

EDUCATORS FOR EXCELLENCE

2022

2023

ANNUAL REPORT

JULY 1, 2022 - JUNE 30, 2023

Table of Contents

- | | | | |
|-----------|-------------------------|-----------|--------------------|
| 3 | Letter from the Co-CEOs | 15 | Board of Directors |
| 4 | Theory of Change | 16 | Financials |
| 5 | Our Impact | 17 | Our Supporters |
| 14 | In the Media | | |





Dear E4E Community,

Thirteen years isn't too long ago in the scheme of things, but for our nation's education system, it often feels like another era. A great deal has changed since we founded E4E in 2010, much that we are incredibly proud that E4E has contributed to—and, at the same time, many historical inequities and tough realities have persisted and even become more entrenched. One thing that has not changed, but has rather become indisputable, is the importance of those to whom we entrust our children's learning and the future of our communities and country. We need great teachers, and teachers need a strong profession that supports them and is anchored in student needs, equity, and excellence.

We have found ourselves recalling our founding story this past year for many reasons. The passion and resolve we've seen in the communities we serve in the face of political upheaval remind us why we founded E4E in the first place back when we were young teachers ourselves. And the energizing work of developing a new, three-year strategic plan makes us proud that E4E is continuing our long commitment to innovation and boldly going where our students and teacher members need us to go.

This year's annual report is not simply a rundown of our work; it's a testament to what is possible when student-focused teachers are supported to pull up their own seats at tables of power and demand more for their students and peers. From a significant curriculum victory in New York City, to a long-pursued state funding win in Connecticut, to uplifting a timely issue around layoff policies and teacher diversity in partnership with TNTP at the national level, E4E responded to the rising politicization and fractures in our education system with shared power and a clear-eyed commitment to student-focused change.

To that end, this annual report is only the start of what we hope to share with you in the coming months. There is much more to come as we embark on E4E's new strategic plan, which is grounded in these 13 years of experience and guided by the learnings and insights we gained in these recent tumultuous years. We look forward to sharing our plans with you and digging in together.

With this next phase, we also have a personal update to share. This will be the last annual report co-signed by both of us, as Sydney will be stepping down as E4E's Co-CEO at the end of 2023. While bittersweet, Sydney and I are excited for this next chapter as our incredible Leadership Team, staff, and teacher members lead us into the coming years. This won't be the last you hear from Sydney, but we wanted to take a moment to thank you for journeying with us.

Here's to a future of bold plans and innovation in partnership with our 36,000 members and in service of millions of students across the country.

Onward,

Sydney Morris

Co-Founder and
Co-Chief Executive Officer

Evan Stone

Co-Founder and
Co-Chief Executive Officer



“Voices matter. Just one voice can speak the truth. Dozens of voices can make others listen. And hundreds of thousands of voices hold the power to make real and lasting change. And at E4E, it has been in our DNA since our founding that teachers' voices matter. Movements that are built by thousands of voices are movements that are built to last.”

SYDNEY MORRIS
CO-FOUNDER AND CO-CEO



E4E OVERVIEW

Theory of Change

Research consistently points to the near-unmatched and long-lasting positive impact that diverse, effective teachers have on student outcomes. Yet, change far too often happens *to* teachers, rather than *with* teachers. This top-down approach has generated ineffective or unsustainable reforms and pushed the teaching profession to a breaking point.

Among the many important advocates working to improve the U.S. public education system, Educators for Excellence (E4E) is one of the only organizations working to ensure that teachers have a leading voice in the policies that impact their students and profession, including within their unions. We achieve this goal by supporting teachers to change policy at the district, state, and federal levels and transform their unions to be more student-focused, democratic, diverse, and anti-racist.

E4E is a critical bridge from policy to practice – recognizing that we will never recruit, attract, support, and retain the great, diverse teachers students need without partnering directly with educators themselves to change the policies that impact their students and profession.

Our two long-term goals are inextricably linked:

Better outcomes for all students

Elevation of the quality and prestige of the teaching profession

We achieve these goals by:

Changing policy at the district, state, and federal levels

Transforming teachers' unions

United around our Declaration of Teachers' Principles and Beliefs, we lead this change by:



