



2021–22 Annual Report

eskolta
We help schools learn.

A Note From Our Chief Executive Officer

To our community,

At the beginning of the 2021-22 academic year, we set out with two major goals to: 1) work on Eskolta's organizational development and 2) deepen our work with our Network schools. It's an honor to share highlights as we reflect on our accomplishments and continue to deepen our work and impact in service of our partners.

As a new CEO, to further raise awareness of our transformative approach, my own work focused on building relationships with new donors, building new partnerships, and engaging in strategic fundraising efforts. This work is critical to Eskolta's sustainability and impact. We also disseminated our work more broadly,

including having presented at four national education conferences, participated on advisory boards, and strategically positioned Eskolta as a leader in design work that lifts culturally responsive sustaining education (CRSE) and engages youth voices and educators in school transformation work.

Excitedly, all of this progress is happening with a newly rebuilt Eskolta Board of Directors that will support our future. Their expertise will support us through the development of a strategic and sustainability process that complements the work we accomplished this past year.

The 2021-22 school year shifted how we work — both internally and in our work with schools. Now, we move from a year of rebuilding to a year of cohesion and deep collaboration. We will continue to authentically center youth and caregiver voices in our work as we move forward and live out our mission.

Your partner,

Dr. Nada Ahmed

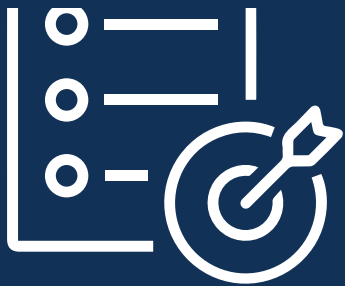
Chief Executive Officer



Eskolta’s Mission and Work

As you’ll read throughout this report, during 2021-2022 we engaged voices across our ecosystem — staff, educators, principals, and young people from our Youth Advisory Board — to further codify our organizational identity and establish a new theory of change.

For 2023, we are undergoing a strategic planning process that helps bring to life the identity and theory of change, and develops a sustainability plan for the organization. Next year, you will likely see further updates to our mission and vision, and even more evidence for how we’re striving toward our North Star.



OUR MISSION

Eskolta works with educators to create a more equitable society by fostering a culture of compassion, respect, and high expectations in public schools, so students who were once left behind can thrive.

Our Approach



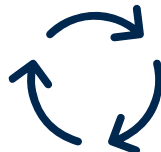
UNDERSTAND

We conduct school-based research, analyze data, and provide current educational research to teachers.



SPREAD

We write guides about successful tools developed by our school and district partners, expanding access to educational resources grounded in research and practice.



IMPROVE

We work with schools to create practices and tools, to test and modify them, and to measure their impact on student learning.



SUSTAIN AND SCALE

Our professional development provides opportunities for educators to learn from one another and builds the capacity in teachers and administrators to lead school change projects.

Our Projects

Independent School-Based Projects

Eskolta provides coaching and leads professional learning. We engage educators in a process of continuous improvement embedded in culturally responsive sustaining education that offers opportunities for listening, collaboration, exploration, and codification of educational practices. Digging into problems unique to each school, we partner with educators to design new practices and tools, test and modify them, and measure their impact on student outcomes.

The Eskolta Network

The Eskolta Network is an improvement community designed to connect educators in the shared challenge of transforming learning for high school students who have been under-served by our school system. Drawing on current research, participating schools work together to explore problems, create practices and tools, test and modify them, and measure their impact. Together, we aim to confront the educational inequities driven by systems of racism and oppression in our nation and improve academic outcomes for students so they can thrive in high school and beyond.

District-Level Research, Strategic Planning, and Capacity Building for Leadership

Through partnerships with districts, we conduct research at the program, district, and city levels, generating high-quality evidence that enables policy makers to understand the effects of their programs and make changes based on data. Along with this research, we work with districts to generate strategies to guide the development and implementation of systems-level plans.

