



2019/20 ANNUAL REPORT

JULY 1, 2019 – JUNE 30, 2020





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DEAR E4E COMMUNITY:

Like many of you, we began the 2019-20 school year like any other: full of eagerness, excitement, and a determination to make a difference in the lives of our nation's students. Entering our 10th year as an organization, we knew it would be a marquee year, and it most certainly was, though not always in the way we imagined.

In the first half of the year we saw incredible success—from developing and publishing the second edition of our *Voices from the Classroom* survey to supporting E4E members who decided to seek positions of executive union leadership in communities across the country, and advocating for major policy wins in several of our chapters. We carried this momentum into the new calendar year, fully intending to continue facing adversity head on. We did not, of course, anticipate the dramatic changes to the world as we know it brought on by the global coronavirus pandemic.

Despite this seismic shift, the E4E community did what it has always done best: adapted, and stayed solutions-oriented. Our teacher members exhausted themselves helping students process this challenging time while figuring out how to effectively teach remotely. Our partners offered their advice, resources, and emergency funds to help us adjust to an evolving reality. And our amazing staff rose to the occasion, finding ways to be supportive of teachers out in the field and one another.

As we responded to fundamental issues of social inequities and racial injustice amplified by the pandemic, we witnessed, yet again, the true ramifications of our nation's long history of racism and white supremacy—the senseless murder of

George Floyd. Though it certainly wasn't an isolated case, in the wake of Mr. Floyd's tragic death, we made a broader, more pronounced commitment to anti-racism and the dismantling of systems that perpetuate racial inequality. E4E teachers across the country called for meaningful shifts to police presence in our schools. And we shared numerous blog posts by our staff and members that captured the tenor of the moment and rethought our own internal systems.

We also recognized a need to further examine the lived experiences of our teachers in the field, and in less than two months, we produced and released another survey, *Voices from the (Virtual) Classroom*, helping to elucidate deeper gross inequities playing out in education. At the same time, we endeavored to share the perseverance, love, and grace that exist in the teaching profession, shining a light on story after story of the great lengths teachers went to in order to care for their students. We gathered teachers together; we shared resources; and we forged connection and built (virtual) community.

Now, as we look to the future, we recognize the force of our collective voice, and are more committed than ever to building teacher power. And there is no greater example of this than 11 E4E members running as the Hartford Teachers Together slate and winning all of the leadership seats in the Hartford Federation of Teachers. This example of teacher leadership underscores what we have long known at E4E: that our members are agents of change, fighting for leadership that is more student-focused, in the pursuit of educational equity.



We are truly grateful to all of you who have helped us elevate the voices of teachers in the policies that impact their students and their profession, this year and over the past 10 years. Despite our progress, we know that if we are to build a future ripe with equitable outcomes for all students, we must continue to push ahead. And that is precisely what we intend to do for the next decade and beyond.

Onward,

Sydney Morris
Co-Founder and
Co-Chief Executive Officer

Evan Stone
Co-Founder and
Co-Chief Executive Officer

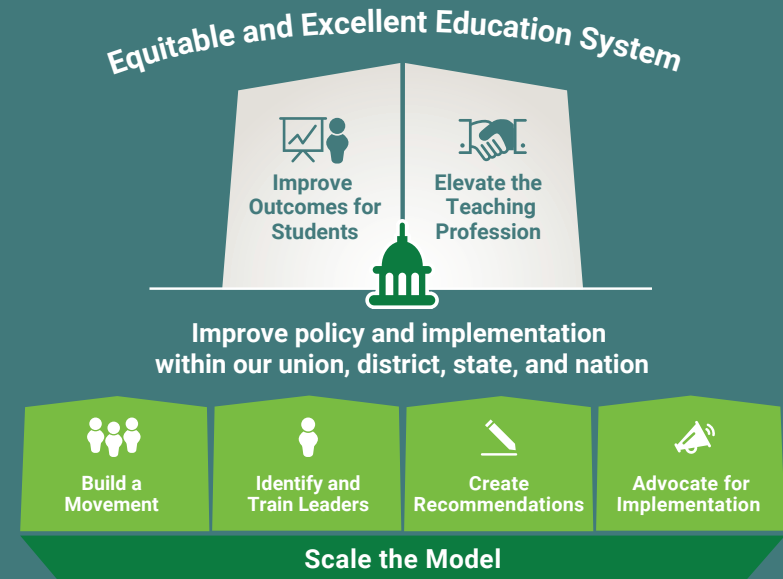
Our Theory of Change

Our Mission

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

Our Vision

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



Celebrating 10 Years

In 2020, we are celebrating the **10th anniversary of E4E**. We have grown from a small but mighty group of New York City teachers pushing to improve outcomes for the students in our classrooms to a nationwide movement of 33,000 educators (and growing!), advocating for the policies we know will benefit all students across the country.

