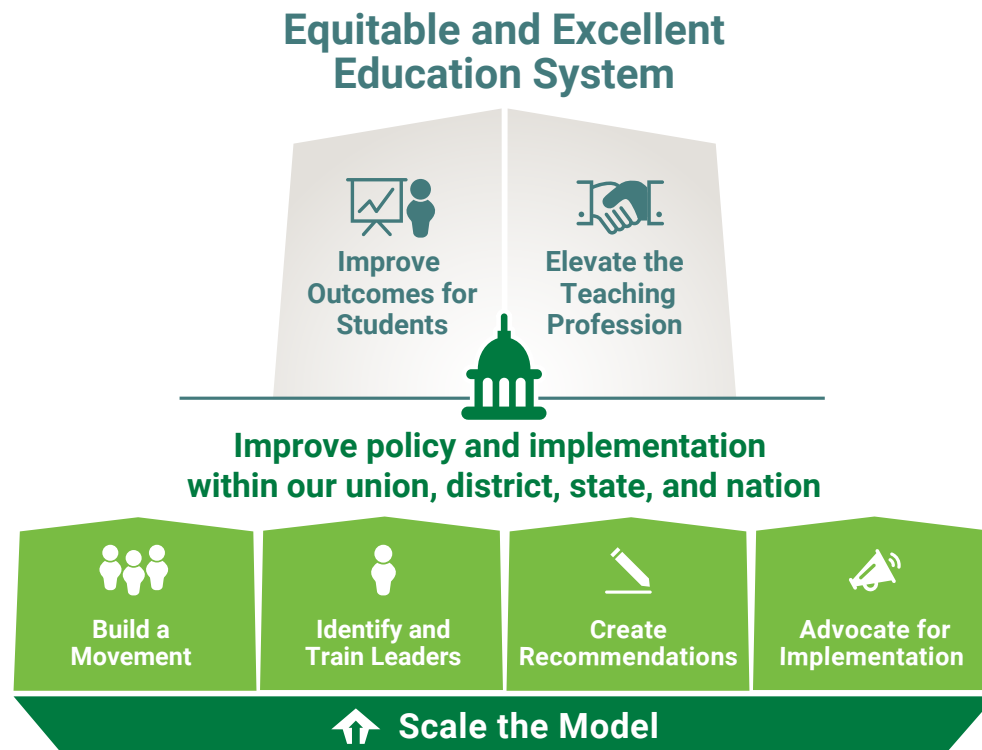
# Mission

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

# 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. We achieve this by:

- **Building a movement** of forward-thinking teachers through grassroots organizing in communities across the country
- **Identifying and training Teacher Leaders** within that broader movement to take on key positions of influence in their schools, districts, and states, and within their teachers unions
- **Creating teacher-led policy recommendations** in order to bridge the divide between policymakers and the classroom
- **Advocating for implementation** of teacher-generated policy ideas through teacher-driven advocacy campaigns
- **Scaling this model** to reach critical mass in the communities we serve and across the country





## Core Values

We are a community of leaders united in our commitment to students and teachers, drawing upon our personal experiences with a connection to educational inequity. All of our work, actions, decisions, and goals are driven by the belief that every child deserves an excellent education and, in order to achieve this, we must elevate the quality and prestige of the teaching profession.

Even though our work is urgent, 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.

- 1 Dynamic Leadership**  
We courageously take ownership, empower others, set bold vision, think strategically, and adapt to change.
- 2 Growth Mindset**  
We intentionally create opportunities to develop ourselves and others in order to learn and continuously improve.
- 3 Solutions-Orientation**  
We consistently approach even the most complex challenges with positivity, proactive solutions, and the assumption of best intentions.
- 4 Respect and Professionalism**  
We always act with personal responsibility, respect, and commitment to high quality work, to our organization and to each other, especially in moments of tension.
- 5 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.

# Refreshing the E4E Declaration of Teachers' Principles and Beliefs

In celebration of this organizational growth and in recognition that the policy issues in our founding document have evolved, we decided to revisit our Declaration in true teacher-led fashion—through the guidance and leadership of our members.

All of our work is guided by our teacher-written Declaration, a set of values and principles that we believe are necessary to improve outcomes for students and elevate the teaching profession.

Twenty-eight members, representing each of our chapters and the diversity of our organization, engaged in updating the Declaration through membership surveys and focus groups, and convened multiple times by telephone and in person to work

through every revision. Our refreshed Declaration continues to embody our broader goals of elevating the teaching profession and improving student outcomes, while better representing the positions of our nationwide community of more than 27,000 educators.

The teacher-authors of our refreshed Declaration convened for a final time in February 2017 at the Newseum in Washington, D.C., to publicly share the new Declaration with media and an array of education stakeholders. At the launch event, teachers shared stories from the classroom that had inspired their efforts to shape the Declaration. They also sat down with two visionary education leaders, former Secretary of Education John King and former Chancellor of Washington D.C. Public Schools Kaya Henderson, to discuss the educational priorities they had laid out in the Declaration, as well as how to effectively create change in their own classrooms and beyond.

