DEAR FRIENDS AND PARTNERS –

In mid-2010, Grantmakers for Education, a collaborative of funders committed to improving educational outcomes and opportunities for all children, convened to address the challenges faced by the 5.3 million English language learners (ELLs) in our nation’s public schools and identify pathways to intervention. Internationals Network for Public Schools was noted in the session’s final report for our ability to close the achievement gap for high school age ELLs. Twenty six years after The International High School at LaGuardia Community College opened in Queens, International High Schools in New York City and California’s Bay Area are recognized as national exemplars for successfully educating adolescent ELLs, as well as incubators for pilot school development, professional development and curricular innovation. Our students’ achievements are the result of more than two decades of continuous refinement of our school model and pedagogical approach, and the creation of strategies and processes to prepare educators for their work with ELLs and support principal and faculty development.

Late in 2010, Internationals Board and staff, Principals Advisory Board and a variety of interested constituents completed a strategic planning process facilitated by Education First. We came together to map a growth plan, with the understanding that we must utilize the practitioner knowledge in our network of high schools as the foundation for our expansion. Our growth as a Network – the increasing demand for our key services across the country - is based on International High School educators’ demonstrated ability to produce student outcomes higher than district results. Our consequent action plan includes strengthening our existing network of schools while opening more schools and pilot models, building capacity to disseminate our model to other cities around the country, and advocating for policies to innovatively transform ELL educational services and supports. With our plan and national demand to guide us, Internationals is now adapting our tools and developing additional resources, aligned with the Common Core State Standards, to make our model accessible to educators outside of our network of schools.

This year’s work has been deeply satisfying. Our network of schools expanded by two – we opened International High School at Union Square in Manhattan, and affiliated Ellis Preparatory Academy, a school partner serving overage, under-credited English learners in the Bronx. We provided crucial supports and professional development to more than 400 faculty, support staff and administrators, who in turn educated 4,551 students in the International High Schools. Further, our team delivered professional development services to 150 teachers and school leaders outside our network in New York City and San Francisco Unified School District, thereby positively impacting thousands of additional English language learners. We are committed to bringing our knowledge and impact on effective teaching and learning for English language learners to districts and schools across the country, extending our reach and ability to be of service.

We extend many, many thanks to all of you for your interest and support as we continue to successfully educate recently arrived immigrant youth on their journey to full participation and success in democratic society. Our accomplishments are possible through your partnership.
INTERNATIONALS HAS A 25 YEAR HISTORY OF SUCCESS

1985: First International High School launches; Founded on the campus of LaGuardia Community College in Queens, New York City and named The International High School at LaGuardia Community College.

1993: The Manhattan International High School opens.


1995: Staff from the three schools form an association to facilitate collaboration among the International High Schools. The association is named the International Schools Partnership.

1994: (July) Internationals Network for Public Schools is formed as a non-profit organization and receives its 501(c)3, formalizing the network among the existing schools and working to develop more International schools to serve more immigrant students. (September) The Flushing International High School opens in Queens; The International High School at Prospect Heights opens in Brooklyn.

2004: International High School at Union Square opens and Ellis Prep affiliates

2005: Internationals Network opens its third school in Brooklyn, International High School at Lafayette

2006: International Community High School opens in the Bronx

2007: Oakland International High School in California and Pan American International High School in Queens open

2008: Pan American International High School at Monroe opens in the Bronx

2009: San Francisco International High School opens

2010: International High School at Union Square opens and Ellis Prep affiliates

2010: International High School at Union Square opens and Ellis Prep affiliates
The International High School at LaGuardia Community College
The Manhattan International High School
The Brooklyn International High School
Bronx International High School
The International High School at Prospect Heights
The Flushing International High School
International High School at Lafayette
International Community High School
Pan American International High School
Oakland International High School
Pan American International High School at Monroe
San Francisco International High School
International High School at Union Square
ELLIS Prep Academy
New School Opening INTERNATIONAL HIGH SCHOOL AT UNION SQUARE

International High School at Union Square opened August 2010 on the Washington Irving campus in downtown Manhattan. Five full-time teachers comprised the interdisciplinary instructional “Pioneers” team, and classes included Global Literature, Global History and Geography, Health, Integrated Algebra, Living Environment, Physical Education and Visual Art.

