



Teacher-Led Student-Focused



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 drive this change by:

- Building a movement of forward-thinking teachers
- Identifying and training teacher leaders
- Creating teacher-led policy recommendations
- Advocating for their implementation
- Scaling the model to reach critical mass

We build a movement of forward-thinking teachers through grassroots organizing in communities across the country.

Aberdeen Rodriguez, a high school English teacher and E4E-Minnesota member, didn't feel heard beyond the four walls of her classroom. She craved more opportunities to grow and, like most teachers, felt she had to leave the classroom to do so. During a school visit, an E4E Outreach Director reached out to Aberdeen. Through this outreach, she discovered that she could grow her own leadership as an E4E member advocating on behalf of her students—without leaving teaching. E4E laid the foundation for her to further organize within her school, in service of her students and professional growth. She joined E4E-Minnesota's first-ever Leadership for Equity in Action Pipeline (LEAP), which aims to guide educators to run for elected office. LEAP and E4E's personal outreach gave Aberdeen her voice back—she is now in a hybrid teacher-leader role and making plans to run for union office.



I've absolutely become a more committed, active educator and I've consequently inspired other teachers to do the same.

—Aberdeen Rodriguez

We identify and train 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.

Unions are powerful levers for change given their far reach in education policy-making, and as such, E4E supports our members to become more active and engaged in their teachers unions. In January of 2019, 20 teachers came together from across the country for E4E's second national union leadership training, Educators in Power (EIP). Ti Austin, an E4E-New York teacher member, described herself as a "blank canvas" before her EIP experience. EIP taught her the skills she needed to be an effective leader and gave her a lasting community of educators who motivate each other to advocate for their unions to become more diverse, democratic, and student-centered. After this training, Ti ran for and won a union delegate position. This unique training prepared her to not only run for a union position, but also to use this position to advocate for her students and her profession.



...[EIP] is a remarkable experience. The activities and instruction are expertly planned to train teachers on how to transform their school and community.

—John Tusch, E4E-Connecticut teacher member and EIP participant

We create teacher-led policy recommendations in order to bridge the divide between policymakers and the classroom.

Ryan Brown, a seventh-grade math teacher and E4E-Connecticut member, remembers his only male role models in high school as football coaches—but they didn't look like him. Representation is crucial: Young people are most inspired by teachers they can relate to. Research also indicates that a diverse teaching force improves problem-solving, critical thinking, and creativity for white students. Yet, in Bridgeport, Connecticut, while four out of five students are students of color, only one out of five teachers identify as people of color. Ryan joined an E4E teacher-led policy team, aiming to disrupt this cycle and actively recruit more teachers of color to join the next generation of educators. Ryan and eight other teachers created and released policy recommendations that informed the passage of two state bills, ensuring at least 250 educators and administrators of color are hired every year.



We all recognize the importance of having teachers and school leaders of color, yet a major disparity between teachers and students persists.

—Ryan Brown

We advocate for implementation of teacher-generated policy solutions.

Schools can and should be healing places for our students, but teachers are often not equipped with the right tools and resources to help children navigate trauma. Nina Leuzzi, a kindergarten teacher and E4E-Boston member, knew that many of her students were coming to the classroom with a broad range of personal trauma, from the fear of being undocumented to at-home abuse and neglect. Wanting the best care for her students, Nina joined other E4E teachers in meeting with city and state legislators and testifying at state house hearings and school committee meetings to advocate for an increase in mental health support staff in schools. Through their Schools that Heal campaign, the legislature ultimately adopted their recommendation to include guidance and psychological staff as a part of Massachusetts' landmark school funding bill, the Student Opportunity Act—a \$1.5 billion investment in our students' futures.



I have been working in urban classrooms for 13 years and seen that trauma has been a constant barrier to students' ability to learn.

