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2019  
**ANNUAL REPORT**



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# LETTER FROM THE CEO

*Dear friends and supporters,*

*When the 2019 NAEP results were posted, disappointment was an appropriate reaction. The past decade has seen a great deal of activity in education but little progress in student proficiency. Should we give up?*

*I have spent the past decade trying to improve student learning at scale. I was fortunate to be a part of the Tennessee leadership team during a chapter of record-setting student gains on NAEP. I was neither surprised nor deflated by the 2019 results. When I look at the issues that have dominated the reform discourse of the past decade—governance, standards and assessment, evaluation, teacher preparation pathways—I see a list of topics that are too removed from daily instructional practice. These discussions may be important to the conditions for teaching and learning, but they did not consistently impact the bedrock of daily practice. Dr. Richard Elmore taught us, “Schools don’t improve through political and managerial incantation; **they improve through the complex and demanding work of teaching and learning.**”*

*The bright spots in the 2019 NAEP data reinforce Dr. Elmore’s point. The growth achieved in D.C. over the past decade—growth that should inspire, impress, and convince us all that dramatic improvement in education is possible—was powered by attention to the instructional core. The leaders in D.C. created and sustained a clear vision, ensured teachers got regular feedback about instruction, put high-quality instructional materials at the center of teaching and learning, and supported better professional development grounded in those materials.*

*I am struck by how consistently hungry school and school system leaders are for more practical and precise guidance around improving daily teaching and learning. I have never left a school thinking, “You know what they need to do? They need to work harder.” Educators everywhere are working incredibly hard; they want to know what they can do to work smarter so their effort translates into better outcomes. And, while every context is unique, we see teachers and leaders struggling with very similar challenges and questions across contexts. How do I coach this teacher in a way that helps them engage students better? How do I build deeper teacher understanding of math so they can help pinpoint why a student is struggling? *These have to be answerable questions.**

*This year, Instruction Partners turns 4 years old. We have learned a great deal about the practical actions that lead to stronger teaching and learning. I am encouraged by the growth we have seen in partners over time and the improvements we are seeing in classrooms this fall. I am more convinced than ever that significantly improving instructional practice is both possible and scalable. I also know how much more we collectively need to learn to make the path clearer and easier to walk. But, I think we are on the right path to unlock these solutions in the chapter ahead.*

*This annual report outlines the journey of our 2018-19 school year and our plans for 2019-20. We thank you for the support and friendship that has made this journey possible. We are grateful for your continued help as we work to strengthen the complex and demanding work of teaching and learning for all students—together.*

*Emily Freitag & The Instruction Partners Team*

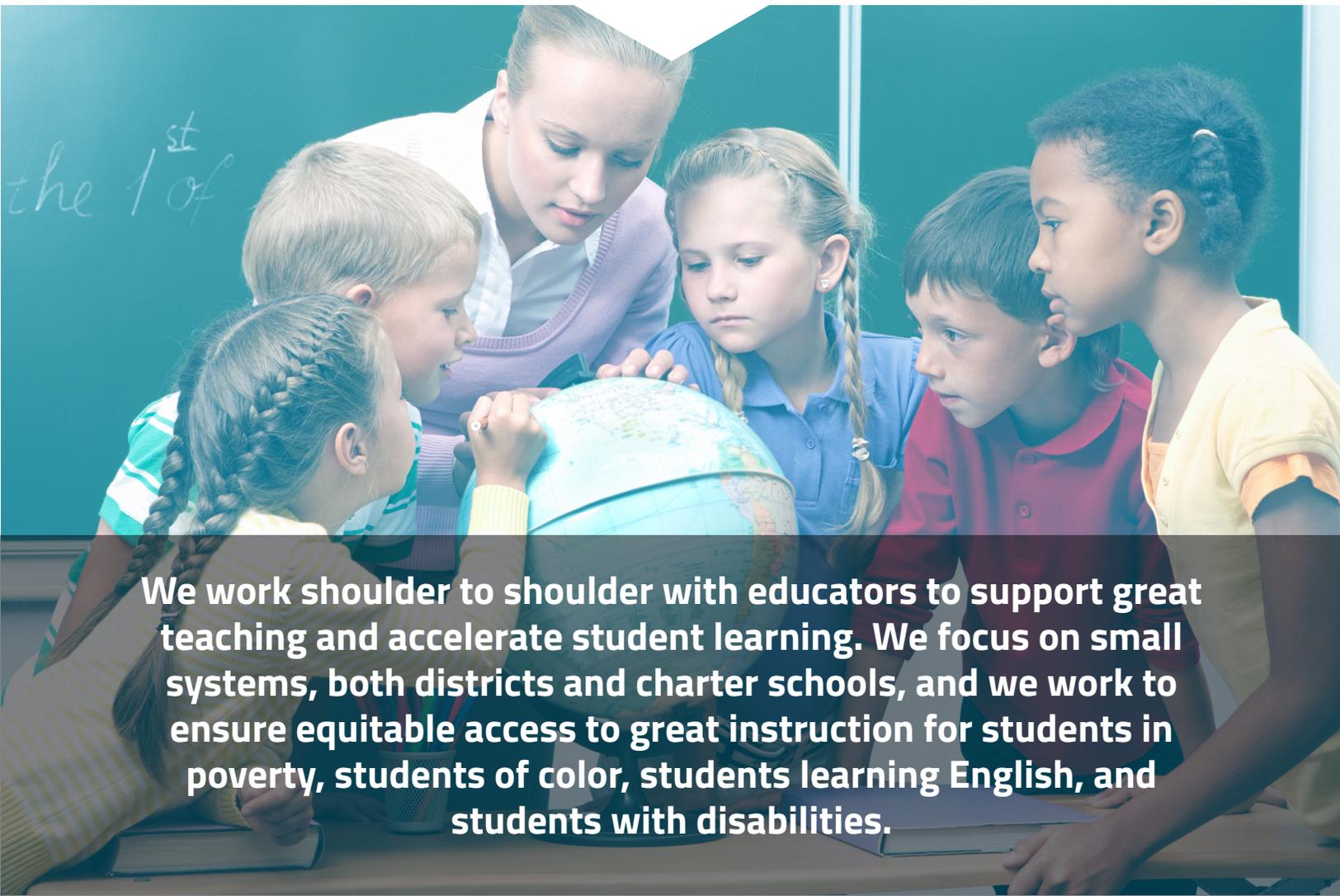


## OUR THEORY OF CHANGE AND HOW WE WORK

Students are working hard and largely doing what is asked of them in their schooling but too often are unprepared for the post-secondary education they want. Teachers and school and system leaders are also working hard, and too often are heartbroken when their effort does not translate into the desired growth for all students. We have tremendous conditions for improvement in education: hard-working people, strong will to learn, examples of excellence, and incidences of improvement at scale proving what is possible. But, we are not seeing the pace of improvement in student learning that matches our effort and energy—yet.

