

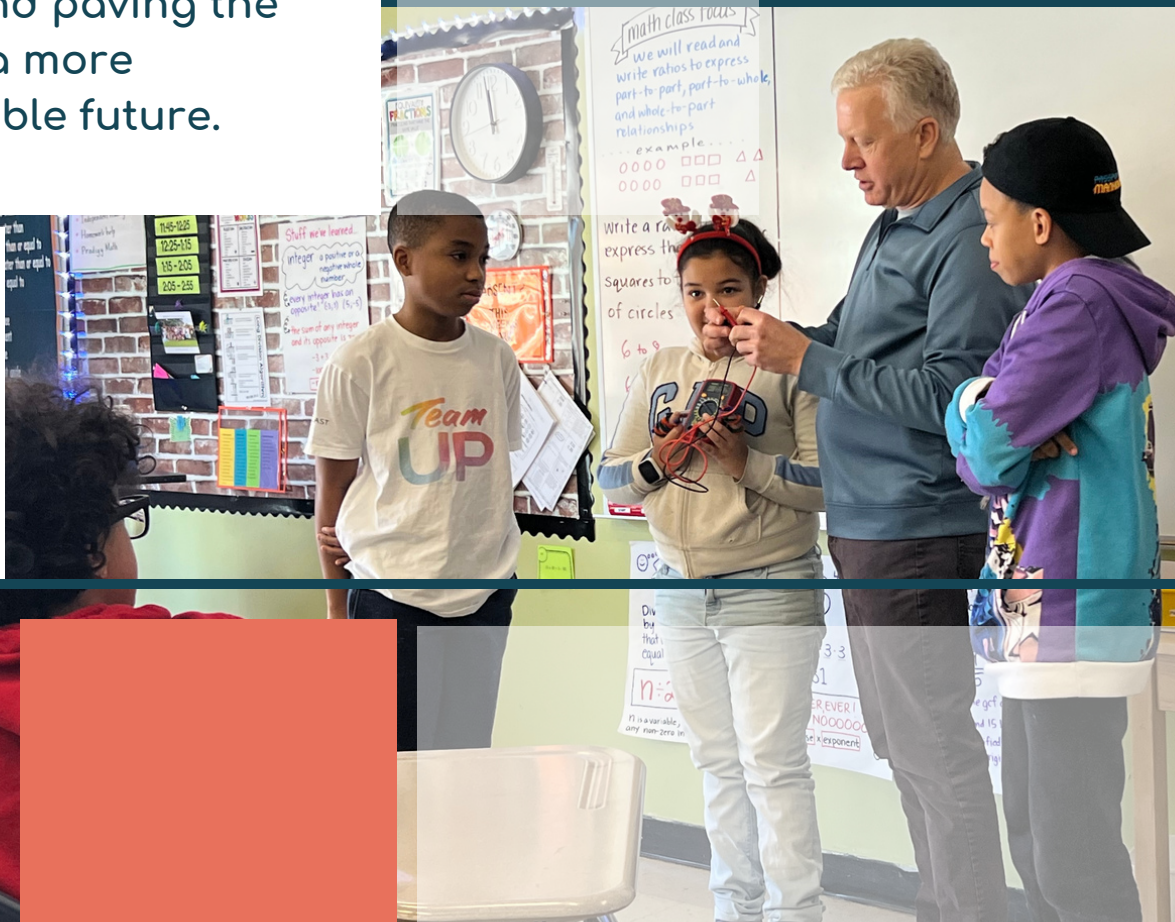


BOSTON
PARTNERS
IN EDUCATION

2022-2023

Annual Report

Honoring how far we've come, and paving the way for a more sustainable future.



A LETTER FROM THE EXECUTIVE DIRECTOR

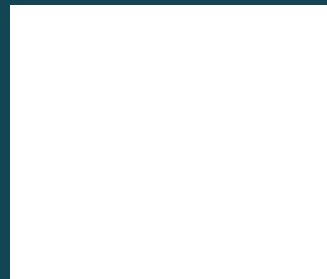
Dear Friends:

Something we have always prided ourselves on at Boston Partners in Education is our ability to adapt to the context around us, while remaining true to the core of our mission. Usually, this is seen in our approach to our programs. We center the needs of Boston Public Schools students and teachers – whether that means training school librarians and creating school libraries in 1966, providing enrichment opportunities through AquaSmarts in the early nineties, or putting our academic mentoring programs online when COVID shut down schools just four years ago. In FY23, however, it wasn't our programs that needed to adapt – it was how we funded them.

