



ANNUAL REPORT



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



EDUCATORS
FOR EXCELLENCE



Teacher-led Change



TO OUR E4E COMMUNITY:

In 2010, a group of passionate teachers in New York City came together because we realized we all had something in common: While we loved working with students and felt an enormous amount of autonomy, accountability, and leadership inside our classrooms, the same wasn't true outside those four walls. Even as policymakers and education leaders acknowledged the importance of teachers, the voices of classroom teachers were consistently left out of the development, design, and implementation of policies that directly impacted our ability to create better educational opportunities for our students. Those early conversations among dedicated professionals led to the drafting of the Declaration of Teachers' Principles and Beliefs and to the founding of Educators for Excellence.

What started as a small gathering of teachers in a New York City pizza shop had grown, by the end of Fiscal Year 2016, into a truly national movement. In FY2016,

E4E gained its 20,000th teacher member; by the end of the fiscal year, we had grown to 21,000 (and counting!). Reaching round numbers like 20,000 doesn't have special significance in and of itself. Each new member is just as important as the last. But reaching the 20,000 mark did provide us an occasion to reflect. It reminded us that we are growing, not just in pure numbers, but also in the diversity of issues we tackle, the cities we work in, and the people who make up our membership and staff. We are both proud of and humbled by the growing chorus of voices that drive our work forward.

To that end, we spent FY2016 building on our progress to support students and teachers across the country. We launched a new chapter in Boston and watched E4E teachers there hit the ground running, eager to share their insights on the issues impacting their students and schools. We convened our first-ever nationwide Teacher Action Team to create recommendations



for the reauthorization of the Elementary and Secondary Education Act (ESEA). Our members also tackled vital policy issues in their local communities, including working to eliminate racial discipline disparities; creating positive and affirming school cultures; supporting Common Core implementation for unique student populations; and redesigning flawed school funding models that perpetuate educational inequity.

As we continue to grow, both our impact and our challenges increase. We are thrilled that our work over the past six years has positioned teachers to have a greater voice in the debates and decisions that affect their students, classrooms, and profession. With that greater voice comes a greater responsibility to press for what we know is right, build alliances with those who are like-minded and respectful dialogue with those who are not, and follow through on our efforts even when the going gets tough. We

are called upon to work even harder to define ourselves and our mission, empower more teachers, and fight with resolve for a world where every student in America has access to an excellent education.

We are deeply grateful for all our partners in this work: our members; staff; donors; nonprofit partners; state, local, and union leaders; and community supporters. Together, and in collaboration with so many others, we can drive essential education changes for the benefit of the students we serve. We are so honored to share reflections from E4E's FY2016—and so energized for the work ahead.

In gratitude and partnership,

Evan & Sydney 

SYDNEY MORRIS & EVAN STONE

Co-Founders & Co-CEOs





Letter from the Chair

DEAR PARTNERS:

How do we make sure every child in the U.S. has a real opportunity to learn? Guaranteeing that opportunity starts with excellent, committed teachers. And those teachers, in turn, must have a voice in the decisions and policies that impact their students and classrooms every day. That is Educators for Excellence's fundamental mission: ensuring that teachers have a leading voice in the policies that impact their students and profession.

Without a critical mass of forward-thinking teachers leading the charge, it will be nearly impossible to enact any large-scale, transformative change in our public education systems. Engaging as many great teachers as possible in this work is, I believe, the best shot we have at excellence and equity for all our nation's students. I have had the honor of serving on E4E's National Board of Directors for six years and have watched it grow into a nationwide movement, with tens of thousands of members sharing a commitment to the values and principles they believe are necessary to improve outcomes for students and elevate the teaching profession. Quite simply, I have witnessed E4E become a true leader in the effort to amplify teachers' voices and guarantee all students the chance to excel.

When I began my tenure as Board Chair in 2015, I did so with the confidence that E4E was well equipped to carry out its ambitious, important mission. I am very excited about the progress we made in FY2016—from significantly growing our membership to taking on policy issues at the national level to launching a new chapter. It is with pride and gratitude that I join the rest of the E4E community in sharing this progress with you, our dedicated champions and supporters.

