



Educators at the Forefront

FIFTEEN YEARS OF TEACHER POWER



ANNUAL REPORT
FISCAL YEAR 2025

JULY 1, 2024
TO
JUNE 30, 2025



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Dear Readers and Supporters,

Public education is once again at the center of national debate, and the noise surrounding our schools has only grown louder. Classrooms have become flash points for broader political conflicts – from the books available to students to how they learn to read and solve problems. In the midst of all this, it’s easy to lose sight of the people at the heart of these conversations – our students and educators, who deserve solutions that reflect their experiences, elevate their voices, and strengthen their futures.

As we mark 15 years of impact, our conviction has only deepened: lasting change must be grounded in what students need and shaped with the insight of the educators closest to them. Since our founding, we have worked to ensure that teachers have meaningful ways to influence the decisions that affect their classrooms and careers. That belief has continued to guide our strategy – supporting educators to partner on policy efforts, inform the path forward, and help secure tangible wins for students.

We also expanded our reach beyond our chapters by helping lead a federal coalition of education advocates working to protect and improve public education against growing political attacks. Together with partners across the country, we are elevating educators’ perspectives in national debates – defending equitable funding, fighting censorship, defending accountability, and ensuring federal policy reflects the realities of classrooms.

Even in this climate, progress is possible. In New York City, the bold implementation of NYC Reads and NYC Solves has begun to transform literacy and math instruction for hundreds of thousands of students. The early results are powerful: State test scores are rising, particularly for historically underserved students, underscoring that when evidence-based reforms are paired with authentic educator partnership, students thrive.

As we look ahead to the next 15 years, we are guided by what has been clear since our earliest days: when educators have meaningful ways to shape policy and implementation, systems become stronger and more capable of delivering for students. This is the work we are committed to deepening in the years ahead.

Thank you for being in this work with us. Your partnership helps ensure that the work ahead remains anchored in what students need and informed by the educators who know their classrooms best.



Evan Stone
CEO and Co-Founder
Educators for Excellence



**PROTECT
PUBLIC EDUCATION**

MISSION

To ensure that teachers have a leading voice in the policies that impact their students and profession.

VISION

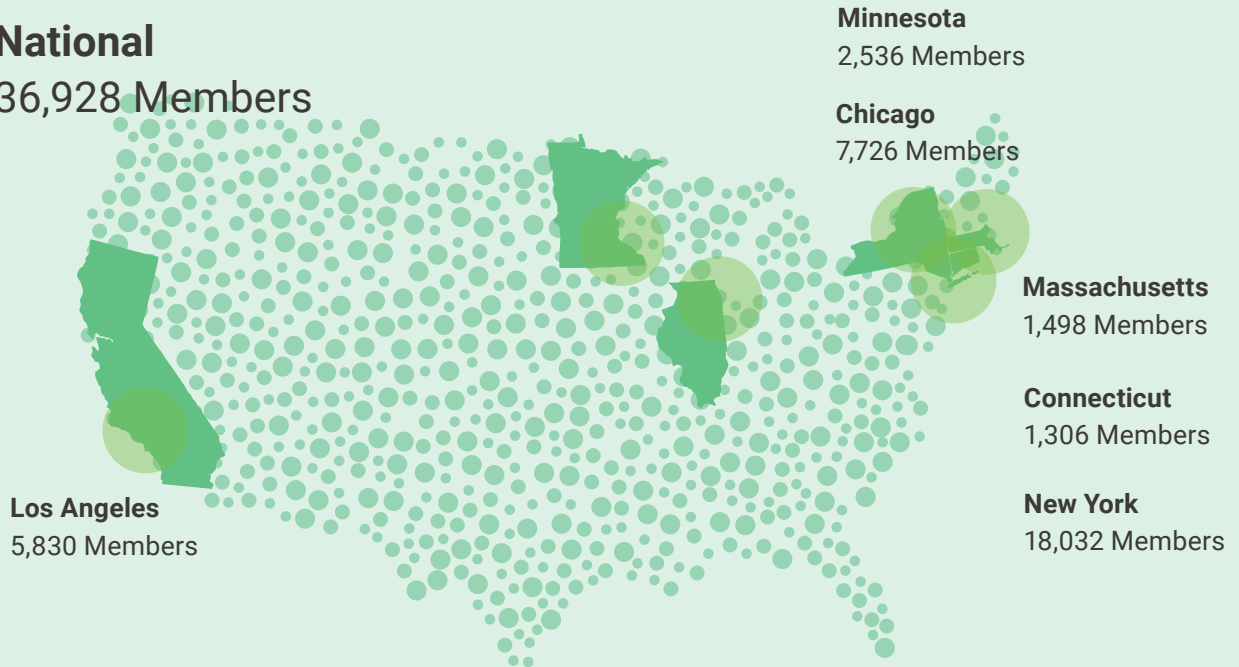
An equitable and excellent education system that provides all students the opportunity to succeed and elevates the teaching profession.