Inclusive Leadership Support

We partner with schools, community-based organizations, and districts to support critical self-reflection around leadership practices that examine and push for transformative practices for our youth.

Research and Evaluation

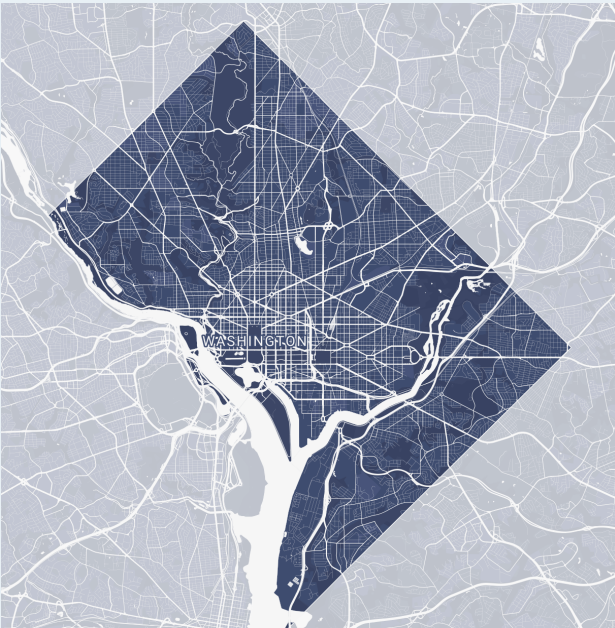
We conduct quantitative and qualitative research to identify priorities, develop metrics, collect data from classroom-, school-, and district-level systems, and produce reports designed to inform systems-level change.

Learning Resource Development

In the coming year, we plan to relaunch the Eskolta Learning Center (ELC), as a resource for schools in our Network and in our larger ecosystem so Eskolta becomes a beacon for school improvement learning. We continue to develop user-friendly guides and online learning resources documenting successful tools and approaches from our work and the work of school and district partners in order to share this wealth of knowledge with a wider audience. Resources range from classroom-level tools to manuals detailing successful district-level practices aimed at expanding access to educational resources grounded in research and practice.

Community building, advocacy, and policy initiatives centering alternative schools
Eskolta brings together alternative school educators, school and district leaders, and community partners to exchange ideas and practices, build connections, and jointly tackle common challenges. We conduct research that illuminates the unique expertise and successful approaches found in alternative schools that we then share with partners engaged in advocating for fairer policy and funding for the alternative school community.

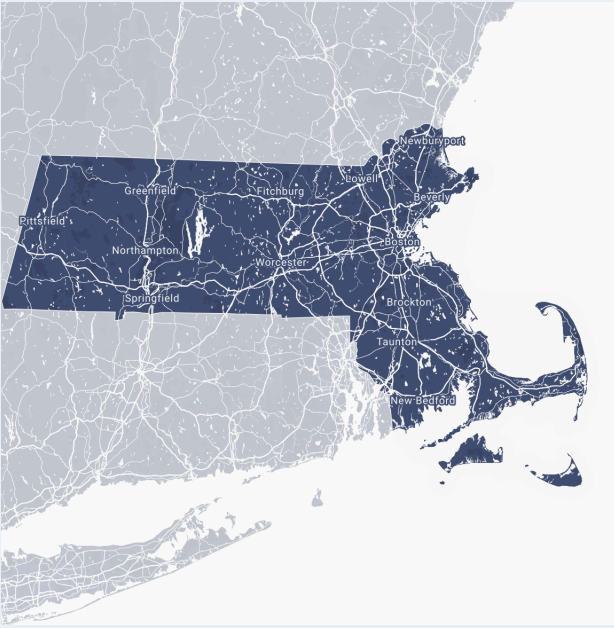
Where We Work



Washington, DC

DC SCHOOLS

- › Roosevelt STAY High School



Boston, MA

BOSTON SCHOOLS

- › Academy of the Pacific Rim
- › AIP @ Excel High School
- › Boston Collaborative High School
- › Jeremiah E Burke High School
- › Josiah Quincy Upper School
- › Ostiguy High School
- › University High School