Organizing educators



Training teacher leaders



Advocating for teacher-led policies



NATIONAL AND LOCAL

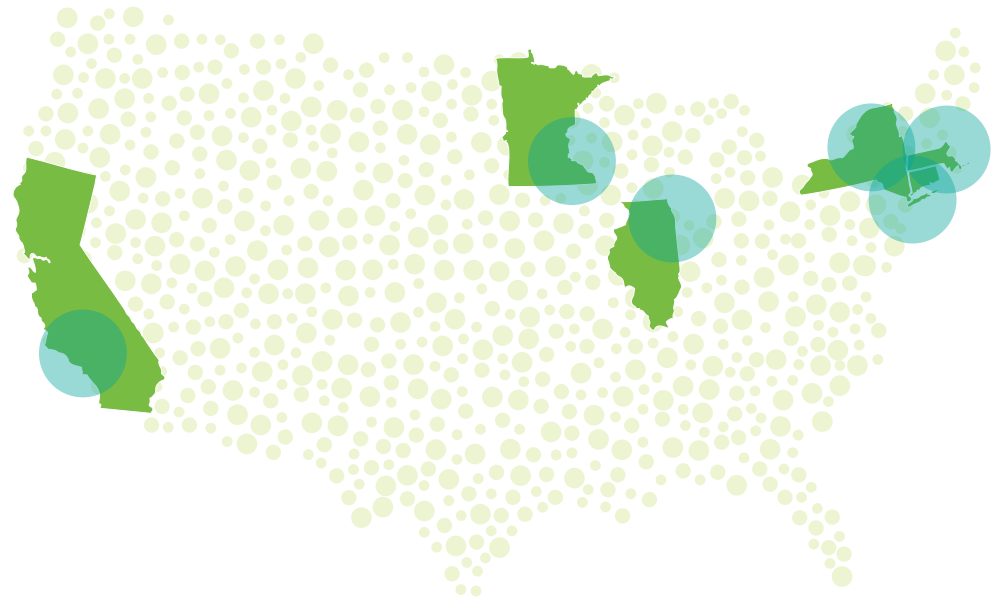
Our Impact

Teachers are not only calling for change, but they are leading and driving toward shifts to make the profession more desirable and sustainable from within their communities.

Our initiatives are designed to center teacher voices within the most pressing policy needs impacting our systems because those closest to the problems are also closest to the solutions. Nationally, through publications, panels, media, and federal advocacy efforts, E4E teacher members are powerful change agents setting and advancing a vision of an elevated profession.

The heart of our work is working hand in hand with teachers on the ground in our six chapters: in schools, within their unions, at their districts, and at the statehouse. Our "boots on the ground" work in our chapter communities organizes teachers, develops their leadership, and lifts their voices and collective power through teacher-led advocacy campaigns.

Through these national and local efforts, we see policy change that is informed by those deeply impacted, grounded in classroom experiences, and more likely to last.



34,409 NATIONAL MEMBERS



"I have my administrator's certification, but I haven't pursued becoming a principal. It's not because I don't think I'm capable, but because there is still more work to be done in the classroom. I shouldn't have to choose between advancing my career as a leader and teaching kids. There should be a way for me to do both."

CARLOTTA POPE
TEACHER | BROOKLYN, NEW YORK



2023 EDUCATOR SURVEY

Voices from the Classroom

Following the 40-year anniversary of A Nation at Risk, the landmark education report that set in motion four decades of standards-based reform and accountability in the United States, E4E released its sixth annual nationally representative survey of 1,000 public school teachers across the country as well as a Black, Indigenous, and People of Color (BIPOC) teacher oversample. For the first time, we also released a series of regional report cards that analyzed to what extent our districts and states have the policies and programs in place that teachers called for, providing an actionable tool for teachers in our chapters and education leaders to pinpoint areas of advocacy.

The results of the survey had far reach, with nearly 6,000 unique page views within three months of publication and coverage in media pieces by *NPR*, *Education Week*, *The 74 Million*, *the Atlanta-Journal Constitution*, *Forbes*, and *Chalkbeat*, among others, and in publications by organizations such as FutureEd, the National Council on Teacher Quality, and New America.

E4E's 2023 Voices from the Classroom survey revealed a profession in crisis.

The survey called into question the sustainability of the teaching profession amidst an already dwindling pipeline.

Meanwhile, despite their union being their primary source of power to change their professional reality, teachers do not feel represented.

The survey also made clear that students are not immune to the consequences of too many burdens being placed on their teachers' shoulders.

ONLY

14%

of teachers surveyed would recommend the profession to others, and 87% say that the role of the teacher has too many responsibilities

ONLY

30%

report that their union elections are "very democratic" and that their perspective is reflected a great deal in the decisions made by their union

ONLY

33%

believe that their school often meets the needs of its most vulnerable students, and 71% report that their students are academically behind today compared to pre-pandemic

The survey results, though dire, also illuminated a potential path forward.