At Instruction Partners, we are a team of educators obsessed with instructional excellence for all students. We know the daily diet of instruction that students experience contributes significantly to their preparation for future opportunities. We help the leaders of our partner systems and schools dig into the often-overlooked practical actions that support great teaching and learning in each content area. We help teachers and leaders channel their energy to ensure it translates to great learning for all students.

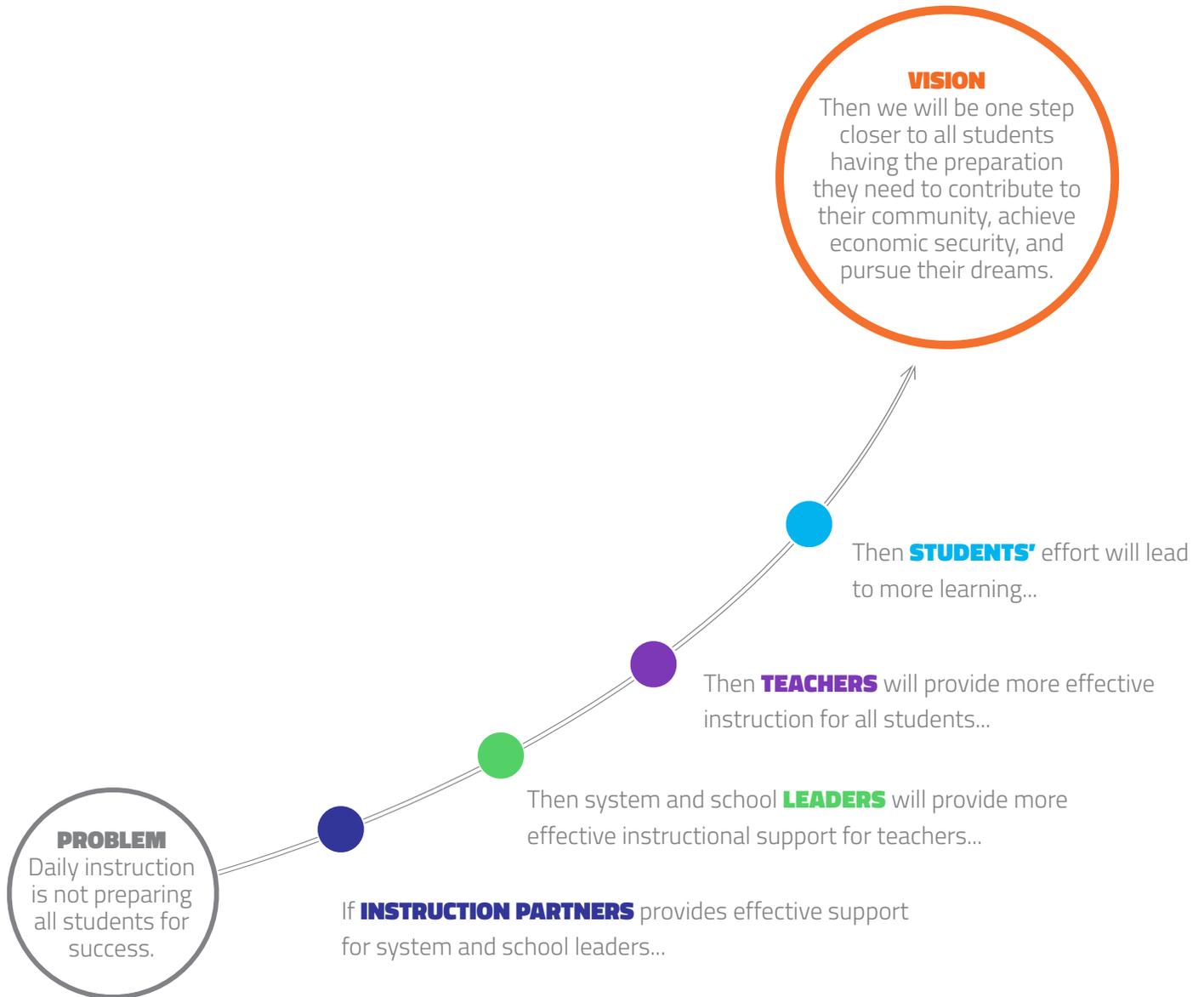
We specialize in small school systems—both traditional districts and autonomous schools—that may have limited capacity to support instruction but have the autonomy and agility to improve quickly. Most of our partners have fewer than 15,000 students, with the average partner serving 2,500 students. We support our partners in K-12 math and ELA and have emerging capabilities in science.



**We work shoulder to shoulder with educators to support great teaching and accelerate student learning. We focus on small systems, both districts and charter schools, and we work to ensure equitable access to great instruction for students in poverty, students of color, students learning English, and students with disabilities.**

## Theory of Change

Our theory of change helps us define the change we seek to produce in the world and what we need to do to have that impact.



"Instruction Partners not only possesses the content knowledge needed to help our teachers, but they have a passion for education that is evident in the love that they pour into our schools. Building relationships that are meaningful and genuine sincerely sets them apart from any other support provider with whom I have ever worked."

*-Tia Neal, Ed.D., Catahoula Parish School Board, Title I Instructional Consultant*

## How we work

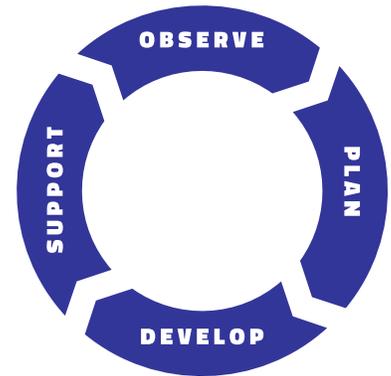
There are two bottom-line questions that drive student learning:

### 1) Are all students getting access to the right content?, and 2) Are all students supported to learn the content that is taught?