The Educators for Excellence Membership

National

36,928 Members



Theory of Change

Teachers remain the most influential in-school factor in shaping student outcomes, making our two long-term goals inseparable:

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



Spotlight Wins in a Defining Moment for Education

"Meeting with other E4E teachers was the first time that I was treated like the highly educated professional that I am. You're treated with respect and valued for what you say about education and education policy."

MEG CHADONIC, E4E-NEW YORK MEMBER



Historic Learning Gains in New York City Schools

Teachers Partner on the Most Ambitious Curriculum Reform in a Generation



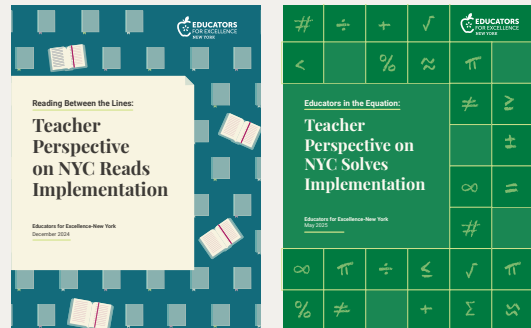
In just two years, NYC students achieved the strongest reading and math gains in more than a decade – clear proof that when educators partner on policy change, students thrive.

In 2024-25, New York City took a bold step to transform literacy and math instruction for nearly 1 million students through NYC Reads and NYC Solves.

When the rollout risked overlooking classroom insight, E4E-NY teachers stepped up – organizing surveys and focus groups with more than 400 educators to spotlight what was working and what wasn't. Their collective feedback informed City Hall's strategy and helped expand the initiative to 186 more schools – bringing high-quality materials to 58,000 additional students. The results were powerful: New York City saw historic gains in reading and math – the highest since 2012 – defying national post-pandemic trends. This moment shows what's possible when educators' voices shape the policies and practices that affect their classrooms.

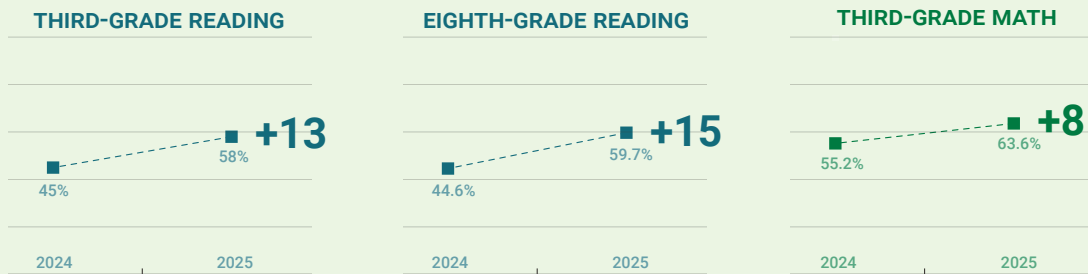
E4E-NY will ensure teacher voices continue to shape the next phase of NYC Reads and Solves – sharing lessons nationwide to advance evidence-based instruction for all students.

NYC TEACHER SURVEYS



E4E surveyed 335 NYC teachers across the reports and held 10 focus groups.

Historic Learning Growth in Only Two Years



Altogether, city proficiency rates reached their highest level since 2012, outpacing the state as a whole.

Growing a Federal Education Coalition

Protecting the Promise of Public Education



Ahead of the 2024 presidential election, E4E and three partner organizations launched a coalition to ensure that a strong, shared vision for public education moves forward, independent of the election's outcome. When it became clear that the Trump administration aimed to make seismic shifts to weaken or dismantle the federal public education infrastructure, including dismantling the U.S. Department of Education, we shifted our focus toward protecting the federal government's essential role in education: the protection of students' civil rights, collection and disaggregation of data, accountability for states and school districts, funding for historically marginalized populations, and research.