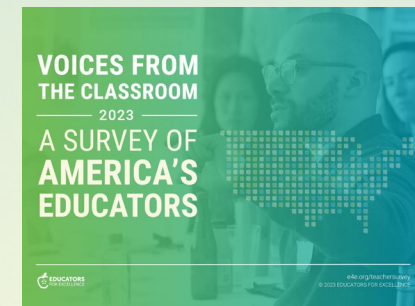
Teachers who said they would recommend the profession to others were less likely to say the job had too many responsibilities, and more likely to say they had the curricular materials they needed for effective instruction. This indicates that redesigning the teacher role aligned with teachers' core instructional work and promoting the widespread adoption and effective implementation of high-quality, culturally relevant curricular materials could lead to improved teacher morale, a more sustainable teacher pipeline, and, ultimately, improved student outcomes.



"I'm one of the small group of teachers who would recommend the profession to others. It's such a fulfilling job. You walk in that building and the kids embrace and love you and everything else falls away. But I'd also tell anyone considering it: Make sure you get a second job."

DEE NIX

IMPACT DIRECTOR | CHICAGO, IL



Read the full report by clicking on the image or on [E4E's website](#).

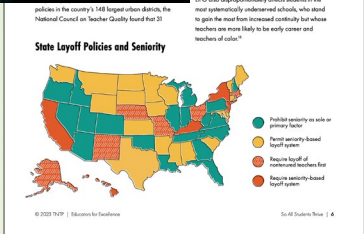


NATIONAL POLICY CAMPAIGN

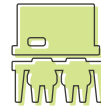
So All Students Thrive



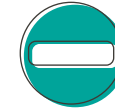
Read the report at soallstudents thrive.org



In FY23, E4E embarked on a campaign examining current conditions that could accelerate budget-driven teacher layoffs in the coming years.



Across the United States, public school enrollment continues to decline, especially in major urban areas where there are more teachers of color



The influx of emergency federal funding for schools from the Elementary and Secondary School Emergency Relief Fund (ESSER) will expire



At this point, districts will be left with only state aid and will likely experience budget shortfalls due to policies tying funding to attendance in a time of enrollment decline

Given these conditions, E4E partnered with TNTP to evaluate the disproportionate impact of seniority-based layoffs on the retention of teachers of color.

Ultimately, teacher diversity efforts are working. We found that in

37 OF 40

states, a teacher of color is more likely than a white teacher to be in their first or second year of teaching.

To uplift these findings, we co-authored a public policy brief featuring bright spots such as E4E's contractual win in Minneapolis which established protections for teachers of color from seniority-based layoffs. In coalition with eleven other national advocacy organizations supportive of the paper's recommendations, we launched a national awareness campaign, with the report gaining national attention in *USA Today* and *Education Week*.



In January 2023, we filed legislation in Massachusetts (MA), where a decline in public enrollment could trigger layoff conditions that cause MA schools to lose 13% of their teachers of color.



CHAPTER HIGHLIGHTS

New York Impact



“If we want to do the right thing to help all of our young people, we have to ensure that everybody has a solid reading foundation.”

CHANCELLOR DAVID BANKS
CHANCELLOR OF NEW YORK CITY
PUBLIC SCHOOLS
NEW YORK, NY



NYC Reads: A Major Literacy Victory for NYC Schools

This year, E4E-NY played an instrumental role in achieving a major policy win in New York City’s shift to centralized curriculum options centered in the science of reading. Until recently, New York City Public Schools (NYCPS) operated under a “free for all” approach to selecting English Language Arts curricula, which left 51% of students reading below grade level.

Over the last two years, E4E teachers engaged in sustained advocacy to ensure a \$200M pledge for quality curricular options that would effectively equip teachers and students with high-quality tools. A 38-member team of E4E teachers worked with our staff to research, workshop, publish, and advocate for their recommendations. Months of sustained advocacy culminated in an event led by 100 E4E teachers with the NYC Schools Chancellor David Banks and other officials calling for shifting the curriculum selection process. This public event garnered significant press coverage and was cited by Chancellor Banks as a key reason for launching a citywide literacy campaign, NYC Reads, across K-5 schools to shift to one of three high-quality, culturally relevant, English Language Arts curricula. This momentous change, grounded in the science of reading, also came with tens of millions of dollars for curriculum-embedded professional development for teachers.



Advancing Democracy in the Voting Process in Our Union

The 2019 United Federation of Teachers (UFT) Executive Election saw:

ONLY
17%

of current educators cast their vote — with half of the total votes cast coming from retired educators

E4E-NY teachers have long uplifted their desire for more modern paths to voting, such as electronic and in-school voting, to ensure current classroom teachers are supported to make their voices heard in their union. After sustained advocacy through a significant “get-out-the-vote” campaign, we saw an uptick to 26% of current educators voting in the 2022 election and will continue to support uplifting democracy and diversity of voices in future elections.