Warmly,

Peter Flaherty

PETER FLAHERTY

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

“Engaging as many great teachers as possible in this work is, I believe, the best shot we have at excellence and equity for all our nation's students.”

PETER FLAHERTY





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. While research shows that classroom teachers are the single most important in-school factor in improving student achievement, their diverse voices are consistently left out of education policy decisions. **For far too long, teachers have been treated as subjects of change rather than as agents of change.**

Vision

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

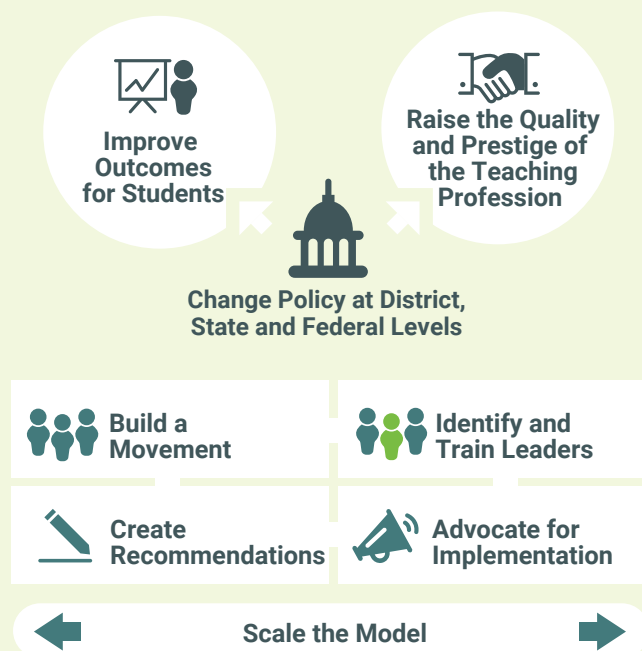
Mission

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, states, and perhaps most importantly, 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
- **Scaling this model** to reach critical mass in the communities we serve and across the country





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.

A 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.

We are committed to creating an education system that will:

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 TEACHERS 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

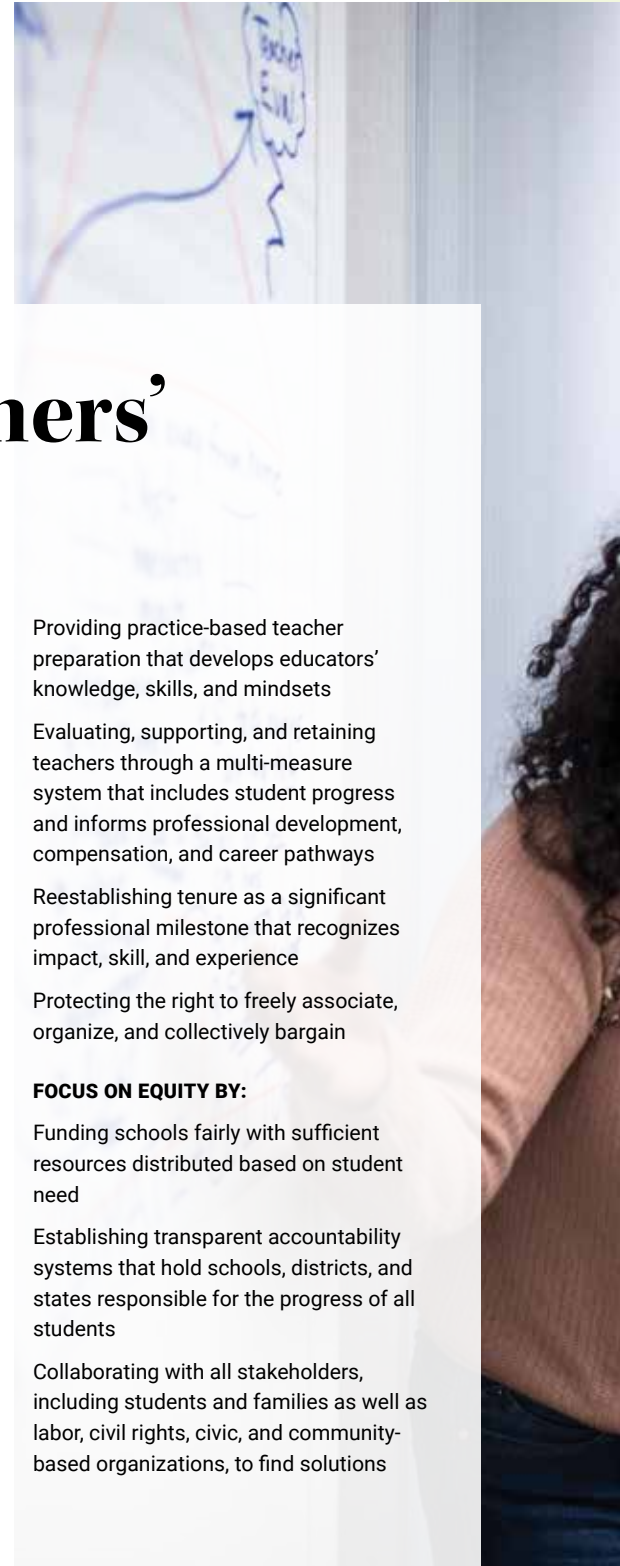
Protecting the right to freely associate, organize, and collectively bargain

