



2021/22 ANNUAL REPORT

JULY 1, 2021-JUNE 30, 2022





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“My years in front of the classroom have taught me that students don’t need our sympathy, but they do need our empathy and action. Although the stakes are higher than ever, educators aren’t being given what we need to navigate the most difficult conversations of our day.”

*E4E-Chicago member
Dr. Winnie Williams Hall*

Dear E4E Community,

The 2021-22 school year was a challenging one: We hoped to put disrupted instruction behind us, yet the realities of unfinished learning and the glaring social-emotional needs of students lay before us. Through it all, the resilience of educators, students, parents, communities, and those of us working to support the system – our staff, donors, and partners – has risen to the top, with the promise of a reimagined education system dawning on the horizon.

For Educators for Excellence (E4E), 2021-22 was a year of not just resilience, but realization – realization that change *is* possible in spite of unprecedented challenges, and we must persevere because the children and teachers in our country deserve it.

Central to our theory of change has been a deep conviction in the immense power and potential of teachers as advocates for policy and union change. We have long believed that student-focused teachers’ advocacy can not only influence policy at local, state, and federal levels, but can lead unions to be more diverse, democratic, anti-racist, and student-centered for sustainability and long-term systems change. With teachers unions being the only stakeholder we see at every level of the system – school, district, state and federal, the change we seek as education equity advocates will not be possible without national and local unions leading the charge for student-centered change. This year, we have witnessed a strengthened labor movement across the country, making the need for forward-thinking teachers to drive change from within their unions all the more evident.

As you will read in this report, over the course of 2021-22, E4E members across the country have responded to the moment, ready for change. In four of E4E’s local chapters, E4E members took the brave step to run for leadership positions in their unions. Amid both wins and losses, these trailblazing educators made waves, using their voices and harnessing their collective leadership to drive systemic changes in both how their unions operate and the policies that unions prioritize.

Our chapters’ victories – big and small – are important advances toward a more equitable system for all students. As one example, our members’ advocacy efforts in Minneapolis, in partnership with the local NAACP, led to major contractual reform that transformed the way teacher layoffs are done, in service of protecting gains that have been made in advancing teacher diversity. In Los Angeles, E4E members developed microcredentials based on culturally-relevant, anti-racist teaching practices; now, for the first time, it can be certified that teachers have

demonstrated these kinds of crucial competencies. These are just two examples of what has been proven possible when teachers ask more of the systems in power and leverage their voice to achieve meaningful advancements, which over time, can change the trajectory of the profession and outcomes for students.

E4E is also proud of the progress we made nationally with our advocacy in service of teacher-led change, not just within but also beyond our six chapters. This spring, we released our fifth annual national teacher survey, *Voices from the Classroom*, which included our first-ever oversample of 300 Black, Indigenous, and people of color (BIPOC) educators, as well as regional polls from New York, Chicago, Los Angeles, and Boston – identifying teachers’ opinions on key issues such as lingering pandemic impact, student wellbeing, culturally relevant education, union leadership, federal relief funding, and assessments. Also, in response to the misinformation and ongoing attacks on culturally relevant education, we developed a digital media campaign dispelling the myths around culturally-relevant education, *Don’t Erase History*, which has reached 1.1M impressions and counting.

On a personal note, while this year marked our 12th year leading E4E, it was our first year leading as parents. Welcoming our precious daughter, Willa, into the world has ushered in new perspectives – the notion and value of time, how it is our most valuable resource, and how we need to ruthlessly prioritize, getting great at the things we do best – all of which reveal new ways of thinking and leading.

As we reflect on 2021-22’s wins and learnings, we find renewed energy in the need for change to be driven by those most impacted – a central theme to why we started E4E. We will continue to build the advocacy and policy support, systems, and resources so that teachers can transform and strengthen the most powerful institution in education – our unions – and channel its power for the benefit of their classrooms and students. We look forward to taking on the wins, the struggles, and the work ahead.

Onward,

Sydney Morris

Co-Founder and
Co-Chief Executive Officer

Evan Stone

Co-Founder and
Co-Chief Executive Officer

Theory of Change

E4E strives for two long-term goals that are inextricably linked: better outcomes for all students — especially those in systemically underserved schools and communities — and the elevation of the quality and prestige of the teaching profession.

