

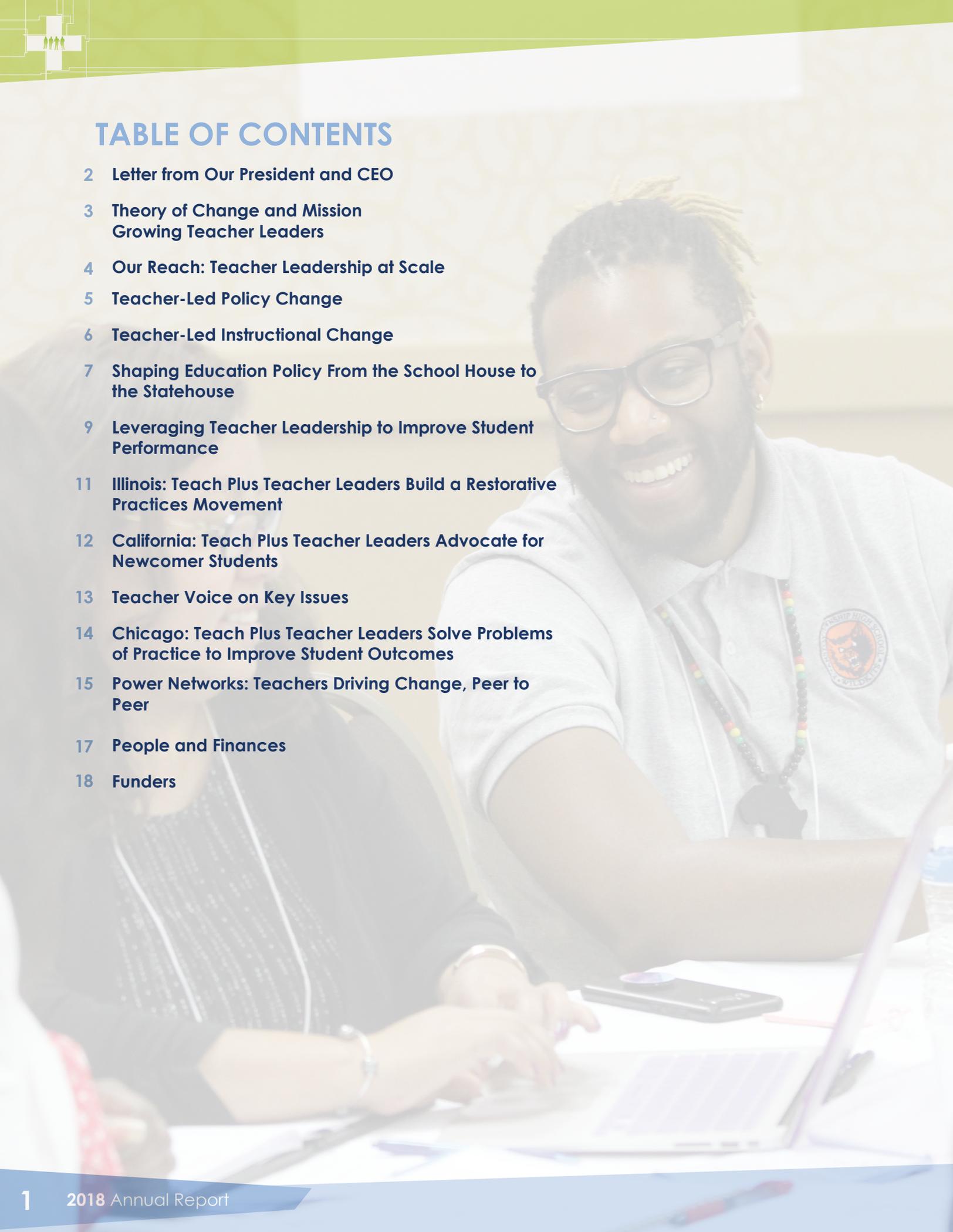
# Growing Teacher Leaders Improving Outcomes For Students



California | Colorado | Illinois | Indiana | Massachusetts | Mississippi |  
Nevada | New Mexico | Pennsylvania | Rhode Island | Texas

**TEACH**  
**+PLUS**

2018  
Annual Report



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## FROM OUR PRESIDENT AND CEO

Dear Friends,

At Teach Plus, we believe that the voices of our most talented teachers are the key to achieving a more equitable and excellent education for students. Our mission of developing and empowering teacher leaders at every level of the education system is rooted in this belief. Teach Plus Teacher Leaders across our 11 regions have played a pivotal role in both informing the educational policies that shape their learners' success and transforming the teaching profession.



In California, Teach Plus has successfully advocated for legislation that ensures English language learners and newly-arrived immigrant students have access to a full and rigorous academic curriculum. In Illinois, Teach Plus Teacher Leaders built a groundswell for sustained change to restorative approaches in school discipline and shaped legislation to support educators as they work to dismantle the school-to-prison pipeline. In Colorado, Indiana, and Texas, Teach Plus Teacher Leaders continue to strengthen and elevate the teaching profession by shaping policies that raise the bar for teacher certification and support, retain great teachers in the classrooms where they're needed the most, and ensure the success of our newest teachers in the field. In our programs and beyond, Teach Plus Teacher Leaders continue to use their voice on issues that impact equity for their students, such as DACA and gun violence.