New York City, NY

NYC SCHOOLS

- › Arturo A. Schomburg Satellite Academy
- › Arena High School
- › Lab School
- › City-As-School
- › Claremont International High School
- › East Brooklyn Community High School
- › Harlem Renaissance High School
- › Health Opportunities High School
- › High School for Excellence and Innovation
- › International High School at La-Guardia Community College

- › Jill Chaifetz Transfer School
- › John V. Lindsay Wildcat Academy Charter School
- › Landmark High School
- › North Queens Community High School
- › Professional Pathways High School
- › University Heights High School
- › Urban Dove Brooklyn
- › Urban Dove Team Charter School
- › Olympus Academy
- › Voyages Preparatory High School

The Eskolta Network

2021-22

The Eskolta Network is an improvement community designed to connect educators in the shared challenge of transforming learning for high school students who have been under-served by the school system. Together, we aim to confront the educational inequities driven by systems of racism and oppression in our nation and improve academic outcomes for students so they can thrive in high school and beyond.

In 2021-22 the Eskolta Network had 23 schools across our three regions — NYC, Boston, and Washington, DC.

Together, with our Network partners, we faced ripple effects of schools in recovery from the challenges of the 2020-21 pandemic year. We worked with our schools as they tackled lingering impacts of COVID-19 on student populations, school capacity, policies, and educator practices.

Teacher Shortage, Policy Shifts, and Data Collection

Schools nationwide experienced unexpected and sudden closures and teacher shortages, the effects of which persisted beyond what we initially expected in August 2021. Throughout the year, we listened with empathy as principals and teachers expressed that

teacher shortages left them navigating school capacity and bandwidth problems that resulted in educators feeling overwhelmed and exhausted.

Simultaneously, there have been significant policy shifts during COVID-19, which impacted students' credit attainment, grades, grading policies, access to college-level coursework, and graduation. Connected to this, the pandemic's impact on our data collection process with Network schools was sizable. COVID-related policy shifts in grading made markers of improvement — such as GPA and credit attainment — challenging to calculate uniformly across all students and schools. Specifically, several schools adopted pass/fail grading systems during COVID-19 and many of our previously under-served students participate in credit recovery programs, which are not typically included in GPA calculations.

Successes & Moments of Impact

While we helped our schools face the realities of post-pandemic learning and address these sizable hurdles, we celebrate significant successes:

Race - equity Lens

Given the extensive research on the important role of race, equity, and inclusion in schools, in order to be most successful in this work, school leadership must use a race-equity lens as they strive to support an increasingly diverse school population (Hammond, 2014; Khalil & Brown, 2015; Lewis & Diamond, 2015; Paris & Alim, 2017). Eskolta identified opportunities to support student learning outcomes by engaging with school leadership around intentional community building, choosing the 'right' work for their schools, and building teacher collective efficacy, all through a race-equity lens.

Inclusive Leadership Fellowship

In the 2021-22 school year, we formed a working group of 20 individuals who represent K-12, higher education, and nonprofit and community-based organizations, and are dedicated to building inclusive leadership within education spaces. This served as the foundation for our plan to create a fellowship for school and district and leaders that builds upon our Continuous Improvement Fellowship for teachers and counselors.

Inclusive leadership is a mindset and set of practices that promote and support the journey towards cultural responsiveness and anti-racism. Inclusive leaders meet organizational goals while also liberating human potential from hierarchy and oppression. It is a way of leading that is reflective and collaborative, centers relationships, and that recognizes and affirms strengths as a way to conceptualize, allocate and delegate resources and responsibilities.

We hope by combining both theory and tools of inclusive leadership and liberatory design, we can support the mindset shifts and concrete application needed to create more equitable, CRSE school environments for teachers and students.