GROWTH

From 12 founding teachers to more than **33,000 educator members** in six chapters

VOICE

From a single press story to **more than 1,800 media pieces featuring E4E teachers** and staff

LEADERSHIP

More than 330 members currently serving as union leaders and **nearly 1,000 E4E Teacher Leaders** advocating in their schools, districts, and states

CHANGE

From two original teacher-written policy papers to **more than 40 teacher-led policy wins**

OUR ORG-WIDE IMPACT IN 2019-20



Organized more than
33,000 members



Identified and trained
741 teacher leaders



Supported **334**
educators in taking on
union leadership roles

Los Angeles

Secured the public release
of student growth data by
LAUSD after a decade of
advocacy

Minnesota

Passed legislation
banning pre-K
suspensions

Chicago

Advanced equitable
staffing and teacher
diversity

Boston

Secured increased funding
for counselors and
psychologists in schools

New York

Successfully pressured
New York State Education
Department to publicly
release a key report on
teacher diversity

Connecticut

Moved forward the
establishment of a task
force on teacher retention



Hartford Teachers Together

We were thrilled this year to see E4E members take their leadership into their union by running as the 11-member Hartford Teachers Together slate and winning every seat on their union's executive board.

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The current executive board of the Hartford Federation of Teachers ran on a platform of empowering our members by raising our collective voice; reimagining our union into a stronger, more powerful organization; and advocating for the betterment of everyone in our school communities. Though we could not have foreseen that we would take office in the midst of a pandemic, our vision remains exactly what is needed in these trying times.

Carol Gale

President, Hartford Federation of Teachers

OUR NATIONAL ADVOCACY WORK



Advocating in Support of Teacher Diversity

In fall 2019, we launched our national advocacy campaign *Reimagine, Represent: Strengthening Education through Diversity*, aimed at the passage of federal legislation prioritizing the recruitment, effective training, support, and retention of teachers of color.

In partnership with a coalition of more than a dozen like-minded organizations, we released a shared Call to Action in September. Together, we called for 1) improving teacher preparation and placement, 2) keeping talented and diverse teachers in the teaching profession, and 3) increasing recruitment of teacher candidates from underrepresented backgrounds.

We assembled a national Teacher Advisory Group (TAG) of educators from across our six chapters to drive this work forward through digital advocacy, media outreach, testimony, and several national and chapter-based events, including a briefing on Capitol Hill featuring members of our TAG sharing their experiences about the need for a more diverse educator workforce with elected officials and other stakeholders.



Why this campaign?

Despite ample research showing that outcomes are improved for all students, especially for students of color, when they have a diverse set of well-prepared teachers in front of the classroom, four out of five teachers identify as white and 80 percent are female, while more than half of public school students are students of color.

Elevating Teacher Perspective via our *Voices from the Classroom* Surveys

In the 2019-20 school year, we published two new national teacher surveys with the goal of better understanding the reality on the ground and what educators want and need to support their students. As of the end of July 2020, the two surveys had acquired more than 16,500 unique page views on our website.

Released in January 2020 and developed in consultation with E4E members from across the United States, the *Voices from the Classroom* 2020 survey reached a nationally representative sample of 1,000 current classroom educators, plus a supplemental subset of questions for an additional 500 and oversamples in E4E chapter regions.

Our second survey—*Voices from the (Virtual) Classroom*—built on our January survey, conducting a scientific, supplemental survey of 600 educators nationwide with questions tailored specifically to the impact of the pandemic on students and schools. The results were released in May 2020.

WHAT WE LEARNED

Teachers are open to creative compensation models, including increased pay for taking on leadership responsibilities, teaching in hard-to-staff schools or subjects, and rebalancing some core benefits, like pensions with higher take-home pay.

Teachers want effective preparation, ongoing professional development, and a relevant, rigorous measure to join the profession. This extends to virtual learning, which teachers reported as profoundly different, with reduced instructional time and markedly low attendance and participation rates.

Teachers believe schools are failing to meet students' needs and to provide safe, welcoming, and inclusive environments. This was exacerbated by the pandemic, as teachers reported that students from vulnerable populations were far less likely to have what they needed to successfully participate in distance learning.

Teachers want to be agents of change for their profession and their students, but feel unheard by decision-makers. In the COVID-19 learning environment, teachers reported wanting to focus on teaching, support for their students' well-being, and preparation for future closures.

After *Janus v. AFSCME*, unions have made important progress in proving their value, but more work remains. With looming budget challenges in states and districts in a post-pandemic world, it is even more of a priority that unions and other decision-makers work to protect effective teachers and vulnerable students.

OUR NATIONAL ADVOCACY WORK



Responding to COVID-19

In response to the immense difficulties presented by the COVID-19 pandemic, E4E implemented a three-pronged response that included shining a light on our educators by sharing stories from the field to drive a clear narrative of the pandemic's impact on schools and families; building community by providing space for educators to come together and be heard by local decision-makers; and looking to the future by developing a shared set of policy platforms our educators will prioritize in the new school year—whatever that may look like across our districts.