It wasn't the first time we've done this. In 2003, facing a funding crisis, the Board of Directors worked with Biondolillo Associates to create the Big Cheese Reads, an initiative designed to attract corporate sponsorship by providing C-Suite executives the opportunity to visit classrooms and connect with young people by sharing the stories of their career pathways.

Big Cheese Reads was a tremendous success. Companies sponsored our annual gala, and one of the benefits was sending their leadership to classrooms to read to students. At its peak, the gala raised over half a million dollars for Boston Partners in Education, the bulk of that in corporate sponsorships.

However, both the appetite for the Big Cheese Reads and the giving landscape started to shift, even before last year. We've shared the programmatic shift and our solutions to that before. What we haven't talked about publicly was the impact on our fundraising. What were once \$100,000 gala sponsorships became \$25,000, which eventually became \$10,000 or even \$5,000 sponsorships. Companies were investing their marketing dollars differently, and the COVID pandemic and its aftermath hastened that slide. In FY23, that came to an abrupt head for BPiE – we brought in more sponsorships for the 2023 gala than the previous year, but for far, far less money. We were facing a fiscal cliff that would jeopardize our 2023 fall programming. So we did what we do best – we adapted.



Part of that adaptation was to run an ambitious emergency campaign to turn the tide and put a halt to the financial freefall we found ourselves in. We launched the Raise Your Hand for BPIE campaign in May of 2023, with the goal of raising \$250,000 by August 31, the end of our fiscal year. While we fell slightly short of that goal – raising only \$212,000 in that time – it was still an incredible accomplishment, and enough for us to move forward with our programming.

That \$212,000 was the most money we have ever raised over the summer, and it was thanks to all of you. We adapted our strategy and rededicated ourselves to our individual and local supporters, and it made all the difference. Many of our volunteers became donors for the first time, and one even held a triathlon fundraiser on our behalf! We are adaptable and resilient as an organization because of the support and commitment of our community. Thank you for believing in our work.

As we navigated that set of challenges, another presented itself – several members of our small team left to pursue other opportunities. Some went back to graduate school, while others took on bigger roles and new adventures at other nonprofits. This put tremendous pressure on the team that remained, but every single one of them has risen to the challenge. We finished FY 23 strong and ready to start the new school year thanks to their creative problem solving and dedication.

As we look to what comes next, we need to move the organization from “just getting by” to thriving. We will call on our ability to adapt and learn to sustain the momentum that the Raise Your Hand campaign has provided, and to expand our small team in a way that doesn’t threaten our fragile progress, but instead nurtures and strengthens it. We made it this far thanks to all of you, and I look forward to seeing how our collaboration continues in the next year and beyond.

In partnership and appreciation,

Erin M. McGrath

Executive Director

WHAT'S NEXT?

Boston Partners in Education's academic mentoring programs remain as strong and in-demand as ever. To continue to support our programs, particularly as we expand to serve even more students in Boston, our organization is adapting to shifting philanthropic trends and finding new ways to engage our broad community of volunteers, partners, and supporters.

On the heels of the Raise Your Hand campaign, we are taking steps to secure our financial sustainability. As we prepare to receive funds from the COVID-era Employee Retention Tax Credit, our team is exploring options for using those funds as a foothold for future sustainability. We are also building cash savings into our annual operating budget, so that each year we can strengthen our operating reserves and mitigate future risk.

The way we interact with our community has also changed, and you'll notice these changes in the months to come. In particular, we'll be communicating more frequently, ensuring that you receive relevant information at a regular cadence. We're cultivating relationships, opening ourselves to feedback and collaboration with anyone interested in engaging. We're hosting smaller, more frequent events, recognizing that one annual gala does not meet the needs or interests of our diverse constituents.

We look forward to being in touch with each of you this year, and are grateful for your support and belief in our mission during one of the most critical years of our operation.