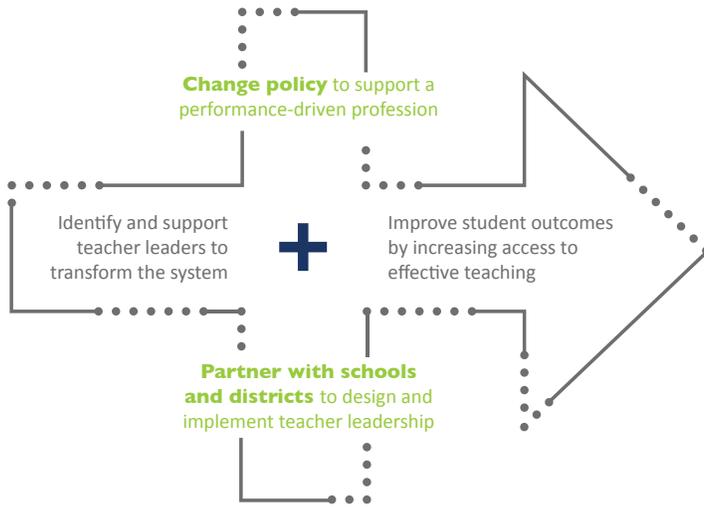
Teach Plus Teacher Leaders have carried forth this leadership to improve teaching and learning in their schools. In Boston, our Teacher Leaders led efforts to advance instructional equity in partnership with schools across the city. In Philadelphia and in Texas, Teach Plus Teacher Leaders led teams of peers to collaborate and improve outcomes for students. And across Chicago and Los Angeles, Teach Plus is building a network of middle school teacher leaders working to improve teaching and learning in mathematics, boosting the share of African-American, Latino, and low-income students ready for high school success.

In our work every day, I see just how critical informed, independent teacher voice is to influencing policy and classroom practice. The path ahead for teacher leadership is bright. At Teach Plus, we'll remain dedicated to growing teacher leaders, building the teaching profession, and making a difference for learners.

Thanks for your partnership and support.

**— ROBERTO**

# THEORY OF CHANGE and MISSION



**The mission of Teach Plus** is to empower excellent, experienced teachers to take leadership over key policy and practice issues that affect their students' success.



## GROWING TEACHER LEADERS

Teach Plus Teacher Leaders are **informed, prepared, persuasive, and independent**. They achieve change in the classroom and in the education system—and mobilize others in their school, district, state, and across the nation to bring change to scale.

### TRAIN AND COACH



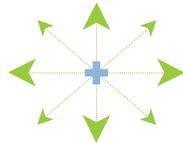
We train and coach teacher leaders to successfully lead and mobilize their peers.

### RECRUIT AND SELECT



We recruit and select expert teachers committed to advancing policy and practice solutions.

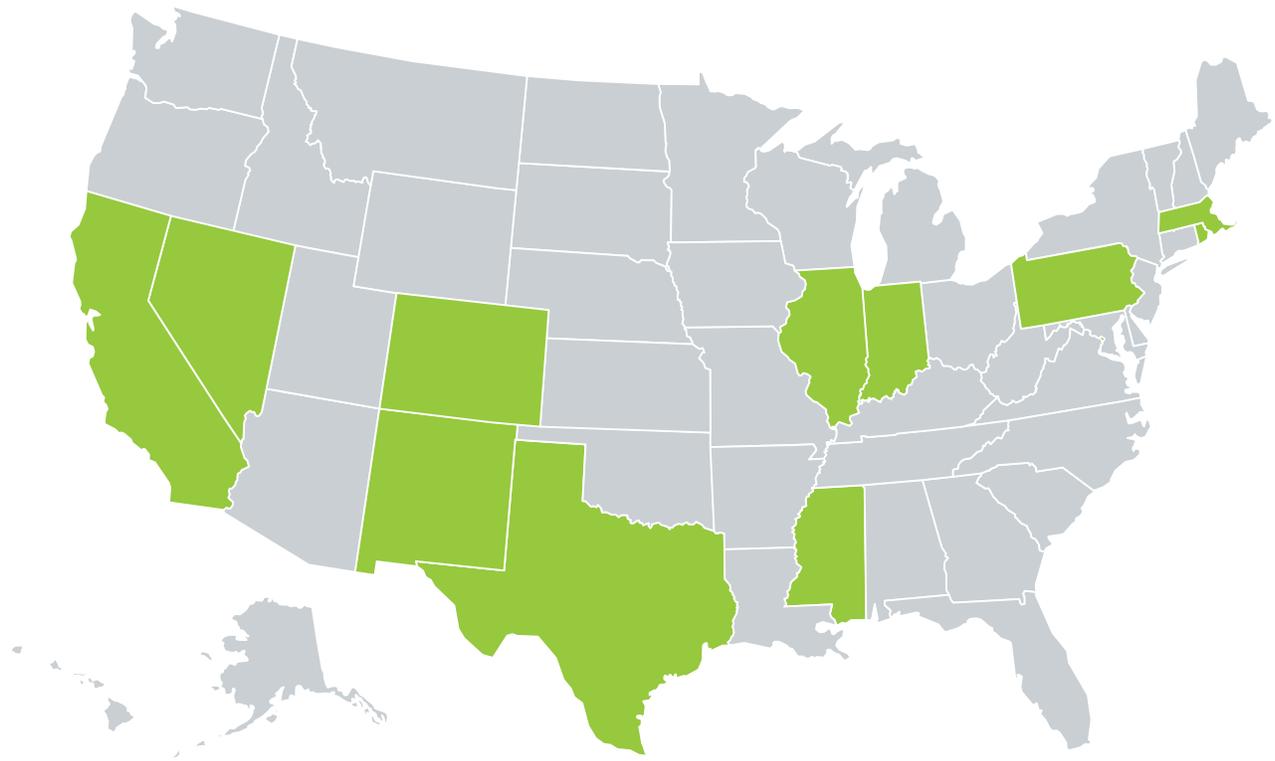
### EMPOWER AND CONNECT



We empower and connect teacher leaders to be change agents, whether they lead a team of their peers or a conversation with policy decision makers.