We engaged in a monumental media push to elevate the voices and lived experiences of educators. E4E generated more than 100 press hits on COVID-19-related issues alone, including those tied to the release of our supplemental *Voices from the (Virtual) Classroom* survey.

More than 580 E4E members and supporters sent 3,350 messages to Congress calling for any federal legislation addressing the COVID-19 pandemic to include specific education funding prioritizing our highest-need communities.

Our teams hosted a combined 125 virtual events and, by the end of July 2020, E4E members and supporters had taken well over 15,000 advocacy actions, elevating their voices at key decision-making moments to ensure the prioritization of equity, racial justice, and supporting all students and families.



Appreciating Teachers in the Midst of the Pandemic

Each year, we celebrate May as Teacher Appreciation Month, but this year it felt more important than ever to honor teachers who rose up to meet the challenge of COVID-19, navigating unexpected obstacles and persisting to reach and connect with their students.

At the beginning of May 2020, we launched the [#SendTeachersLove](#) social media campaign to help show educators across the country how much they are appreciated, valued, and loved, especially during this time of crisis.

Nearly 1,000 people—including more than 80 members of Congress—shared more than 1,200 messages about how incredible teachers are, reaching over 8 million people.



**EDUCATORS
FOR EXCELLENCE**
CHICAGO



7,600 members



146 Teacher Leaders



2,500 engagement actions
with an average of 5 actions
per member



66 media mentions
45 E4E-Chicago teachers
were interviewed, were
quoted, and/or acted
as authors



Launching Our Inaugural Policy and Advocacy Fellowship

A diverse group of 26 Chicago educators, including 10 veteran Teacher Leaders who acted as facilitators, trainers, and team leaders, participated in our first Policy and Advocacy Fellowship. Through the program, fellows received policy and advocacy training; conducted research and landscape analysis on staffing policy; crafted guiding principles to address equitable staffing in CPS; contributed to the drafting of a policy memo communicating their Equitable Staffing Guiding Principles and offering recommendations for implementation; and designed and executed advocacy efforts to incorporate those principles into district policy decisions.

EQUITABLE STAFFING GUIDING PRINCIPLES

1. Taking into account and addressing equity and unique **student needs**, including trauma and poverty, so that students can grow academically, socially, and emotionally in a culturally responsive environment
2. Prioritizing hiring, developing, and retaining **diverse educators** who better reflect the makeup of Chicago's student population, especially along the lines of race
3. Creating and better utilizing structures within CPS to **monitor, assess, and support** principals in fostering equity through evidence-based budgeting and staffing decisions
4. Providing **accountability** structures by leveraging Local School Councils, the Continuous Improvement Work Plan process, network staff, and other relevant school-based structures



Championing Equitable Staffing and Teacher Diversity

Elements of the equitable staffing guiding principles developed by E4E-Chicago were reflected in the Chicago Public Schools (CPS) Funding and Budgeting Committee's final report and recommendations. CPS's Equity Office has asked E4E-Chicago to identify and organize a focus group of teachers to review and provide feedback on the district's equity rubric, which will be used to pressure-test CPS decisions in the 2020-21 school year.

Our members also advocated for increased teacher diversity and prioritization of specialized staff aligned with student need in the CPS Student-Based Budgeting Committee's recommendations.

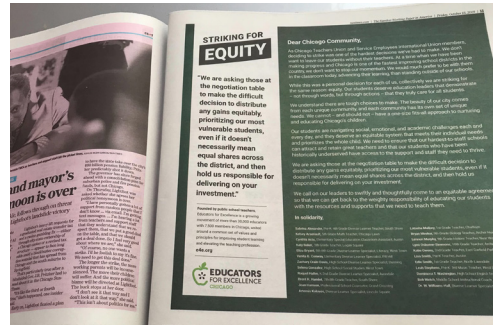


Elevating Student-Focused Educator Voices During the CTU Strike

When CTU teachers went on strike in fall 2019, we supported forward-thinking, solutions-oriented, and student-focused educators via strategic media work aimed at elevating a more nuanced, independent set of ideas and by listening, building community, and providing support.

Over the course of the CTU strike, we reached out to thousands of Chicago educators, providing strike kits to 85 schools, distributing 1,200 #StrikingForEquity buttons and 1,000 stickers. We hosted 160 people at events, published an ad from our Fellows about their equity campaign in the *Chicago Sun-Times* that yielded 1.4M views, and supported the elevation of educator voice through four op-eds and other media opportunities. Dominicca Washington, an E4E member, authored an op-ed in the *Chicago Sun-Times* that resonated so deeply that Mayor Lori Lightfoot personally called her to thank her for sharing her perspective and voice, jump-starting an ongoing relationship with the Mayor's Equity and Education Offices.

Overall, E4E-Chicago worked hard to elevate a diverse set of educator voices through the media. These voices added critical nuance to a polarized conversation, challenged the narrative of the strike, drew parallels to other communities, kept the focus squarely on students, and encouraged equal prioritization between fiscal responsibility and equity across the district.