In our first year of advocacy, our work contributed to significant wins — including federal judges blocking attempts to cut off funding to schools based on their DEI practices, the release of \$6.8 billion in education funds that were being held in July, and a refreshingly bipartisan FY26 Senate appropriations bill that rejects all of the proposed education cuts by the administration.

The next phase of the coalition's work will continue advocacy to limit damage to the federal education infrastructure while simultaneously ramping up engagement in critical states and communities leading up to the midterm elections.

YEAR ONE



PREVENT CUTS AND HARM

Worked to prevent cuts and policies that would harm student learning through intensified federal advocacy with 70+ organizations across 35 states.



INFLUENCE THE NARRATIVE

Influenced the narrative on public education by providing messaging guidance and talking points across the coalition, and increasing media visibility in major news outlets.



SUPPORT TEACHERS

Supported educators by creating resources to help them make sense of the shifts, as well as opportunities to engage in federal advocacy, including through two Hill days and digital actions.

"I've never been so concerned about the future of public education in the United States. My students are directly impacted by this agenda and we need to act."

ELI LEVINE, E4E-NEW YORK MEMBER

The Charter Union Leader Fellowship

Developing Teacher Leaders and Innovating the Future of Union Contracts



E4E launched the first-of-its-kind Charter Union Leader Fellowship, designed to cultivate a new generation of leaders to strengthen their unions, build collaborative labor-management relationships, and advance innovative contract changes that elevate the teaching profession and improve student outcomes. Fifteen union leaders spanning six school systems across four states embarked on a leadership development journey that served as an incubation space and learning opportunity to explore more student-centered approaches to union leadership.

Through focused coaching, professional learning with union and negotiations experts, and monthly meetings, fellows honed their skills around labor/management collaboration practices, interest-based bargaining, innovative contract policies, stakeholder engagement, and budgeting. Leaders were inspired to make changes in their own schools, applying new skills and learnings from the cohort. Inspired by E4E's success in Minnesota and national *Where We Agree* research, one participating system implemented one of the most forward-thinking layoff policies we've seen — requiring consideration of multiple factors, including licensure, experience, foreign language

“E4E helped reorient our perspective

to collaboratively problem solve

solutions that work for everyone.”

RESPONSE FROM A CULF FELLOW

proficiency, length of service, performance, and the needs of students when conducting layoffs. Another system negotiated a new contract waiver allowing schools to opt out of certain requirements if the principal and two-thirds of teachers vote to do so — expanding flexibility and enabling innovation, particularly around their personalized learning models. As a result of this fellowship, we are now working closely with two systems in this engagement to explore further innovations in pay scales, leadership models, and other key policies.





Achieving Change for Students Across the Network

"I decided to join E4E because I like taking on new opportunities that have the potential to help me better myself professionally but also make an impact on those who need it most."

JADA WATSON, E4E-CHICAGO MEMBER



Network Impact

Teachers Shaping Policy Change in Chicago, Connecticut, Los Angeles, Massachusetts, Minnesota, and New York

Across the country, Educators for Excellence members are transforming classrooms, districts, and statehouses — proving that when teachers help shape policy, systems change. Guided by our National Policy Agenda, educators are advancing reforms that make the teaching profession more sustainable, rewarding, and dynamic; ensure funding follows student need; expand access to high-quality, culturally relevant curriculum; prioritize student well-being; and build a diverse, thriving educator workforce. From Connecticut’s full funding of its school finance formula to California’s landmark literacy and student wellness investments, and from Massachusetts’ teacher-driven advocacy for equitable layoff policies to Minnesota’s grassroots leadership shaping READ Act implementation, teachers are helping drive real progress. These wins, and the momentum building behind them, demonstrate the power of uniting classroom expertise with policy advocacy to create public schools where every student and teacher can thrive.



Align Funding Systems to Student Need



Implement High-Quality, Culturally Relevant Curriculum & Aligned Professional Learning



Rethink the Teacher Role to Make it More Sustainable, Rewarding, & Dynamic



Reimagine Measures of Student Learning to Better Serve Students & Teachers



Recruit, Support, & Retain Teachers of Color



Equip Teachers to Support Student Well-being with Welcoming & Inclusive Learning Environments



ALIGN FUNDING SYSTEMS TO STUDENT NEED

Fully Funded the Education Cost Sharing Formula in Connecticut

After years of relentless advocacy, E4E-CT and our Education Justice Now coalition partners secured a historic victory: for the first time in state history, the Education Cost Sharing (ECS) formula is fully funded.