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





Core Values

We are a community of leaders united in our commitment to students and teachers, drawing upon our personal experiences with and 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 that how we work toward our goals as an organization is just as critical as what we are working to accomplish. Thus, the core values set forth below guide how we work internally and externally to fulfill our mission in partnership with teachers and on behalf of students.

DYNAMIC LEADERSHIP

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

GROWTH MINDSET

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

SOLUTIONS ORIENTATION

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

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.

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.



By the Numbers

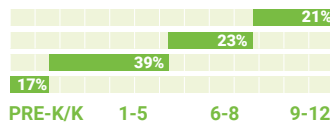
AS OF JUNE 30, 2016



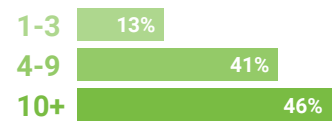
Type of School



Grade Level Taught



Years of Experience



6

Chapters in
New York, Los Angeles,
Minnesota, Connecticut,
Chicago, Boston



Trained
780
E4E Teacher
Leaders



Held more than
160
teacher advocacy
meetings with key
decision-makers



Published
8
teacher-written
policy papers



Featured E4E and
E4E teacher members
in more than
180
news stories



Empowered
more than
320
members to be involved
in key leadership
positions in their schools,
districts, and unions



In the Media

FY2016 PRESS HIGHLIGHTS



NATIONAL

Co-Founder Evan Stone spotlighting the need to focus on equitable access in the upcoming ESEA bills. *Hechinger Report*, July 2015

[READ MORE](#)



LOS ANGELES

E4E-Los Angeles teacher Megan Seril gives important context to student achievement data.

Los Angeles Times, September 2015

[READ MORE](#)



CONNECTICUT

E4E-Connecticut teacher Jillian Harkin shares how she had to address her own racial prejudice to become a better teacher.

Education Post, February 2016

[READ MORE](#)



MINNESOTA

E4E-Minnesota Executive Director Madaline Edison exposing the growing teacher shortage and solutions to expand the teacher pool and diversity. *MinnPost*, March 2016

[READ MORE](#)



NEW YORK

E4E-New York member Melissa Kaminski and Co-Founder Evan Stone calling on the state to fund a program to keep good teachers in high-needs schools. *New York Daily News*, March 2016

[READ MORE](#)



CHICAGO

E4E-Chicago member Steve Fouts on the impact of Illinois's inequitable and inadequate funding system on his students.

Chicago Sun-Times, June 2016

[READ MORE](#)



Teachers Driving the Dialogue

E4E members and staff shared informative and powerful reflections on E4E's blog. Here are two examples:

E4E members and staff shared their perspectives on the importance of preserving teacher voice in this blog series on the Friedrichs vs. CTA case.