**Adapting to
Changing Trends**



**Reimagining
Our Revenue
Model**



**Nurturing
Relationships**



With your support

TESTIMONIALS

Charlie Klemmer, Volunteer at Burke High School

About five years ago, Charlie Klemmer – a former classroom ELA teacher – was looking for ways to get back into the classroom. While riding the T one day, he saw an advertisement for Boston Partners in Education and decided to check it out. He has been an academic mentor with BPIE ever since, and is now in his third year in Ms. DellAquila's classroom at Jeremiah E. Burke High School.

Charlie shares, "I have been very impressed by Ms. DellAquila's approach to teaching and the way students respond to it. The moment you step into [her] classroom, you notice the many identify-affirming posters on the wall. This affirmation continues in her lesson planning and the historical content that she teaches in her classroom, which often focuses on the history and experience of people of color and indigenous groups in the United States. Ms. DellAquila invites students to think critically and share their thoughts in a positive classroom environment.

"I worked with a student last year who was high energy, super polite, funny, and had plenty of people skills. We were able to develop a really strong rapport. His main challenge, to which I could relate, was remaining focused and completing in-class assignments. We developed several techniques for doing this, and by the end of the year he wasn't taking as many 'bathroom breaks' and did not require leaving the classroom to complete work.

Now when I see him in the hallways at the Burke, he says hello and updates me on the basketball team and how his classes are going. All of the students and experiences have been so unique, and that is part of what has made volunteering with BPIE so amazing."

Though Charlie has moved on from classroom teaching, he credits BPIE with providing "a great opportunity to remain connected to Boston Public Schools and continue to be involved in the learning and development of students at that level. BPIE has been very supportive to me as a mentor and has made the process very easy and seamless to keep volunteering year to year."



TRANSPARENCY

In FY22, we launched our first Transparency Report - a look at the demographic and geographic makeup of our volunteers, staff, and board, and how they compared to those of the Boston Public Schools students we serve. The purpose of this report was to understand how aligned - or not - our organization is with the lived experiences of our youth.

This information is critical because it informs our approach to every element of our work: how we train our staff and volunteers, how we recruit volunteers, staff and Board members with diverse perspectives, and how we work to affirm and uplift the intersecting identities of our students.

From the report's findings, we identified three areas of focus for the organization: mentor outreach, staffing and governance, and inclusivity and retention, and set goals to strengthen them in FY23. Below is a summary of our progress in this first year, and how we plan to continue the work in FY24. For more details, you can read the full FY23 Transparency Report [here](#).

Progress and Strategy Update

Retention & Inclusion

FY23 GOAL Prioritize recruitment of mentors who are more reflective of our students.

PROGRESS

- Dedicated a staff member to mentor recruitment and outreach - our Community Engagement and Training Manager.
- Created a new Mentor Referral program to encourage our current volunteers to help us recruit new mentors of color and multilingual mentors.
- Created criteria for the outreach events we attend, in order to reach more potential mentor candidates in priority neighborhoods and those with desirable skills.
- Strengthened our partnership with Union Capital Boston, a local nonprofit whose mission is to transform social capital into opportunity by rewarding community engagement.
- While we have not yet seen a significant shift in our mentor demographics, these approaches will lay the groundwork for future change.

FY24 GOAL In FY24, we will prioritize lead conversion - retaining more volunteer applicants who complete our interview and training process and become matched, with a continued focus on multilingual mentors and mentors who live in our focus neighborhoods.

Staffing & Governance

FY23 GOAL Prioritize recruitment of BIPOC-identified folks and BPS alumni to our Board and staff in FY23.

PROGRESS

- Solidified our criteria for Board prospects and circulated them to the entire Board to support recruitment efforts.
- Implemented term limits for the Board Executive Committee, to encourage fresh ideas and input.
- Formed a staff hiring committee to review our hiring and onboarding processes in order to remove barriers to equity. The committee implemented a new hiring platform, removed education requirements from job postings in favor of experience, and implemented a mentoring program for new staff.
- Staff culture committee reviewed and updated our professional development and learning opportunities.
- Culture committee is now an all-staff effort.
- As with our mentor goals, we have not yet seen a significant demographic shift in our staff and Board make up. However, staff have reported feeling more valued and engaged in our hiring and retention process, and the Board now has the tools necessary to support our recruitment efforts.

FY24 GOAL

In FY24, we hope to build on these efforts. For staff, the focus will be on staff retention. Our goal for the Board will be to continue to recruit Board members who are reflective of the students we serve.