Too often, students are limited by the answers to one or both of these questions. We partner with school systems to strengthen the answers to these two questions.

We do this by working through cycles of improvement to observe teaching and learning, make a practical plan for improvement, develop teachers' and leaders' capacity to carry out the plan, and support follow-through.

- We start with **observations** and student work analysis to understand the strengths, needs, and equity of the instructional experience.
- Then, we help our partners develop a nuts-and-bolts action **plan** to support targeted instructional improvements.
- Next, we help **develop** the capacity of teachers and leaders to carry out the plan through on-site PD or role-specific group courses.
- Finally, we help our partners **support** follow-through and stand shoulder-to-shoulder with them in accountability and problem-solving as they carry out the plan.
- We return over time to continue observations, adjust the plan, and build capacity to sustain improvement.



We specifically seek to help our partners put in place coherent instructional support systems, including:

- clear **vision** for effective content instruction
- high-quality **instructional materials**
- aligned **assessments and data practices**
- effective **teacher support** (training, collaborative planning, and coaching)
- **culture** of continuous adult learning and high expectations for all students, especially students who are systematically given less access to grade-level content—students in poverty, students of color, students learning English, and students with disabilities

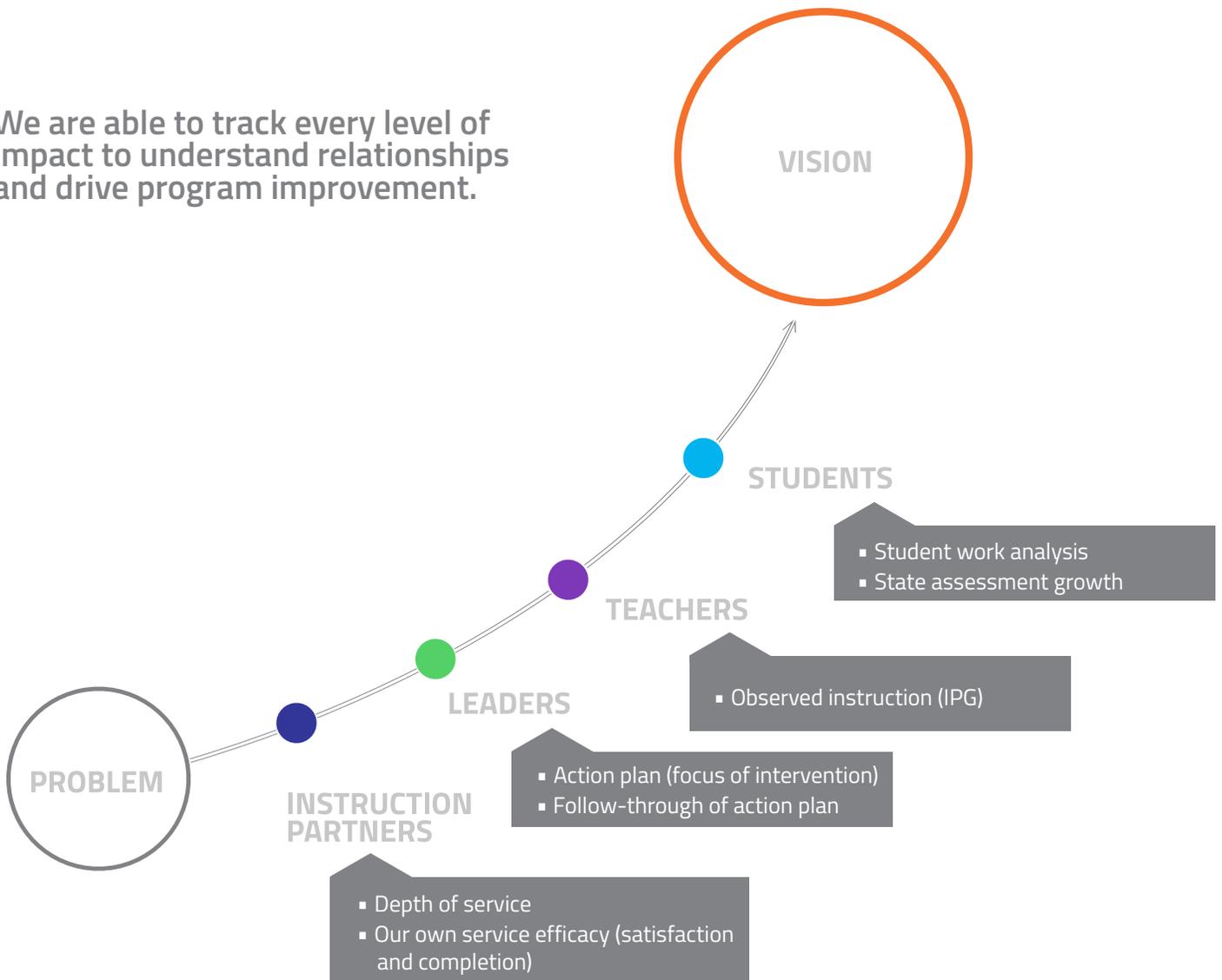


# RESULTS & WHAT WE ARE LEARNING

## Goals and How We Measure Progress:

Our goal is for our partner schools to grow student learning at a faster rate than their peers. We track and analyze data across multiple levels of impact so that we can assess our progress and better understand what is driving our results. A deeper understanding of what drives results allows us to repeat successes more reliably. We seek to understand which of our services are best at helping leaders support teachers in a way that leads to better instruction and more student learning, all in the service of students having the preparation they need to contribute to their community, achieve economic security, and pursue their dreams.

We are able to track every level of impact to understand relationships and drive program improvement.