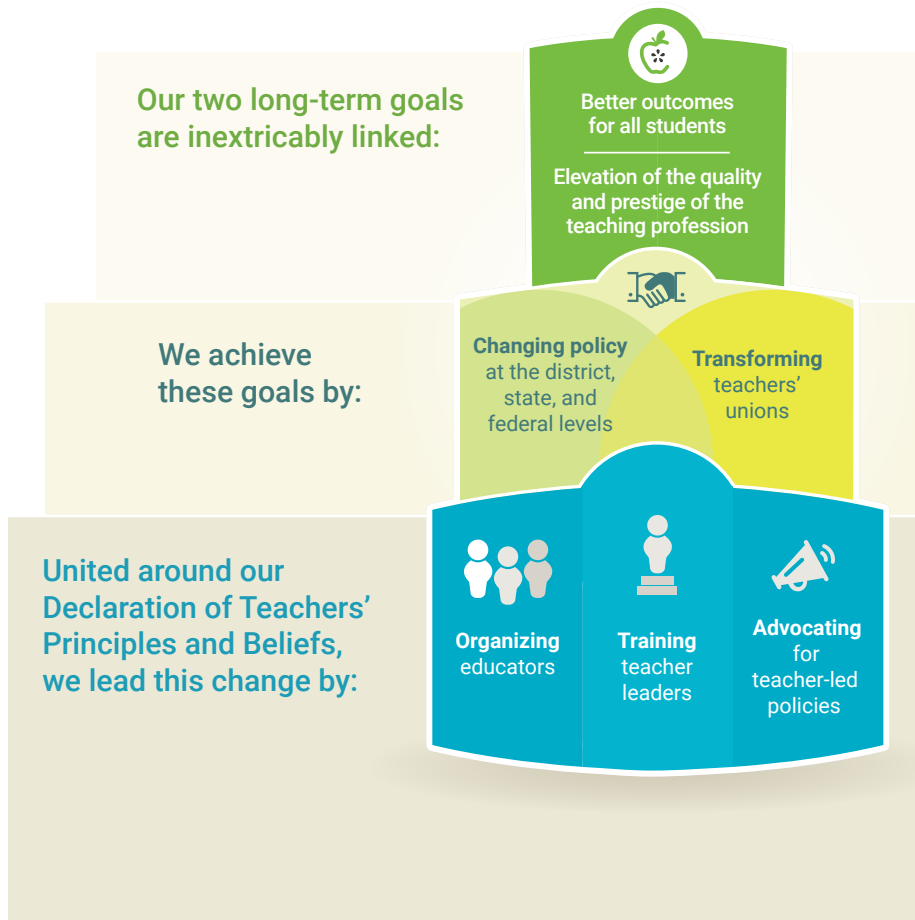
We achieve these goals by working to:

Change Policy:

With ongoing COVID-19 variants, the 2021-22 school year continued to experience disruptions to education. As patterns of need and opportunity emerged across our chapters, E4E responded with both chapter-specific and national policy agendas.

Transform Teachers Unions:

This year also underscored the power teachers unions have in influencing decision making at every level and their immense, but sometimes unfulfilled, role in serving as a driving force for social, racial, and educational justice. Over the course of the year, E4E members leaned into our union vision statement in alignment with our Theory of Change and Declaration of Teachers' Principles and Beliefs, which underscores our members' deep belief in their unions — and desire for them to be more diverse, democratic, and student-centered.





Programmatic Impact

The third year of pandemic schooling shined an even brighter spotlight on the gaps that continue to exist in our education system and how unions are a critical lever for change. Among these gaps is the lack of a clear path for teachers to question the status quo, organize, build power, and positively impact their classrooms. At E4E, we know too well that educational change efforts have long been about change done to teachers, but that change is rarely, if ever, created with teachers. Throughout the 2021-22 school year, we have witnessed wins and gained insights across policy and advocacy work, union spaces, and diverse anti-racist education practices.