“ Truly appreciating teachers means bringing their experiences and perspectives into critical conversations. No one knows better the very real challenges being created and exacerbated by school closures and remote learning.

Stacy Moore,
Executive Director, E4E-Chicago



Supporting Educators and Students through the COVID-19 Pandemic

In response to the onset of COVID-19 this spring, we surveyed more than 400 educators on the most pressing equity issues being exacerbated by the pandemic and hosted more than 25 virtual conversations and events, during which we engaged decision-makers, policy experts, and partner organizations and facilitated learning, community-building, and resource-sharing.

In April, Executive Director Stacy Moore and E4E-Chicago member Winnie Williams-Hall were interviewed by Reuters regarding the challenges facing the education profession in light of school closures. That interview was ultimately picked up 18 times nationwide, including in *The New York Times* and on *Yahoo! News*.





**EDUCATORS
FOR EXCELLENCE**
MINNESOTA



2,250 members



59 Teacher Leaders



**Graduated 14 Leadership for
Equity in Action Pipeline fellows**



**698 members engaged in over
2,500 advocacy actions in
priority districts of Minneapolis
and Saint Paul**



21 media mentions



Securing Long-Overdue Policy Change: The End of Preschool Suspensions

Too often, students are removed from their classrooms through suspension, expulsion, or in-school arrest. Data also tells us that these students are disproportionately students of color. E4E-Minnesota has been working to eliminate racial discipline disparities since 2015. During the 2019-20 school year, E4E-Minnesota and our partners were able to secure passage of legislation banning suspension of pre-K students, thereby increasing the amount of learning time for our youngest learners.

Advocating for Passage of the Minneapolis Public Schools Comprehensive District Design (CDD)

The Minneapolis Public Schools are currently not serving students of color or students living in poverty well, as evidenced by many statistics, from growth and proficiency rates to suspensions and access to advanced courses. Major structural changes are needed to disrupt inequity to ensure that students of color are better served. We need to invest in schools on the northside instead of closing them. We also need to ensure that there is equitable access to magnet schools and high-quality instruction. E4E-Minnesota partnered with the Minneapolis-based Advancing Equity Coalition to successfully advocate for the school board's passage of the Comprehensive District Design, which aims to ensure more equitable educational opportunities and resources for all Minneapolis students.

Defending Progress Toward Greater Teacher Diversity in Minnesota

Alongside our members, we are dedicated to protecting the ability of qualified teachers to enter the classroom and to improving retention and support for teachers once in the classroom—particularly teachers of color and those in hard-to-staff schools. That is why, this year, we continued to defend against changes to the new and hard-fought tiered teacher licensure system (a series of legislative wins secured by E4E members beginning in 2015) that would have eroded school leaders' ability to hire from a larger, more diverse candidate pool.

We also successfully defended against efforts to dismantle the teacher preparation report card—another E4E win—which includes a report on programs' diversity and candidate satisfaction and employment rates.



Supporting Our Members During the COVID-19 Pandemic

In response to the pandemic, E4E-Minnesota held a series of COVID-19 “Conversations from the Couch” focus groups with 46 Minnesota educators to learn more about their priorities and experiences during this uncertain time. Additionally, we:

- Engaged more than 150 Minnesota members to contact federal legislators about the CARES Act
- Worked alongside coalition partners to draft a joint letter outlining priorities for CARES Act funding and participated in a call with the Commissioner of Education regarding those priorities
- Hosted a virtual town hall with the governor’s education policy and finance advisors and 26 educator members regarding CARES Act recommendations, continued needs associated with distance learning, and projected budget shortfalls



Advancing Teacher Leadership

In FY20, E4E- Minnesota graduated 14 fellows during the second year of the Leadership for Equity in Action Pipeline (LEAP) program. LEAP is a selective leadership development program aimed at equipping educators with the knowledge, skills, mindsets, and confidence to serve in elected or appointed office. In line with our commitments to increase diversity in education leadership roles, we successfully recruited and supported 11 fellows who identify as BIPOC. This diversity of experiences, identities, and backgrounds enriched the cohort experience for all fellows. As a result of participating in LEAP, our graduates this year have the following plans:

- 7 people plan to run for union office
- 2 people plan to run for state legislature
- 2 people plan to run for school board
- 1 person plans to run for county commissioner
- 1 person plans to pursue district leadership
- 1 person plans to apply to be appointed to the state board of teaching

“

The support of our school leadership was critical to a policy shift that dramatically changed the conversations teachers were having with students about behavior.

Mary Lambrecht, math teacher on special assignment
at Anne Sullivan Communication Center, Minneapolis



**EDUCATORS
FOR EXCELLENCE**
NEW YORK



14,653 members



271 Teacher Leaders



**5,382 advocacy actions
taken**



59 media mentions
50 E4E-New York teachers
were interviewed, were
quoted, and/or acted
as authors



Creating Space and Driving Change in the Face of Crises

The pandemic, paired with heightened awareness and protests around the continuous systemic oppression and killing of Black people at the hands of police and other systems perpetuating white supremacy culture, surfaced additional trauma in teachers and students.