This breakthrough closes decades of inequity in school funding and directs millions of dollars in sustained investment to Connecticut’s classrooms. It is the culmination of a multiyear fight powered by educators who shared their stories, met with legislators, organized colleagues, and helped shape the public case for action. By standing side by side with our coalition partners, teachers played a pivotal

role in securing long-overdue justice in school funding and reshaping the trajectory of public education in Connecticut for future generations.



CURRICULUM AND PROFESSIONAL LEARNING

Teachers Help Shape Literacy Reform in California

E4E-LA played a key role in a coalition victory in passing AB 1454, forcing the state to curate and post lists of evidence-based early literacy curricula and professional learning — a sharp turn from earlier drafts that faced union fire. The win paired with Gov. Newsom’s bold budget move: a \$200 million one-time investment for curriculum-aligned literacy professional learning — a direct reflection of our coalition’s advocacy and a clear signal that the state is listening to educators.

Educators Working Together to Drive the READ Act Forward in Minnesota

E4E-MN helped ensure that teacher voice remained central to one of the state's most important reforms: the READ Act. Our 14-member Teacher Action Team surveyed more than 150 educators across five districts, developed concrete recommendations, and released a widely shared policy paper calling for stronger support and transparency in implementation. Backed by this momentum, teachers shared their perspectives directly with district leaders, rallied over 150 colleagues to sign a joint statement, and became key voices within statewide coalitions demanding that literacy be treated as a top investment. We're building a powerful network of educators shaping how Minnesota delivers on its literacy commitments for every student.

Statewide Educator Cohort Leads on Literacy Policy and Practice in Massachusetts

E4E-MA deepened its impact through the Massachusetts Educator Collective for Change (MECC) — a statewide cohort of 12 educators across the state — focused on advancing high-quality, culturally relevant literacy instruction. Through ongoing coaching and structured action planning, MECC members developed concrete recommendations on the state's literacy bill, identified messaging gaps between policymakers and practitioners, and co-created educator-friendly resources that translate policy into

classroom practice. Partnering with the Mass Reads Coalition, these educators helped reframe the public conversation around high-quality instructional materials (HQIM), underscoring that when educators help shape and support implementation, HQIM can drive both equity and excellence in literacy across Massachusetts. This approach marks E4E's evolution from a Boston-based effort into a truly statewide movement, giving educators a sustained opportunity to shape literacy policy and practice across the Commonwealth.



MAKE THE TEACHER ROLE MORE SUSTAINABLE, REWARDING, AND DYNAMIC

Hartford Public Schools' New Contract Offers Signing Bonus for Shortage Areas

Last year, E4E-CT organized special education and other high-need educators to elevate persistent vacancies, overwhelming caseloads, and turnover during Hartford's contract cycle. Through surveys, focus groups, and direct advocacy, educators made a clear case for stronger recruitment and retention strategies. That organizing helped build urgency and shape a new contract offering up to \$10,000 signing bonuses for shortage areas, with nearly half of those incentives going to special education — the area of greatest need. This progress reflects the power of educator-led advocacy to drive meaningful, targeted compensation reforms.





RECRUIT, SUPPORT, RETAIN TEACHERS OF COLOR

So All Students Thrive in Massachusetts

In January 2025, E4E-MA refiled our priority legislation, Bill H.583: An Act Enabling All Students to Thrive, with lead sponsor Rep. Priscilla Sousa. This bill directly tackles outdated seniority-based layoff policies that disproportionately impact newer, often BIPOC educators. By lifting up educator perspectives and pairing them with clear, compelling data, we are building a strong case for change. And with the results of the state’s study set to be released next year, teachers and policymakers will have critical new evidence to inform next steps and strengthen the path forward on this historic reform.



SUPPORT STUDENT MENTAL WELL-BEING

A Major Commitment to LGBTQ+ Students in LAUSD

E4E-LA educators, in partnership with our Rainbow Coalition allies, secured a major equity win in the LAUSD budget: a \$2 million investment for expanded LGBTQ+ student supports, unanimously approved by the school board. This victory reflects the power of educators bringing classroom insight to influence district priorities. By organizing, advocating, and

standing alongside community partners, E4E-LA teachers helped turn a shared vision for safe, inclusive schools into a concrete commitment that will benefit thousands of students across Los Angeles.