Policy and Advocacy Work

Across our six chapters, E4E engaged teachers to build issue-based campaigns advocating for policy change on the issues most pressing to our members spanning across literacy and culturally relevant education, mental health, SEL, and more.

“As someone of color, I want my students to feel that what they are learning is important about themselves. Students need to see themselves and learn about their own history so they can feel represented. Teachers also need to be educated about it, too. The curriculum isn’t just for students, but also for teachers.”

*E4E-Boston Member Nasheline Jean-Baptiste,
Applied Behavior Analyst Therapist, Boston Public Schools*

BOSTON

High-quality racially and culturally relevant curriculum are near a historic win in Boston

E4E-Boston reached a major milestone when the Education Diversity Act was filed in the Massachusetts House and Senate as an Omnibus bill, packaging the issues of teacher diversity and inclusive, high-quality curriculum together. This Act looks to diversify the teacher pipeline through state-level policy with the goal of increasing the percentage of diverse educators from 8% to 25% by 2030. The Educator Diversity Act will give the state and local districts the policy tools needed to achieve this commendable goal while addressing some of the most pertinent barriers for educators of color. Our teacher members spent months pushing this legislation by leading rallies at the capitol, securing one-on-one meetings with key decision makers, and writing op-eds in local media outlets to ensure the bill includes explicit language that addresses the need to combat racial and cultural bias in our schools. We are excited to continue pushing for the bill’s passing in the next session.

NEW YORK

Advancing dyslexia screenings and support for New York's students

E4E-New York's steadfast advocacy around academic recovery with a focus on literacy for our youngest and most vulnerable youth led to a district commitment of \$635 million for K-2 literacy assessments. In identifying this important need, E4E members formed a teacher-led group that identified dyslexia screenings as a critical way of ensuring recovery efforts were focused on those who needed it most - 98% of educators they surveyed wanted interim NYC Schools Chancellor Meisha Porter to prioritize the needs of this unique student population. As part of this work, Rachael Goeler, Queens Special Education teacher, reflected, "In May, over 500 of us signed a petition to get Chancellor Porter's attention. In June, the Chancellor agreed to meet with us as we made the case for universal dyslexia screenings. Now in July, Mayor Bill de Blasio just announced plans to invest close to \$50 million in our students' literacy, with dyslexia screenings as a main pillar of the plan. This is just a small example of what we can do as activists when we choose to use our voices to affect change!" For the 22-23 year, the Department of Education has plans to ensure every student will receive targeted interventions, including literacy screenings, to identify dyslexia and other literacy-based learning disabilities across 80 middle and elementary schools.

MINNESOTA

Educator-based advocacy efforts continue in Minnesota

E4E-MN had worked hard in the past to secure a significant legislative change to improve teacher licensing in the state, and in FY22 hundreds of E4E-MN teachers engaged in a campaign to successfully defend this policy, which was at risk of repeal. As a result, MN has maintained multiple pathways to teaching that ensure high quality teaching talent, with an emphasis on a diverse pipeline of teachers of color.

CONNECTICUT

Advocacy for children's mental health in Connecticut

With mental health concerns at a height post-pandemic, E4E-Connecticut teachers focused state advocacy efforts to ensure that critical mental health resources - such as counselors, screenings, and parental communication - get directly to schools where students will feel the most immediate impact. Over 100 E4E teachers worked alongside our team to take nearly 400 advocacy actions, leading to three major achievements: 1) a new grant that allows districts to hire mental health professionals; 2) an additional \$10M for school-based mental health centers; and 3) five additional trauma coordinators at the State Department of Education. These shifts are critical to ensure that services translate into much-needed support for students, families, and educators directly in their school communities.

LOS ANGELES

LAUSD's first anti-racist microcredential

Building off of 2021-efforts, a group of ~20 diverse E4E-Los Angeles educators stepped up to form a Teacher Action Team focused on addressing the culture of learning in our schools, specifically as it impacts Black students. After weeks of research and conversations with peers, the group identified a breakthrough opportunity to partner with Los Angeles Unified Human Resources to build LAUSD's first Anti-Racist Instruction Microcredential: Highlighting, Building, and Centering Black Excellence - an accredited program of study for educators focused on culturally relevant pedagogy. With this win, we were proud to see LAUSD take concrete action toward addressing systemic racism in education by providing a professional development pathway to keep equity-focused teachers in the classroom and financial incentives to drive greater participation and benefit for anti-racist teachers. Furthermore, this victory lays the groundwork for other critical educator initiatives to improve the profession over time, such as differentiated compensation for specialized skills and expertise.