At the same time we launched the new Declaration, we also shared our reimagined brand and a new, more interactive and informative website, to help our members stay informed and take action.



The Educators for Excellence Declaration of Teachers' Principles and Beliefs



# Declaration of Teachers' Principles and Beliefs

As educators, all of our work is driven by our passion for our students and the belief that every child deserves an excellent education. We believe it is our responsibility to inspire and equip all students to succeed in college, career, and life. We know that disparities in our public education system are linked to race, power, and privilege, and we take action to address these inequities.

This Declaration unites members of Educators for Excellence across the country and is a common starting point for the conversations and advocacy that we lead in our local communities. It lays out many of the values and policies that we believe are necessary to improve outcomes for students and elevate the teaching profession.

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## We are committed to creating an education system that will:

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### **Prioritize our students and their success by:**

- Ensuring all students have equal access to high-quality schools, principals, and teachers
- Adopting and maintaining high standards and aligned assessments that challenge and support all students with rigorous and engaging instruction
- Building safe, inclusive schools and classrooms that honor the rights, identities, cultures, social-emotional needs, and potential of all students
- Providing access to high-quality early childhood programs, particularly for those from historically underserved communities

### **Strengthen the voices and practices of educators by:**

- Attracting high-quality teacher candidates from diverse backgrounds with competitive salaries
- Providing practice-based teacher preparation that develops educators' knowledge, skills, and mindsets
- Evaluating, supporting, and retaining teachers through a multi-measure system that includes student progress and informs professional development, compensation, and career pathways
- Reestablishing tenure as a significant professional milestone that recognizes impact, skill, and experience
- Protecting the right to freely associate, organize, and collectively bargain

### **Focus on equity by:**

- Funding schools fairly with sufficient resources distributed based on student need
- Establishing transparent accountability systems that hold schools, districts, and states responsible for the progress of all students
- Collaborating with all stakeholders, including students and families as well as labor, civil rights, civic, and community-based organizations, to find solutions





## EDUCATOR'S VOICE

### Cory Cain

Assistant principal and teacher  
Urban Prep Charter Academy's West Campus in Chicago

I used to think education policy was outside of my realm—that it was something I'd never touch. But working with E4E opened my eyes to how accessible and important influencing policy is.

When I first received an event invitation from E4E, my first thought was "Oh, here's another group that's pretending, that just wants to waste my time." But I'm a scientist by heart, so I went to the E4E meeting. I actually enjoyed it. It was a chance to connect with other people who were just like me—people who wanted to work to improve education. It has been, on a scale of 0 to 10, a 25.

When I later joined the Declaration Advisory Committee, I thought this was a chance to be a part of something collective, something both within and outside my local area. Any educator will tell you that when you connect to other people who are like-minded, who are passionate about education, meaningful change happens. I come from a family of farmers—so I just wanted to be a seed. I wanted to be with other seeds, and to work together to make a forest. The more seeds we plant, the more trees we'll get, and the greater the effect on teachers, parents, and all the stakeholders in the educational process.

So we built a Declaration for everyone. We brought people from different walks of education into one room to create a document that represents the diversity throughout our organization. And I feel like anyone who wasn't there who has a chance to read it will feel like they could have been in that room.

**Advocating with E4E changed my trajectory. I knew I could be an influence somewhere, but I never really had the protocol or had the opportunity to do so. So E4E really shortened that up and gave me the motivation to start building stuff.**

# Our Impact

We work to change the education system from the inside to ensure that students graduate ready to fulfill their potential. Since the founding of Educators for Excellence in 2010:



A broad and diverse membership base of **27,000 educators** have been organized and mobilized across the country.



More than **1,200 Teacher Leaders** have built skills in effectively elevating their voices, organizing colleagues, and advocating for education policies that meet their students' needs and support their professional growth.



**Thirty-five teacher-written policy papers** have been published, on issues such as school climate, teacher evaluation, and school funding.



Teachers have reached a larger audience through nearly **1,100 news stories**, including teacher-written op-eds and letters to the editor, interviews with reporters, and press conferences.



More than **1,200 teacher advocacy meetings** and policy panel events have been held, providing teachers with access to key decision-makers, such as legislators and district officials.



**Educators have driven change** in federal and state legislation, district policies, and union resolutions.

# Media Highlights

## National

E4E educator **Misti Kemmer** shares a teacher's perspective on ESSA.

[Education Week](#), January 2017

## National

E4E member **Miguel Covarrubias** calls to protect the DACAmented students who call America home. [The Hill](#), January 2017

## National

**Valerie Strauss** highlights questions E4E teachers from across the country had for Secretary of Education nominee Betsy DeVos at her Senate hearing.

[The Washington Post](#), January 2017

## Boston

E4E-Boston member and National Teacher of the Year **Sydnee Chaffee** describes the collaborative—and sometimes messy—art of teaching.