## OUR REACH: TEACHER LEADERSHIP AT SCALE



### TEACH PLUS TEACHER LEADERS ARE...

**354:** Leveraging Instructional Change in their Schools and Districts

**430:** Shaping Policies and Leveraging Systemic Change in their States

**784:** Teach Plus Teacher Leaders across our Regions

### In the communities in which we work:

**20%** of students are English language learners

**51%** of students are Latino

**21%** of students are African-American

**67%** of students are economically-disadvantaged

## TEACHER-LED POLICY CHANGE

Through our policy and instructional practice programs, we grow teachers as leaders and empower them to take action in order to increase equitable opportunities for students. Teach Plus teachers begin their leadership journey by identifying changes that need to happen.

- + Teacher leaders begin their Policy Fellowship by **exploring their individual leadership stories**, experiences with students, and personal connection to advancing systems change and equity in education.
  - + Teacher leaders **develop their research skills and engage in the inquiry process** to investigate, inform, and support policy issues and positions.
- + Teacher leaders learn how to **think like policymakers by exploring how policy is made** through meeting legislators, formulating policy objectives and positions, and identifying strategies for impact.
  - + Teacher leaders **connect with fellow educators to gather input and shape key issues** in education policy.
- + Teacher leaders **develop detailed policy recommendations** and share these with decision makers, advocates, and the public via testimony, op-eds, policy memos and briefs, and through advocacy campaigns.
  - + Teacher leaders work to **change and influence laws and policies** at the school, district, and state level that improve opportunities for students—during their Fellowship and beyond.



17,161

active participants in Teach Plus policy and practice programs



157

op-eds



5,843

educator advocacy actions



354

media placements



16

policy briefs and reports



45,055

social media followers



## TEACHER-LED INSTRUCTIONAL CHANGE

We boost teachers' knowledge base and communications and research skills, so they can accelerate their impact with the professionals in the field—from leading adult learners in their school and district to leading on advocacy with state policymakers.

- + Teacher leaders begin by **identifying a problem of practice** and determining where to focus their leadership and growth in order to create solutions.
  - + Teacher leaders **learn and master skills in key attributes of teacher leadership**, including how to focus on what matters, skillfully facilitate adult learners, turn data into actionable knowledge, and ensure sustainable change in instructional practice.
- + Teacher leaders **shape and guide instruction**, gathering input from fellow educators on effective practices and ensuring that their decisions are rooted in evidence.
  - + Teacher leaders **collaborate with peers and build a community of educators** dedicated to positive change on behalf of their students.
- + Teacher leaders **identify opportunities to share leadership with their principal and with other school and district leaders**, working towards lasting systemic change across schools and networks.
  - + Teacher leaders **improve instructional practice and academic outcomes for students**.



354

Teach Plus Teacher Leaders across practice programs



10,620

students working with a Teach Plus Teacher Leader



2,204

teachers collaborating on their teams



90%

of teachers made a change in their practice as a result of working with a Teach Plus Teacher Leader

# SHAPING EDUCATION POLICY FROM THE SCHOOLHOUSE TO THE STATEHOUSE

**Our student opportunity mandate:** Teach Plus is driven by our belief that all students should have the opportunity to achieve their potential in an education system defined by its commitment to equity, its responsiveness to individual needs, and its ability to prepare students for postsecondary success.

Through our programs, we ensure that Teach Plus Teacher Leaders are well-informed, ready with solutions, and prepared to lead. This combination is essential if teachers are to shape systemic change in education that yields greater opportunity for students. This year, Teach Plus Teacher Leaders have achieved the following:

## + CALIFORNIA:

**Ensured equity and access** for English learner students to a full academic curriculum. Teach Plus Teacher Leaders worked with Assemblymember Anna Caballero on legislation that would extend the exemptions from district-specific graduation requirements to refugee and newcomer students.

**Established college and career readiness goals for all students**, partnering to influence a resolution passed by the Los Angeles Unified School District to ensure that all students have the opportunity to prepare for postsecondary success, and to enhance professional development for teachers serving emergent bilingual students.



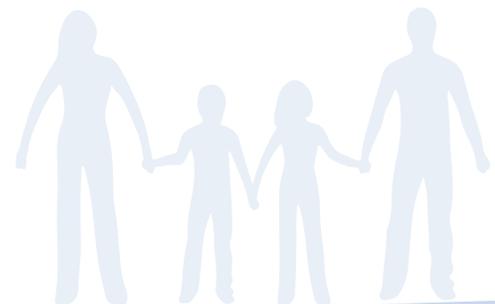
Teach Plus Teacher Leaders **Lindsey Bird** (center) and **Amelia Herrera** (right) meeting with Assem. **Anna Caballero** in Sacramento.



Teach Plus Teacher Leader **Kathleen Campbell** testifying before the Colorado House Education Committee.

## + COLORADO:

**Promoted effective teacher retention strategies** by shaping legislation that funds and supports high-quality teacher retention and effective distributed leadership models across the state.