CHICAGO

Social-emotional learning support championed in Chicago

In navigating yet another year of pandemic schooling, E4E was keen to continue to tap into the voices and needs of teachers, many of which reported increased social-emotional challenges in their schools. In Voices from the Classroom-Chicago, a FY22 survey of 110 Chicago educators, seven out of ten Chicago teachers reported that their students are further behind today than before the pandemic. Thus, throughout FY22, E4E-Chicago's teacher leaders and staff were active in several major policy changes, including: the Chicago Public Schools' district-wide Healing-Centered Framework for Socio-emotional Learning (SEL), the district's revamped Culturally Responsive Education & Diversity policy; the Governor's P20 Council Learning Renewal Resource Guide; and the Chicago Learning Elevation and Recovery mayoral taskforce. Also, in an effort for more transparent school governance, E4E-Chicago members had conversations regarding the need for accountability, transparency, representation, and inclusivity in decision-making regarding school board governance. And as a result of the work of the chapter's Teacher Action Team and aligned advocacy, E4E-Chicago was able to ensure that in the immediate future, SEL-related staff will not be cut. E4E-Chicago's advocacy plan included a community petition signed by hundreds educators and community members, a letter to the district with 14 other organization sign-ons, and social media videos of teachers sharing their stories.



Making Waves in Union Spaces

Today in education, teachers work under a binary; they are categorized as either pro-union or pro-reform. Yet, there are so many teachers who are proud supporters of their unions and also change agents to advance policies that will both elevate the profession and improve outcomes for students. That is why E4E exists — to empower teacher leaders so that they can create the conditions for better outcomes for students. By encouraging and guiding teachers to mobilize, vocalize, and take a seat at the table where decisions are being made — we are witnessing the seeds of systems-level change sprout in communities across our country.

BOSTON

Teacher leaders in Boston elevating their voices

E4E-Boston hosted our inaugural Massachusetts Teacher Leadership Seminar where we focused on deepening teacher leadership engagement within the union. This seminar provided E4E-Boston members an opportunity to learn why their union matters in education policy-making and to understand how to be more active and engaged in their union, including the importance of leadership within this critical decision-making entity. A subset of teachers then deepened their leadership but putting their skills to work by launching a Teacher Action Team where they identified three literacy-based issues (falling literacy rates, literacy supports for vulnerable student populations, and curriculum frameworks) that will ground their work to organize other teachers for change.

CONNECTICUT

E4E-CT members are hard at work harnessing the power of their union

After two years of hard work in Hartford and winning re-election for a second term as ex-ecutive leaders of the Hartford Federation of Teachers, an entire group of E4E-Connecticut members, achieved historic and innovative compensation wins for teachers, specifically differentiated pay for early to mid career teachers to support retention, in the district and brought a new brand of union leadership to state-level advocacy in Connecticut. With the passionate commitment and steadfast advocacy of the Hartford Federation of Teachers, school communities were no longer excluded from conversations that impact them the most. Hartford is the only place in the country where we saw charter and union leaders stand together at the State House in FY22, working hand-in-hand to advance a major pack-age of state funding reform.

CHICAGO

E4E-Chicago members stepped up to lead at the highest levels of their union

A group of like-minded E4E-Chicago teacher leaders decided to ensure their voices were heard within their union through advancing a petition for executive leadership in the nation's third-largest local teachers union. Although they did not proceed to the election, the fact that the incumbent leadership received the lowest voting margin it has ever had reflects the growing movement of educators who want change.