Financial Literacy Campaign at the State Level

Thousands of New York students graduate high school each year lacking essential knowledge of critical financial tools because New York does not require a personal financial literacy course for students. One of E4E-NY’s teacher leadership groups, the Black Male Educators Committee, identified that a financial literacy course should be a graduation requirement to support all students. This small but mighty 13-member committee advocated through meeting with numerous elected officials, collecting over 300 signatures in a petition, and penning an op-ed in Chalkbeat. NYSED listened and decided to embed financial literacy into the new standards, including inviting the Black Male Educators Committee to draft a white paper for the Blue Ribbon Commission to support this process.



CHAPTER HIGHLIGHTS

Connecticut Impact



Deepened Investment in Educator Preparation Programs

Through consistent meetings and engagements with key stakeholders, E4E-CT Teacher Members successfully advocated for an increase in state funding from \$2M to \$14M for scholarships for black, indigenous, and other people of color (BIPOC) students in order to support a high-quality and diverse teacher pipeline.

This deepened investment in the state budget is dedicated specifically toward BIPOC students coming from Title I districts to join Educator Preparation Programs. These funds will be utilized as scholarships for students who are pursuing teaching as a career. This has been an ongoing effort for years, and this achievement comes at a time when it is needed the most.



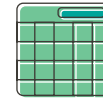
An Historic Win: Equitable School Funding

After three years of steadfast advocacy by E4E-CT educators, in partnership with the Education Justice Now coalition, the state legislature finally committed to an additional \$150 million in education funding in June 2023, significantly reducing the racial funding gap in Connecticut. This legislation passed with full bipartisan support out of the education committee (44-0), a testament to the tireless efforts of E4E teachers, our coalition partners, and our staff, who together beat the drum that this issue is more important than party affiliation or politics.

E4E Teacher Members took action — providing testimony, collecting signatures, and organizing seminars to build awareness with other teachers. As part of these efforts, in April 2023, six E4E-CT Teacher Leaders met with Charlene M. Russell-Tucker, Commissioner for the Connecticut State Department of Education, and her entire leadership cabinet to advocate for increased funding. E4E educators discussed the urgent need, grounded in their classroom experiences, as well as methods to increase recruitment and retention of teachers inside of Connecticut classrooms, especially for teachers of color and in high-needs districts like Hartford. Commissioner Russell-Tucker, recognizing how important it was to hear more regularly from teachers, invited E4E-CT members to ongoing meetings to continue infusing teachers' perspectives into the CT DOE's decision-making. Not only was the \$150M funding a historic win, but E4E-CT teachers helped raise the importance of other critical issues throughout the year. We were pleased to see that the new budget also:



Increases the Education Cost Sharing funding by ~\$54.6M in FY24 and \$109.1M in FY25



Fully funds the ECS grant in FY26 instead of FY28 (two years earlier than had been originally planned)



Increases funding for the Excess Cost grant (reimburses districts for costs associated with educating high-need students)



Caps and begins phasing out general education tuition billing for magnet school operators and AgriScience programs



Allocates \$16M in FY24 to extend free school meals to all students from families making at or below 200% of the federal poverty line



“Every year, I complete Donors Choose Projects and buy books with my own money so that my students can read independent books. Fully funded education would allow my students to gain access to more fair and equitable education.”

CHELSEA USHER

HIGH SCHOOL ELA TEACHER | E4E MEMBER | HARTFORD, CT



CHAPTER HIGHLIGHTS

Boston Impact



“As I prepare for a new school year, I have to understand and acknowledge that my students will be coming into my classroom with their own unique stories and experiences. If I come into my classroom every day and do not understand my students’ race, backgrounds, and lived experiences, I am not only doing them a disservice when it comes to their learning journey, but I cannot be an effective educator.”

SHIRLEY JONES-LUKE
HIGH SCHOOL ELA TEACHER
E4E-BOSTON MEMBER | BOSTON, MA



Successfully Filing Legislation: The Hidden Threat to Student Success (S.311/H.549)

In 2023, E4E-Boston took on our most ambitious policy campaign yet: protecting and advancing Massachusetts’ investments in building an effective, diverse teaching workforce by proposing changes to state layoff policies. By taking into account factors in addition to experience, Massachusetts would ensure that more highly skilled teachers work in schools with historically underserved students. A partnership with TNTP identified a huge risk to our state — specifically that a decline in public enrollment could trigger layoff conditions that would cause MA schools to lose 13% of their teachers of color. This national research was published in [So All Students Thrive](#) with a 50-state analysis of layoff policy and teacher diversity gains.