[READ MORE](#)

E4E celebrated five years of growing teacher advocacy in this video highlighting the accomplishments of E4E teachers and staff.

[WATCH VIDEO](#)



Chapters

BOSTON • CHICAGO • CONNECTICUT • LOS ANGELES • MINNESOTA • NEW YORK

As part of a national movement, E4E members are learning about and engaging in broad conversations about education policy. They share their voices in national media outlets, with education decision-makers in the U.S. Department of Education and the federal government, and in far-reaching conversations about shared issues that impact students, schools, and teachers in many communities across the country.

At the same time, most education policy is made at the local, district, and state levels, and every community has unique needs and context. Therefore, E4E members primarily focus on educational change in their local communities. In this way, each E4E chapter is unique. Members drive the areas of focus and craft the policy recommendations they aim to see become a reality in their districts and states.

Every year, E4E chapters survey their broader local membership and also gather input from parents, students, and community leaders to understand the policy issues that are most salient and timely to address. From these surveys, a topic of focus is selected, and E4E Teacher Policy Teams or Teacher Action Teams of about

10-20 members convene to assess best practices, look at 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.

Across all five established chapters in FY2016, members took on a range of issues important to their students, profession, and communities, including the effective implementation of Common Core, especially for unique student populations; making school-funding models more equitable; addressing racial disparities in student discipline policy and creating more supportive school climates; and ensuring support for, and accountability from, teacher-preparation programs, with an emphasis on meaningfully increasing teacher diversity. In addition, E4E added the Boston chapter to its network, the culmination of a long and fruitful process that included an extensive and multifaceted listening tour with local educators. We are thrilled to feature a few of these local campaigns and highlight the efforts of members across the country who are leading change in their local communities.



Boston

In our country's first public school system, teachers are collaborating on student-centered ideas to improve student outcomes and educational equity.

In FY 2016, E4E was thrilled to bring the Boston chapter into our movement. To lay the foundation for our work in Boston, E4E led a comprehensive and inclusive listening tour with local educators by conducting focus groups, one-on-one meetings, and surveys to gauge teachers' policy concerns and interests. Policy issues that sparked teachers' interest early on included supporting unique student populations, improving student assessments, and examining district-level funding models. Above all, we found passionate educators eager to improve outcomes for Boston's students and leverage their own experience and expertise through policy recommendations.

The chapter began to build its leadership team by hiring an accomplished Executive Director, Sarah Zuckerman. Sarah taught art for 10 years in Indianapolis Public Schools, during which time she discovered a passion for policy and advocacy. Before joining the E4E-Boston team, Sarah was the national director at America Achieves Fellowship for Teachers and Principals, where she helped build programs and partnerships to elevate the voices of great teachers and principals in policy conversations across 34 states. E4E-Boston also gained an experienced Senior Outreach Director, Natalie Harrington, who transferred from E4E-New York.

“We are really just beginning our work here, encouraging and supporting teachers to open their classroom doors and work together on issues impacting them and their students, but it’s heartening to see those bridges being built each day, as this kind of collaboration is key to elevating the profession.”

Sarah Zuckerman, E4E-Boston Executive Director





Chicago

Educators for Excellence teachers are working on student-centered, teacher-driven ideas to improve outcomes for the nearly 400,000 students in Chicago schools.

When professional development is done well, teachers have the opportunity to acquire new skills and strengthen others. E4E-Chicago members have worked this year to ensure teachers' ongoing trainings reflect their needs as educators and those of their students. During the fall of 2015, members met with district leaders to share the findings from their professional development policy paper, *Investing in Our Future: Honoring Teachers' Voices in Professional Development*, and build momentum for the implementation of their proposals.

This outreach proved successful, as Chicago Public Schools (CPS) launched a Teacher Advisory Council, modeled on one of its recommendations. The Teacher Advisory Council provides opportunities for teachers to give direct feedback to the district's senior leadership about needed improvements to and potential innovations for professional development. "The Council will put the voice of teachers where it belongs—at the center of decisions that directly affect their students and school communities," the Chicago Public Schools stated on E4E-Chicago's recommended Teacher Advisory Council.