34 students from New York City Department of Education middle schools were welcomed into the school community on the first day of classes and an additional 76 newcomer English learners enrolled over the course of the school year. The student population consisted of a variety of nationalities: 35% Dominican, 25% Chinese, 5% Bengali, 5% from the Francophone West African Nations of Senegal, Guinea, Togo, Burkina-Faso, and 30% from the countries of Mexico, Yemen, Ecuador, Germany, Kazakhstan, Burundi, Malaysia, Peru, Philippines, Poland, Portugal, Thailand and El Salvador.

Our newest International High School is headed by Principal Gaylea Prichard-Silvers, a former teacher at Brooklyn International. Gaylea’s interest in education began when she led school and community groups on adventure courses for Princeton University’s outdoor education center. Her belief in the value of experiential education deepened when she worked with student and community groups as a Peace Corps volunteer in Côte d’Ivoire. As a science teacher in public and private schools in New York City, the District of Columbia, Virginia, Ohio, and Angola, she focused on project-based instruction. Gaylea has a B.A. in Biology from the University of Kansas and an M.A. in Science Education from Teachers College Columbia University. She received her principal credential through the New York City Leadership Academy’s Aspiring Principals Program and completed a leadership residency at Flushing International High School.

ELLIS PREPARATORY ACADEMY Affiliates With Internationals Network

English Language Learners and International Support Preparatory Academy (ELLIS), located in Bronx, NY, officially affiliated with Internationals Network in September 2010. Norma Vega, ELLIS’ principal, has significant experience working with English learner students. Prior to founding ELLIS Prep, she was Special Services Manager at the New York City Department of Education’s Children First Network, where she addressed issues related to ELL youth guidance concerns. Additionally, Ms. Vega has long been a member of Internationals’ community of practice. She was one of the founding faculty members and a former principal of Bronx International High School. Before working at Bronx IHS, Ms. Vega was a social worker at Brooklyn International High School.

Affiliation is a natural extension of our ongoing relationship with ELLIS. Ms. Vega and her faculty have participated in Internationals’ annual leadership retreat, professional development events, intervisitations and urban teacher residency (I-START) program since the Academy was founded in September 2008 to serve the academic and social needs of overage, under-credited English learner students and their families. An inquiry into formal Network affiliation was made in 2009. At that time, Internationals’ staff began creating an affiliation process that included testing and refining our affiliation methodology in two International High Schools with input from principals, principal mentors and faculty. Affiliation tools were completed in May 2010.

Our affiliation process is based upon Internationals’ School Feedback and Support Rubric, a tool that allows us to assess how a school’s faculty support and teach their English language learners. Prior to scheduling meetings and observations at the school, we ask educators to self-evaluate their practice. Then, with the Rubric as our guide, Internationals’ staff and school coaches, collaborating with the school leader and key faculty, work together to gauge educators’ implementation of key components of our model and pedagogy in alignment with best practices. We also meet with students, parents and community based organizational partners – all community members have a voice in the process. This comprehensive process enables us to make suggestions for further developing school cultures and conditions that produce high student outcomes. Upon completion of our observations, the school receives formal feedback, and we collaborate with the school leader to set goals for structural and instructional improvement where needed.
TEACHER PROFILES

KARA BRISTOW MACDEVITT
Teaching Science effectively to recently arrived immigrant students who speak Chinese, Russian, Urdu, or one of 17 other languages spoken at International High School at Lafayette, is a talent. Lafayette Science teacher Kara Bristow MacDevitt was recognized as a leading teacher in this content area by winning the 2010 Sloan Awards for Excellence in Teaching Science and Mathematics. Considered “a master teacher and a teaching mentor” by her peers, Kara embodies what we at Internationals consider the qualities of an exceptional teacher – namely the capacity to lead students through innovative hands-on, rigorous projects that foster language development while integrating her coursework across many academic disciplines. A history lesson by a colleague on the Black Death, for example, led to a discussion on disease transmission in her science class. Kara also devotes many hours to after-school tutoring classes for students in need of additional academic support in math and science. This year, 90 percent of Kara’s senior class passed the Living Environment Regents exam. Kara is an outstanding teacher opening the doors to success for her students!