Outreach

FY23 GOAL

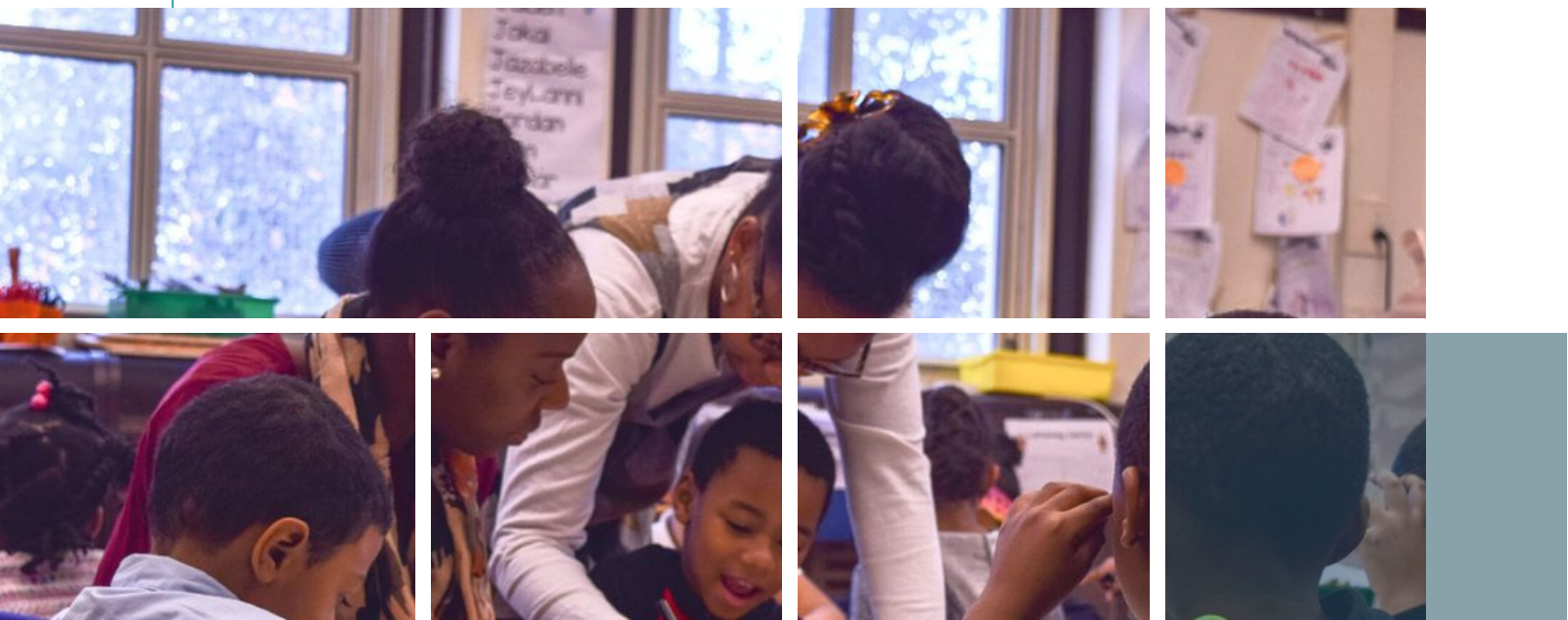
Align our words and deeds in by investing in developing the cultural competency and inclusive practices of our mentors and staff.

PROGRESS

- In early FY23, we shared an updated mission, vision, and values that better reflect our commitment to equity and inclusion.
- We partnered with the leadership of 826 Boston and Literations to develop a cultural competence framework that better aligns with the approach of the Boston Public Schools.
- Our staff attended professional development sessions on inclusive classroom practices, including Equitable Literacy.

FY24 GOAL

To develop a community of practice in partnership with Mass Mentoring Partnership, mission-aligned peer nonprofits, and Boston Public Schools to create a culture of continuous improvement for our training of mentors and staff.