In tandem with this national effort, E4E-Boston hosted dozens of school visits and focus groups to ensure teacher perspective remains at the core of the campaign, and collaborated with local partners in coalition meetings. After [filing legislation in MA](#), in close collaboration with a group of E4E-Boston Teacher Leaders, we provided in-person testimony to the education committee highlighting the urgency behind the need to change layoff law to promote a high-quality, diverse teacher workforce. E4E Teacher Members placed numerous op-eds in [The Commonwealth](#) and in other national outlets like [USA Today](#). Additionally, the *Boston Globe* published four editorials in support of our work on teacher diversity in the span of one month:

- [A controversial way to protect teachers of color. Educators of color can have a profound, positive impact on students’ educational outcomes.](#)
- [A thorny path to teaching and to teacher diversity.](#)
- [We can boost diversity without pitting teachers against one another.](#)
- [We need to do all we can to keep teacher of color in the classroom.](#)

With sights set on the 2024 legislative sessions, E4E members continue to build their leadership and advocacy to ensure student success remains at the forefront of policy.



2023 Union Election – A Major First

We were also thrilled to see E4E-BOS member Trevour Smith make history by making it past the primary to run for the office of Secretary Treasurer, one of the three highest ranking positions within the union. His student-focused platform championed more inclusive and equitable policy such as differentiated pay to retain educators and high-quality culturally relevant curriculum.

Trevour made significant progress as a first-time candidate, winning the primary against two well-established individuals who had already led within the union, and then gained nearly 40% of the votes in the general election. We continue to support E4E members who want to lead within their unions, which are critical levers for change.



CHAPTER HIGHLIGHTS

Chicago Impact



Democratic School Board Transition: A Testament to Persistence

The journey of powerful shifts in governance for Chicago schools began in 2021 when Illinois Governor J.B. Pritzker signed HB 2908, ending over 30 years of mayor-appointed school boards, which resulted in a shift toward an elected school board for Chicago. This transformation was a response to mounting public pressure for changes in the governance of the city’s public education system. With a phased-in election process, this shift is rife with challenges including problematic district voting maps, a lack of compensation for board members, and more. As a Special Senate Committee on the Chicago Elected School Board convened, E4E Teacher Members and organizers passionately testified, striving for accurate representation in the maps. Yet, the committee’s two proposed maps fell short of reflecting the diverse CPS community, where 89% of students are black and brown.

As we drew closer to the end of the Spring Legislative Session in Springfield, we, alongside our coalition partners, sent letters to lawmakers and continued to testify. Finally, at the 11th hour during the last night of an extended session, an amendment was presented and passed to extend the deadline to April 1, 2024, for the drawing and passage of electoral district maps for a newly elected school board. While this is a huge win, the work is far from over. E4E-Chicago is committed to ensuring that teachers’ voices are not just heard, but central to every step of this transformative journey.



Elevating Educator Voices for Equitable and High-Quality Curriculum

E4E’s 2022 Voices from the Classroom survey of Chicago educators showed that:

93%

of teachers were creating their own materials due to the inadequate quality, alignment, and cultural relevance of existing curricula

A group of E4E-Chicago teacher leaders launched a Skyline Curriculum Campaign to advance strong implementation and change management as Chicago Public Schools (CPS) implemented its \$135M investment in the district’s first universal and digitally accessible curriculum.

Informed by the insights of 400+ CPS teachers, the E4E teacher leadership team developed the Chicago Educator’s Curriculum Equity Strategy Recommendations, focusing on improving Skyline’s accessibility for all students and teachers, as well as building district-wide teacher buy-in. E4E teacher leaders presented these recommendations to CPS leadership, including the Chief Education Officer and Chief of Teaching and Learning, who acknowledged the significance of these recommendations, committed to their adoption, and reconvened with E4E-Chicago subsequently to further collaborate on implementation. The E4E teacher leadership team provided a pivotal platform for educators to voice their concerns and hold CPS accountable to its commitments to transparent, cooperative engagement with teachers.



“I don’t necessarily know if changes will be made, but I do know that me being able to advocate for what I know is best for my students and what is best for me as an educator has always been a responsibility that I don’t take lightly. Systemic change only works from grassroots efforts.”

CHARESE MUNOZ

MIDDLE SCHOOL ELA TEACHER

E4E MEMBER AND ACTIVIST | CHICAGO, IL



CHAPTER HIGHLIGHTS

Los Angeles Impact



“Now more than ever, teachers must be heard outside of the classroom to lead in the creation of student-first policies. We can’t wait for decisions to be made for us, so instead we need to make sure we’re at the table with union and district leaders to create the future we want for children.”