Our goals for the Inclusive Leadership Fellows include:

- › Learned theories and tools to practice inclusive leadership principles within their schools
- › Have the time and space to notice and reflect on their own practice, leadership journey, and inclusive leadership traits and areas for growth
- › Experience a community of fellows to receive feedback from each other and stay connected
- › Feel better prepared to lead their teachers to develop practices that create more culturally responsive schools
- › Create and support administrators and district leaders who are more self-aware, embrace differences, empower diverse talent, enable diverse thinking teams, and/or embed diversity and inclusion across their schools

We aim to build upon the foundational ideas and resources generated this year to create the Inclusive Leadership Fellowship pilot this upcoming school year. In the long term, we envision that this leads to school environments and practices that harness the funds of knowledge that students of diverse backgrounds and cultures bring and that elevate historically marginalized voices.

Network Partnership Learnings

During the 2021-22 year, we launched several surveys to discuss the design and content of Eskolta gatherings. From the results of these surveys, we established topics and trends that directly addressed the needs of our partners. We created a Network Style Guide and three Care and Connection events that leveraged learnings and offered more guidance and support for how to best meet the needs of our partners.

Network Communique: Shared Audio Learnings

The [Network Communique](#) — that we launched this past year — was an opportunity for us to capture and share the work of the Network schools with one another and more broadly across the education ecosystem.

This project asked members to reflect on how useful it is to hear and learn from one another. This has led to our Network inter-visitation work — or consultancies — planned for the 2022-23 school year.

Looking Ahead at the Network

We plan to keep the size of the Eskolta Network at 30 schools for the foreseeable future to prioritize depth over breadth. We plan to focus on:

- 1. Documenting learnings of these schools over time**
- 2. Creating deep connections between schools so they learn from one another**
- 3. Building capacity of these schools for improvement work centering equity.**



Eskolta School Improvement Fellows: Reflecting on Seven Years of Leadership Through Community

At Eskolta, we believe transforming our schools into spaces that truly welcome, celebrate, and support students — especially BIPOC students often marginalized by the system — is a collective effort and, therefore, change efforts must be created and driven by the whole school community. From this lens, the Eskolta Fellows was launched in 2015 with a small group of teacher leaders. The following year, the NYC Department of Education’s College Access for All (CA4A) office reached out to us to build the facilitation and coaching capacity of its CA4A college counselors. From 2018-20, the programs ran simultaneously.

Today, the Eskolta School Improvement Fellows Program supports both teacher leaders and counselors, having trained more than 100 fellows since its inception. We believe that those working directly with students, teachers, and counselors have the expertise and should be leading

change efforts in their schools, and that there is power in the community, collaboration, and exchange of ideas between instructional and mental health/counselor professionals.

Leadership and Community

The Eskolta Fellows offer talented educators a community, support system, and tools for developing the skills to lead equitable change in their schools. Teachers and counselors gain skills in facilitation, data collection, and liberator design while piloting a project in their schools, focusing on shifts ranging from day-to-day routines to classroom structures and school policy.

However, regardless of their role, participation in the Eskolta Fellows Program helps build a sense of efficacy and agency among fellows to support them in leading colleagues and initiatives in their schools. In fact, 20% of fellows surveyed indicated that they had moved into a position of



leadership within schools, districts, or nonprofits. The majority of leadership activities in which fellows had engaged included leading professional development or adult learning, acting as a mentor to other professionals, supervising staff, and leading equity, inclusion, diversity initiatives.