E4E-Chicago members also engaged in advocacy efforts to call for a long-term solution to the urgent fiscal crisis facing CPS that left students and their teachers without crucial resources. To build

"Families in our city depend on our schools to prepare their children to be successful after graduation, so it is particularly disturbing to see state and city education budgets slashed year after year. We cannot keep asking schools to do more and more, while denying them the resources they so desperately need."

Acasia Wilson Feinberg, E4E-Chicago Executive Director



awareness of this issue, E4E-Chicago hosted a panel event in March featuring esteemed education and legislative leaders who came together to discuss potential

remedies. Members also engaged through social media to share information about Illinois' funding crisis, reaching more than 140,000 people.



Connecticut

Through Educators for Excellence, educators are working across the state to provide a more elevated teaching profession and improved student outcomes.

E4E-Connecticut has brought together a diverse group of teachers from around the state to work on policy issues. In spring 2016, a Teacher Policy Team of 15 E4E-Connecticut Teacher Leaders began researching the inequities within the current statewide school finance system. Team members ultimately focused on three areas of growth for state-level school finance policy to ensure a more equitable system: adequacy, equity, and accountability. Their research culminated in the publication of the policy paper *One State, One Future: Reimagining School Finance in Connecticut*.

In addition, E4E-Connecticut members continued their work advocating for additional structures, such as greater individualization and accountability, that would allow teachers to better assist diverse learners. After eight members of a Teacher Policy Team met with Hartford Public Schools Superintendent Beth Schiavino-Narvaez, she committed to adopt a vast majority of the chapter's recommendations proposed in the policy paper *Success for All: Ensuring Academic Outcomes for Unique Student Populations in Hartford Public Schools*.

Hartford Public Schools has begun to fulfill this promise by translating its website into Spanish to make it more accessible to Spanish-speaking parents and launching conversations between

“We need to cultivate a culture of kindness and respect in all human interaction within a school community.”

Michael Kuszpa, E4E-Connecticut member



teachers and department heads to create a structure through which teachers can lead professional development. Meanwhile, in New Haven, members focused on Teacher Policy Team recommendations to improve school climate. To build momentum

to implement their recommendations, E4E-Connecticut collaborated with key education decision-makers, the New Haven Citywide Parent Team, and school leadership teams across the district.



Los Angeles

Educators for Excellence teachers work in Los Angeles and throughout Southern California to elevate the teaching profession and improve student outcomes.

California has routinely failed to meet the educational needs of a vast majority of its unique student populations, particularly students with special needs and English Learners. This is especially problematic in Los Angeles, where one out of every seven students is enrolled in special education programs and one out of every four is an English Learner. As teachers in California continue to fully implement rigorous Common Core State Standards (CCSS) in their classrooms, these students are at risk of falling even further behind. In response, E4E-Los Angeles convened a Teacher Policy Team on the issue of Common Core for Unique Student Populations, with the goal of creating policy recommendations that make the Common Core more accessible for our most vulnerable student populations.

After an initial research period that included feedback from more than 500 teachers, the Teacher Policy Team synthesized its takeaways in its policy paper *One School for All: Common Core for Unique Student Populations*. The team held a launch event for the paper in May 2016, where members solicited feedback on how to pitch their recommendations to key decision-makers.

Teacher members then advanced their policy agenda by meeting with district decision-makers to make the case for teacher-led CCSS professional development, specifically around implementation with unique student

“Teacher evaluation needs to be implemented well to help ensure its core purpose: to make all teachers better at what we do, and therefore, all students better off for having us as part of their lives.”

**Bianca Centeno, E4E-Los Angeles
Teacher Policy Team member**



populations. Because of their advocacy, Local District South Superintendent Christopher Downing agreed to create a cohort of teacher leaders to serve in hybrid roles to implement professional development informed by student need, with an emphasis on differentiating for

unique student populations. Downing shared that the district, which serves a high number of students of color and students living in poverty, was making this investment in professional development specifically based on E4E-LA's recommendations.