[WBUR](#), May 2017

## Connecticut

E4E-Connecticut teacher **Syeita Rhey-Fisher** highlights the importance of teacher voice in education policy. [Connecticut Mirror](#), May 2016

## Chicago

E4E-Chicago member **Steve Fouts** calls on the legislature to create an equitable school funding formula. [Chicago Tribune](#), February 2017

## Los Angeles

E4E-LA teacher and former school board member **Andrew Blumenfeld** calls on state leaders to give localities more time to decide before granting teachers permanent status. [L.A. Times](#), August 2016

## Minnesota

An E4E-Minnesota teacher's student, **Malique McCoy**, writes about the power of high expectations. [Education Post](#), May 2017

## New York

E4E-New York member **Olinka Crusoe** makes the case for a restorative approach to student discipline.

[City and State](#), May 2017

## E4E.org

E4E members and staff also shared their perspectives on the E4E blog. Here are two inspiring examples:

E4E Co-Founders and Co-CEOs Sydney Morris and Evan Stone elevated teachers' questions for Secretary DeVos's confirmation hearing.

[READ MORE](#)

E4E teachers unveiled their new Declaration and discussed educational equity with former Sec. John King and former Chancellor of DC Public Schools Kaya Henderson.

[WATCH VIDEO](#)



## E4E Chapters

The vast majority of E4E teachers' advocacy is at the local, district, union, and state levels, since that is where most education policy is formulated. As in all years, teachers grounded each chapter's focus through surveys, focus groups, and one-on-one meetings with E4E staff. And they reflected on the previous years' wins and challenges, launching new campaigns, extending others where there was still work to advance, and sunseting those that had garnered the change that members had set out to win for their students and for their profession.

Once they identified their areas of focus for the year, E4E members in each chapter primarily focused on finding policy solutions to address the distinct needs of their school communities. E4E Teacher Policy Teams of about 10 to 20 members convene to assess best practices, review research, and discuss the topic with experts and peers. These teams then publish recommendations that become the basis of teacher-led advocacy campaigns calling for change. Though each chapter campaign is unique, each is inspired and guided by our single mission, vision, and Declaration. Members drive the areas of focus and craft the policy recommendations they aim to see in their schools, districts, unions, and states.

Across all six chapters in fiscal year 2017, members took on a range of issues important to their students, profession, and communities, including improving teacher supports and ensuring that tenure is a meaningful career milestone; making school-funding formulas more equitable; addressing racial disparities in student discipline policy and fostering more supportive school climates; and ensuring support for, and accountability from, teacher-preparation programs, with an emphasis on increasing teacher diversity.

**Boston**  
**Chicago**  
**Connecticut**  
**Los Angeles**  
**Minnesota**  
**New York**

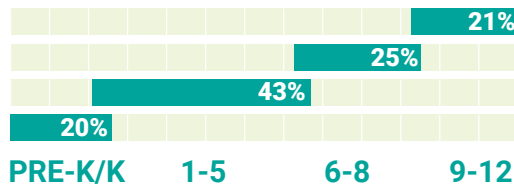
# Our Membership



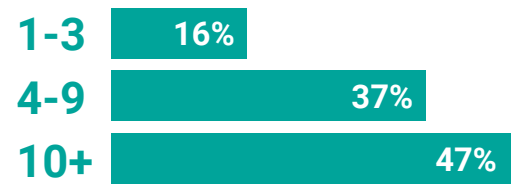
## Type of School



## Grade Level Taught



## Years of Experience

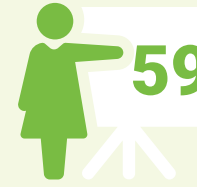




Crafted by an 8-member Teacher Policy Team



of Boston Public Schools represented by 1000 teachers



59 stakeholder meetings were held to advocate for E4E recommendations

# Boston

## Boston Teachers Unite to Address Student Trauma

Our newest chapter, E4E-Boston, focused on fostering trust and partnerships in the Boston community and selecting an issue salient to educators across the city: supporting students with trauma. According to the Education Law Center, between half and two-thirds of all school-aged children have experienced trauma, which can hinder learning by disrupting memory, comprehension, and students' abilities to build relationships or handle seemingly ordinary situations. This year, Boston's membership grew as teachers eager to support their students' social-emotional health united to seek solutions and bring about change.

## Launching a Policy Paper and an Advocacy Campaign

With the help of local educators and members of the community, E4E-Boston launched a Teacher Policy Team of eight members, who crafted recommendations calling for vulnerable student populations to have greater access to school psychologists and counselors, and trainings to help teachers deepen their competencies to cultivate trauma-informed communities. Members then began the hard work of advocating for the solutions outlined in their policy paper, *Schools That Heal*, by meeting with union leaders, city council members, state legislators, and fellow educators. In the course of the Schools That Heal campaign, which engaged 1,000 teachers in more than 60 percent of Boston Public Schools, our member Tony DelaRosa authored an op-ed in the *Hechinger Report* about the importance of creating empathetic school environments, and was subsequently offered a book deal to expand his ideas further.

In addition, E4E-Boston member Sydney Chaffee earned the honor of National Teacher of the Year, becoming a high-profile champion for educational equity and providing students with holistic support.