ANTHONY FINNEY
After five years in the aerospace industry, Anthony Finney left his native Florida to pursue his desire to become an educator by enrolling in the NYC Teaching Fellow program. The program recruits and prepares outstanding individuals to become teachers in high need classrooms across New York City. Upon obtaining his Teaching Fellow certification in 2005, Anthony was hired as a biology teacher at Flushing International High School. Teaching recently arrived English language learners - some of whom came from war torn countries like Yemen and Afghanistan - proved challenging in his first few years in the classroom. However, Anthony was able to call upon his analytical background to ignite his students’ curiosity for science through collaborative hands-on projects that allowed them to create, question, discuss, and analyze the processes involved in solving scientific tasks. His passion for infusing scientific findings and processes into daily life led him and fellow teacher Jordan Wolf to create the school’s first Science Club, which was recently profiled in The Cold Spring Harbor Laboratory blog. Cold Spring Harbor Laboratory is a prestigious private, nonprofit institution with research programs focusing on cancer, neurobiology, plant genetics, genomics and bioinformatics. Anthony’s work was also highlighted in a video by the College Board Advocacy & Policy Center, a not-for-profit organization committed to excellence and equity in education, as well as in an article in the New York Post earlier this year. Anthony is committed to seeing his students succeed – “My personal measure of success is how many kids I’ve worked with go on to careers in science, technology and engineering”. Anthony is another outstanding example of the quality of teachers throughout the International High Schools.

DILLON PAUL
As an interdisciplinary artist working in performance, video, and installation, Dillon views cross-disciplinary exploration as a foundation for dynamic learning in the classroom. Her instructional approach promotes inquiry of personal, social, and political themes through the use of a variety of media, from collage, to photography, film, video, performance and animation. As a Media Arts teacher at Flushing International High School, Dillon has developed curricula that addresses language development and fosters community connections alongside art practice. In particular, she has developed a stop-motion animation curriculum that supports students in learning about important historical events and experiences. Following an incidence of violence at the school in November 2010 (see page 10), Dillon collaborated with FIHS alumni Jean Franco Vergaray and Osbani Garcia, along with a crew of current 12th grade students, to create a 3-minute video called Roll Call, which simultaneously questions stereotypes and celebrate the layers of identity each of us possess. The video received awards from renowned organizations such as WGBH/Boston’s American Experience, and Breakthrough. The group’s achievements were highlighted by New York Times City Room blog reporter Liz Robbins, and they were featured on NY1 as Queens “People of the Week.” Dillon’s approach creates art that makes a difference.
OUR STUDENTS COME FROM:

Afghanistan
Albania
Algeria
Angola
Argentina
Azerbaijan
Bangladesh
Belarus
Belgium
Benin
Bhutan
Bolivia
Brazil
Bulgaria
Burkina Faso
Burma
Cambodia
Cameroon
Czech Republic
Denmark
Dominica
Dominican Republic
DR Congo
Ecuador
Ecuador
El Salvador
Eritrea
Ethiopia
France
French Guiana
Gabon
Gambia
Georgia
Ghana
Greece
Guatemala
Guinea
Guinea-Bissau
Haiti
Honduras
Hong Kong
Hungary
India
Indonesia
Iran
Iraq
Israel
Italy
Ivory Coast
FROM 119 COUNTRIES

Japan
Jordan
Latvia
Lebanon
Liberia
Libya
Lithuania
Macau
Malaysia
Mali
Mauritania
Mauritius
Mexico
Mongolia
Morocco
Nepal
Nicaragua
Nigeria
Pakistan
Panama
Paraguay
Peru
Philippines
Poland
Portugal
Puerto Rico
Rep Of South Korea
Romania
Rep Congo
Russian Federation
Saint Lucia
Saudi Arabia
Senegal
Sierra Leone
Slovak Republic
South Africa
Spain
Sri Lanka
Sudan
Switzerland
Taiwan
Tajikistan
Thailand
Tibet
Togo
Tunisia
Turkey
UK (Britain)
Ukraine
Uruguay
Uzbekistan
Venezuela
Vietnam
Yemen
Yugoslavia
STUDENT DEMOGRAPHICS