Minnesota

Educators for Excellence works to ensure that Minnesota educators play an active role in shaping policies that affect our students and the teaching profession.

In response to Minnesota's growing teacher shortage and diversity gap, E4E-Minnesota teachers have developed strategies to increase both teacher recruitment and teacher diversity. In FY 2016, the chapter campaigned for its recommendations by holding 18 legislative meetings and gave four sets of testimony, among many other actions. E4E-Minnesota achieved significant legislative victories as a result of this work, including the passage of legislation aligned to policy priorities identified by E4E-Minnesota teacher members during the process of researching and writing *Quality Compensation: Supporting and Rewarding Excellence in Teaching* and *Closing Gaps: Diversifying Minnesota's Teacher Workforce*. Members successfully advocated for funding increases to teacher preparation programs that provide a pipeline for teachers of color. Because of members' commitment to meaningful change and powerful advocacy, the final version of the funding legislation included E4E-Minnesota's language on reporting accountability to aid prospective teachers in evaluating preparation programs.

Our teachers also identified disparities in school discipline along racial lines as a critical issue facing Minnesota's schools. Over the 2012 school year, Minnesota schools suspended 45,964 students, resulting in 109,495 missed school days.

“The most important reason for teachers to get involved in policy and leadership is to ensure that teacher voice is included in conversations shaping our education system and our profession.”

Whitney McKinley, E4E-Minnesota member



Forty percent of the suspended students were Black, despite the fact that they comprise only 9 percent of the student body. E4E-Minnesota members set to work and formed the Teacher Action Team on Ending Racial Disparities in Discipline. The team gathered feedback from focus

groups and surveys of over 200 colleagues to develop an action guide to implement positive discipline practices. The chapter elevated teacher voices by releasing the guide at an event attended by more than 100 Minnesotan teachers, elected officials, and civic leaders.



New York

In the city where Educators for Excellence started, members are working through E4E to increase equity for students in the nation's largest school system.

In New York, overly punitive discipline policies, such as suspensions and classroom dismissals, deny children thousands of learning hours and create toxic school environments. Consequently, E4E-New York made improving school culture its focus for fiscal year 2016. The Teacher Policy Team on School Climate published a paper identifying necessary changes to discipline procedures. Teacher members shared their perspectives with New York City council members and Mayor Bill de Blasio in dozens of meetings. Because of their efforts, many of the Team's recommendations were reflected in the city's new road map for school discipline changes, which included plans to end suspensions for students in grades K-2, increase transparency around student suspension and arrest data, and provide greater clarity on district metal-detector policies.

Members also continued last year's campaign dedicated to a more beneficial, multi-measure evaluation system by designing a pilot program: E4E-New York's Effective Educators for All. If implemented, the Effective Educators for All pilot, which was included in a New York State Senate bill, will test a new evaluation system based on the chapter's recommendations.

“Teacher evaluation needs to be implemented well to help ensure its core purpose: to make all teachers better at what we do, and therefore, all students better off for having us as part of their lives.”

Matthew Schatz, E4E-New York member





ESEA Spotlight

In 2015, a national Teacher Action Team of working classroom teachers published *From the Classroom to Congress: ESEA Policy at Play*, which shared priorities from the classroom for Congress to take into account as they reauthorized this critical legislation.

In the fall of 2015, E4E convened its first-ever nationwide Teacher Action Team, which consisted of nine members across four E4E chapters, to create recommendations for the reauthorization of the Elementary and Secondary Education Act (ESEA). At such a pivotal moment in federal education policy change, it was critical to support teachers in making their voices heard throughout the reauthorization process.

After developing recommendations for the reauthorization of ESEA, presented in the paper *From the Classroom to Congress: ESEA Policy at Play*, the team advocated for their implementation in meetings with legislators in Washington, D.C. The Teacher Action Team successfully advocated for seven recommendations that were included in the 2015 Every Student Succeeds Act in these areas: driving targeted resources to high-poverty student populations; maintaining required annual statewide assessments for all students in grades 3-8 and requiring support and interventions for schools that consistently fail to serve all groups of students; and allowing new uses for Title II funds to incentivize a more equitable distribution of effective teachers by setting aside funds for districts that want to recruit or reward high-performing teachers to teach in hard-to-staff subjects or schools.