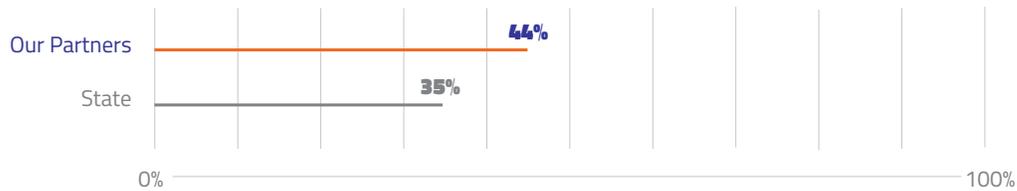


## Results

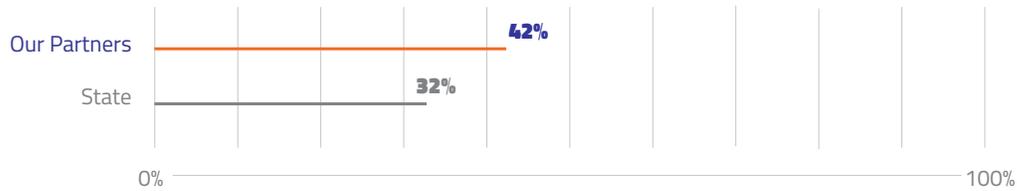
For the past two years, our partners improved their academic growth rate at a higher rate than the state.

### MATH

2017 to 2018 Percent of Schools Whose Students Grew Faster Than Previous Year

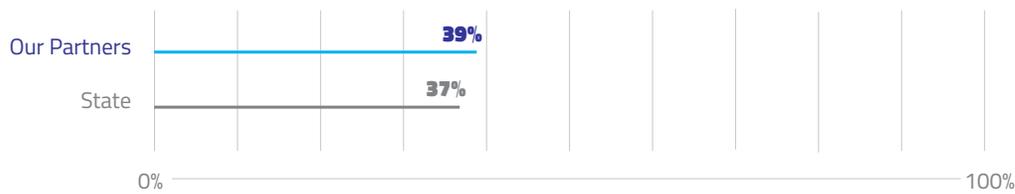


2018 to 2019 Percent of Schools Whose Students Grew Faster Than Previous Year

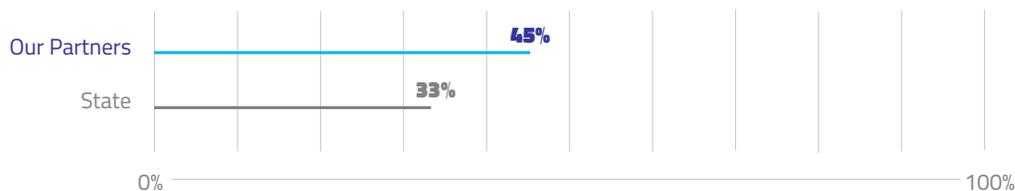


### ELA

2017 to 2018 Percent of Schools Whose Students Grew Faster Than Previous Year



2018 to 2019 Percent of Schools Whose Students Grew Faster Than Previous Year



"We've shifted from just looking at what the teacher is doing, and now equally focus on what students are doing (knowing that THIS is the litmus test for quality teaching and learning). As a result, we've seen teachers who are more confident with using the Tier 1 curriculum, increased student engagement, and most of all, an increase in student mastery of standards."

*-Juaquita M Sims, M.ED, School Principal, Glen Oaks Middle - A Redesign School*

We have also seen improved instruction across our partners.

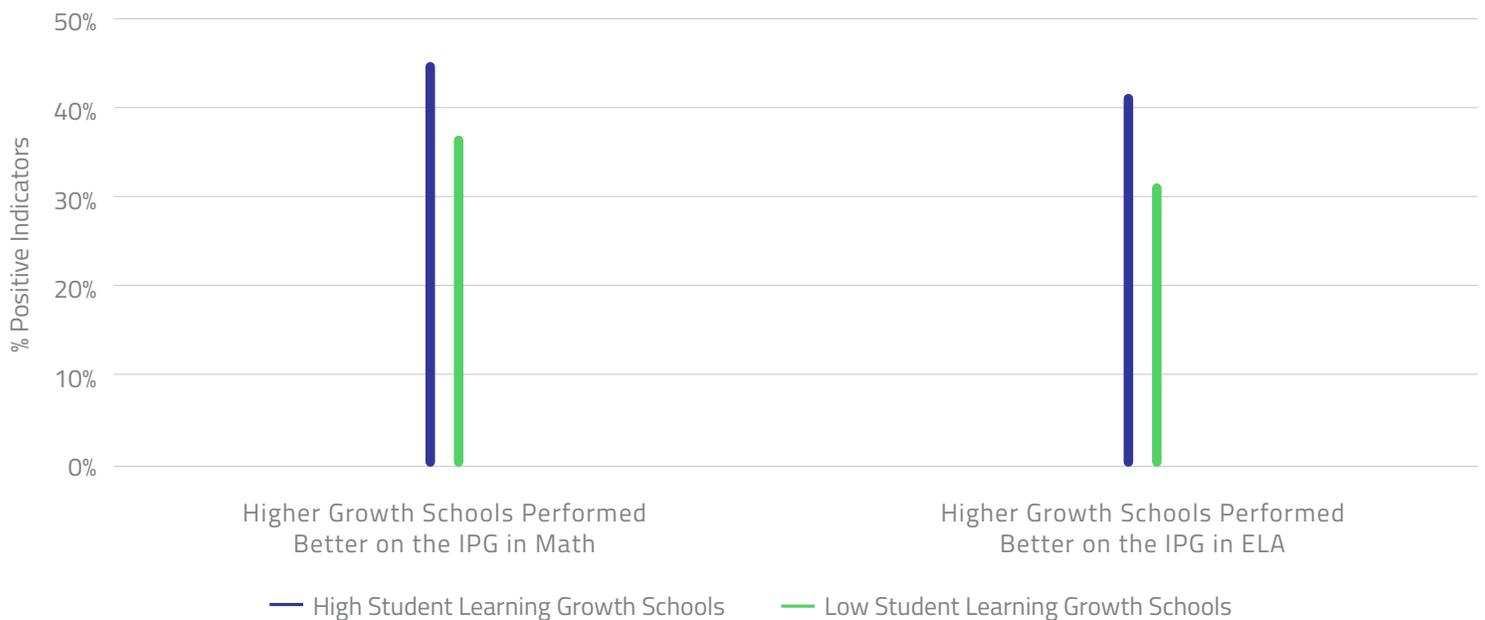
IPG Indicators	2018-2019 Change
Math Percent Positive Indicators	+11.6%
ELA Percent Positive Indicators	+11.8%

*We observe the state of instruction in a school by using the Instructional Practice Guide (IPG), a content-specific classroom observation tool that focuses on the fundamentals of strong content instruction.*

This kind of student growth and improved instruction does seem to suggest that our program is providing value. We know that seeing change at the full-school level is rare for any interventions in education, so we are glad to see positive directional evidence about our early impact for students. At the same time, we by no means feel that the impact is sufficient or entirely conclusive yet. We know we have more to learn.