MINNESOTA

Training and support to enter union spaces within Minnesota

During an in-person FY22 weekend retreat in the Twin Cities, E4E-Minnesota hosted its third cohort of Leadership for Equity in Action Pipeline (LEAP) fellows. E4E-Minnesota guided nine LEAP fellows through an exploration into running for elected or appointed leadership positions in the future, such as union leadership, school board, or any of the boards and commissions from the Governor's office. Ultimately, this workshop provided an important entree into the intricacies of running for union office. Powered by tireless organizing efforts and leadership opportunities such as LEAP, our E4E-Minnesota supported leadership development of seven E4E-Minnesota teachers who decided to pursue elected office through the Coalition for Truth slate in the Minneapolis Federation of Teachers executive election. One of the seven candidates and E4E-Minnesota member, Alvin Johnson, extended his leadership work even further in being elected to the Minneapolis Regional Labor Federation, the umbrella organization of 175 Minneapolis area local unions that organizes for social and economic justice for all working people.



NEW YORK

A desire for new union voices in New York

The E4E-New York team spent much of FY22 supporting equity- and excellence-focused teacher leaders seeking to join the 2022 United Federation of Teachers (UFT) Executive Board elections. After a year of organizing and steadfast advocacy, our team supported the WE C U (Working Educators for Children United) caucus – made up of six diverse, passionate, and student-centered E4E teacher members who were committed to disrupting the incumbent status quo leadership slate that has been in power for 50 years by creating equitable change in NYC schools. The caucus fought for key issues such as social & emotional wellness for both teachers and students, teacher diversity, and a culturally responsive curriculum. They represented the interests of current teachers, paraprofessionals, secretaries, counselors, and social workers, always with the welfare of students in mind; the WE C U caucus was the only slate that centered students in their platform and statements. While the incumbent Unity slate ultimately secured the election win, we witnessed promising trends from this election cycle that tell us the tide is turning; get out the vote efforts in New York led to an 8% voter uptick from the 2019 election – the WE C U caucus garnered nearly 1,000 votes. Even more significant, this effort marked the first time these leaders secured a new caucus within the UFT – a powerful step to bring progressive, student focused educators into positions of power within the union.



LOS ANGELES

Continuing the long-term work of transforming UTLA leadership at all levels

In FY22, E4E-Los Angeles supported members who sought to expand their leadership outside of their classrooms and within their union, the United Teachers of Los Angeles. E4E-LA supported members who sought to deepen their leadership outside of their classrooms, and within their unions. Many expressed an interest in their school-based Chapter Chair roles, a critical leadership position to enact both school and district-level change in UTLA. E4E helped members develop crucial leadership skills, such as organizing and union governance essentials. Ultimately, E4E-Los Angeles saw a highly-engaged cohort of E4E teacher leaders secure 39 Chapter Chair seats.

"Because good intentions are not enough it's time to take bold and decisive actions to ensure the future we want for our children and their children."

*Raushanah M Muhammad
E4E-Boston member & Middle School STEM teacher*



Advancements in Diverse and Anti-Racist Education Practices

For E4E to achieve our vision and mission, we must embody the beliefs and practices that undo the causes of educational inequity: racism, classism, and other forms of oppression. We believe every student deserves an equal opportunity to succeed and that race should never be an obstacle to one's success. We believe that achieving our mission is a step toward dismantling systemic racism, and will require that we actively embody anti-racist practices in all of our work. With a commitment to working as an anti-racist educational equity organization, E4E made some significant advancements during the 2021-22 school year.

"I am a teacher. I am a Black woman. I am a union member. If the system is not working for people like me, then it is not working at all. By not supporting policies that protect, retain, and increase the number of teachers from diverse backgrounds, we are sending a dangerous message to our student body and we tell Black, Hispanic, Asian and Indigenous teachers that when push comes to shove, our worth ceases to exist."

*E4E-Minnesota member Nafeesah Muhammad,
10th and 11th grade STEM and ELA teacher at North High School,
Minneapolis Public Schools*



E4E-Minnesota's historic achievement in Minneapolis Public Schools – modifying seniority-based layoffs to protect teachers of color