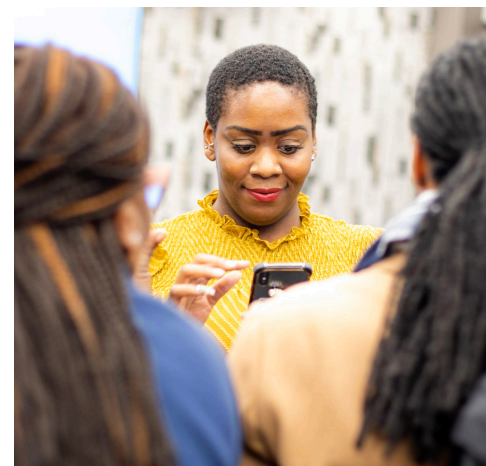
In light of this reality, we pivoted quickly and strategically to hold weekly virtual spaces for New York educators; support equity-focused remote learning, digital resource sharing, and educator and student mental health; survey hundreds of local educators on key issues related to the pandemic; and conduct one-on-one conversations that informed a town hall we hosted in June 2020.



JUNE 2020 TOWN HALL

During our town hall, educators connected with key district-level stakeholders. We provided members an opportunity to voice their questions, opinions, and needs related to the impacts of racism and COVID-19 on schools and learning.

Coming out of the town hall, we translated teachers' sentiments into a successful call for the demilitarization of NYC schools, including the retooling of school resource officers to be school peace officers trained in restorative justice, anti-racism training, and elimination of the impacts of spending reductions on our most marginalized schools and students.





Fighting for Transparency and Investment in Teacher Diversity

After effective advocacy by E4E-New York educators, in November 2019 the New York State Education Department publicly released a report on teacher diversity. This report confirmed what we already knew: there is a troubling lack of diversity in the state, with more than 80 percent of the teaching force identifying as white—unchanged since 2010.

That same month, E4E-New York hosted Demand Diversity!, a teacher-led conference that focused on the wide gap between student and educator diversity and the significant shortage of teachers of color in New York City.

The event—which drew 125 attendees, including representatives from partner organizations like My Brother's Keeper, the New York Urban League, the MORE caucus within the United Federation of Teachers, and members of the education department at Queens College—featured groundbreaking opening remarks from Regent Lester Young, who committed to champion our campaign's goals; meaningful breakout sessions; a real-time ask for all attendees to email Governor Cuomo directly to ask him to prioritize teacher diversity; and a closing address by *New York Times* bestselling author Chris Emdin, Ph.D., who urged attendees to remember the transformative power of education.

On January 20, 2020, Martin Luther King Jr. Day, E4E-New York hosted a public “Day On, Not Off” rally and press conference on the steps of City Hall, designed to put public pressure on Governor Cuomo to support increased funding for the Teachers of Color (TOC) II program in state budget negotiations. Four Teacher Leaders, as well as our partner representative from the Panel for Education Policy, spoke directly about their personal experiences with the lack of teacher diversity in their schools.

Leveraging data and the tireless dedication of our members, we were able to garner the New York Board of Regents' support for E4E-New York's request for an additional \$3 million for the Teacher Opportunity Corps in the upcoming legislative budget, which would help increase teacher diversity. Unfortunately, with New York becoming an early epicenter of the COVID-19 crisis, state budget cuts proved a barrier to securing these increases. Nonetheless, even in the wake of sweeping budget cuts impacting various programs within the state's coffers, we were successful in preserving the funding at its existing level.



“New York fails future educators of color when we ignore where they come from, their culture, and the unique challenges standing in the way of them becoming a classroom leader.... With a diverse staff, we can move our schools to places where all of our backgrounds are uplifted and given value. We can make schools diverse if Albany takes action.

Phillippa Bishop-Alexander,
E4E-New York member



**EDUCATORS
FOR EXCELLENCE**
LOS ANGELES



6,000 members



94 Teacher Leaders



**87 members hold seats
in the UTLA House of
Representatives
comprising 25% of the
governing branch's
entire electorate**



15 media mentions



Victory in a Decade-Long Fight for Student Growth Data

Among teachers polled in our 2018 *Voices from the Classroom* survey, 74 percent consider growth data the best way to evaluate schools. In a district like LAUSD, where huge numbers of students start the school year behind grade level, growth data is especially critical as opportunity gaps mean far too many students aren't getting the support to reach their full potential.

In support of a coalition of local parent and community advocacy organizations, E4E-LA was able to bring teacher leadership to help a long-standing, community-led campaign cross the finish line. In December 2019 LAUSD published long-awaited student growth data via a new online portal called School Information+, providing critical insights into student progress and challenges so that parents and teachers can better work together to make informed decisions about their students' education.