## Fostering Partnerships and Building Momentum

E4E-Boston's focus on supporting students with trauma led the chapter to hold 59 stakeholder meetings and join key coalitions advocating for an update to the state's education foundation formula, which would better allocate resources to the students most in need of support. Throughout this work, which will continue through next year, E4E-Boston has formed partnerships with established and vested organizations throughout Massachusetts. The profile of our new chapter has been raised through a number of teacher-authored pieces in high-profile media outlets and testimony before the Boston City Council and Massachusetts Legislature. Moving forward, E4E-Boston is poised to build and grow, using our teachers' issue-based campaigns to strengthen relationships with current members, engage new members, leverage the power of school team leaders, and deepen relationships throughout the community.



## EDUCATOR'S VOICE

### Christina Pressley

Kindergarten teacher

Mattapan Early Elementary School in Boston

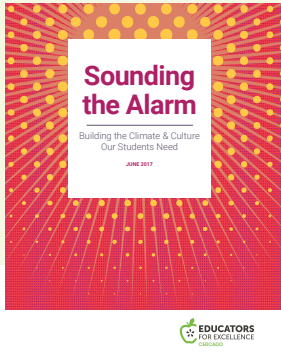
When I first became a teacher I knew I wanted to make a difference, but I wasn't sure how to use my voice to bring about change for my students.

When teachers don't speak out, inequity in our schools goes unnoticed. While in the past I've advocated at the school-level, E4E positioned me so that my voice reached powerful decision-makers who, despite their responsibility, often lack an accurate picture of what is happening in our classrooms. This year, I testified in front of the Massachusetts Legislature's Joint Committee on Education to call for a more equitable funding formula that would improve student access to guidance counselors. When our representatives listen to teachers, they can make informed decisions to benefit our kids.

Through E4E, I've now begun coaching other educators on grassroots lobbying to grow our movement led by progressive educators. Collaborating with teachers across my city to fight for what students need to succeed has been some of the most impactful work of my career.

**Where our students can't stand up for themselves and their right to an equitable education, we can.**





**“This report is a call to action for how we can support our students facing violence and poverty...”**

U.S. Senator Dick Durbin (D-IL)

**100s**  
of funding  
advocacy  
actions

**2X**  
Chicago’s  
membership  
nearly doubled

# Chicago

## A Statewide Coalition for Equitable School Funding in Illinois

Research has demonstrated for decades what teachers know from experience: students require additional resources to overcome the effects of poverty. Yet for every dollar Illinois spends on educating wealthy students, only 81 cents have gone to students from low-income households, many of whom live in Chicago. To create an equitable school system that would provide every student with an excellent education, E4E-Chicago teachers joined a broad, statewide coalition in 2017 to advocate for school funding reform, particularly around the passage of SB 1947, which would transform Illinois’s formula from one that shortchanges Illinois’ most vulnerable students into an evidence-based one directing dollars to the students who most need them.

## Funding Formula Success as a Result of Unrelenting Advocacy

Chicago chapter members met with district, local, and state officials and hosted panel discussions with education stakeholders and legislators to

foster a dialogue between community members and decision-makers. E4E teachers also made their voices heard through hundreds of funding advocacy actions, including signing on to E4E’s letter, participating in [social media campaigns](#), authoring op-eds, and canvassing in neighboring districts. In May 2017, the Illinois legislature passed the first new funding formula in over 20 years with bipartisan support.

## Teacher-Authored School Climate and Culture Recommendations

As Chicago’s crippling funding crisis deprived teachers of critical resources and tools to meet students’ needs, E4E-Chicago teachers mapped the way forward to help their students. Eighteen E4E-Chicago teachers researched and drafted cost-effective recommendations to improve school climate and culture, focusing on enhancing resources, supports, and training for social-emotional learning. [More than 175 Chicago teachers, stakeholders, and local leaders](#) gathered to discuss these recommendations at the launch of their policy paper [Sounding the Alarm](#). Representatives from Chicago Public Schools (CPS), criminal justice, health care, and the Illinois State Legislature each spoke about the urgency of advancing E4E-Chicago members’ recommendations. Senator Dick Durbin and former U.S. Secretary of Education Arne Duncan both commented on the importance of the team’s paper.

## E4E Teachers Solidify Their Seats at the Table in Shaping Ed Policy in Chicago

This year, E4E-Chicago teachers also advocated for further measures to improve student outcomes and elevate the teaching profession in the context of Chicago’s limited resources. Following up on their 2016 policy paper, [The Evolution of Evaluation](#), teachers spent the year advocating for more opportunities for ongoing feedback, observations, and coaching from colleagues. And a group of E4E-Chicago members who focused on improving teacher diversity successfully advocated for CPS to adopt two of their recommendations: This year, this year CPS is rolling out a comprehensive diversity and inclusivity strategy that will include expanded training for administrators and teachers, and a Teacher Ambassador program will launch to attract high quality, diverse teaching candidates to the district. And, after advocating for the creation of the Teacher Advisory Board at CPS, three E4E-Chicago teachers participated as members during the inaugural year, providing feedback on important initiatives and issues.