Building Collaborative Relationships

While we celebrate people who decide to move to a promoted role, we also

recognize that cultivating leadership skills among fellows is beneficial regardless of their formal position or title. In addition to helping people gain clarity around what they’d like to do in their school, Eskolta fellows experience the benefits that being a part of the fellows community provides. Oftentimes, educators work in silos in their schools. As the facilitators model and facilitate collaborative relationships that exemplify trust, critical dialogue, creativity, and centering equity, participants have

“As I learned from Eskolta, we began to engage with this work by reading relevant academic literature about discipline in schools, in black and brown schools, how race and bias and our own backgrounds play a role, etc. We consulted with our restorative justice trainer on our work for feedback and created something that I think is pretty damn awesome! We shared it with students who gave feedback and input and it is all going to roll out/scale up next year. It is through my work with Eskolta and teaching me how to lead these types of initiatives, that helped me reinvigorate my staff for a cause they deemed important and was necessary to focus on.”

Eskolta School Improvement Fellows Alum

opportunities to share what they’re doing in their schools, receive feedback from other fellows, and engage in reflection around the thoughts and feelings that deep equity work elicits.

Cultivating Criticality

The fellowship invites self-reflection, exploration of equity-based frameworks, and critical conversations about race and identity. Though building a critical lens is by definition an ongoing journey, those who completed the program largely reported feeling prepared to have conversations about race and equity at their schools. The survey findings spoke to fellows’ abilities to incorporate race-equity behaviors into their practices as well.

100% of survey respondents indicated they:

- Reflect on my own culture and identity and that of my students and their families
- Nearly all examined and deconstructed their own implicit biases and viewed themselves as a learner (96%)
- More than three-quarters indicated they: Felt prepared to facilitate critical race and equity conversations with colleagues.

Looking Ahead: Building Support for Alums

Going forward, we would like to build an Alumni Network, where alums feel they can stay connected to each other and Eskolta. Additionally, we want to provide professional development and

peer learning opportunities. We started this important engagement by opening our doors to alumni to attend current fellows sessions as a way to reengage or refresh their skills on particular tools. We have also invited alumni to participate in our new Inclusive Leadership Fellowship and created a pilot for school leaders to provide feedback on the curriculum.

[Read the full report on the Eskolta School Improvement Fellows.](#)

“I look forward to our fellows meeting because I feel like it’s one team where I can speak my truth and people will listen and people understand.”

Emily, Eskolta School Improvement Fellows Alum 2021-22

“I really enjoyed looking at data and going directly to the students. I constantly ask for student opinions, feedback, and hold student focus groups to gather data. We have redesigned our interview/enrollment process based on their families’ experiences.”

Eskolta School Improvement Fellows Alum

Lifting Up Student Voice at Eskolta: Youth Advisory Board

What is YAB?

Eskolta's Youth Advisory Board (YAB) is a living example of our organizational commitment to lifting up youth voices. YAB is composed of opportunity youth, many of whom lack access to spaces where they can share their perspectives in meaningful ways and are rarely seen as the experts of their educational and lived experiences. The pilot program during the 2021-2022 school year included eight youth from different schools in NYC. These youth hailed from a variety of racial, ethnic, and religious backgrounds providing them an opportunity to learn from peers whom they may not have interacted with otherwise.

What do YAB Members Learn?

1. **Provide youth with an opportunity to advise, in a way where they share power with educators in decision-making processes, and collaborate on the development of goals that advance equity.**

This process is bidirectional and embedded in CRSE practices that leverage youth's expertise. It also exposes youth to non-traditional forms of educator-student interactions that help youth re-imagine how their ideas can positively impact their communities.

2. **Build young people's capacity to conduct independent research through Participatory Action Research methods, often referred to as YPAR when they are being independently led by youth.**

YPAR guides youth through self-reflective activities that help them unpack, rebuild, and realize their power in systems that have disproportionately excluded them. By creating a space rooted in trust, vulnerability, and shared knowledge, youth identify their own research question, are taught new skills, and come up with solutions for their communities based on action-oriented research.

“I think I've learned how to better engage with others and share ideas in a setting that's different from school.”

YAB Member

YAB's Impact

At the core of this program is building youth's leadership, interpersonal communication, and research skills, which empower them and help them navigate their lived experiences in YAB and beyond. One member shared that their involvement in YAB was the first time they felt “comfortable speaking with adults”, something they struggled with in the past. YAB also affirms the value youth bring when their whole identities are celebrated by themselves, their peers, and adults in a safe environment.