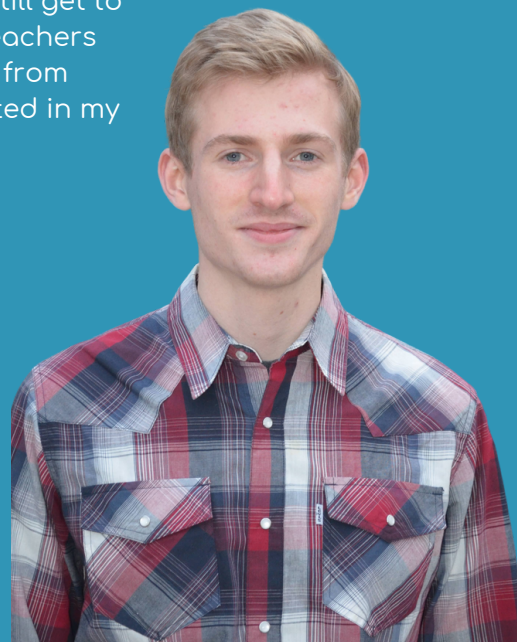
TESTIMONIALS

Willem van Osselaer

When Willem van Osselaer moved to the Boston area, he was looking for a volunteer opportunity that would help ground him in his new community. Having previously worked as a tutor and TA, Willem was looking for ways to support students in math – and he found that with Boston Partners in Education. Willem is now in his second year as an academic mentor in Ms. Silva's classroom at Brighton High School.

In reflecting on his experience, Willem notes, "It's been fun to get to work with many different students in Ms. Silva's class, but still get to know them. I also like the opportunity to debrief with the teachers in the classroom and find out how a student might benefit from different types of support – and the teachers seem interested in my insight, too. I really appreciate having the chance to work alongside teachers.

"I studied math in college, so it interests me and is what I know best, but I know it can also be really boring and inaccessible to kids. I like trying to find ways to make high school math fun for students so they stay engaged. One time I was able to help a student with a tough math problem by breaking down the question into little steps until we ultimately looped back to the original question. The look on their face when they got it – that 'aha!' moment – it's so meaningful."



OUR IMPACT



1,472
students
mentored



346
volunteer
mentors



11,642
mentoring
hours



Connecting with students online



100%

of families would
recommend working
with an academic
mentor to other families

94%

of students said their
mentor made them feel
more confident about
completing their
homework

Meeting students in the classroom



92%

of teachers said the
program was
effective at
improving students'
self-confidence

100%

of students said
their mentor helped
them improve in
school



The students working with [the BPIE mentor] are now more organized, more consistent with their weekly assignments, and more willing to ask for help. They have come a long way in what feels like such a short time!

- Teacher, Blackstone School



"My student won an award at one of his quarterly award ceremonies for most effort put forth in mathematics. I worked with him twice a week on his math, so I felt very proud to be at his award ceremony and see him accept his award."

- Volunteer, McKinley School

OUR SUPPORTERS

\$50,000+

- Joseph and MaryLynn Antonellis*
- Keith Block and Suzanne Kelley
- Highland Partners Charitable Fund
- Liberty Mutual Foundation

\$20,000-\$49,999

- ALKU Foundation
- Analog Devices
- Cummings Foundation
- Alok Kapoor*
- Liberty Mutual Insurance
- Mass Mentoring Partnership

\$10,000-\$19,999

- 826 Boston
- Berkshire Partners
- The Beveridge Family Foundation
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- DMI
- DXC
- Fullwood Foundation
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- Westfield Capital Management
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\$5,000-\$9,999

- Abt Associates, Inc.
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\$2,500-\$4,999

- Andrew Kreps Gallery
- Brian and Erin Antonellis
- Steven Biondolillo
- Lena Bottos*

OUR SUPPORTERS

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- Vermont Mutual Insurance Group
Charitable Giving Fund
- Peter and Susan Workum

\$1,000-\$2,499

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- Eddie Walker
- Marcia Walsh
- James and Debra Wiess
- Jib and Beth Wilkinson*

\$500-\$999

- American Fundraising Foundation
- Mike and Elaine Antonellis
- Selom Azuma
- Dominic and Sara Barakat
- Mari Bentley