MISTI KEMMER
ELEMENTARY SCHOOL KINDERGARTEN
TEACHER | E4E MEMBER | LOS ANGELES, CA



Creating Los Angeles’ First Anti-Racist Micro-credential

E4E-Los Angeles celebrated an impactful win with the implementation of a new micro-credential (a method of certifying skill building) focusing on anti-racist practices in the classroom. After nearly three years of steadfast advocacy from E4E-LA teachers pushing for the buy-in, creation, and launch of this program, this new micro-credential is now available to all educators in the district, allowing teachers to increase their knowledge and understanding of how to create more culturally relevant and affirming classrooms.

Registration is live on the [LAUSD website](#) and educators began taking the course in October 2023.



Increasing Democracy within the United Teachers of Los Angeles (UTLA)

E4E’s 2023 Voices from Classroom survey captured an unfortunate reality:

ONLY
30%

of teachers nationally say their unions represent their perspectives a great deal

ONLY
30%

of teachers nationally report their union elections were very democratic

In the 2023 UTLA election, E4E-LA Teacher Members helped to elevate educator voice within the union and advanced progress toward a more democratic, diverse, and student-focused union in two key ways:

- For the first time in E4E-LA history, a group of six E4E Teacher Leaders ran for UTLA Board of Directors seats and, while they were ultimately not elected, inserted nuanced perspective into the election discourse and brought new ideas and voices into their union; and
- Our team took significant steps to democratizing participation in the election through “get-out-the-vote” efforts and through implementation of online voting, an effort led by E4E-LA members over ten years of organizing and advocacy efforts, which resulted in an 8% uptick in overall voter turnout.



CHAPTER HIGHLIGHTS

Minnesota Impact



Defending the Tiered-Licensure System in Support of Teacher Diversity

In 2017, E4E-MN and a coalition of partner organizations successfully advocated for the passage of legislation that transformed the teacher licensure process in Minnesota and helped diversify the teacher workforce by opening up new pathways into teaching for qualified candidates who did not complete a traditional college preparation program. This year, however, that legislation was under risk of repeal. E4E-Minnesota mobilized a defensive campaign, galvanizing educators, parents, students, and community stakeholders to write letters, speak at hearings, and sign petitions. Thanks to the advocacy of Minnesota's educators, a bipartisan group of legislators agreed to keep the Tier 2 to Tier 3 experience pathway open, resulting in a huge win for teacher diversity in MN.

Our members didn't stop there. They successfully advocated to remove licensure barriers imposed by current licensure exams, create bachelor's degree exemptions for those teaching world languages, arts, and technical instruction, and create special education and heritage language pipeline programs.



The READ Act: A Landmark Investment in Literacy

After months of debate, legislators agreed on an historic literacy policy for Minnesota students, including research-based phonics instruction, universal screenings for reading fluency and dyslexia, and nearly \$75 million in funding. E4E-MN Teacher Members were quick to identify this as a critical opportunity to center equity and acted boldly. After learning that the proposed literacy framework was designed to teach monolingual students, our members brought their findings to Representative Heather Edelson, author of the Read Act Bill in the Minnesota House of Representatives. Ultimately, E4E-MN members' testimony influenced the bill's support, resulting in the inclusion of language requiring culturally responsive instructional strategies and the use of diverse curriculum vendors and resources.



"One year ago, I was preparing for the worst because my Tier 2 teacher license could not be renewed past June 30, 2024. With support from E4E, educators like me from diverse backgrounds with teaching experience and professional teaching education brought to light the harm that older policies were causing in the fight to recruit teachers in MN. Because of our work with E4E-MN, I now have my Tier 4 teacher license and don't need to worry about finding a new profession."

VERÓNICA CASTELLANOS-VÁZQUEZ
ELEMENTARY SCHOOL KINDERGARTEN TEACHER
E4E MEMBER | MINNEAPOLIS, MN



Removing Teacher Licensure Barriers for Non-Native English Speakers

In 2023, following months of policy research, one of E4E-Minnesota's Teacher Action Teams built the Open the Door to Teachers campaign, an effort that highlighted the arbitrary barriers that the Minnesota Teacher Licensure Exam (MTLE) placed on teacher candidates, particularly diverse candidates, seeking licensure in Minnesota, a state with only 6% teachers of color. Our members' research concluded that the certification exam was not culturally responsive to the needs and learning backgrounds of non-native English speakers or teachers who grew up outside the United States. They also found that the company providing the test was creating unnecessary barriers for time accommodations for non-native English speakers.