The YAB proved essential in our organizational design work — for example, as noted in this report, they participated in the work around redefining and codifying our theory of change. Their voices have helped lead the future of our organization. We plan to continue to include the YAB in

“I would love to see more people in the future getting involved [...] the more perspectives the better!”

YAB Member

our work as they bring an important student perspective to school transformation work and can help guide our priorities.

- **Doubled program applicants in one year**
- **Expanded outreach in NYC schools**
- **Developed a YAB alumni network**
- **Featured in a case study by Student Powered Improvement**



Highlights From A Year of Reflection and Growth

The 2021-22 year was a formative time for Eskolta as the organization welcomed new executive-level leadership and new staff in an effort to restructure holistically. Organizational development was a central and intentional component of Eskolta’s functioning this year as we worked toward living out our values as an organization dedicated to equity-driven transformation in education.

Mirroring our approach in working with schools, we drew on principles of continuous improvement this year to support the realignment of Eskolta from the inside-out. Our objective was for our organizational systems, processes, and culture to reflect the values we hold and the outcomes we hope to yield. We took this continuous improvement lens to reevaluate and redefine the following:

- 1. Organizational Identity
- 2. Organizational Systems and Culture
- 3. Research and Policy
- 4. External Communications Strategy
- 5. School Partnerships Approach
- 6. Network Convening

- 7. Executive Board Development
- 8. Youth Advisory Board Development
- 9. Budget and Funding

The organizational development efforts we made internally will have a positive impact on our external work with our schools.

Organizational Identity and Theory of Change

In 2021-22, Eskolta worked to clarify an identity that felt authentic for members at all levels of the organization. Regular meetings with staff and leadership were held to write, revise, and rewrite Eskolta’s identity statement, value statement, and approach to communicate clearly who we are, what we do, and how we do it. A major renovation we undertook for this purpose was revising our theory of change. We worked with members at every level of the organization to redesign the theory of change to better reflect our core practices and values in a way that also clarifies our measurement plan and brings greater cohesion, stronger branding, and marketing capacity to Eskolta.

Eskolta Theory of Change

Eskolta works closely with alternative school communities and those seeking to learn from them. We believe students, educators and families are the experts of their lives, challenges, and possibilities. They should be active participants in making change.

In collaboration with..

Teachers, Counselors & School staff Leaders
Students
Caregivers
Policy Makers

We...

Listen to student perspectives and school needs, leveraging data and the expertise that lives in the building.

Engage in inquiry to co-create adaptive solutions to complex challenges.

Connect ideas, learnings, and strategies across networks.

Amplify the experiences of alternative school students and educators to advocate for systemic change.

To nurture schools that

Center **student voice**, agency, and deep learning.

Build **inclusive**, culturally-affirming, and anti-oppressive learning environments.

Promote **justice**, challenge systems that have historically led to inequity.

Sustain structures for collaborative **adult learning**.

Cultivate **relationships**, joy, and human connection.

In which...

Educators are equipped to transform systems and practices.

So that...

Young people graduate from high school with a sense of purpose and the skills and knowledge they need to **achieve goals that matter to them**

Organizational Culture and Systems

This year, we took great effort and intention towards strengthening cohesion and connection, engaging in anti-racism learning, defining team charges and identities, and creating a learning module on the fundamentals of CRSE. Eskolta saw a significant number of promotions and new hires during the 2021-22 year. Thirteen new staff were hired, including four in leadership roles. We created an onboarding process that included an “onboard buddy,” who would serve as a mentor to new staff and identify learning that new staff must take on to ensure they had foundational knowledge to support their work. Among the current full-time staff, 12 promotions were made that placed outstanding staff in greater leadership roles.