### What We're Learning:

**Finding 1: Schools that see higher student growth have stronger instruction, as measured by the IPG across the year.**

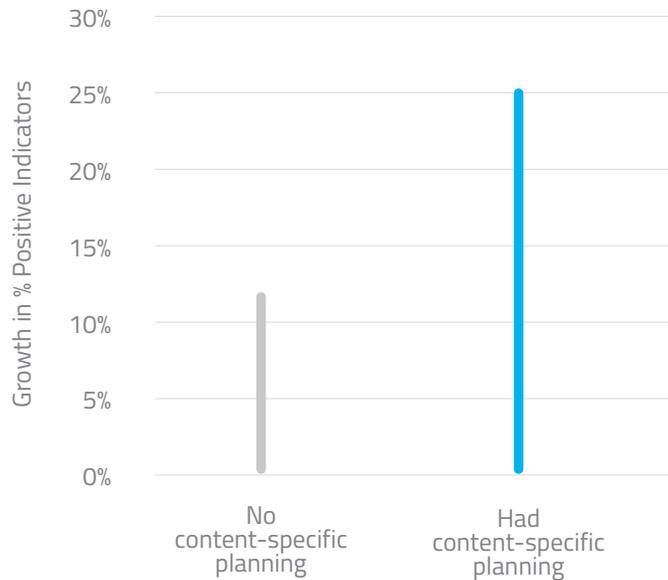


This finding gives us confidence that our focus on instruction will ultimately result in greater student learning. If we can identify the highest-impact instructional supports and enable our partners to consistently sustain high levels of instruction, we should also see student learning improve consistently and sustainably.

**Finding 2: High-quality collaborative planning leads to faster growth on the IPG in ELA.**

Schools that had collaborative, content-specific planning support that occurred at least monthly and provided the opportunity for teachers to review student work and/or practice lessons tended to see higher-quality instruction overall in both ELA and math. In ELA specifically, they also saw a higher rate of improvement of instruction.

Growth by Partners with Content-Specific Planning in ELA



**Finding 3: More rounds of classroom observation leads to faster instructional growth and student learning.**

We believe walkthroughs serve several valuable purposes: they keep us and our partners grounded in what is happening in classrooms, they build the capacity of school and system leaders to understand the instruction students are experiencing, and they signal to the entire school a focus on the instructional core. **Schools where we conducted at least three walkthroughs saw larger improvements in instruction.** Schools with more walkthroughs also saw greater achievement gains than those with only one.

See our report [“Lessons Learned: Instructional Improvement and Student Learning in 2018-19”](#) for more details on our findings from last year.



“Since working with Instruction Partners, our teachers have a much better understanding of how to have high expectations for each student. This means on-grade level standards each and every day.”

*-Kristy Shockley, Bledsoe County Schools, Federal Programs Supervisor*



## Looking Ahead

During the 2019-20 school year, we hope to continue learning what matters most to better student outcomes. Particular questions we will be digging into include:

- Which systems, structures, and skills are most essential to improving instruction and student outcomes?
- What pace of change can be expected from improving structures and systems to improving instruction to improving student outcomes?
- What are the key moves necessary to go from consistently good instruction to consistently great instruction?
- Which combinations of decisions are most likely to lead to success? Which decisions have the widest range of likely outcomes? Which decisions are non-negotiable?
- How important is great implementation relative to a great plan? Do leaders need to have an ambitious plan and then execute it well? Or should they make their plan less ambitious and execute it perfectly?
- What is the state of practice for intervention services? What works to support students for whom core instruction is not meeting their learning needs?



"The thing that drew me to Instruction Partners was the fact that the organization was about impacting instruction for kids by helping teachers and administrators. It was evident that it was not just something said, it was the process of learning with the partner and doing the work alongside the partner."

*-Mike Beck, team member since August 2018*

# CASE STUDY: WALTON MIDDLE SCHOOL



*Instruction Partners first partnered with Walton Middle School, a rural school in Florida with 72% economically disadvantaged students, in the fall of 2016. At that time, the school leaders were looking for help with providing tailored support to their teachers. After two years of partnership, Walton Middle has demonstrated growth in daily instruction and student learning and is experiencing a more trusting and supportive staff culture around instruction.*

## Getting Started

When we first visited classrooms with the Walton Middle leadership team, 37% of instructional indicators scored positively on the IPG in ELA and 28% scored positively in math.

For school leaders, it was an eye-opening experience. Kristen Nelson, the ELA Instructional Coach, shared how the walkthrough helped clarify their need for support. **“We were engaging students but teaching at a 3rd or 4th grade level when they were in 7th grade,”** she said. **“The teachers were teaching their hearts out every single day, but the IPG gave us a starting place for improvement.”**

Nelson had been a coach at Walton Middle for three years and was previously a literacy coach for the district. Although she had many years of experience, she was still seeking the support she needed to build her skills as a coach. **“I never really had been trained to be a coach before. I knew ELA, I knew the standards, and I had a good working relationship with my coworkers, but I had never been trained on how to have those productive coaching conversations.”**

In the past, Walton Middle School teachers were taught skills in isolation through a variety of professional development (PD) offerings and were not coached through the implementation of a new skill. Nelson remembers struggling to provide effective PD for her teachers. She recalled, **“Teachers were coming in for ‘sit-and-get’ type PD with me, but it wasn’t meaningful because I was just giving it to them and they’d go into their classrooms and maybe do it, or maybe not. There wasn’t follow-up.”**

## Strengthening Content-Specific Coaching

At the start of our partnership, we worked with the school leadership team to develop an action plan for improvement that addressed the trends from the initial classroom walkthroughs and student work analysis. The plan helped focus the school’s support structures on clearly defined strategies and goals so that they were no longer offering scattered and disjointed PD.

The Instruction Partners team then built the capacity of teachers and coaches to carry out the plan:

1. Our Content Leads delivered PD for teachers focused on identifying and addressing gaps in the curriculum, building standards-aligned and text-dependent tasks in ELA, and using the IPG to look for positive indicators of instruction.
2. Our Content Leads delivered PD for Walton’s instructional coaches that focused on building content knowledge of the standards and shifts, norming on the IPG indicators, and facilitating meaningful conversations with teachers, including role-playing challenging conversations and coaching with an equity lens.