## + ILLINOIS:

**Grew the pipeline for preschool teachers in the state**, successfully advocating for legislation to allow for an alternative certification process for teachers under the state's Preschool for All initiative. Teach Plus Teacher Leaders contributed recommendations to ensure effective professional development for these beginning teachers.

**Supported access to early learning opportunities** by influencing a bill which lengthened the period of time parents are eligible for child care from 6 to 12 months, reducing the likelihood of students losing services mid-year.



"I have always wanted to help guide the future of education, but I have not wanted to leave the classroom to do it. Now, I have a chance to do both." — Teach Plus Teacher Leader **Karen Dannenhauer** in the Illinois Daily Journal.



Teach Plus Teacher Leader **Shon Harris** with IL State Senator **Andy Zay** at the ceremonial signing of the bill.

## + INDIANA:

**Addressed teacher shortages in the state** by shaping and supporting the passage of the Teachers Permits, Examinations, and Salaries bill, which gives schools more flexibility to offer competitive raises to teachers in high-need subjects such as STEM and special education, and streamlines the process for professionals with strong backgrounds to earn a teaching license.

## + NEW MEXICO:

**Established rigorous science standards for students** by successfully advocating alongside key stakeholders to influence the state's adoption of the Next Generation Science Standards.

"The Next Generation Science Standards will allow us to prepare our future scientists and engineers in the best manner possible. We're proud that the state is moving ahead with NGSS. It's the right thing to do." — Teach Plus Teacher Leader **Shelbi Simeone-Montoya** in the Los Alamos Daily Post.



Teach Plus Teacher Leader **Shelbi Simeone-Montoya** advocating for the adoption of the Next Generation Science Students at a legislative hearing.



Teach Plus Teacher Leaders **Jolisa Hoover**, **Kristian Lenderman**, and **Stephanie Stoebe** testified before the Texas State Board of Educator Certification.

## + TEXAS:

**Ensured success for beginning teachers** by advocating to increase the effectiveness of mentors for new teachers. The policy proposal of Teach Plus Teacher Leaders was adopted by the State Board of Educator Certification.

# LEVERAGING TEACHER LEADERSHIP TO IMPROVE STUDENT PERFORMANCE



## + BOSTON PUBLIC SCHOOLS:

### Advancing instructional equity in the classroom.

Through the Essentials for Instructional Equity Teacher-Led Practice Networks, Teach Plus Teacher Leaders partnered with Boston Public Schools to coach, support, and lead networks of teachers across the district in implementing teaching practices that will eliminate opportunity and achievement gaps. The networks culminated in a series of teacher recommendations and co-designed resources.

### Collaborating to improve teaching and learning across sectors.

In the Teach Plus-led Boston Educators Collaborative, more than 370 teachers from 123 Boston district, charter, and Catholic schools met to plan lessons, implement new instructional practices in their classrooms, and collaboratively adjust practice. Ninety-seven percent of participants changed their teaching as a result of their participation in the Collaborative.



Teach Plus Teacher Leaders prepare to lead courses in professional learning for Boston educators.



Teach Plus Teacher Leaders build leadership action plans at the teacher leadership summer institute.

## + CHICAGO PUBLIC SCHOOLS:

**Promoting effective distributed leadership.** Teach Plus Teacher Leaders partnered closely with their principals to identify barriers to student success, and measured progress by carefully monitoring student growth and changes in teacher practice. Ninety-three percent of Teach Plus Teacher Leaders, working across 14 schools with over 90 percent low-income students, met their practice and student outcome goals.



**+ PHILADELPHIA PUBLIC SCHOOLS:**

**Improving literacy in the early grades.** Teach Plus Teacher Leaders led teams of their peers across 5 schools to boost early literacy in grades K-3 to continuously improve early literacy results. After one year, Teach Plus-supported schools are outpacing their peers across the district on core measures of reading growth.



Cayuga Elementary School 3rd grade Teach Plus Teacher Leader **Chelsea Fay** works with her team.



Teach Plus Teacher Leaders at Harmony Public Schools collaborate on strategies for leading effective Professional Learning Communities.

**+ TEXAS (HARMONY PUBLIC SCHOOLS):**

**Building teacher leadership to improve student learning.** Teach Plus shaped teacher leadership programs and initiatives across Harmony Public Schools in Texas, resulting in teacher professional learning that contributed to strong gains in student achievement in math, reading, and science.



## ILLINOIS: TEACH PLUS TEACHER LEADERS BUILD A RESTORATIVE PRACTICES MOVEMENT

In Illinois, African-American students were far more likely to be suspended or expelled than white students, and at rates much higher than in other states. Teach Plus Teacher Leaders knew that the 2015 passage of Senate Bill 100 (SB100) to create more effective student discipline practices in schools was only the starting point for systems change. With implementation underway, the teachers set out to understand how SB100 has worked at the school level, and how Illinois might better support a long-term and sustained change to restorative approaches in school discipline.

Using the research skills they acquired during the Policy Fellowship, Teach Plus Teacher Leaders surveyed educators in their state to understand how the legislation was being implemented in their schools. They found that:

- Over 84 percent of teachers indicated that the zero-tolerance policies were eliminated and suspensions were limited, as required by SB100.
- Districts provided limited and unsatisfactory training to help schools and teachers implement SB100.
- Districts abolished zero-tolerance policies and limited suspensions but often did not replace them with anything else.