Due to their tireless efforts, changes were made effective August 1, 2023: Teachers who have already completed a Minnesota state-approved preparation program, fulfilled the requirements for licensure via portfolio, or completed teacher licensure requirements in another state will no longer need to take the content or pedagogy MTLE exams, thus removing important barriers to supporting a more diverse teacher workforce in MN.



FY23 NOTABLE PRESS

In the Media

The 2022-23 school year saw the state of public education and our students' curriculum dominate headlines and become a topic of conversation for policymakers at every level.

During this time, E4E Teacher Leaders and Members made their voices heard.

Collectively, E4E staff and members were mentioned in more than

125

MAJOR MEDIA OUTLETS



E4E Co-Founder and Co-CEO Evan Stone spoke to [Daily News](#) about the importance of high-quality curriculum: "Curricula is too important to leave up to individual schools, especially with the growing recognition that [high-quality instructional materials](#) coupled with [aligned professional learning](#) will lead to significantly improved student learning."



E4E-Boston Executive Director Lisa Lazare spoke to [The Boston Globe](#) about the chapter's statewide legislation that aims to protect a highly skilled, diverse teacher workforce.



E4E-Chicago Teacher Leaders Kayla Metcalf and Jhainne Cooper shared what it was like to start teaching during a pandemic for [Chalkbeat Chicago](#).



E4E-Connecticut Deputy Director of Campaigns Ernest Bailey had an op-ed on valuing and retaining teachers featured in the [New Haven Register](#), while Executive Director Daniel Pearson wrote an op-ed about what can be done to address inequities in CT schools for the [CT Mirror](#).



Three E4E-Los Angeles members – Monserrat Hernandez, Gabriel Serrano, and Kiana Cotto – gave their perspective for a story by [The 74](#) on the latest contract agreement between UTLA and LAUSD.



E4E-Minnesota educators, in partnership with community members and organizations, successfully called on the state legislature to make the most significant funding increase in 20 years for English language learners. Their advocacy on this issue was notably featured in the [Star Tribune](#).



E4E-New York educators and staff were recognized in several publications, including the [New York Daily News](#), [New York Times](#), and [Politico](#), for their important work and leadership in ending the city's curricula "free-for-all."



FY23 LEADERSHIP

Board of Directors



Peter Flaherty, Chair

Managing Director, Arcon Partners,
Emeritus, McKinsey & Company



Arthur Everett

Twelfth-grade teacher, K485 High
School of Telecommunication
Arts and Technology, New York
City Department of Education



Evan Stone

Co-Founder and Co-CEO,
Educators for Excellence



Mike Loeb, Treasurer

Middle school science teacher,
Urban Institute of Mathematics

New York City Department of
Education Chapter Chair Leader,
United Federation of Teachers



Tonya Horton

Executive Vice President, Central
Operations, TNTP



Sydney Morris

Co-Founder and Co-CEO,
Educators for Excellence



Freeda Pirillis, Secretary

International Baccalaureate
Primary Years, Programme teacher
and coordinator, Harriet Tubman
Elementary School, Chicago Public
Schools



James S. Liebman

Founder of Center for Public
Research & Leadership (CPRL)
and Professor of Law Emeritus
and Dean Emeritus at Columbia
Law School



*We are also grateful to our
Emeritus Founding Board Chair,
Sivan Hong*

Financial information for the year ended June 30, 2023

ASSETS

| | |
|---|--------------------|
| Current assets | |
| Cash and cash equivalents | \$893,691 |
| Certificates of deposit | – |
| Investments, at fair value | \$5,327,143 |
| Contributions receivable, current | \$1,640,834 |
| Accounts receivable | -\$439 |
| Prepaid expenses and other assets | \$134,517 |
| Contributions receivable, net | \$158,056 |
| TOTAL CURRENT ASSETS | \$8,153,802 |
| Property and equipment, net | \$195,367 |
| Certificate of deposit designated for lease | \$202,244 |
| Security deposits | \$20,654 |
| Intangible assets | \$4,215 |
| TOTAL ASSETS | \$8,576,282 |

LIABILITIES AND NET ASSETS

| | |
|---|--------------------|
| Current liabilities | |
| Accounts payable and accrued expenses | \$498,306 |
| Deferred rent | \$89,348 |
| Loans payable | – |
| TOTAL LIABILITIES | \$587,654 |
| Net assets without donor restrictions | |
| Undesignated | \$1,895,395 |
| Board-designated reserve fund | \$3,909,000 |
| TOTAL WITHOUT DONOR RESTRICTIONS | \$5,804,395 |
| Net assets with donor restrictions | \$2,184,233 |
| TOTAL NET ASSETS | \$7,988,628 |
| TOTAL LIABILITIES AND NET ASSETS | \$8,576,282 |