ELECTED SCHOOL BOARD ADVOCACY

A Historic Shift Toward the First Elected School Board in Chicago

In November 2024, Chicagoans voted for the city’s first-ever elected school board members, who were sworn in as part of a hybrid board in January 2025. E4E-Chicago mobilized CPS educators through a Teacher Action Team, town halls, and surveys to ensure teachers’ voices shaped this historic transition. Hundreds of educators shared priorities around equity, representation, and accountability, which E4E elevated to city and district leaders. This advocacy secured commitments to center educator input in the rollout – positioning teachers as partners in building a more representative and responsive school system for Chicago students.



“It’s powerful to see city leaders not just listen to educators, but act on what we’re saying.”

ERICA BOYCE, E4E-NEW YORK MEMBER



Leadership and Financials

“You’ve pursued an approach to get buy-in from all stakeholders. For me, that protects and strengthens E4E’s ability to hand the mic to your membership.”

**JOHN TRAVIS, SENIOR PROGRAM OFFICER, EDUCATION
THE BARR FOUNDATION**



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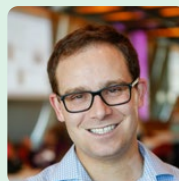
Atyani Howard

Chief Executive Officer, Promise54



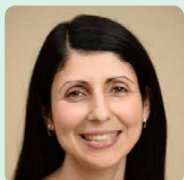
James S. Liebman

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Michael Loeb, Treasurer

Middle School Science Teacher, Urban Institute of Mathematics, New York City DOE
Chapter Chair Leader, United Federation of Teachers



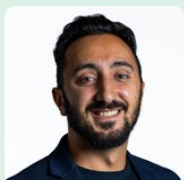
Freeda Pirillis

International Baccalaureate Primary Years, Programme Teacher and Coordinator, Harriet Tubman Elementary School, Chicago Public Schools



Keri Rodrigues

Founder and President, National Parents Union



Joseph Tadros

Mathematics Team Supervisor, Northside Charter High School, New York City Department of Education



Evan Stone

Co-Founder and CEO, Educators for Excellence

Sydney Morris

Co-Founder and Emeritus, Educators for Excellence

Sivan Nemovicher

Emeritus, Educators For Excellence

Financial information for the year ended June 30, 2025

ASSETS

Current assets	
Cash and cash equivalents	\$5,575,480
Investments, at fair value	\$1,181,427
Contributions receivable, current	\$1,766,666
Prepaid expenses and other assets	\$91,418
TOTAL CURRENT ASSETS	\$8,614,991
Contributions receivable, net	\$557,094
Property and equipment, net	\$3,725
Certificate of deposit designated for lease	\$202,244
Security deposits	\$2,475
TOTAL ASSETS	\$9,380,529

LIABILITIES AND NET ASSETS

Current liabilities	
Accounts payable and accrued expenses	\$499,362
Grants payable	\$32,320
Current portion of operating leases payable	\$0
TOTAL LIABILITIES	\$531,682
Net assets without donor restrictions	\$2,467,824
Undesignated	-\$1,441,176
Board-designated reserve fund	\$3,909,000
TOTAL WITHOUT DONOR RESTRICTIONS	\$2,467,824
Net assets with donor restrictions	\$6,381,023
TOTAL NET ASSETS	\$8,848,847
TOTAL LIABILITIES AND NET ASSETS	\$9,380,529

SUPPORT AND REVENUE

Grants and contributions	\$12,477,941
Investment return	\$250,748
Employee retention tax credits	\$0
Other	\$36,257
Net assets released from restrictions	\$0
TOTAL SUPPORT AND REVENUE	\$12,764,946

EXPENSES

Program services	\$6,833,467
Supporting activities	—
Management and general	\$2,207,559
Fundraising	\$1,471,708
TOTAL SUPPORTING ACTIVITIES	\$3,679,267
TOTAL EXPENSES	\$10,512,734
CHANGE IN NET ASSETS	\$2,252,212
NET ASSETS, BEGINNING OF YEAR	\$6,596,635
NET ASSETS, END OF YEAR	\$8,848,847

Our Financial Supporters

Thank you for believing in and supporting educator power and leadership over the past fiscal year.



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