Basing their recommendations for improved implementation of SB100 on their research, Teach Plus Teacher Leaders ramped up a campaign to educate their peers on their findings, presenting at four statewide conferences that reached over 300 teachers. The teachers also met with the sponsors of SB100, who invited them to write legislation to implement their recommendations. Next, Teach Plus Teacher Leaders will publish a toolkit to help teachers improve school-level implementation, and they will work in a coalition to establish a state grant program for districts struggling to implement alternatives to suspension.

Teach Plus Teacher Leaders **Mackenzie Beisser**, a middle school special education teacher in CICS West Belden in Chicago and **Keishonda Simms**, a math, physical education, dance, and health teacher at William H. Ryder Math & Science Specialty School in Chicago, were among the group that authored legislation.



Keishonda Simms

“Our research brought up feelings of powerlessness among teachers. They had been told: “No, we’re not suspending anymore.” Now what? Worse, now that there was no more suspension, kids could do whatever they wanted. We knew that we needed to fill in the gaps with specifics on restorative justice practices. To a group of teachers like us, who had a lot of powerful experiences with restorative practices, this meant a bag of resources that teachers and administrators could use to shape and guide behavior in their building in a way that made sense for their students.”



Mackenzie Beisser

“Our perspective was that of educators but, as a team, we were able to build on each other’s knowledge and shift our mindset to incorporate the lenses of the various stakeholders—students, parents, administrators—who would be affected by the bill. We as teachers have an incredibly important perspective, but ours is not the only perspective.”

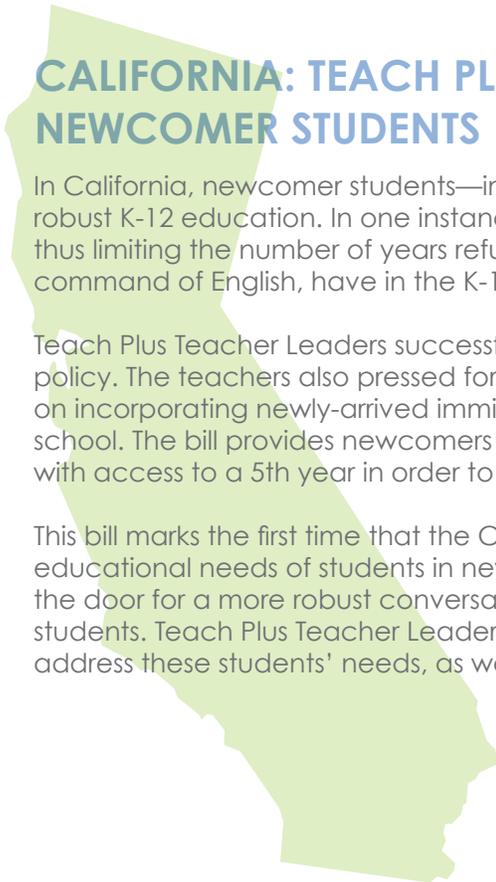


## CALIFORNIA: TEACH PLUS TEACHER LEADERS ADVOCATE FOR NEWCOMER STUDENTS

In California, newcomer students—immigrant, refugee, and asylum seekers—often lack equitable access to a robust K-12 education. In one instance, a Modesto, California district policy mandated age-based enrollment, thus limiting the number of years refugee students, many of whom arrive in the U.S. with limited schooling and command of English, have in the K-12 system.

Teach Plus Teacher Leaders successfully advocated for more flexibility in the Modesto school board enrollment policy. The teachers also pressed for a statewide solution, working with State Assemblymember Anna Caballero on incorporating newly-arrived immigrant students into legislation that enables them to have a 5th year of high school. The bill provides newcomers who enter California public schools in their 3rd or 4th year of high school with access to a 5th year in order to meet local graduation requirements.

This bill marks the first time that the California Education Code has been amended to address the specific educational needs of students in newcomer programs. With this legislation, Teach Plus Teacher Leaders opened the door for a more robust conversation about the unique educational needs of these historically-marginalized students. Teach Plus Teacher Leaders are now focusing on the opportunities in the next legislative cycle to address these students' needs, as well as the needs of the broader English learner population.



Teach Plus Teacher Leaders **Lindsey Bird** and **Amelia Herrera**, the founding teachers of the Language Institute, a specialized high school program for newcomer students in Modesto City Schools, have worked with immigrant, refugee, and asylum-seeking students in Modesto since 2009. Relentless in their advocacy, the two teacher leaders continually brought the issue to public attention at the local and state level.



Some of our students' life circumstances are such that they are going to need extra time to become competent in English and to graduate. For example, I had a student from Angola who wasn't literate in her primary language or in English. Under the current policy, if a 17-year-old student has fled their home country and has had limited or no schooling there, they would still be enrolled as a high school senior. State and federal law allow a student to stay in the K-12 system until they are 21, but these students are being forced out by the time they were 18.



Amelia Herrera



We work hard to give our students the confidence that it's okay to tell their story and to fight for their education in this country. We want our students to be proud of who they are, and to know that they can share their life experiences with others.



Lindsey Bird

## TEACHER VOICE ON KEY ISSUES

At Teach Plus, we believe that teacher voice is an integral component of teacher leadership. When teacher leaders are informed about the issue and put forth a persuasive argument based on research, decision makers listen. **In more than 150 op-eds published this year in regional and national media and on our blog, What's the Plus**, Teach Plus Teacher Leaders have continually amplified what's important and actionable in their classrooms, districts, and states.