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LAUSD has already gathered and run the data. Now they have the opportunity to communicate the true work Los Angeles' teachers and our students are doing, particularly those in communities with the most challenges outside of the school.

Jeimee Estrada (Excerpt from op-ed in The 74's LA School Report)

Organizing and Advocacy in Response to COVID-19

This spring, E4E-Los Angeles supported teachers in transitioning to distance learning through weekly learning communities for educators. More than 100 teachers attended these learning communities and advocated for access to technology, equitable distribution of resources, and accountability through assessing student learning and participation during distance learning.

When it became clear that distance learning would continue through the fall, E4E-Los Angeles partnered with Alliance for a Better Community to lead a core group of 30 education advocacy organizations in drafting a school board resolution directly informed by teachers' feedback to set a minimum bar for quality instruction. Through July, more than 400 E4E-Los Angeles members took advocacy actions by participating in town halls, sending more than 4,000 emails, and making calls to LAUSD board offices demanding action to address the major shortcomings they encountered during this spring's distance learning experience. As a result, on August 25, 2020 (E4E's 10th anniversary), the LAUSD school board unanimously voted to pass the resolution, requiring the superintendent to create specific metrics to measure student engagement and progress during distance learning, as well as E4E members' explicit recommendation to monitor student social and emotional wellbeing.

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Children come to school with baggage they didn't pack themselves, and the onus is on us to repair the harm. If not now, then when? We have to work with a sense of urgency to bridge gaps, empower youth, and restore justice.

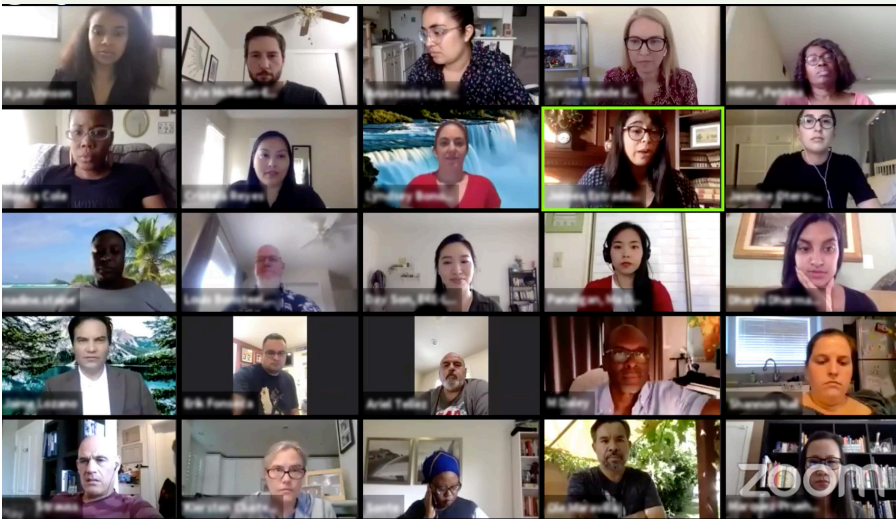
Gabriel Serrano
E4E-Los Angeles member

Fighting the Anti-Black Racism Pandemic

Over 300 E4E-Los Angeles educators joined students, families, and community activists this spring in urging the LAUSD Board of Education to remove police from schools and reinvest funds in support services that create safer, stronger school communities for all students—particularly Black students, who are disproportionately arrested by school police. Additionally, E4E teachers, who make up 25 percent of UTLA's House of Representatives, participated in an emergency meeting where the House voted (154-56) to have their union officially support police-free schools. As a result, the board adopted a resolution to reduce the police force in schools by 35 percent and invest the resulting \$25M into LAUSD's highest-needs schools.

TEACHER TOWN HALL

During a virtual teacher town hall with LAUSD board members in June, nine E4E Teacher Leaders (with the support of 80+ educators in attendance) asked for and received enthusiastic commitments from the school board members in attendance to work with them over the next six months to better support Black students and ensure access to 21st-century learning tools, anti-racism training, and elimination of the impacts of spending reductions on our most marginalized schools and students.



Creating a Student-Focused Teachers' Union in Los Angeles

We connected, trained, and supported six courageous teachers who independently ran for UTLA's Executive Committee during the 2020 citywide officer elections.

These teachers' slate, ElevatED, ran on a platform of:

1. equitable distribution of funds for underserved students and communities,
2. student growth as the best measure of school effectiveness,
3. support for educators in broadly implementing nonpunitive student discipline, and
4. ensuring that schools have the talented and diverse teachers and administrators they need to succeed.

While they ultimately fell short of victory, they continue to have an impact on the conversation within UTLA as elected leaders within UTLA's policymaking body.