—Nina Leuzzi

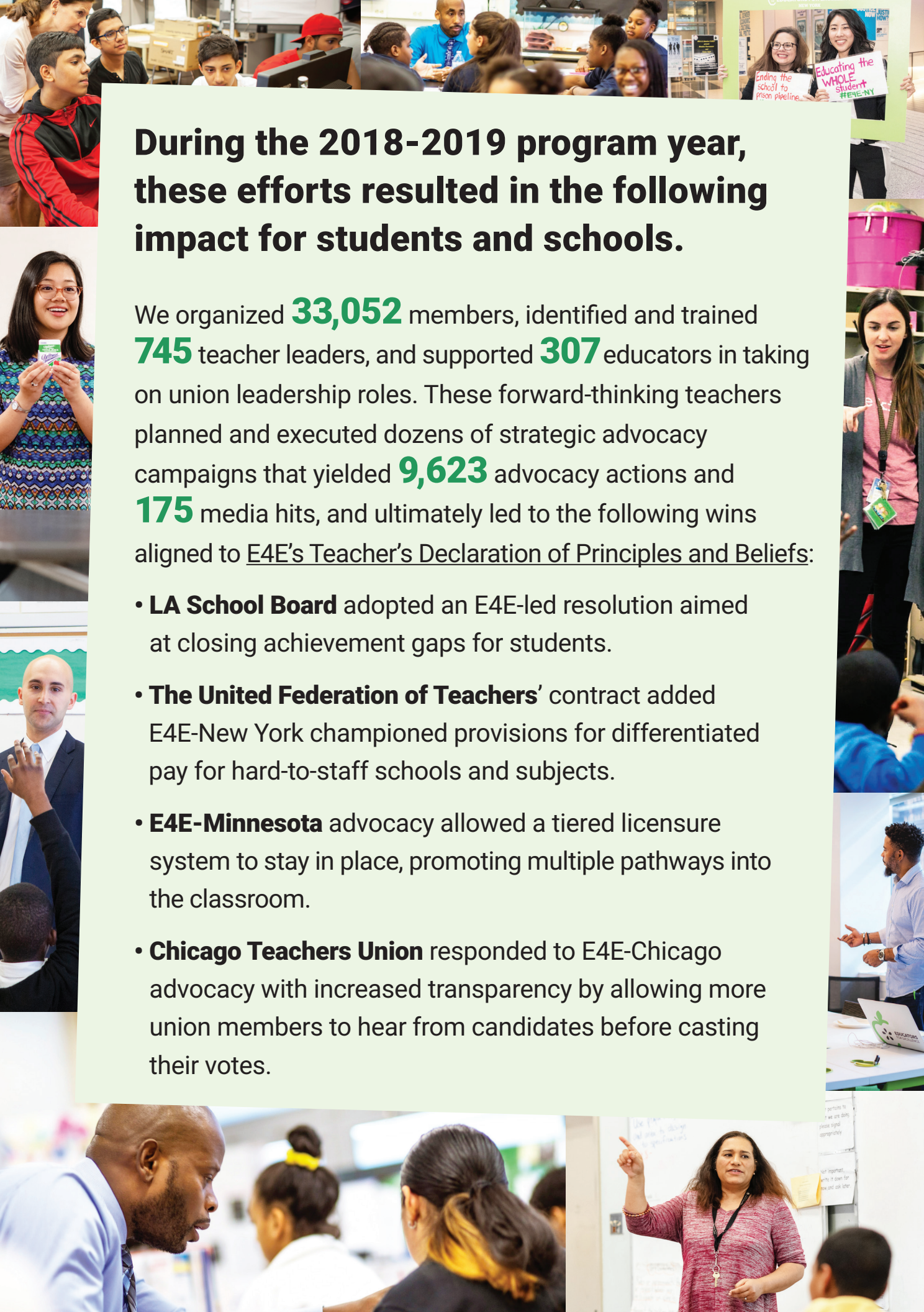
We scale this model to reach critical mass in the communities we serve and across the country.

Since 2010, E4E has organized more than 30,000 educators across the country, all fighting for an excellent and equitable education for their students. The support of an organization that leads with an anti-racist orientation is essential to their success. In February 2019, E4E was accepted to take part in a small cohort of organizations, known as EngageDEI, to collectively work toward implementing a comprehensive set of policies and practices that create and sustain a diverse, equitable, and inclusive organization. This year, our participation in the program enabled us to conduct an audit of key people systems like performance management, compensation, and career and development. The findings of this audit will help refine our systems to be more equitable and accessible for all our staff. This two-and-a-half-year engagement will help us on our journey to build a best-in-class organization that can fully support our members in the fight for educational equity and justice for their students.



The EngageDEI program has given us a mirror for self reflection so we can continue to inform the work our educators are doing to make schools and systems more inclusive and equitable, eventually closing the achievement gap for all.

*—Craig Wesley,
E4E National Manager of Diversity,
Equity, and Inclusion*



During the 2018-2019 program year, these efforts resulted in the following impact for students and schools.

We organized **33,052** members, identified and trained **745** teacher leaders, and supported **307** educators in taking on union leadership roles. These forward-thinking teachers planned and executed dozens of strategic advocacy campaigns that yielded **9,623** advocacy actions and **175** media hits, and ultimately led to the following wins aligned to E4E's Teacher's Declaration of Principles and Beliefs:

- **LA School Board** adopted an E4E-led resolution aimed at closing achievement gaps for students.
- **The United Federation of Teachers'** contract added E4E-New York championed provisions for differentiated pay for hard-to-staff schools and subjects.
- **E4E-Minnesota** advocacy allowed a tiered licensure system to stay in place, promoting multiple pathways into the classroom.
- **Chicago Teachers Union** responded to E4E-Chicago advocacy with increased transparency by allowing more union members to hear from candidates before casting their votes.

Financials

FINANCIAL INFORMATION FOR FISCAL YEAR 2019

(July 1, 2018 - June 30, 2019)

SUPPORT AND REVENUE

Grants and contributions	\$ 17,740,941
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Other income	\$ 121,696
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TOTAL SUPPORT AND REVENUE	\$ 17,862,637
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EXPENSES

Program services	\$ 10,230,577
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Management and general	\$ 3,299,779
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Fundraising	\$ 2,297,687
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TOTAL EXPENSES	\$ 15,828,043
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CHANGE IN NET ASSETS	\$ 2,034,594
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NET ASSETS, BEGINNING OF YEAR	\$ 11,226,380
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NET ASSETS, END OF YEAR	\$ 13,260,974
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Educators for Excellence is a teacher-led organization that ensures teachers have a leading voice in the policies that impact their students and profession.

National Office

Educators for Excellence
80 Pine St., 28th Floor
New York, NY 10005

e4e.org

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[212-279-8510](tel:212-279-8510)