### + ON GUN VIOLENCE AND SCHOOL SAFETY:



"Instead of arming ourselves, educators should join the fight for commonsense gun laws by contacting our legislators, marching alongside our students in upcoming protests, and thinking of areas in our curriculum where we can teach students that real change can happen in our country." —Teach Plus Teacher Leader **Gina Caneva** in an op-ed in U.S. News & World Report.

In a Teach Plus poll of 1,233 teachers from 38 states and the District of Columbia, an overwhelming majority—83 percent—strongly opposed arming teachers in schools.

### + ON DACA:

"For my students who are undocumented, programs like DACA are their hope for a brighter future. These children have grown up here and call the United States home. All they want is to stop living in fear and pursue the American dream." —Teach Plus Teacher Leader **Idalmi Acosta** in an op-ed in HuffPost.

Teach Plus' resource packet, "Profiles in Educator Courage," includes fact sheets and resource guides on immigration and highlights results from a Teach Plus poll, where teachers overwhelmingly voiced support for continuation of DACA.



### + ON STUDENT-CENTERED LEARNING:



"The goal of personalized learning is to provide instruction, content, and learning options that meet the needs of individual students."—Teach Plus Teacher Leader **Ellen Foley** in an op-ed in HuffPost.

Teach Plus Teacher Leaders are working to implement the policy brief, "Rhode Island Teach Plus Policy Fellows' Perspective on Personalized Learning and Recommendations for Successful Statewide Implementation."

### + ON CAREER PATHWAYS:

"Nevada's state model needs to be focused, competency-based, and equip teachers with the specific tools necessary to effectively lead other adults within their profession." —Teach Plus Teacher Leader **Jen Loescher** in an op-ed on What's the Plus.

Teach Plus Teacher Leaders have submitted recommendations on career pathways to the Nevada Legislative Committee on Education.





## CHICAGO: TEACH PLUS TEACHER LEADERS SOLVE PROBLEMS OF PRACTICE TO IMPROVE STUDENT OUTCOMES

Schools that aim to improve their students' outcomes face a number of challenges, from principals lacking the capacity to solve every issue in the building to teachers lacking the autonomy, support, or skills to tackle the systemic problems that affect their students. The Change Agent program addresses such challenges head-on. Through the program, Change Agents in Chicago and Indianapolis have successfully led a school-based effort to address a problem of practice in their building.

Collaboratively with their principal, Change Agent Teacher Leaders identify a learning priority based on student data that aligns with the schoolwide strategic plan. Each teacher leader receives intensive leadership training and ongoing support from Teach Plus to design and facilitate sustained professional learning. Through the program, teacher leaders build a purpose-driven team, analyze data to track progress, and collaborate to target specific shifts in teacher practice to positively impact outcomes for their students.

**Michelle Velez**, a 3rd grade teacher at Jose De Diego Community Academy in Chicago Public Schools, focused her Change Agent work on using the Common Core State Standards (CCSS) to build up teacher knowledge and confidence in math instruction. "At my school, only 29 percent of our 3rd-5th grade students were achieving grade level attainment on the NWEA math assessment," says Michelle. "As a teacher, I started to see the need for change beyond my own classroom and began thinking about the school as a whole."

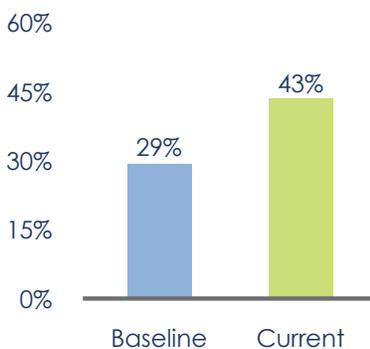


To close the attainment gap, Michelle wanted to shift the primary focus from the lowest group of students to those in the middle. Eager to learn and grow, they weren't being pushed with the same intensity as the lower-performing students. Michelle's vision for her school was to see math instruction in the 3rd-5th grades meet the needs of more students.

Michelle led a professional learning community focused on student-centered and data-driven math instruction. "During three inquiry cycles, we covered vertical alignment and backwards-planning from the CCSS, data analysis and flexible grouping, and targeted small group instruction," she explains. "Once we rooted ourselves in new planning practices, I began to observe and coach my team on their instructional methods in the classroom. My teachers had a safe space to try out new practices and debrief with me on their progress."

As a result of Michelle's leadership, the bar for student performance has risen. End-of-year results showed that 43 percent of students in 3rd-5th grades performed at attainment or above. The school has also seen real change in teacher mindsets and instructional practice. One of the teachers shared this in a survey: "I have been teaching whole group lessons for 25 years. This year I shifted to 100 percent small group instruction. I love it so much I don't think I could ever go back."

**Spring 2017-Spring 2018:  
3rd-5th grade average growth**



## POWER NETWORKS: TEACHERS DRIVING CHANGE, PEER TO PEER

In the past ten years, Teach Plus has demonstrated the power of bringing teachers together to innovate and share solutions to systemic challenges facing their students. Our programs form local networks of teacher leaders who assess student needs and lead continuous improvement cycles to address them. In 2018, Teach Plus supported three forms of teacher networks that empowered teacher leaders to elevate teacher and student performance:

- In Indianapolis and Chicago Public Schools, Teach Plus Teacher Leaders partnered with their administrators through the Change Agent program to address a problem of practice in their school. These teacher leaders connected across their schools to learn from each other's successes in motivating and sustaining changes in the practices of their peers.
- In Philadelphia, Teach Plus Teacher Leaders in the T3 program led grade- and content-level teams of their peers in five School District of Philadelphia public schools to improve early literacy student outcomes. Supported by Teach Plus coaches, the teacher leaders met across schools to share strategies on how to more effectively use student data to drive next steps in their continuous improvement processes.
- In Los Angeles and Greater Boston, Teach Plus Teacher Leaders networked within individual schools and across communities to build skills in discrete priority areas, sharing expertise across traditional district and charter schools. Working with leadership and teachers to identify learning needs, Teach Plus selected and supported expert teachers to design and lead five-week, graduate-level courses for hundreds of their peers that changed how their participating teachers taught.