In 2020, Minnesota Teacher of the Year Qorsho Hassan was let go from her teaching job due to antiquated, seniority-based "Last In, First Out" (LIFO) layoff policies. As a state that only has 5% teachers of color—despite 34% students of color—this policy is even more problematic given that teachers of color are more likely to be early career teachers. To address this barrier to recruitment and retention, E4E teachers organized and partnered with other advocacy groups to propose and secure protections for teachers of color (including all graduates from "grow your own programs") amid heated union contract negotiations. It took collective political advocacy including direct organized protest actions, a strong coalition including parents, community leaders, and educators, as well as a well-constructed contractual proposal to produce this historic change. E4E-Minnesota members also expressed support for additional major wins, including more than \$5 million for mentoring and retaining of teachers of color and indigenous teachers; \$1.75 million for training programs on alternatives to punitive discipline practices, \$4 million in new money for English learners over the next four years, a 2.45% and 2% increase to the general education formula, and stopping a ban on transgender student athletes. The E4E-MN leadership in these various efforts have set the groundwork for a larger national campaign for the coming year to support a diverse, high-quality teaching force.



A budget win to build and diversify the teaching pipeline in Connecticut

In a joint effort with other stakeholders, E4E-Connecticut members leveraged their own experiences to advocate for sustainable solutions to diversifying the teacher workforce through certification pathways. Elevating teacher voice resulted in an un-precedented \$2M included in the state budget for BIPOC students coming from Title I districts to join Educator Preparation Providers and Programs. Starting in fall 2023, these funds will be utilized as scholarships for students who are pursuing teaching as a career. Moreover, E4E updated the Connecticut State Teacher Diversity Task Force to ensure that there is a constant analysis and studying of the effects of recruitment and retention of teachers of color in Connecticut schools. With equity gaps further widened since the start of the pandemic, the correlation between a diverse teacher force and better outcomes for students is more important than ever.



The culturally relevant, anti-racist education campaign to support Los Angeles students

In addition to teacher training being critical for anti-racist practices (see the micro-credential win highlighted above), E4E-LA has also been active in ensuring curricular options that reflect the rich diversity of its students. To provide Los Angeles' students with the skills they need to succeed, teachers are demanding an inclusive curriculum that reflects LAUSD's students and promotes an accurate, culturally responsive teaching of history. To date, 100 members (and counting) have joined the Culturally Relevant, Anti-racist Education Campaign, with over 80% identifying as people of color. These teachers met with two LAUSD board members to share their recommendations, facilitated three conversations for teachers with LAUSD's Chief Academic Officer as well as LAUSD's Committee of Instruction and Innovation Committee, and organized a Day of Action to build support for their demands and share video and written testimonials about the importance of culturally responsive pedagogy.



Building a Movement and Shifting the Conversation

Elevating Teacher Voice

From a national survey, to a first-of-its-kind digital media campaign, and with press hits from respected publications, we are proud of the advancements we have made to spotlight teacher perspectives in the field.



National Teacher Survey

Since 2018, E4E has established a track record of crafting and releasing compelling research on the opinions of classroom teachers across the country through our *Voices from the Classroom* survey series. In spring 2022, we released our fifth annual national teacher survey building on what was learned throughout the pandemic and teachers' experiences since returning to the classroom in fall 2021. In addition to a national sample, we conducted our first-ever oversample of 300 BIPOC teachers, as well as location-specific samples across four of E4E's six chapters — identifying teachers' unique opinions on key issues such as lingering pandemic impact, student wellbeing, culturally relevant education, union leadership, federal relief funding, and assessments.

In analyzing results of our *Voices from the Classroom* survey, three major themes arose: the Great Resignation's impact on the teaching profession; what it will take to rebuild post-pandemic; and how the recent racial reckoning is affecting learning. What we learned is sobering — and, at the same time, we also heard inspiring, innovative ideas from teachers that should be heeded if we are to chart a course forward.

Some excerpts of what is impacting teachers, classrooms, and schools across the country include:

Recruitment/Retention of BIPOC Teachers

Counter to the national narrative that teachers are planning to resign in masses, *Voices from the Classroom* shows that most teachers remain committed to staying in the classroom long-term: 86% of teachers report they are likely to stay for their entire career. But alarmingly, the group that we most need to remain in the classroom is the least likely to stay. Only 52% of BIPOC teachers say they are likely to stay in the profession for their entire career, and they are asking for leadership opportunities and professional development in order to stay. BIPOC teachers' responses prioritized leadership opportunities (41%) and more professional development and support (41%) as the top two incentives (versus the national sample in which 78% of teachers said that higher salaries was the top incentive).