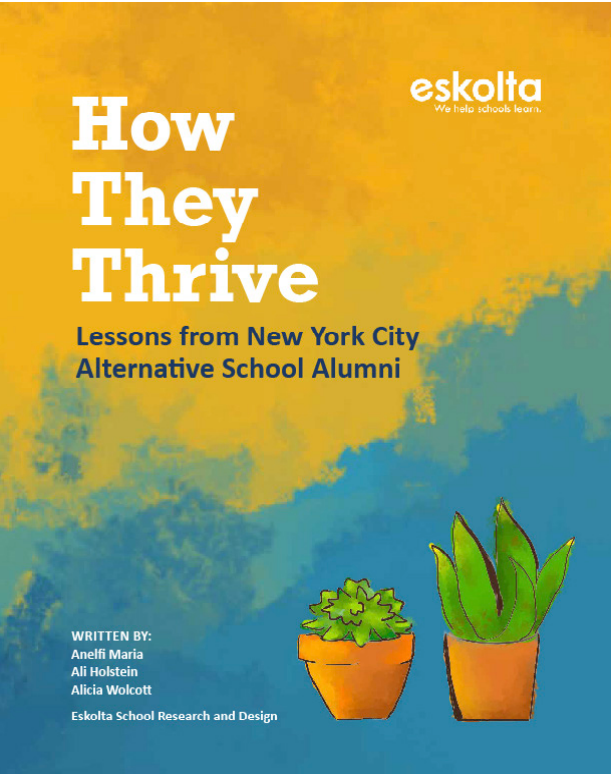
Research & Policy

As part of our work to bring broader awareness to Eskolta’s expertise and contribute to the education research and policy ecosystem, we launched a major study on alternative schools.

How They Thrive: Lessons from NYC Alternative School Alumni is a mixed-methods study that highlights the student experience at New York City alternative (transfer) schools using interviews with transfer school alumni and analysis of quantitative data on students enrolled in NYC public high schools from 2018-19. The study was conducted by Eskolta’s research team, including a transfer school alumna.

The report details key findings demonstrating the effectiveness of NYC

transfer schools to create humanizing experiences, build supportive relationships, track progress beyond traditional accountability measures, and connect students to opportunities and interests that persist beyond high school.



Findings:

- 1. There are systemic barriers that students face prior to entering transfer schools; some of these barriers persist after high school.
- 2. Transfer schools are humanizing.
- 3. Transfer school experiences connect to postsecondary interests and opportunities.
- 4. Pathways to success are not necessarily linear or traditional.

Under-served students are making

progress at transfer schools in ways not captured by traditional accountability measures.

In addition to the report, we created a video that captures the voices of alums

View the report and watch the video: <https://eskolta.org/project/how-they-thrive/>

External Communications Strategies

Eskolta has been engaged in strategic planning and execution around our external communications strategy. Similar to our research and policy work, our goal of the external communications strategy is to create a system for sharing, both locally and nationally, who we are, the work we do, why we do it, and recommendations for the field as a way to increase visibility and support sustainability efforts. Communications included highlights of our school partnership projects, updates on alums, and the sharing of new research. For example, we created a campaign to launch the *How They Thrive* report for which we received media coverage from CBS-NY and The Hechinger Report.

School Partnerships and Relationship Building Strategy

Over the past year, Eskolta’s CEO and Network Leaders met with principals, district partners, and community-based organization partners in our school Network in NYC. This coming year, we plan to focus on meeting principals in Boston and with principals and district partners in Washington, DC.

Our goal in NYC is to deepen our relationships with school sites. One recurring theme during conversations and visits was Eskolta’s ability to understand and support the schools’ needs and document the learnings from our work together. Principals also expressed they are feeling overwhelmed as a result of the pandemic and teacher shortage. They are interested in opportunities to connect with other principals across the Network to share and thought partner around experiences and solutions. As we’ve discussed in other areas of this report, an important next step to support the Eskolta Network principals and district partners is to develop a system to maintain stronger connections and communication across the Network.