The work in Greater Boston illustrates how Teach Plus' policy and practice programs reinforce each other and allow for independent teacher voice to provide practical and timely solutions to urgent student challenges. In conversations with our teachers and with stakeholders, a key priority emerged around supporting social emotional learning in our schools. Subsequently, Teach Plus Teacher Leaders in the Massachusetts Policy Fellowship partnered with the Massachusetts Department of Education, the Rennie Center for Education Research & Policy, and Transforming Ed to host a conference for over 100 teachers that explored and addressed policy and practice issues on social and emotional learning, developing policy recommendations that will feed into advocacy during the 2019 legislative cycle.

At the same time, Teach Plus Teacher Leaders in the practice programs partnered with the Boston Compact, a cross-sector partnership led by the Mayor's office, to form the Boston Educators Collaborative (BEC), a series of professional learning courses led by expert teachers, and focused on scaling an individual teacher's expertise in SEL beyond the walls of her/his classroom to the broader Boston community.



Teacher participants at the Educator Perspectives and Promising Practices in Social Emotional Learning conference.



## Deepening the Teach Plus Network Approach in 2019

Looking forward, Teach Plus will further deepen its expertise, creating ever-expanding networks that connect teachers across traditional divides to learn from one another and apply improvement science-based practices at scale. As a participant in the Bill & Melinda Gates Foundation inaugural Networks for School Improvement (NSI) initiative, Teach Plus is focusing on improving math outcomes for middle school students. The Teach Plus NSI network of schools in Chicago and Los Angeles will work to increase the share of African-American, Latino, and low-income students across these two cities who are achieving proficiency in 8th grade math, elevating classroom practice and outcomes for these groups of learners.

Teacher leaders across the NSI network have begun to identify common problems of practice and will further develop, implement, and refine strategies to generate solutions based on a real-time analysis of data within their schools. Teach Plus is partnering closely with the Rennie Center for Education Research & Policy to scale learning across our network, using Rennie's evidence-based Change Management Framework to develop continuous improvement skills among teacher leaders, principals, and peer teachers.

Our work with NSI and across our regions is helping us fully realize the potential of the Teach Plus network of teacher leaders as they strive to build the teaching profession and advance equity and opportunity for students.