Mental Health Matters

From the CDC, to President Biden, to the surgeon general, the nation is in agreement that the pandemic has had an impact on the mental health of young people. Teachers agree: 79% report that the mental health of their students is worse than before the pandemic. 72% believe hiring more counselors and mental health providers is the best way to support students social-emotionally.

79% of teachers say the mental health of their students is worse since before the pandemic.



Culturally Relevant Education

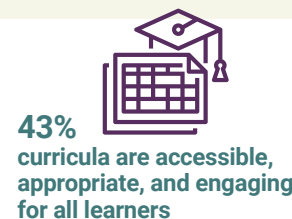
A debate over whether schools should be a place to talk about controversial issues, especially about our nation's historical and current racial injustices, has captured the entire nation's attention. Teachers overwhelmingly agree that school is the place for these conversations. They think the issues of race, racism, and the history of underrepresented populations should be taught in the classroom.

Do you believe students should be taught about...

Racial inequality in America's past	95% YES
Racial inequality that exists today in America	85% YES
Systemic racism in America's institutions and society	78% YES

High-Quality Curricula is Still Needed

Even after years of investment in new materials, teachers tell us that their curricula still are not high-quality and well-aligned to learning standards (only 43% yes) or culturally relevant for their student population (only 31% yes).



LGBTQ+ Support Needed

When asked whether their school was meeting the needs of various subgroups of students, teachers said their school was least likely to be meeting the needs of LGBTQ+ students.

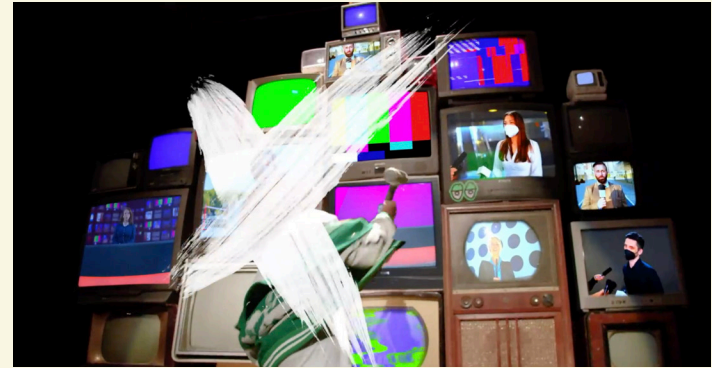


1/4 of teachers say their school is often meeting the needs of LGBTQ+ students

Digital Media Campaign “Don’t Erase History”

A debate over whether schools should be a place to talk about controversial issues, especially about our nation’s historical and current racial injustices, has captured the entire nation’s attention. Based on *Voices from the Classroom*, teachers overwhelmingly agree that school is the place for these conversations. In response to the misinformation and ongoing attacks on culturally relevant education, E4E launched the “Don’t Erase History” campaign with the release of the PSA-style video telling the truth about the anti-Critical Race Theory movement and its impact on classrooms, which helped balance out the national discourse and question the wave of proposed legislation silencing the teaching of history. We recognized that any real effort to elevate our message over the noise and reach teachers, students, and parents required us to enlist the services of personalities who were both passionate about the work and had their own strong personal brand. To that end, the piece features author and activist Tamika Mallory, actor Woody McClain, rapper David Banner, and E4E-MN member Nafeesah Muhammed. In total, the video has earned over 1.1M impressions thus far and over 600,000 views across all platforms, the most ever for any E4E-generated digital content.

DON'T ~~ERASE~~ HISTORY



E4E by the Numbers

Over FY22, E4E saw increased membership and deepened leadership and activism amongst our teachers. E4E now has 34,409 members nationwide who have signed our Declaration of Teachers' Principles and Beliefs. E4E organizers confirmed over 3,100 new members in FY22. Additionally, there are now 1,400 activists and 102 union leaders with over 900 members in a union position across our chapters.