SUPPORT AND REVENUE

| | |
|---------------------------------------|--------------------|
| Grants | \$6,045,667 |
| Contributions | \$572,884 |
| Investment return | \$247,934 |
| Employee retention tax credits | – |
| Other | \$204,321 |
| Net assets released from restrictions | – |
| TOTAL SUPPORT AND REVENUE | \$7,070,806 |

EXPENSES

| | |
|--------------------------------------|---------------------|
| Program services | \$7,942,225 |
| Supporting activities | |
| Management and general | \$2,911,623 |
| Fundraising | \$1,732,299 |
| TOTAL SUPPORTING ACTIVITIES | \$4,643,922 |
| TOTAL EXPENSES | \$12,586,147 |
| CHANGE IN NET ASSETS | -\$4,889,437 |
| NET ASSETS, BEGINNING OF YEAR | \$13,465,719 |
| NET ASSETS, END OF YEAR | \$8,576,282 |



Please note that this is unaudited information. We will provide our audited financials as soon as they are available.



FY23 DONORS

Our Supporters

E4E's impact is made possible thanks to our impassioned educator members, committed team members, and other partners.

We are grateful to those who made financial contributions to support our work in FY23.



A

Ama Anane
Annenberg Foundation

B

Ballmer Group
Barr Foundation
Athanasia Batzer
Frank and Kathy Baxter
Best Portion Foundation
F.R. Bigelow Foundation
Bloomberg Philanthropies
Maggie Borman
Tom and Elizabeth Borman
Douglass Brandenburg Family Foundation
The Eli and Edythe Broad Foundation
Broms Family Foundation
The Peter and Carmen Lucia Buck Foundation
Rick Burnes

C

The California Endowment
Carnegie Corporation of New York
Carson Family Charitable Trust
CD&R Foundation
Katharine Christianson
CityBridge Foundation
The City Fund
Alan Cole
The Carol and James Collins Foundation
Jay and Page Cowles
Tina Curry

D

Kent and Elizabeth Dauten

F

Fairfield County's Community Foundation
Peter and Pam Flaherty
Mary and Paul Finnegan
Frey Foundation

G

Daniel Gannon
Bill and Melinda Gates Foundation
Erin Gavin
Give Forward Foundation
William Caspar Graustein Memorial Fund
John and Denise Graves Foundation
Great MN Schools
GPSN
Zac Guevara
Paul and Elizabeth Gunderson

H

Harman Family Foundation
The Community Foundation of Greater New Haven
Tonya Horton

J

Johnson Family Foundation
Asa Johnson
Joyce Foundation

K

Michael and Lindy Keiser
Cay Kimbrell
Kissick Family Foundation
Barb Malott Kizziah
Koshland Foundation

L

Scott Lebovitz
Michael Loeb Sr.
Lone Pine Foundation
Longfield Family Foundation

M

Barbara Manilow
Roger McDaniel
Dick and Joyce H. McFarland Family Fund
DJ McManus Foundation
Lynnell Mickelsen
Mifflin Memorial Fund
Lance Miller
Minneapolis Foundation
Mortenson Family Foundation

N

Mikisha Nation
Nellie Mae Education Foundation
NWEA

O

Jane and Ron Olson
The Osa Foundation

P

Margaret Palisoc
Scully Peretsman Foundation
Dean Phillips
Jay and Rose Phillips Family Foundation
Addison Piper
Margot and Thomas Pritzker Family Foundation

R

Josh Reimnitz
Ruben Rhoades
Robin Hood Foundation

S

Saint Paul & Minnesota Foundation
Charles and Lynn Schusterman Family
Philanthropies
Phil and Margie Soran
Spector Fund at the Boston Foundation
Robin Steans
Barry S. Sternlicht
Evan Stone and Sydney Morris

U

Helena Upton

V

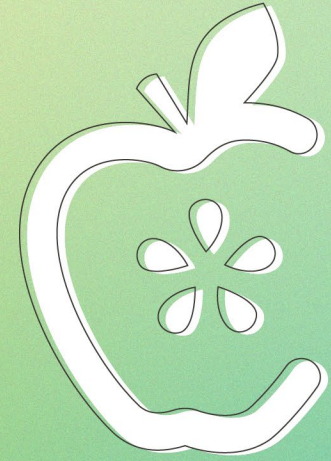
H.A. Vance Foundation

W

Walton Family Foundation
WHH Foundation
The Witmer Family Fund

*And those who choose to give
anonymously*





NATIONAL OFFICE

80 Pine St., 28th Fl.
New York, NY 10005

e4e.org

 /Educators4Excellence

 @Ed4Excellence

 @ed4excellence

 212-279-8510