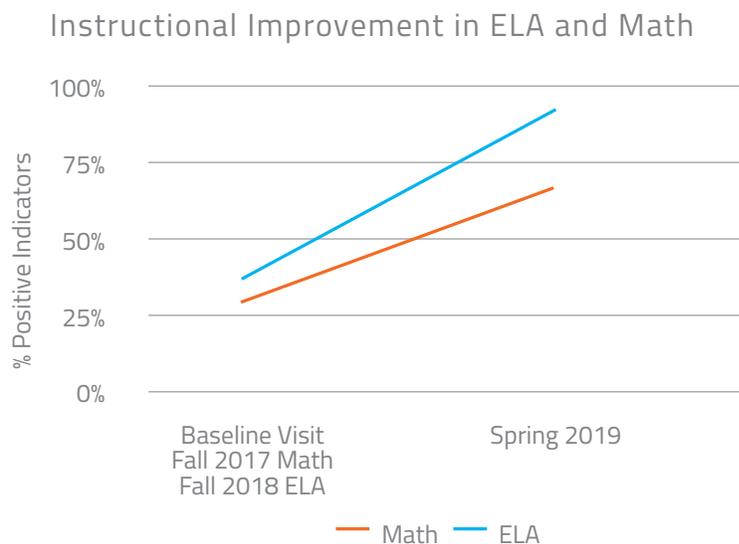
3. In addition to PD, our Content Leads also led side-by-side virtual coaching cycles with Nelson. The cycles included:

- Holding pre-observation planning meetings with teachers
- Recording and reviewing videos of lessons using the IPG
- Holding post-observation debriefs with Nelson
- Giving teachers time to work to strengthen targeted areas for improvement
- Returning and observing a segment of a class that focused on target areas
- Holding post-observation debriefs with teachers, Nelson, and the Instruction Partners Content Lead

Nelson benefited from observing the Content Lead facilitate the first round of coaching, and found that framing coaching conversations in the IPG led to more productive discussions and teacher buy-in. **“It’s not just my opinion about what I saw, it’s observable,”** she said, **“and the teachers like it because it helps narrow the focus. With the IPG, it’s not all these ideas that get thrown at them, it’s just focusing on foundational things that work.”**

### The Results: Strengthened Teaching, Learning, and Culture

**After two years of partnership, Walton Middle School saw significant instructional growth in math and ELA.**



Tara Manson, a 7th grade ELA teacher who participated in the virtual coaching cycle, said the process helped her **“learn to really question the content of our curriculum and whether it is delving into the standards, and I have learned to create meaningful conversations in my classroom about text. My students are more engaged and more confident about talking about text and their ideas.”**

The school's instructional growth translated to more student learning. In 2018-19, Walton Middle School received an "A" rating and saw improvement in student achievement at the state assessment.

	2017	2018	2019
School Grade	B	B	A
ELA Student Achievement	48	50	52
Math Student Achievement	63	63	67

*The student achievement component measures the percentage of full-year enrolled students who achieved a passing score.*

Assistant Principal Scott Hulion attributes the school's growth to more focused support.

**"We're an A school today because of that shift of our focus, getting back to standards and re-doing our foundation."**

In addition to strengthening teaching and learning, content-specific coaching has improved staff culture by setting a shared instructional vision and clear expectations for teachers. Nelson shared, **"It has strengthened my relationships with teachers because the IPG gives you something concrete to talk about. Tough conversations became healthy conversations."**

### Sustaining Improvement

While celebrating last year's successes, the Walton Middle School team is making a plan to continue improving results for students with a school-wide focus on improving productive student engagement.

The team dug into their data and found that the lowest 25% of students did not achieve the same learning gains in 2018-19 as their peers. Now, Principal Jason Campbell and his leadership team are looking at individual student data by teacher to understand what scaffolds need to be put in place to help students to reach the depth of the standards in the curriculum.

Nelson is optimistic about the work ahead. **"This year our focus is on the productive engagement piece,"** she emphasized. **"I've seen some of the best lessons I've ever seen in ELA in recent weeks. We've grown by leaps and bounds in the last two years."**

# 2018-19 RECAP

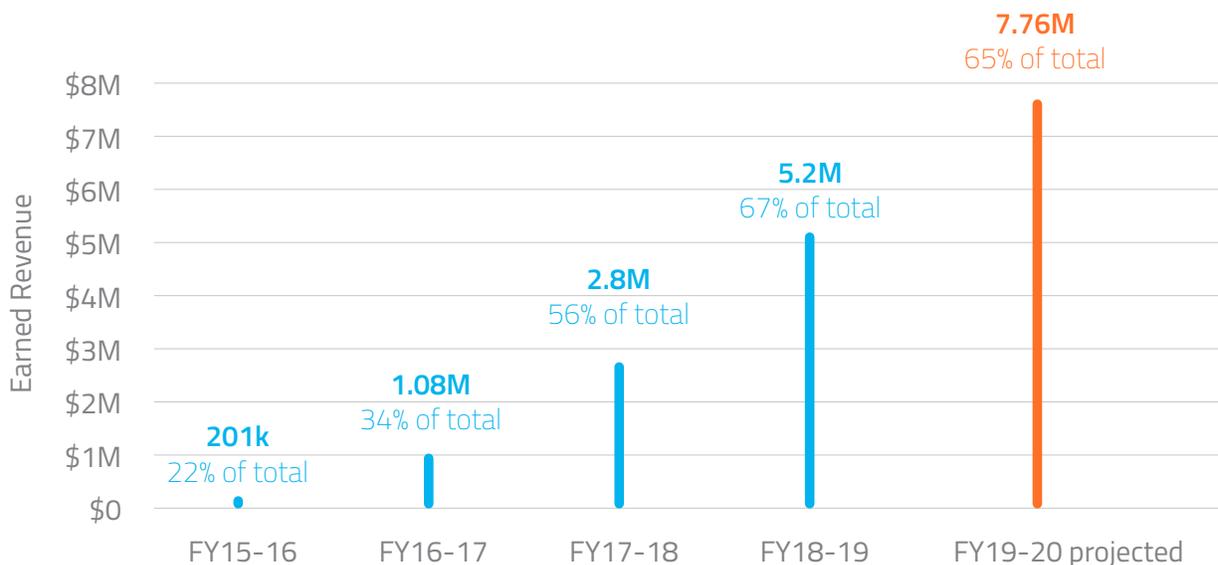
During the 2018-19 school year, we supported:



We grew our work to serve rural Louisiana, New Orleans charters, and a full team working with Memphis charters. We also identified and launched preliminary work in Texas.