“My favorite thing about the ESEA Teacher Action Team was the diversity of classroom experiences and school communities that were brought to the table. I’m very excited to see how we can harness our collective power and knowledge to keep advocating for students at the federal level in the coming years.”

Anthony Hernandez, E4E-Minnesota member





Financial Information

FY 2016

ASSETS

2016

Cash and Cash Equivalents	\$7,070,802
Current Pledges and Other Receivables	\$4,890,000
Investments, at fair value	\$736,461
Other Current Assets	\$143,087
Other Long-term Assets	\$303,652
Long-term Pledges Receivable, net	\$1,702,549
Property and Equipment, net	\$1,269,032
TOTAL ASSETS	\$16,115,583

LIABILITIES

2016

Accounts Payable and Accrued Liabilities	\$527,149
Deferred Rent	\$198,934
TOTAL ASSETS	\$726,083
TOTAL NET ASSETS	\$15,389,500
TOTAL LIABILITIES & NET ASSETS	\$726,083

SUPPORT AND REVENUE

2016

Grants and Contributions	\$14,169,852
Other Income	\$30,137
TOTAL REVENUE	\$14,199,989

EXPENSES

2016

Program Services	\$8,068,868
Management and General	\$2,413,076
Fundraising	\$896,616
TOTAL EXPENSES	\$11,378,560
CHANGE IN NET ASSETS	\$2,821,429

Information for year ending
June 30, 2016

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



National Board of Directors

AS OF JUNE 30, 2016



PETER FLAHERTY

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



JEMAL GRAHAM

High School Math Teacher,
Eagle Academy III
Director, E4E National Board of Directors



MICHAEL LOEB, JR.

Middle School Science Teacher,
Urban Institute of Mathematics
Chapter Chair Leader, United
Federation of Teachers
Treasurer, E4E National Board of Directors



TULAINA MONTGOMERY

Managing Partner, New Profit
Director, E4E National Board of Directors



SYDNEY MORRIS

Co-Founder and Co-CEO
Director, E4E National Board of Directors
Former Second- and Third-Grade Teacher



EVAN STONE

Co-Founder and Co-CEO
Director, E4E National Board of Directors
Former Sixth-Grade Teacher



SIVAN NEMOVICHER HONG

Emeritus

Founding Chair, E4E National Board of Directors
Consultant
Former Partner,
The Bridgespan Group



Letter from Teacher Board Members



DEAR FRIENDS:

As current classroom teachers, we know that we and our colleagues are uniquely positioned to contribute meaningfully to the policies that impact our students, our classrooms, our schools, and our profession. We joined E4E because of the organization's commitment to elevating diverse teachers' voices in important policy conversations and because of the networking and leadership development opportunities it affords.

As we survey the progress the organization has made, we are proud to be part of a groundswell of educators, not just in our own schools or our own city, but across the nation, who are empowering one another to use their voices in support of positive change. What started as a small but passionate network, in one community, has grown into an extraordinary movement, dedicated to serving an ever-expanding population of students and teachers. For these reasons, and because E4E's work is teacher-led at all levels, we are proud to serve as members of the National Board of Directors.

We never cease to be profoundly inspired by the grit, dynamism, and dedication of E4E members, and by the organization's commitment to student success and an elevated teaching profession, which has guided E4E since its founding. We are thrilled to continue to be a part of this organization and grateful for the support and generosity of our partners. There is much to be done, and we can't do it alone. We hope that you will continue, with the boldness and unique vision you each bring, to walk beside us as we build this movement.

Onward,

Jemal & Mike

JEMAL GRAHAM

E4E-New York member since 2012
High School Math Teacher
Eagle Academy III
Director, E4E National Board of Directors

MICHAEL LOEB, JR.