The ElevatED slate organized 76 volunteers to support their campaign. Here is what they accomplished:

- 11,000 phone calls
- 25,000+ flyers hand-distributed to teachers in 630+ schools (reaching 70 percent of all UTLA members)
- Countless emails and text messages
- Media hits in publications like *LA School Report* and the *Los Angeles Times*



**EDUCATORS
FOR EXCELLENCE**
BOSTON



1,204 members



103 Teacher Leaders



768 advocacy actions taken



25 media mentions



E4E members meeting with Senator Lewis

Securing Increased Funding for Counselors and Psychologists

Student trauma is extremely common; in fact, when surveying educators across Boston, 91 percent reported that student trauma is a challenge in their schools. Research confirms this observation: between half and two-thirds of all school-aged children experience trauma, which is only growing in 2020 with the rise of COVID-19 and our ongoing reckoning with police brutality and anti-Black racism.

Back in 2017, E4E-Boston's Teacher Action Team released *Schools That Heal*, a report with various recommendations for fostering student resiliency within our schools. One of these was to establish a statewide minimum school counselor-to-student ratio of 1:250 and a school psychologist-to student ratio of 1:700. Over the first few months of the 2019-20 school year, we met with educators to inform them about pending legislation to increase the number of school counselors in schools across the state.

Our educators sent letters to members of the Joint Education Committee at the Massachusetts General Court, visited the State House six times, and met with Joint Education Committee Senator Jason Lewis in support of the bill. As a result of their advocacy, in November 2019 the state legislature passed the Student Opportunity Act, which includes a permanent formula change to increase funding for counselors and psychologists in schools.

DEMILITARIZE BPS NOW

WE DEMAND AN END TO MILITARIZED SCHOOLS
THROUGH THE FOLLOWING ACTIONS:

- Remove metal detectors from all Boston Public Schools
- Remove school resource officers and use funding to hire mental health staff and family liaisons
- Mandatory anti-racism training for Boston Public Schools staff
- Build a pipeline for Boston Public Schools graduates to return as counselors and family liaisons

#DEMILITARIZEBPS



Advancing Restorative Justice and Demilitarization of Boston Public Schools

A major goal for E4E-Boston this year was working to expand implementation of restorative justice practices in Boston Public Schools. Over the course of the year, 14 E4E members were regular attendees of the Boston Teachers Union (BTU) Restorative Justice Organizing Committee (RJOC) and one was selected as the co-chair of the committee. Via the committee, our members have taken the lead in pushing for the district to have a restorative justice coordinator, and for increased funding for schools to be trained in restorative practices.

Additionally, this spring, E4E educators organized each other to testify at the Boston City Council and School Committee to stress the importance of demilitarizing Boston Public Schools by removing metal detectors and police officers from schools. Our educators proposed and advocated for four commonsense solutions to demilitarize our schools, including the removal of school resource officers and other elements of security theater that students say make them feel less safe. A memo we wrote on the topic was quoted by City Councilor (and 2021 Boston mayoral candidate) Michelle Wu.



Supporting Educators in COVID-19 Advocacy

Following the closure of schools in March 2020, E4E-Boston quickly began to organize and convene educators to learn how they and their students were faring. We met with and surveyed 300 educators, and subsequently shared findings and solutions with media and policymakers.

E4E-Boston educators sprang into action to advocate for their students. This included hosting their own virtual town hall, attracting over 50 participants including Chair of the Massachusetts Joint Education Committee Senator Jason Lewis, and Boston City Councilors Kenzie Bok, Andrea Campbell, and Michelle Wu; raising awareness via prominent local and national news outlets; and providing testimony to the Boston School Committee, City Council, and the State House.

Conversations with E4E members led directly to two major actions by Boston City Council members:

- City Councilor Andrea Campbell drafted a resolution to prioritize funding and access for mental health resources in the city's response to COVID-19, which passed unanimously
- City Councilor Michelle Wu introduced a report and plan for COVID-19 reopening and recovery that stressed the need for BPS to serve families' needs holistically, trust and empower educators, prioritize mental health and trauma supports, and embed racial justice throughout the district's policies and programs





**EDUCATORS
FOR EXCELLENCE**
CONNECTICUT



970 members



32 Teacher Leaders



395 advocacy actions taken



28 media mentions



60+ teacher leadership
program participants



Advancing Teacher Diversity and Inclusive Teaching Practices

On July 1, 2019, E4E-Connecticut's hard work—including publishing op-eds, participating in press conferences with key decision-makers, submitting testimony, attending public hearings, and traveling with members to the Capitol for two lobby days—paid off when Governor Ned Lamont signed two important bills into law:

- **An Act Concerning Minority Teacher Recruitment and Retention (SB 1022):** This law will strengthen diverse teacher recruitment by ensuring that at least 250 minority educators and administrators are hired every year—with 30 percent being men—starting in the 2020-21 school year. It also expands mortgage assistance for teachers, increases certification reciprocity with other states, and creates more flexible certification standards.
- **An Act Concerning the Inclusion of Instruction in Culturally Responsive Pedagogy and Practice (SB 1020):** This law (which passed unanimously) will support teachers in further leveraging inclusive teaching practices by providing professional development in culturally responsive pedagogy and practices for teachers. Ultimately, this will help to improve outcomes for students and strengthen relationships between schools and their communities.