Last, but by no means least, in fiscal year 2017, E4E-Chicago teacher engagement reached new heights and Chicago’s membership nearly doubled.



## EDUCATOR'S VOICE

### DeJernet Farder

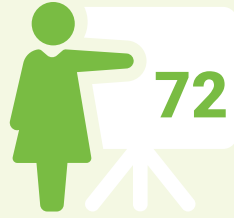
First-grade teacher  
Morton School of Excellence in Chicago

After teaching in Chicago Public Schools for three years, it often felt as though decision-makers were not considering my students, even when they were directly impacted. When I joined E4E-Chicago in 2014, it was the first time in a long time I felt like my voice would be heard.

This year, my Teacher Policy Team published recommendations to improve school climate and culture in Chicago. Now, with recommendations in hand, we are advocating for their adoption. At every step in the process, teachers are in the driver's seat, building consensus and making decisions. We pick the issues, brainstorm and vet solutions, build our megaphone, and decide where to point it.

Through E4E's hands-on trainings and thoughtful conversations, my confidence has grown exponentially. I have gone from being afraid to speak in a small group of local educators to sharing my story with U.S. Senator Dick Durbin and giving a speech in front of former Education Secretary John King. I've learned that elevating my voice through this policy process allows me to empower the voices of my students. During my "share time" with my students, I have shown them artifacts (e.g., op-eds, videos of speeches, pictures) of me advocating for them.

**My students see me do these things and believe they can do them, too.**



72 stakeholder meetings were held

## 200 educators

wrote their representatives, urging them to take immediate action to address the inequitable school funding formula in the biennial budget.

# Connecticut

### Making the Case for Equitable Education Funding in Connecticut

In Connecticut, a tangle of school funding formulas perpetuates a system in which the state’s most vulnerable students struggle to gain access to an adequate education. E4E educators set out to change that paradigm by launching the chapter’s multi-year statewide campaign, [One State, One Future](#), which kicked off in fall 2016 with the release of a [policy paper](#) by the same name. Authored by E4E-Connecticut teachers, the recommendations advise the state’s elected leaders on how to increase adequacy, equity, accountability, and transparency in school finance.

### Reaching Out to Policymakers and the Community

To further teachers’ reach, E4E-Connecticut created a [campaign microsite](#) featuring two teacher videos and a [parent video](#) explaining how students are impacted by inequitable funding. In January, our chapter hosted a funding symposium in which local educators and decision-makers were joined by State Commissioner of Education Dianna Wentzell to discuss next steps to establish a single, equitable funding formula that sufficiently funds an excellent education for all students. More than 50 educators, parents, legislators, and other community members gathered to learn about the issue and teachers’ recommendations, as well as to commit to taking action in the current legislative session.

### Leveraging Teacher Perspective to Give All Students the Opportunity to Succeed

As the school funding debate heightened in the state legislature in the spring, current classroom teachers took to the state capitol as part of E4E-Connecticut’s Lobby Day to share their classroom stories with legislators. These stories underscore the compelling need for a fairer funding formula that would serve all students. They also reached out to established and potential partners through 72 stakeholder meetings. And, in June, the chapter organized a postcard-writing campaign in which more than 200 educators wrote to their respective representatives, urging them to take immediate action to address the inequitable school funding formula in the biennial budget.





## EDUCATOR'S VOICE

### Deb St. Germain

Special education teacher  
M.D. Fox Compact School in Hartford

Nearly four decades of teaching in Hartford Public Schools taught me that my role as a teacher cannot be limited to my professional obligations. There have been times when I needed to step beyond the walls of my classroom and create the change that I want to see for my students. In other words, I have needed to be an advocate. E4E has helped me to move forward in my advocacy work by helping me better identify the causes of educational inequities, as well as formulate and pursue possible solutions to these problems.

This past fall, I had the opportunity to further hone my advocacy skills at the national level. I joined other E4E members across the country in New York City for our Declaration convening, in which we helped renew the principles and beliefs that serve as the foundation for what we stand for as E4E members.

**I was proud to take an active role in this reflective process, because we were living up to the promises that we made to our members: that we would be more inclusive and strive to represent their beliefs as educators. It doesn't get any better than that!**



**YEARS TOGETHER**

• MARK THE MOMENT •  
LEAD THE MOVEMENT

**1**  
educator-led  
“teach in”  
in Sacramento

**7**  
major  
endorsements

**63**  
media hits

# Los Angeles

## A Teacher-Authored, Teacher-Supported Bill to Improve Tenure

It takes time to become a great teacher. But in California, new teachers have only 18 months to demonstrate classroom readiness, at which point administrators must decide whether to grant them tenure, known as “permanent status,” or dismiss them. In the face of a growing teacher shortage in California and across the United States, districts must employ strategies that help them not just recruit, but also develop and retain educators. With this challenge in mind, E4E partnered with California Assemblymember—and former educator—Dr. Shirley Weber and Teach Plus to write and introduce Assembly Bill 1220. This proposed legislation aims to improve the tenure process by giving teachers more time and support to demonstrate effectiveness and administrators additional time to assess teachers’ skills. It would extend the time to receive tenure from two years to at least three years, and provide targeted support to teachers who show promise, but struggle in their early teaching career.