Across partners, we saw improved instruction, increased satisfaction, and stronger net promoter results.

We saw increases in the demand for our partnership services, ending the year with \$5.2M in earned revenue, exceeding our goal by over \$1M.



We offered cross-system summer professional development in Florida, Indiana, Louisiana, and Tennessee. Our 65 Content Coaches delivered content-specific, grade-level support to 800 educators, reaching more than 21,500 students. We increased our attention to equity in instruction in the content of new courses offered last summer.



### **We grew our team while strengthening culture.**

We saw strong results on our internal staff survey. Additionally, we took strides in holding ourselves accountable to our commitments to diversity, equity, and inclusion. We established baselines and targets and outlined plans on a number of fronts. We increased the diversity of our team, from 20% people of color in June 2018 to 41% people of color in June 2019, and we will continue to intentionally hire from a diverse pool of candidates. We also undertook a new performance management review process for equity in compensation. We were able to build capacity across the leadership team on the basics of unconscious bias and microaggressions, with practice for addressing and owning microaggressions.

### **We received recognition for our organizational growth and innovation.**

Instruction Partners received the Nashville Entrepreneur Center's 2019 NEXT award for "Best Startup for Products & Services" and Emily Freitag, our CEO and co-founder, was recognized as a "40 Under 40" honoree of 2019 by the Nashville Business Journal. We were the 83rd fastest-growing company in Nashville in 2019, according to Growjo.

### **We continued to build our brand and share what we are learning.**

We released the Curriculum Support Guide website, with more than 45,000 views since its launch.

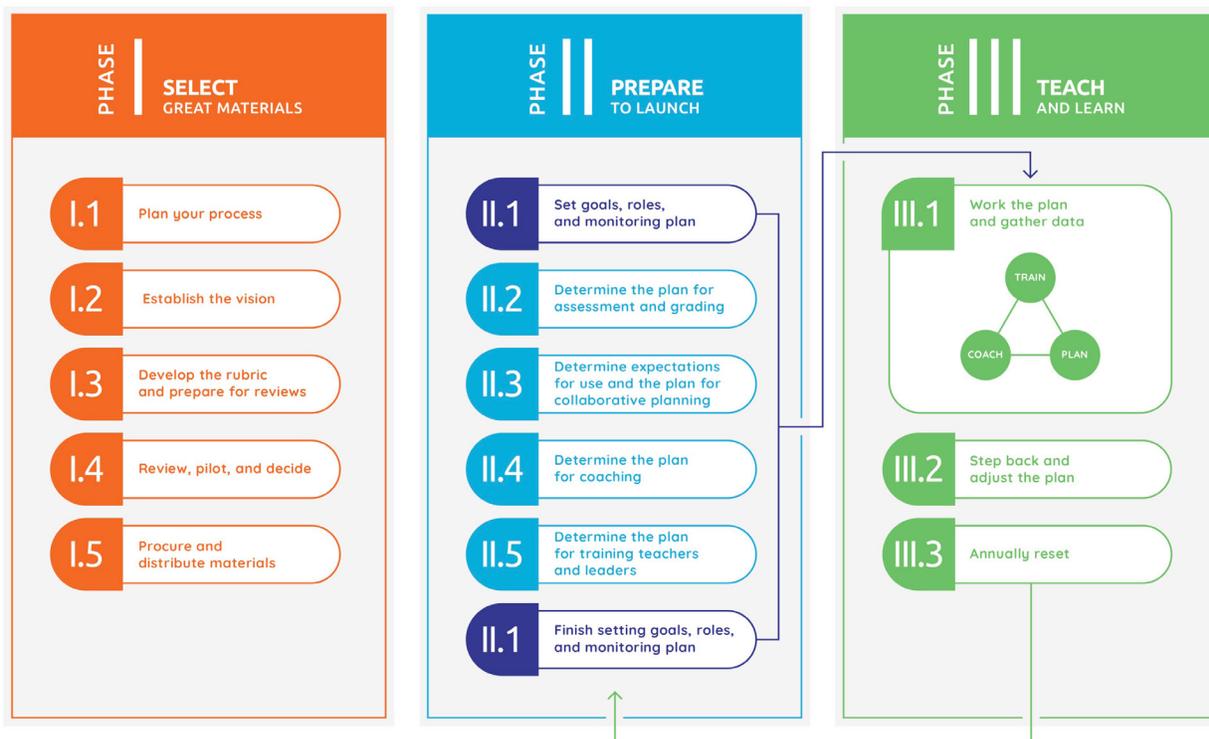


"There were several things that drew me to Instruction Partners. First, the mission: being from a rural town in Mississippi, I felt like the work of Instruction Partners hit home. Second, the people: upon doing my research, I realized there were several people already at Instruction Partners that I admired and looked up to. The last thing: being a fairly new organization got me excited about the possibilities to be a part of the ground work."  
*-Donique Nobles Muhammad, team member since April 2019*

# CURRICULUM SUPPORT GUIDE

On March 5, [www.curriculumsupport.org](http://www.curriculumsupport.org) launched publicly. The website—the culmination of a two-year action research study—shares insights about the common challenges school systems experienced while moving to quality materials, and the specific actions that differentiated the systems that avoided those pitfalls. It is centered on a framework for effective implementation grounded in a series of replicable leadership actions, and includes phases and steps with starter resources and notes for system leadership teams to adapt and use to drive action. The Guide also includes practical templates, guiding questions, timelines, and vignettes, and is free and open source (CC-BY).

We were pleased to see the overwhelming reception of the Guide, with more than 200 attendees at launch webinars and responses from users like “This is a game changer!” and “Alignment is now at our fingertips.”



## 2019-20 PLANS

This year, we seek to:

- continue to support our partners
- grow thoughtfully
- strengthen our financial sustainability
- support a strong and inclusive staff experience
- grow organizational awareness

We are also taking on some new frontiers:

### Expanding Our Research Team

We are excited to add research leadership capacity to our team this year. We are well-positioned to track data over time and add to our own knowledge about what actions drive student learning, especially for students in our priority groups. We are committed to adding to our collective understanding as a field, and will continue to share what we are learning.