Top Press Hits

Media Attention

During a time when the public conversation about the state of our schools was more active than ever before, E4E and our members were mentioned in over 120 major media outlets; notable press mentions included:

MINN POST

E4E-Minnesota member Nafeesah Muhammad's op-ed on the need to protect teachers of color from layoff and excessing cycles in MinnPost;

THE WASHINGTON POST

E4E-New York members featured in The New York Times, Time, The National Press, The Washington Post;

LOS ANGELES TIMES

Four E4E-Los Angeles members discussing in the LA Times how chronic absenteeism has risen over the pandemic and the impact it has had in the classroom;

THE BOSTON GLOBE

E4E-Boston member Lea Serena in the Boston Globe emphasizing the importance of having culturally relevant texts;

THE CT MIRROR

E4E-Connecticut member Marines Silva in the CT Mirror the importance of cultural representation in the classroom; and

CHALKBEAT CHICAGO

E4E-Chicago members featured within Chalkbeat Chicago reporting on negotiations between educators and the union.

Financial information for the year ended June 30, 2022

ASSETS	
Current assets	
Cash and cash equivalents	\$1,279,258
Certificates of deposit	–
Investments, at fair value	\$8,103,469
Contributions receivable, current	\$2,107,500
Accounts receivable	\$468,753
Prepaid expenses and other assets	\$216,196
TOTAL CURRENT ASSETS	\$12,175,176
Contributions receivable, net	\$1,423,056
Property and equipment, net	\$347,322
Certificate of deposit designated for lease	\$202,244
Security deposits	\$46,295
TOTAL ASSETS	\$14,194,093
LIABILITIES AND NET ASSETS	
Current liabilities	
Accounts payable and accrued expenses	\$592,303
Deferred rent	\$136,069
Loans payable	–
TOTAL LIABILITIES	\$728,372
Net assets without donor restrictions	
Undesignated	\$4,295,134
Board-designated reserve fund	\$3,909,000
TOTAL WITHOUT DONOR RESTRICTIONS	\$8,204,134
Net assets with donor restrictions	\$5,261,587
TOTAL NET ASSETS	\$13,465,721
TOTAL LIABILITIES AND NET ASSETS	\$14,194,093

SUPPORT AND REVENUE	
Grants	\$13,891,221
Contributions	\$3,171,891
Investment return	\$8,087
Employee retention tax credits	–
Other	\$4,101
Net assets released from restrictions	–
TOTAL SUPPORT AND REVENUE	\$17,075,300
EXPENSES	
Program services	\$8,414,079
Supporting activities	
Management and general	\$2,897,072
Fundraising	\$1,525,630
TOTAL SUPPORTING ACTIVITIES	\$4,422,702
TOTAL EXPENSES	\$12,836,781
CHANGE IN NET ASSETS	\$4,238,519
NET ASSETS, BEGINNING OF YEAR	\$9,227,202
NET ASSETS, END OF YEAR	\$13,465,721

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

Our Board of Directors FY22



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Chair
Managing Director, Arcon Partners
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Central Operations, TNTP



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Treasurer
Middle school science teacher, Urban Institute of
Mathematics, New York City Department of Education
Chapter Chair Leader, United Federation of Teachers



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Co-Founder & Co-CEO,
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Programme teacher and coordinator,
Harriet Tubman Elementary School,
Chicago Public Schools



SYDNEY MORRIS

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Educators for Excellence



ARTHUR EVERETT

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Telecommunication Arts and Technology,
New York City Department of Education



SIVAN HONG, *Emeritus*

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Former Partner, The Bridgespan Group

Our Supporters in FY22

E4E's impact is made possible thanks to our impassioned educator members, committed team members, and other partners. This work and impact is fueled by the support of financial supporters. We are grateful to those who made contributions to support our work in FY22, including:

A

Anonymous (7)
Sarah Aronson
Alyssa Arredondo

B

Edward Baker
Stephaney Baker
Ballmer Group
Barr Foundation
Athanasia Batzer
Frank and Kathy Baxter
Best Portion Foundation
Bloomberg Philanthropies
Maggie Borman
Tom and Elizabeth Borman
Douglass Brandenburg Family
Foundation
The Eli and Edythe Broad Foundation
The Peter and Carmen Lucia Buck
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