## Teacher Advocacy and Praise for Assembly Bill 1220

After teachers met with legislators, led a petition drive that secured nearly 100 signatures in a single week, and hosted an educator-led “teach in” in Sacramento, the bill (AB 1220) passed the California State Assembly, going further than any tenure reform effort in California previously. The bill received endorsements from the *Los Angeles Times*, *The Sacramento Bee*, *The San Diego Union-Tribune*, the Association of California School Administrators, the California State PTA, the United Way of Greater Los Angeles, and the Education Trust-West. In the months to come, E4E-Los Angeles plans to continue advocacy around AB 1220, reintroducing the bill during the 2018 legislative session to ensure that it can be signed into law, thereby providing teachers an earned and meaningful professional benchmark and providing students and families with greater access to qualified teachers.

## Reflecting and Building on Five Years of Teacher-Driven Change

In their fifth anniversary as a chapter, E4E-LA has made key progress in a number of areas in addition to AB 1220. They garnered 63 media hits on a number of key education issues. E4E-Los Angeles members also weighed in on the kind of trainings and feedback they need to excel. They played a key role in bringing essential professional development to help teachers hone their skills in supporting unique student populations, and in particular English Learners and students with special needs, to achieve the Common Core State Standards. Last year, based on an E4E-Los Angeles recommendation in *One School for All*, Local District South implemented a pilot program in which teachers served in hybrid roles to both teach and support their schools in differentiating curriculum to meet the diverse needs of their students. In fiscal year 2017, after observing its success, the district has expanded the program to include more teachers.



## EDUCATOR'S VOICE

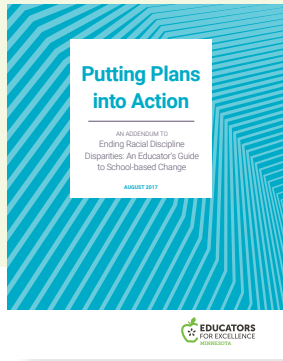
### Jaime Lozano

Special education teacher  
Arlington Heights Elementary in Los Angeles

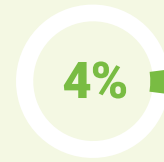
I was one of the many teachers who feel like they can't share their voice beyond the walls of their classroom. But when I encountered Educators for Excellence, I found a space where my colleagues and I can engage in critical policy conversations with district leaders. Through these opportunities, I became involved in the policy-making process and discovered new ways to support students -- and in particular students in special education -- beyond my everyday work in the classroom.

E4E takes on the organizing and coordinating work to make it possible for teachers to share their knowledge with decision-makers. This year, I joined a group of E4E teachers to meet with the district director of finance policy, to provide our input about how the district's budget can best meet the needs of our students. It was empowering to know a policymaker was finally listening to our concerns and priorities to improve school climate.

**E4E makes it possible to elevate the voices of teachers to the forefront of the policymaking process, so that teachers' innovative solutions can reach beyond the confines of their classrooms.**



of Minnesota students are students of color



of Minnesota teachers are teachers of color

E4E-Minnesota teachers successfully lobbied to increase funding by

**\$220,000**

and establish accountability for a teacher preparation grant program to increase the number of teacher candidates of color.

# Minnesota

## The Student-Teacher Diversity Gap

The research is clear that all students benefit from being taught by teachers of color. But in Minnesota, unfortunately, students are rarely exposed to educators from diverse backgrounds. While 30 percent of Minnesota students are students of color, 96 percent of Minnesota teachers are white. For the past three years, E4E-Minnesota teachers have prioritized this issue, advocating to increase teacher diversity to better serve students.

## A Multi-Pronged Approach to Diversify the Teaching Force

This year, thanks to E4E members' advocacy, the state passed legislation that included many of the chapter's teacher-crafted improvements to create a high-quality, diverse teacher pipeline. Minnesota now has a streamlined licensure process that

is more fair and transparent, particularly for out-of-state and alternatively trained educators. Members also worked with legislators to improve the Teacher Prep Report Card that will show how effective programs are at recruiting and training a diverse teaching force. And E4E-Minnesota teachers successfully lobbied to increase funding by \$220,000 and establish accountability for a teacher preparation grant program seeking to increase the number of teacher candidates of color.

## Continuing to Combat Disproportionate Discipline

Racial disparities exist in student discipline as well, so E4E-Minnesota teachers have focused their efforts here, too, over the last few years. Forty percent of the 46,000 suspended students in Minnesota were black students, despite the fact that they constitute only 9 percent of the student body.