93 HOME LANGUAGES

afrikaans  albanian
amharic  amoy  arabic  ashanti
assamese  bambara  bangla  bengali  bihari  burmese
cambodian  cantonese  chinese  congolese  creole
dari  drukpa  dutch  dzongkha
english  ethiopian  ewe  farsi  filipino  fon
french  french-haitian  french-khmer  haitian
fulani  georgian  german  greek  gujarati
hindu  hindi  hungarian
indonesian  italian  japanese  karen  karenni
korean  liberian  lithuanian  malinke  mam  mandarin
mandingo  mandinka  mongolian  mossi  nepali
niger-congo  panjabi  pashto  persian  pilipino  polish
portuguese  punjabi  pusho  putonghua  romanian
russian  sanskrit  serbo-croatian  shanghainese
soninke  spanish  slovak  somali
tibetan  tigrinya  toishanese  turkish
twi  tigre  urdu  uzbek
ukrainian  vietnamese  wolof
vietnamese-chinese  yoruba
STUDENT DEMOGRAPHICS

POVERTY + ETHNICITY

Reduced/Free Lunch Rate (2011)

New York
- INTLS NYC: 89%
- NY State (K-12): 49%

California
- INTLS CA: 96%
- CA (K-12): 56%

% Ethnicity (2011)

New York
- INTLS NYC: 7% Multiracial/Unknown, 15% White, 57% Black, 19% Hispanic, 22% Asian, 5% American Indian
- NY State (K-12): 4% Multiracial/Unknown, 49% White, 19% Black, 32% Hispanic, 5% Asian, 1% American Indian

California
- INTLS CA: 9% Multiracial/Unknown, 48% White, 48% Black, 37% Hispanic, 12% Asian, 4% American Indian
- CA (K-12): 3% Multiracial/Unknown, 27% White, 51% Black, 7% Hispanic, 12% Asian, 4% American Indian
ROLE CALL - AWARD WINNING VIDEO ABOUT TOLERANCE

In November 2010, the diverse school community of The Flushing International High School was shocked by a rare incidence of racism and bullying. In response, Arts and Media teacher Dillon Paul and her arts class students teamed up with school alumni Jean Franco Vergaray and Osbani Garcia to create a human rights video project that became an award winning film promoting respect and tolerance. The two minutes and 44 seconds video entitled “Role Call” shows Garcia, who is Mexican, transform into an Indian woman, a beggar, an athlete, a Native American, a religious Jew, a geisha girl, and a mamba dancer among others, before transforming back into a student. For Garcia, this visual montage on prejudice aims “to show that anybody can be anything, and diversity is OK”. The video was submitted to Breakthrough’s nationwide “I am This Land” video competition. Breakthrough, a global human rights organization, awarded the top prize to Flushing International High School, from among 24 other high school and college students’ entries across the nation. The video is being shown in high schools nationwide to foster discussions about diversity and stereotyping.

MEETING A NOBEL PRIZE WINNER

When the Science Club of The Brooklyn International High School elected to study the behavior of green fluorescent protein, they wanted to meet and learn from one of the top scientists in this field. With the help of their science teacher and the DNA Learning Center, the fourteen students met and interviewed Martin Chalfie, a Columbia University Biological Sciences professor who also is the 2008 Nobel Prize winner in Chemistry. The interview was made into a mini-documentary, the first in a series of mini-documentaries called “New York Stories” that highlight past or current work of notable scientists based at New York institutions. The next generation of scientists meets the early innovators.

GATES MILLENIUM SCHOLARSHIP RECIPIENT

A teenager when he left India, Mesbah Uddin came to the U.S. with big aspirations. After four years of outstanding academic achievement at The International High School at Prospect Heights, Mesbah will achieve yet another impressive milestone and attend Georgetown University. His efforts were further recognized a few weeks prior to graduation when Mesbah learned from the school’s principal, Nedda DeCastro that he had been awarded a prestigious Gates Millenium Scholarship – a national award presented to 1,000 outstanding and high-achieving minority students with significant financial need. Funded by a grant from the Bill & Melinda Gates Foundation, this undergraduate scholarship will provide Mesbah with the opportunity to also become eligible for a graduate school scholarship. Mesbah plans on pursuing a graduate law degree from Georgetown University School of Law. Congratulations Mesbah!

STUDENT MAKES AN IMPRESSION IN D.C.

International Community High School student and Bronx resident Briseida Montiel won the highly coveted “If I Had A Trillion” national video contest co-sponsored by the American Friends Service Committee and the National Priorities Project. Briseida, the only student winner from New York City, created a video showing how she would
spend a $1 trillion on social issues often targeted for congressional budget cuts. The prize included a three-day trip to Washington and the opportunity to present her film to several lawmakers including US Senators John Kerry, Richard Durbin and Diane Feinstein and Representatives Jose Serrano, Peter Stark and Bobby Rush. Another video by a student team from Boston composed of Ali Holness, Anays Mercedes, Kyane Strother and Richardson Joseph also won the top prize. Photo: If I Had a Trillion Dollars winners (L to R) Alia Holness, Briseida Montiel, Kyane Strother, Richardson Joseph, and Anays Mercedes gather in Rayburn House Office Building hearing room.