Keeping Great Educators in the Classroom

Teachers say lack of resources, overwhelming class sizes, and unrealistic expectations are driving them from the profession they love. To confront this challenge, E4E-Connecticut convened a Teacher Action Team (TAT) that called themselves “Champions for Change” to research, develop, and mobilize around recommendations for their districts, state, and unions to improve teacher retention and sustainability. These teacher leaders also convened focus groups with their peers and state leaders, ultimately developing a policy proposal to establish a legislative teacher retention task force that would explore opportunities to improve educator sustainability, alleviate significant classroom stressors, and improve retention.

Language from the TAT's recommendations was included among the policy priorities introduced by the state's Education Committee in February 2020. However, due to the onset of the pandemic in spring 2020, the legislative session was canceled and opportunities to pursue this specific legislation are on hold as the state focuses on COVID-19-related priorities.



We are proud to call ourselves teachers, and we know the power we have in shaping future minds. We're not naive to the amount of responsibility that comes with the profession we chose. In fact, that's one of the many reasons we chose to enter the classroom. The establishment of the teacher retention and sustainability task force would give us and other stakeholders a seat at the table and the opportunity to inform practice and effect meaningful change.

Claudia Tenaglia and Julianne Cardoni (via *Hartford Courant*)
E4E-Connecticut members



Creating Space for Educators to Process and Take Action during COVID-19

Throughout the spring, E4E-Connecticut hosted six virtual convenings, during which teachers were able to share their challenges related to distance learning with various leaders, including the state's education committee and representatives from Senator Chris Murphy's office and Governor Ned Lamont's office.

We also provided professional development opportunities for teachers, including sessions on student trauma and maintaining physical and mental well-being during the pandemic. The team coordinated virtual events with Connecticut school leaders to discuss how to have conversations with students about the events shaping our country at this time, and with the state's education committee regarding the need for equity and safe schools in the years to come.



Celebrating the Hartford Teachers Together Slate's Huge Win

E4E-Connecticut celebrated the success of the 11-member Hartford Teachers Together slate, who won every seat on the Hartford Federation of Teachers executive board. The slate was supported by a huge group of volunteers—including many E4E members—who made 2,800 get-out-the-vote calls, sent thousands of texts, and conducted other outreach. President Carol Gale and the other 10 members of the slate's student-focused message resonated strongly with Hartford teachers.

In the early days following their election, these dedicated educators advocated for all students to have equitable access to resources, including reliable internet. The slate quickly got to work over the summer collaborating with the district to design a safe reopening plan to ensure that the most vulnerable students would have access to in-person learning.



OUR BOARD OF DIRECTORS



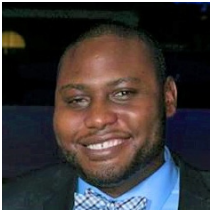
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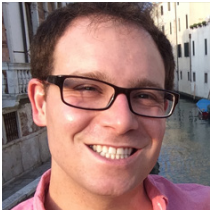
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OUR FINANCIAL INFORMATION

Financial information for the year ended June 30, 2020

STATEMENT OF FINANCIAL POSITION

ASSETS	
Cash and cash equivalents	\$3,178,453
Certificates of deposit	1,902,516
Investments, at fair value	3,730,353
Pledges receivable, current	1,621,817
Prepaid expenses and other assets	182,526
Pledges receivable, long-term, net	629,242
Property and equipment, net	707,219
Other long-term assets	304,778
TOTAL ASSETS	\$12,256,904
LIABILITIES AND NET ASSETS	
Accounts payable and accrued expenses	\$713,682
Deferred rent	209,213
Loan payable	1,849,695
TOTAL LIABILITIES	\$2,772,590
TOTAL NET ASSETS	\$9,484,314
TOTAL LIABILITIES AND NET ASSETS	\$12,256,904

STATEMENT OF ACTIVITIES

SUPPORT AND REVENUE	
Grants and contributions	\$11,360,560
Other income	89,563
TOTAL SUPPORT AND REVENUE	\$11,450,123
EXPENSES	
Program services	\$10,143,746
Management and general	3,059,950
Fundraising	2,023,087
TOTAL EXPENSES	\$15,226,783
CHANGE IN NET ASSETS	\$(3,776,660)
NET ASSETS, BEGINNING OF YEAR	\$13,260,974
NET ASSETS, END OF YEAR	\$9,484,314

This data has been extracted from our financial statements, which were audited by Condon O'Meara McGinty & Donnelly LLP, One Battery Park Plaza, New York, NY 10004-1405

OUR SUPPORTERS IN FY20

Our work over the past 10 years has been possible because of the tireless work of our amazing team members—past and present—and the continued leadership and support of countless educator members, financial supporters, and other partners.

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

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