## Implementing Strategies from E4E Teachers' School Discipline Action Guide

In fiscal year 2017, a team of E4E-Minnesota teachers worked to implement recommendations from the chapter's 2016 [school discipline action guide](#) by piloting Discipline Disparities Groups in 10 local schools. Participating teachers gathered student disciplinary data, analyzed which strategies were the most successful in curbing disparities, and identified challenges along the way in order to publish an addendum to their guide in fiscal year 2018. Members also advocated for legislation to decrease suspensions and promote alternatives to discipline by engaging in hundreds of advocacy actions, including writing op-eds, meeting with stakeholders, and testifying before the legislature. In February, the chapter hosted over 100 educators at the teacher-led "I Teach Love" summit, composed of sessions on mindfulness, informative training sessions related to school climate, and skill-building to advocate for policy solutions at the federal, state, and local levels.



## EDUCATOR'S VOICE

### Ben Mackenzie

High school English teacher  
Hiawatha Collegiate High School in St. Paul

I deeply believe a diverse teaching corps means the world to diverse students, as teachers of color can offer allies in learning and role models for life. E4E has helped me pursue this passion and improve education for all students. As an E4E member and member of the E4E-MN Teacher Diversity Teacher Policy Team, I worked with 16 other teachers to develop and advocate for recommendations to increase the number of teachers of color in Minnesota.

**My classroom has become a richer place because of my advocacy experience. Every day that I bring advocacy work into the curriculum is a day that the students see real-world applications for reading, writing, and critical thinking.**

Beyond my classroom, last spring, three of the teacher diversity priorities we advocated for passed into law: a streamlined licensure process that is more fair and transparent, an improved Teacher Prep Report Card that will be disaggregated by race so that future teachers are able to see how effective different prep programs are at training people of color, and increased funding for programs that serve teacher candidates of color.





More than 2,000 surveys and several hundred signed petitions helped ensure that the final ESSA plan submitted by New York included both chronic absenteeism and suspensions as accountability indicators.

1,500  
meaningful  
advocacy actions

E4E-New York  
swelled by nearly  
2,000  
members

# New York

## Strengthening Community Schools

Effective schools foster and leverage strong relationships between students, families, educators, and partners. This year, E4E-New York focused on developing and advocating for policies that strengthen these key relationships. In August 2016, E4E-New York's Teacher Policy Team authored *All In: Creating a Culture of Support*, offering actionable guidance on how to strengthen Community Schools, which leverage partnerships with community-based organizations to provide wraparound services to students and the wider school community.

## Student-Centered ESSA Accountability

But perhaps the greatest obstacle to strong teacher-student relationships is the use of exclusionary, overly punitive discipline policies, such as suspensions and expulsions, which ignore the root causes of misbehavior and are one cause of chronic absenteeism. E4E-New York teachers partnered with The Education Trust to advocate for suspension rates and chronic absenteeism to be included as indicators in New York's ESSA plan. New York City teachers provided their perspective in more than 2,000 surveys and signed several hundred petitions calling for the inclusion of these indicators in the state's plan. Additionally, E4E-New York members met with state-level decision-makers, such as the Board of Regents. Teachers' compelling outreach and advocacy helped ensure that the final ESSA plan submitted by New York included both chronic absenteeism and suspensions as accountability indicators.

## Exploring Alternatives to Punitive Discipline

E4E-New York teachers also launched a campaign in 2017 to encourage educators to learn more about and adopt student-centered, behavioral interventions that help students develop social-emotional skills, heal, and build healthy relationships. New York members spent the year connecting with decision-makers and penning op-eds, and in April, the chapter hosted an alternatives-to-discipline workshop attended by more than 100 teachers, featuring keynote speaker Daniel Dromm, chair of the New York City Council Education Committee.

## Growing Membership and Teacher Advocacy

New York teachers were eager to galvanize around these key issues. In fiscal year 2017, E4E-New York swelled by nearly 2,000 members, building a movement of 13,000 educators. The chapter engaged thousands of their members in more than 1,500 meaningful advocacy actions, including publishing opinion pieces, meeting with decision-makers, mobilizing their peers through letter-writing campaigns, and serving as elected leaders in their union and in state and district commissions.





## EDUCATOR'S VOICE

### Eli Levine

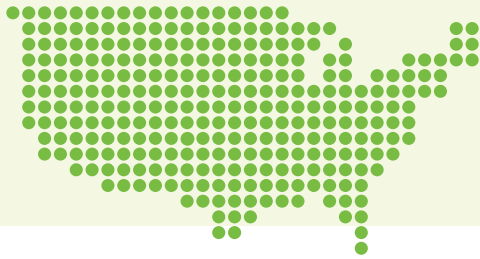
Physical education teacher  
P.S. 91 in New York

A lawyer by training, I found myself unfulfilled in my work and realized that I wanted to do something that really mattered. This led me to teaching, but E4E led me to advocacy both in and outside of my classroom.

I was, and still am, constantly amazed by the way students are spoken to by some teachers. From the earliest age, they are made to feel as though there is something wrong with them. Along with E4E, I researched classroom management and came across a program called Responsive Classroom, based on the idea that all students can learn. I brought the program to my school and it has been rewarding to see how creating my own Responsive Classroom has positively impacted my students and my practice as an educator.