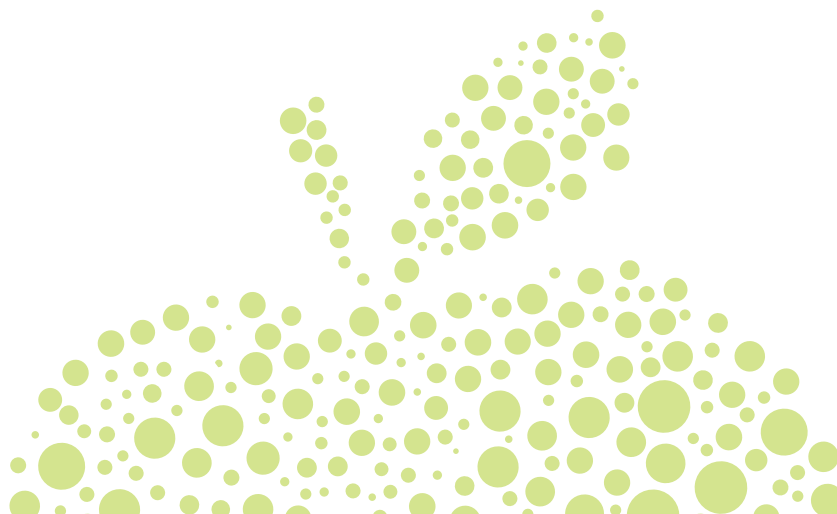
E4E-New York member since 2010
Middle School Science Teacher
Treasurer, E4E National Board of Directors



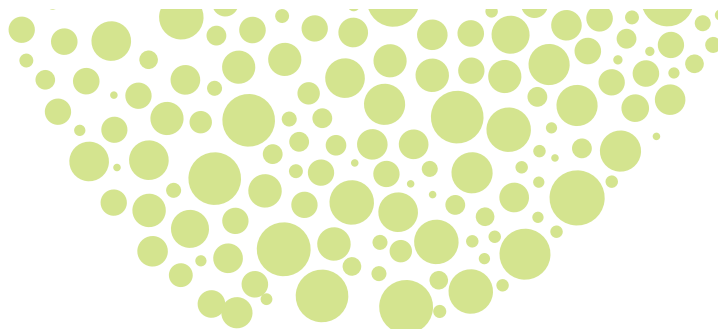


A Unique Funding Model

Teachers and community members, national and local nonprofit foundations, corporate foundations, family foundations, and individual donors at all levels support E4E. Funding for our organization is invested in opportunities and resources for teachers to learn about existing and emerging education issues, both locally and nationally, that impact the teaching profession and students; to network with like-minded colleagues and engage with policymakers; and to take action to create and advocate for solutions that will improve the quality of education our students receive and elevate the teaching profession. Donors support empowered educators in leading the dialogue about improving our education system in order for transformational change to happen in ways that benefit public schools and students.



Our diverse base of support includes foundations, educators, community members, and other individuals who believe in the power of teacher-led change.





thanks

E4E donors of \$500 or more supporting our organization in FY16:

The Achelis Foundation
 Ambassador Frank and Kathy Baxter
 Best Portion Foundation
 Bill & Melinda Gates Foundation
 Bloomberg Philanthropies
 Bloomfield Family Foundation
 Sherwood Blount
 Andrew Blumenfeld
 Tom and Maggie Borman
 Ashley Borom
 The Boston Foundation
 Louise Bryson
 Rick and Nonnie Burnes
 Bush Foundation
 California Community Foundation
 The California Endowment
 Matching Gift from The Capital Group Companies Charitable Foundation
 Carlson Family Foundation
 Carnegie Corporation of New York
 The Carson Family Charitable Trust
 Charles and Lynn Schusterman Family Foundation
 Charter Oak Challenge Foundation
 Chase Your Dreams Foundation
 The Crown Family
 Carolyn and Robert Denham
 Gibson Dunn
 East Wind Securities
 Madaline Edison
 Eisenson Family Fund at The Boston Foundation
 The Eli and Edythe Broad Foundation
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