### Growing into Texas

With more than 1,000 small school systems serving 5.4 million students in the state, we have a strong mission match with Texas, and we are excited to grow our work and team in the Lone Star State.

### Developing Teacher Content Competencies

This year, in collaboration with a few organizations and researchers, we are mapping the key knowledge, skills, and mindsets that teachers need in order to teach their content and grade effectively with support for all students. We aim to produce Teacher Content Competencies for math and ELA in grades 3-5, and use these to anchor pilots for coherent teacher learning support structures.

### Continued Science Expansion

We are in year 2 of our science pilot, working with 10 partners and 14 schools in Tennessee in both middle and high schools. As part of this work, we are creating a science vision and observation tool (a science version of the IPG). We are collaborating with other organizations that are working in science to create, test, vet, and refine this tool.

### Deepening Our Commitment to Diversity, Equity, and Inclusion

We will continue to advance our internal work around diversity, equity, and inclusion this year by heightening intention around diverse candidate pools (especially for senior management roles) and strengthening inclusive management practices. In addition to our internal work, we are engaging in concrete conversations about equity with our partners based on evidence observed during classroom walkthroughs.

## HOW YOU CAN HELP

As we grow our reach to support equitable access to great instruction for students across the country, we would love your help connecting us to:

- great people that can join our team,
- schools or systems that might be looking for help, and
- philanthropy and individual contributions to bolster our work.

**Thank you for your support and friendship!**

# APPENDIX

## Financials:

### STATEMENT OF FINANCIAL POSITION

JUNE 30, 2019  
(With Comparative Totals for 2018)

	2019	2018
<b>ASSETS</b>		
Current assets:		
Cash and cash equivalents	\$1,281,248	\$2,291,741
Accounts receivable	836,180	167,989
Contributions receivable	435,000	100,000
<b>Total current assets</b>	<b>2,552,428</b>	<b>2,559,730</b>
Leasehold improvements, net	5,254	13,818
Other assets	21,195	31,599
<b>Total assets</b>	<b>2,578,877</b>	<b>\$2,605,147</b>
<b>LIABILITIES AND NET ASSETS</b>		
Current liabilities:		
Accounts payable and accrued liabilities	\$776,139	\$617,047
Unearned revenues	969,204	971,185
<b>Total liabilities</b>	<b>1,745,343</b>	<b>1,588,232</b>
Net assets:		
Unrestricted	(77,423)	388,182
Temporarily restricted	910,957	628,733
<b>Total net assets</b>	<b>833,534</b>	<b>1,016,915</b>
<b>Total liabilities and net assets</b>	<b>\$2,578,877</b>	<b>\$2,605,147</b>

# APPENDIX

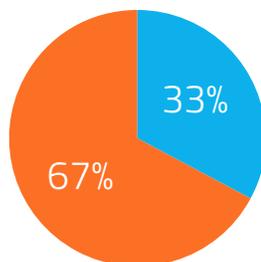
## Financials:

### STATEMENT OF ACTIVITIES

FOR YEAR ENDED JUNE 30, 2019  
(With Comparative Totals for 2018)

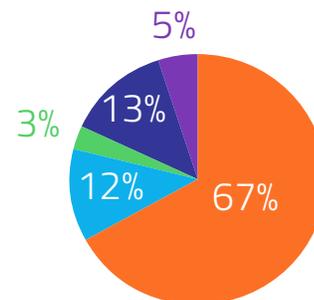
	Without Donor Restrictions	With Donor Restrictions	2019 Total	2018 Total
<b>Support and revenues:</b>				
Contributions	\$823,200	\$1,910,957	\$2,734,157	\$2,201,231
Service revenue	5,503,668	-	5,503,668	2,784,460
Other income	3,555	-	3,555	443
Net assets released from restriction	1,628,733	(1,628,733)	-	-
<b>Total support and revenues</b>	<b>7,959,156</b>	<b>282,224</b>	<b>8,241,380</b>	<b>4,986,134</b>
<b>Expenses:</b>				
Program services	7,059,703	-	7,059,703	4,645,071
Administrative and general	1,274,085	-	1,274,085	454,866
Fundraising	90,142	-	90,142	123,320
<b>Total expenses</b>	<b>8,423,930</b>	<b>-</b>	<b>8,423,930</b>	<b>5,223,257</b>
Change in net assets	(464,774)	282,224	(182,550)	(237,123)
Net assets at beginning of the year	388,182	628,733	1,016,915	1,254,038
Net assets at end of the year	\$(76,592)	\$910,957	\$834,365	\$1,016,915

### Revenue



Philanthropy	\$2,734,157
Service revenue	\$5,503,668
Other	\$3,555

### Expenses



Salaries and benefits	\$5,678,374
Contracted services	\$1,052,024
Training Events & Conferences	\$228,003
Travel	\$1,061,818
General Administration	\$403,711

84% of our expenses are related to program (15% to admin and 1% to fundraising)



## **LEADERSHIP TEAM**

*Malika Anderson, Chief of Organizational Development*

*Jordan Brophy-Hilton, Managing Director of Engagement*

*Ben Fenton, Chief of Growth and Delivery*

*Emily Freitag, Co-founder and CEO*

*Luke Kohlmoos, Co-founder and Managing Director of Data and Insight*

*Donique Nobles Muhammad, Managing Director of Professional Development*

*Elizabeth Ramsey, Senior Managing Director of Program*

*Jessica Roberts, Managing Director of Finance and Administration*

*Nicole Roberts Pratt, Director of Organizational Effectiveness*

*Justin Testerman, Executive Director - Autonomous Schools Partnership*

*Bonnie Williamson, Director of Development & CEO Support*

## **BOARD OF DIRECTORS**

*Sandra Alberti, Senior Fellow, Strategic Partnerships for Student Achievement Partners*

*Rick Cruz, Executive Director of Strategic Partnerships at College Board*

*Emily Freitag, CEO of Instruction Partners*

*Kira Orange-Jones, Senior Vice President, Teach for America*

*Carrie Previtera, Partner, New Profit*

*David Shine, Partner, Corporate Department, Paul Hastings LLP*

*Joanne Weiss, Independent consultant on education programs, technologies, and policy*

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