FLUSHING INTERNATIONAL HIGH SCHOOL STUDENT WINS WRITING AWARD

Three years ago, Erika Alfaro emigrated from El Salvador with her family to begin a new life in New York City. With limited knowledge of English, Erika enrolled at The Flushing International High School in Queens where she soon learned to thrive in the school’s academically challenging and culturally diverse environment. Moreover, the heterogeneous and collaborative classroom structure allowed Erika to build on her own strength as a creative storyteller, which was recognized by an invitation to participate in the prestigious Girls Write Now writing program - one of the nation’s top after school arts and culture programs that combines mentoring and writing instruction exclusively for girls. This spring, Erika received a United Federation of Teachers and New York City Council award for her writing.

STUDENTS EXPOSE THEIR WORK AT BRONX MUSEUM

This spring, thirteen students from Bronx International High School had their art work selected for inclusion in DreamYard’s 2011 Exhibition, an annual event organized by the largest arts education provider in the Bronx in celebration of the best beautifying community-based arts projects by high school students. The Bronx International students’ project consisted of a series of photographs revealing the unique and often hidden faces of their neighborhood in Morrisiana, Bronx. In April, the students were honored at a reception held at the Bronx Museum, sponsored by DreamYard, where families, friends and students’ teachers were able to view their photographs on the Museum’s walls.

INTERNATIONAL HIGH SCHOOL STUDENTS WIN 2ND PLACE AT THIS YEAR’S SOCIAL JUSTICE EXPO

Students from The Brooklyn International High School won 2nd place at this year’s Social Justice Expo, an event sponsored by The Center for Multicultural Education and Programs at New York University. The event gives New York City high school students the opportunity to showcase their understanding of issues such as immigration, teen pregnancy, the environment, gun violence, tolerance, discrimination, poverty, housing, and education. As part of their presentation to a panel composed of professors from NYU, Yeshiva University, City College of New York, Boston College, and Teachers’ College at Columbia University, the Brooklyn International students talked about the impact of bullying on high school students and shared their thoughts on the United Nations Human Rights Conference, which they had attended.
Pan American International High School (PAIHS) opened September 2007, designed specifically to serve a common language speaking population of recently arrived immigrant high school students. The first class of ninth graders consisted of 81 Spanish speaking students from Argentina, Bolivia, Columbia, the Dominican Republic, Ecuador, El Salvador, Honduras, Mexico, Peru and the United States. 85% of these students had arrived in this country just weeks before starting school.

And in June of this year, many of these students became high school graduates. For most, they are the first member of their family to accomplish this milestone. 83% of PAIHS graduates are attending college in the fall – in 4-year private schools as well as the State University of New York and City University of New York systems.

Graduate highlights:

- Two students received COIN Scholarships through a program in collaboration with Make the Road – New York, a community based organization. This scholarship pays for four years of college. Oscar Chico will attend Parsons and Francisco Curiel heads to Onondaga Community College with plans to transfer to Syracuse University through a dual program and is a star player on the college’s soccer team.

- Nelson de Jesus Ubri received a scholarship to Parsons, an internship abroad to study in Paris and the Academic Excellence Award from the Dominican Consulate, which offered him a free trip to the Dominican Republic and a stay with the president in his palace over the summer!

Fatima Torres, President and Founder of DONAR, Inc., a nonprofit dedicated to the creation of strong communities across the United States, was guest speaker at the graduation ceremony. In addition to giving graduates guidance as they head off to college and career, she awarded the school with a $5,000 scholarship for a female college-going student. Assemblyman Jose Peralta also spoke during the ceremony. He immigrated to the United States from the Dominican Republic when he was very young, attending New York City public schools and graduating from Flushing High School and Queens College. Assemblyman Peralta is very supportive of our school and students, and the immigrant families who comprise our school community.
Oakland International High School (OIHS) opened its doors in August 2007 welcoming its first class of 9th grade English language learner students from 21 countries speaking 23 languages. Over the course of the last four years, the school has grown to serve the needs of its families and students not only academically through a rigorous curriculum, but also socially and emotionally by coordinating the effective delivery of supports such as tutoring, mental health services, and after-school programs in partnership with key community organizations. In addition, the school’s leaders and faculty have established a Parent Empowerment Program to empower immigrant parents to play an active role in supporting their children’s educational aspirations and becoming advocates for their students within the Oakland Unified School District.