This past school year I became more involved with E4E through a Teacher Advocacy Team, where I met other educators like me from across the city, and had the opportunity to advocate for continued expansion of programs like Responsive Classroom. I was empowered to speak with leaders in the criminal justice community, the Department of Education, the mayor's office, and with New York City Schools Chancellor Carmen Fariña.

**These opportunities and others E4E creates have allowed my colleagues and me to engage in policymaking that positively impacts teachers, schools, and students.**



**2,500**  
advocacy  
actions

nearly  
**100**  
questions to  
senators

**1,000**  
colleagues sign  
DACA letter of support

# National Advocacy

E4E members' national advocacy was also characterized by efforts to regroup and renew our movement. In addition to teachers' amazing work renewing our Declaration, they also participated in nearly **2,500 advocacy actions**, weighing in on a number of national and federal education issues, including the transition to a new administration, the Every Student Succeeds Act (ESSA), and Deferred Action for Childhood Arrivals (DACA).

## Every Student Succeeds Act

The transition from one Department of Education administration to the next presented multiple opportunities for E4E teachers to learn more about how federal education policy is shaped and to advocate on behalf of the policies, programs, and practices that help students grow and teachers develop professionally. Early in 2017, they engaged former U.S. Secretary of Education John King in a **town hall** to explore how to build upon and advance key priorities in the years to come, such as creating welcoming

school climates and cultures and reducing discipline disparities. Then, in preparation for the confirmation hearing of then soon-to-be Education Secretary Betsy DeVos, E4E teachers nationwide **submitted nearly 100 questions** to senators, encouraging their elected leaders to explore a host of topics, including her commitment to the Individuals with Disabilities Education Act (IDEA) and strong accountability standards for all schools receiving public funds.

Over the course of just a few short months, E4E teachers organized their colleagues and spoke out on how the Every Student Succeeds Act should be implemented and how funds authorized under it should be allocated. Some of our teachers' recommendations were incorporated under Secretary King, but were unfortunately overturned by Congress in March, despite spirited **phone-to-action efforts**, stakeholder outreach, and blogging on this issue by E4E teachers. Similarly, hundreds of E4E teachers voiced their support for regulations requiring states and district to supplement, rather than supplant, federal Title I funds intended to provide high-needs students with greater educational opportunity. When the Trump administration proposed cutting Title II dollars entirely, which fund key initiatives like teacher and principal recruitment, mentoring, evidence-based professional development, and

teacher preparation residencies, E4E teachers sprang into action. They organized online, worked closely with other education stakeholders, and met with Members of Congress to help them understand that high-quality teacher professional development and students' academic growth are inextricably linked.

## Deferred Action for Childhood Arrivals

Fiscal year 2017 also marked the start of E4E teachers' advocacy on behalf of undocumented students. E4E teachers across the country penned heartfelt and persuasive op-eds on the issue, echoing the sentiments of the E4E Declaration: that schools should be safe and welcoming places for all students. The newly formed E4E DACA Action Team, with members from all E4E chapters, authored a letter—signed by over 1,000 of their colleagues—to the President and Members of Congress, asking them to protect undocumented students. In the months that followed, the DACA Action Team initially advocated for the Bridge Act, but once the Dream Act of 2017 was reintroduced, focused their efforts there with additional outreach to media and an online action in which over 500 educators demonstrated their support.

# Financial Information for Fiscal Year 2017 (July 1, 2016 - June 30, 2017)

## STATEMENT OF FINANCIAL POSITION

ASSETS	
Cash and Cash Equivalents	\$4,148,567
Investments, at fair value	2,460,224
Pledges receivable, current	5,541,000
Other current assets	199,758
Pledges receivable long-term, net	808,334
Property and equipment, net	1,328,984
Other long-term assets	335,754
<b>TOTAL ASSETS</b>	<b>\$14,822,621</b>
LIABILITIES AND NET ASSETS	
Accounts Payable and Accrued Liabilities	\$604,492
Deferred Rent	\$202,394
<b>TOTAL LIABILITIES</b>	<b>\$806,886</b>
<b>TOTAL NET ASSETS</b>	<b>\$14,015,735</b>
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b>\$14,822,621</b>

## STATEMENT OF REVENUE OVER EXPENSES

SUPPORT AND REVENUE	
Grants and Contributions	\$13,699,549
Other Income	\$37,037
<b>TOTAL SUPPORT AND REVENUE</b>	<b>\$13,736,586</b>
EXPENSES	
Program Services	\$10,518,796
Management and General	\$3,148,946
Fundraising	\$1,442,609
<b>TOTAL EXPENSES</b>	<b>\$15,110,351</b>
<b>CHANGE IN NET ASSETS</b>	<b>(\$1,373,765)</b>
<b>NET ASSETS, BEGINNING OF YEAR</b>	<b>\$15,389,500</b>
<b>NET ASSETS, END OF YEAR</b>	<b>\$ 14,015,735</b>

This data has been extracted from our financial statements, which were audited by Condon O'Meara McGinty & Donnelly LLP

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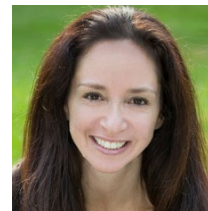
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