OUR SUPPORTERS

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- Tim and Allison West*
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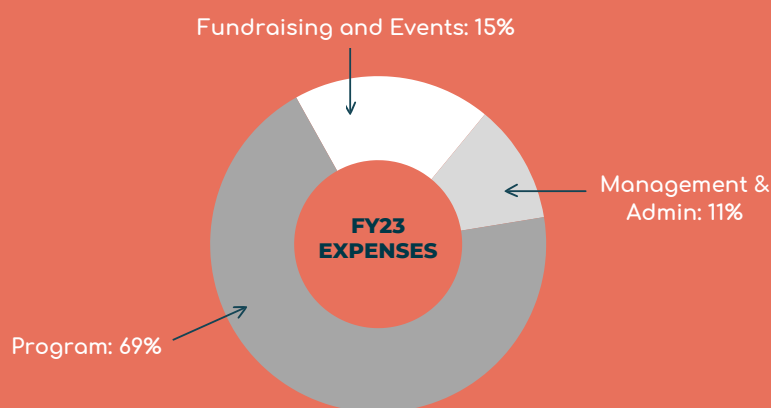
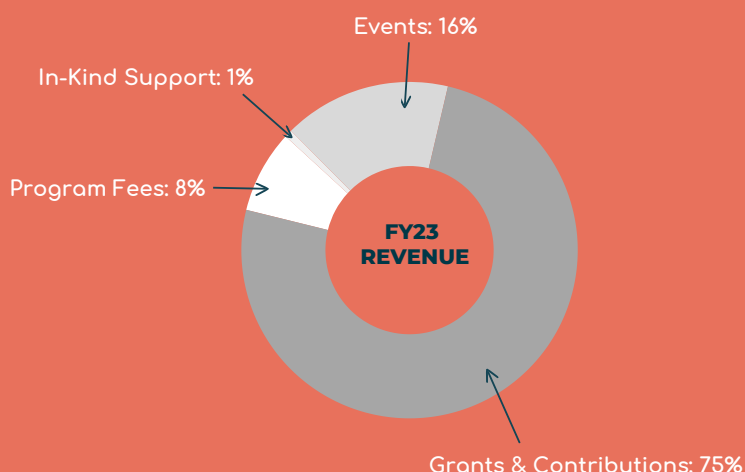
Committed Partner Sites

- Artists for Humanity
- Boston Community Leadership Academy
- Boston Day & Evening Academy
- Boston Latin Academy
- Curley K-8 School
- Ellis Elementary School
- Fenway High School
- Gardner Pilot Academy
- Kenny Elementary School
- Mildred Avenue School
- New Mission High School
- Josiah Quincy Elementary School
- Umana Academy
- Hernández K-8 School

We are grateful to the individuals who gave to BPiE at all levels, especially those who supported the Raise Your Hand for BPiE campaign. For a list of all individual donors from 2022-23, [click here](#).



FINANCIALS



ASSETS

CURRENT ASSETS	
Cash and cash equivalents	\$263,286
Accounts receivable	\$37,684
Pledges, current portion, net	\$436,010
Fundraising inventory	\$750
Total Current Assets	\$737,730

NONCURRENT ASSETS	
Pledges, net of current portion, net	\$306,232
Right-of-use asset, operating lease, net	\$416,892
Security deposit	\$10,227
Total Noncurrent Assets	\$733,351

FIXED ASSETS	
Equipment	\$56,872
Less: accumulated depreciation	(\$41,251)
Net Fixed Assets	\$15,621
TOTAL ASSETS	\$1,486,702

LIABILITIES & NET ASSETS

CURRENT LIABILITIES	
Accounts payable	\$2,303
Payroll withholdings	\$1,273
Lease liability, operating lease, current	\$119,977
Total Current Liabilities	\$125,553

LONG-TERM LIABILITIES	
Lease liability, net of current	\$319,756
Total Liabilities	\$443,309

NET ASSETS	
Without donor restrictions	\$607,161
With donor restrictions	\$436,232
Total Net Assets	\$1,043,393
TOTAL LIABILITIES & NETASSETS	\$1,486,702



Want more info?

Click to read our full FY23 financial report.

BOARD OF DIRECTORS

This list includes individuals who served on Boston Partners in Education's Board of Directors for the 2023 fiscal year. For a list of our current Board of Directors, please [click here](#).



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SVP & CIO of Global Risk Solutions (retired), Liberty Mutual Insurance



Vice Chair

Jay Shuman

Independent Consultant & Adjunct Lecturer – Accounting, Regis College



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Andrew Thorne

Partner, PricewaterhouseCoopers LLP



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Head of Data Modernization and Analytics, DTCC



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Brad Wilson

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