Network Convening Update

Eskolta has hired a school research design partner who is focused on Network learning. The role develops and sustains connections across the Eskolta Network. In partnership with our chief partnership and strategy officer, a data-informed plan has been in process, which will support us in building and sustaining connections across the Eskolta Network.

Financial

	FY20	FY21	FY22
Cash	\$ 3,078,836	\$ 3,069,961	\$ 2,365,561
Accounts Receivable	\$ 45,445	\$ 355,000	\$ 434,172
In-Kind Receivable	\$ 0	\$ 0	\$ 0
Prepaid expenses and other current assets	\$ 14,356	\$ 8,351	\$ 10,551
Total Current Assets	\$ 3,138,638	\$ 3,448,349	\$ 2,827,495
Fixed Assets	\$ 20,215	\$ 6,193	\$ 6,193
Total Assets	\$ 3,158,853	\$ 3,454,542	\$ 2,833,688

Liabilities and Net Assets

Total Liabilities	\$ 380,916	\$ 219,534	\$ 87,454
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Net Assets

Unrestricted	\$ 2,757,936	\$ 1,904,353	\$ 1,415,579
Temporarily Restricted	\$ 20,000	\$ 1,330,655	\$ 1,330,655
Total Net Assets	\$ 2,777,936	\$ 3,235,008	\$ 2,746,234
Total Liabilities and Net Assets	\$ 3,158,853	\$ 3,454,542	\$ 2,833,688

Statement of Activities

	FY 20	FY 21	FY 22
Revenue and Support			
Program Service Revenue	\$ 945,873	\$ 415,250	\$ 500,684
Unrestricted Contributions and Grants	\$ 3,318,750	\$ 1,478,627	\$ 90,849
Restricted Contributions and Grants		\$ 2,098,313	\$ 2,900,000
Interest Income	\$ 600	\$ 256	\$ 424
Total Revenue and Contributions	\$ 4,265,223	\$ 3,992,446	\$ 3,491,957

Expenses

Program Expenses	\$ 1,358,379	\$ 2,492,333	\$ 2,427,751
Management and General	\$ 1,255,944	\$ 1,001,757	\$ 1,552,486
Fund-Raising	\$ 76,727	\$ 76,275	
Total Expenses	\$ 2,691,051	\$ 3,570,364	\$ 3,980,237

Change in Unrestricted Net Assets	\$ 1,579,173	-\$ 853,583	-\$ 488,775
Change in Temporarily Restricted Net Assets	\$ 0	\$ 1,310,655	\$ 0
Net Assets—Beginning of Year	\$ 1,198,764	\$ 2,777,936	\$ 3,235,008
Net assets—End of Year	\$ 2,777,936	\$ 3,235,008	\$ 2,746,234

Supporters

We are grateful to the Bill & Melinda Gates Foundation and the Fordham Street for their financial support during the 2020–21 year.

Thank you!

Forging Ahead: Expanding Our Reach for Sustainability and Impact

In the 2021-22 school year, we also created the Partnerships Team, whose goal is to continue to build out our pay-for-service work and allow us to take on values-aligned work with schools, districts, and community-based organizations. The Partnerships Team built upon existing system structures to outline the critical stages of contract development, from initial conversations to project staffing. All of this work will help us develop a solid internal infrastructure to take on contract work, while providing funding to deepen our impact across our regions.

As Eskolta continues to grow, it is important to us that we have a strategic sustainability plan. Members of the Board of Directors and Eskolta staff began meeting in October 2022 to build upon the momentum of the past year. Eskolta is engaging in a strategic planning process that will create foundational systems that increase fundraising efforts, look to build research to policy pipelines, and grow our awareness and national recognition in the school transformation ecosystem.

We are hopeful about our organizational future and inspired by our school partners. Ultimately, we are guided by our unwavering commitment to give voice to students marginalized in the system and provide unparalleled support to the educators that make a difference in young people's lives.