This June, OIHS was proud to present its first class of graduating seniors. The inaugural class was composed of 68 students who have received partial or full college scholarships. One graduate, Indra Karki, left Bhutan as a refugee to start a new life in the United States. In September, Indra will be studying computer science on a full scholarship at UC San Diego. Tjay Altanhuyag, another graduate, came to the United States from Mongolia by himself when he was 13 years old. After living on his own for many years, teachers at OIHS collaborated to get Tjay into the California foster care system. While at OIHS, Tjay’s strong academic performance earned him a spot in the 2011-12 freshman class at San Francisco State University. We are incredibly proud of these students’ achievements and we wish them all the best of success as they begin a new chapter in their lives.
STUDENT OUTCOMES

NY Schools with Graduating Classes: 4, 5 and 6-Year Graduation Rates (2011)

NYC Schools with Graduating Classes: College Acceptance - 12th Graders (2011)

NY Schools with Graduating Classes: 4-Year Dropout Rate (2011)
##INTERNATIONALS NETWORK FOR PUBLIC SCHOOLS
###AUDITED FINANCIAL STATEMENT OF ACTIVITIES

Fiscal Year July 1, 2010 to June 30, 2011  
(In Whole Numbers)

<table>
<thead>
<tr>
<th></th>
<th>Unrestricted</th>
<th>Temporarily Restricted</th>
<th>Total</th>
</tr>
</thead>
<tbody>
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<td><strong>PUBLIC SUPPORT</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contributions</td>
<td>203,812</td>
<td>741,627</td>
<td>945,439</td>
</tr>
<tr>
<td>Total Public Support</td>
<td>203,812</td>
<td>741,627</td>
<td>945,439</td>
</tr>
</tbody>
</table>

|                     |              |                        |         |
| **OTHER INCOME**    |              |                        |         |
| Interest Income     | 6,264        | -                      | 6,264   |
| School District Fees and Other | 311,322 | - | 311,322 |
| Total Other Income  | 317,586      | -                      | 317,586 |
| Total Revenue       | 521,398      | 741,627                | 1,263,025|
| Net assets released from restriction | 1,310,383 | (1,310,383) | - |
| Total revenue and net assets released from restriction | 1,831,781 | (568,756) | 1,263,025 |

|                     |              |                        |         |
| **EXPENSES**        |              |                        |         |
| Program Services    |              |                        |         |
| Professional & Leadership Development | 490,205 | 490,205 |
| New School Development | 532,613 | 532,613 |
| Model Dissemination Program | 381,764 | 381,764 |
| Policy & Advocacy   | 66,929       | 66,929                 | 1,471,511|
|                      |              |                        | 1,471,511|
| Supporting Services |              |                        |         |
| Management and General | 264,464 | 264,464 |
| Fund Development     | 159,562      | 159,562                | 424,026 |
|                      |              |                        | 424,026 |
| **TOTAL EXPENSES**   | 1,895,537    | 1,895,537              |         |
| Increase(decrease) in net assets | (63,756) | (568,756) | (632,512) |
| Net assets beginning of the year | 1,437,274 | 1,468,620 | 2,905,894 |
| Net assets end of the year | 1,373,518 | 899,864 | 2,273,382 |
THANK YOU TO OUR SUPPORTERS FY 2011

FOUNDATIONS
Bill & Melinda Gates Foundation
Booth Ferris Foundation
Clearing Corporation Charitable Foundation
Deutsch Bank Americas Foundation
Donors’ Education Collaborative
The E.H.A. Foundation
Fine Family Foundation
John A. Reisenbach Foundation
Silver Giving Foundation
Shippy Foundation
The New York Community Trust
The W. Clement & Jessie V. Stone Foundation
Tiger Foundation
Tortora Sillcox Family Foundation
Walter and Elise Haas Fund
Zellerbach Family Foundation

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in honor of Fellow Robert Hughes

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Kathryn Fleischer
Oliver Frankel
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