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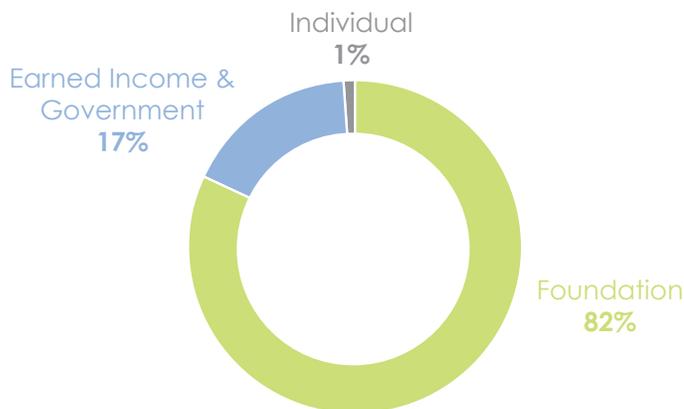
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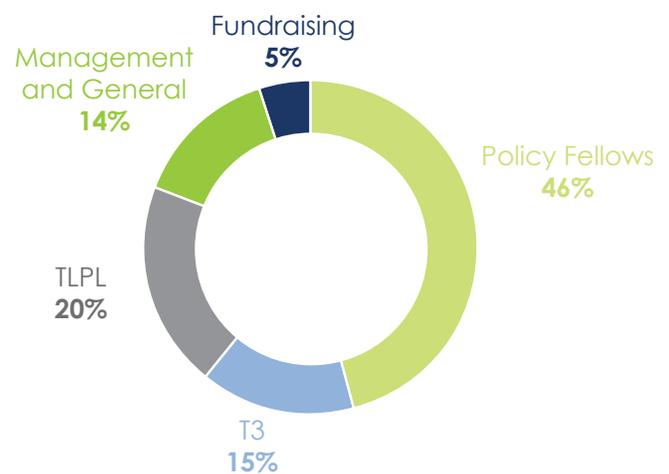
**Lindsay Sobel**  
Senior Executive  
Director, Teach Plus  
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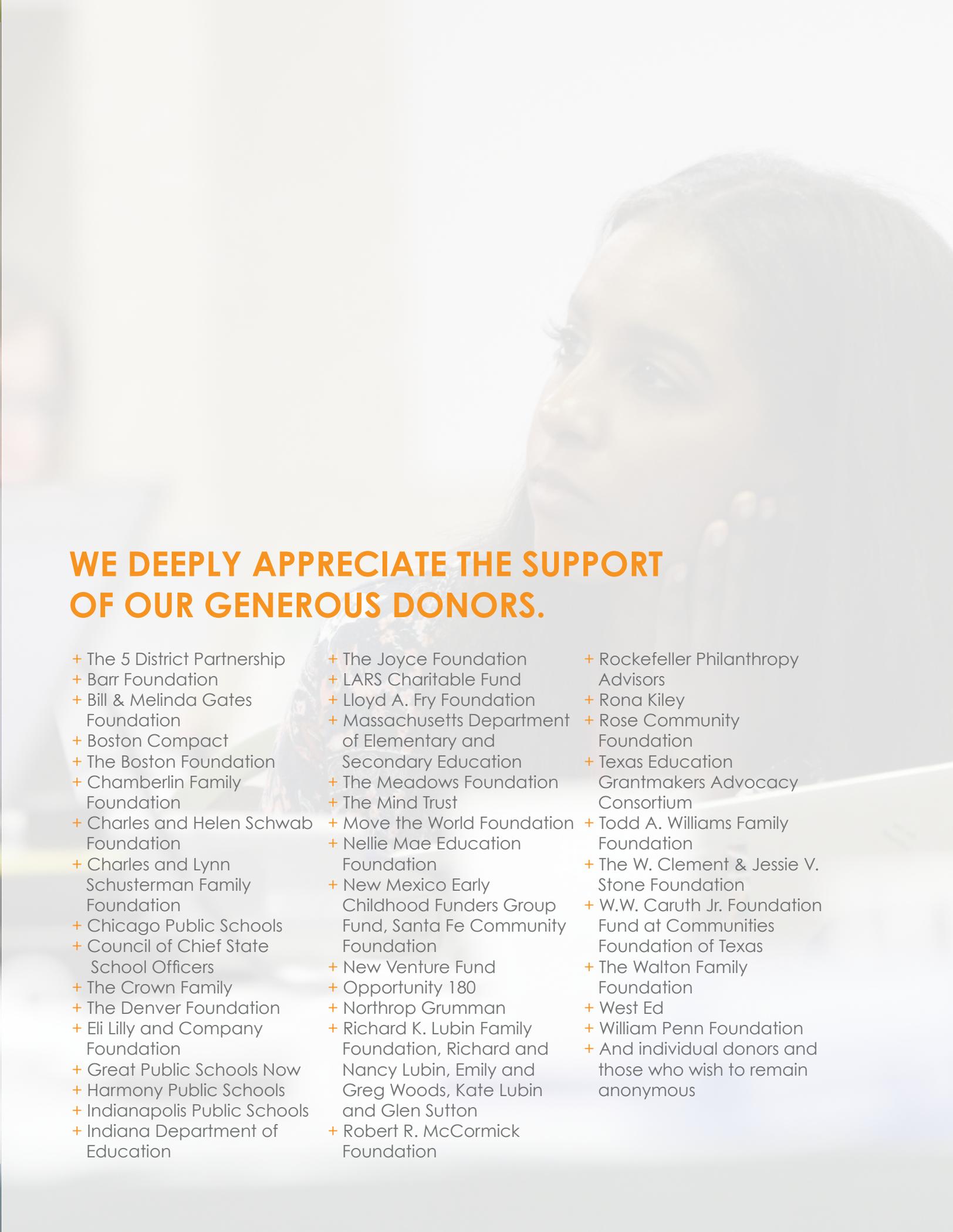
## FINANCES

### Revenue



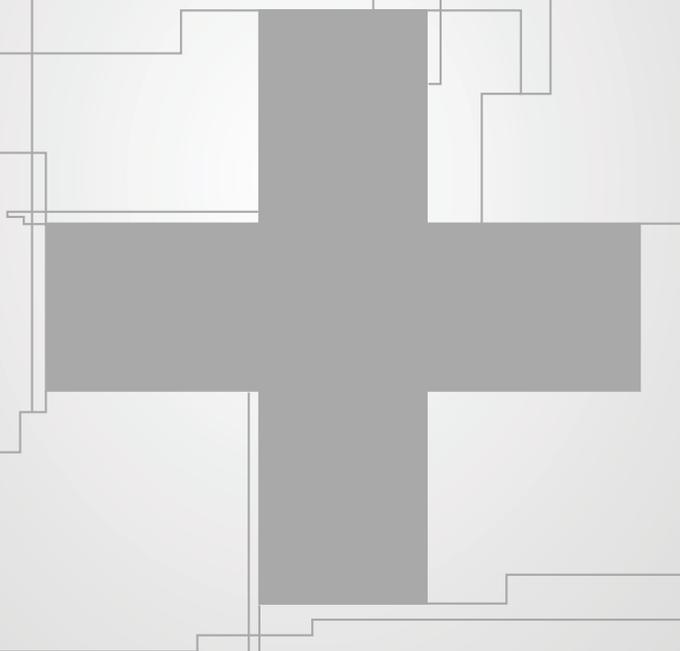
### Expenses





## WE DEEPLY APPRECIATE THE SUPPORT OF OUR GENEROUS DONORS.

- + The 5 District Partnership
- + Barr Foundation
- + Bill & Melinda Gates Foundation
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- + Massachusetts Department of Elementary and Secondary Education
- + The Meadows Foundation
- + The Mind Trust
- + Move the World Foundation
- + Nellie Mae Education Foundation
- + New Mexico Early Childhood Funders Group Fund, Santa Fe Community Foundation
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- + Texas Education Grantmakers Advocacy Consortium
- + Todd A. Williams Family Foundation
- + The W. Clement & Jessie V. Stone Foundation
- + W.W. Caruth Jr. Foundation Fund at Communities Foundation of Texas
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