



A Year of Transformation

ACADEMIC YEAR 2018-2019



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INTRODUCTION

A letter from our founder **Megan Marcus**



FuelEd's mission called to me.

The need was too great, and the potential for change too massive to ignore. I saw a gap between the preparation educators were receiving, and their intensely relational and emotional day-to-day lives in classrooms and schools. The power of the teacher-student relationship to develop young people was not being optimized but I uncovered a solution that seemed attainable!

By borrowing ideas from existing research and practice in the fields of psychology and brain science, and creatively adapting them for the field of education, we could create a new norm for what educators are and can be: emotionally intelligent leaders creating relationship-driven schools where children and adults thrive. So began my journey to understand, synthesize, and apply the science behind why the best teachers are simply the best at building relationships.

Now after seven years of doing this work, and having served over 10,000 educators, one thing remains crystal clear: educators cannot grow students socially and emotionally if they have not developed socially and emotionally themselves. They cannot be trauma-informed if they have not processed and addressed their own trauma. I continue to be

amazed by the flash of insight educators experience when they connect personal experiences from their own childhood to who they are today, to who they are in the classroom with their students.

With the support of people like you, we can tip the system so that social and emotional training for educators is the "new norm," secure relationships are at the center of every classroom, and human development is the primary goal and outcome of our educational system. This year has been a monumental leap forward on that journey to the future. Our sincere thanks to everyone who heard the mission calling and answered - by investing your time, funds, and influence to make the world more happy, healthy and whole.

Megan Marcus



Our Mission



FuelEd develops emotionally intelligent educators who create relationship-driven schools. We envision a movement of educators creating systems that put relationships at the center of every school in America.



The world we live in.

The Problem

- Over half of all **children and adults lack the experience of secure relationships**, beginning in early childhood and continuing into adolescence and adulthood.
- **Educator preparation and support predominantly focus on content knowledge and instructional skills**, excluding a critical dimension of educator effectiveness: the ability to build and maintain positive relationships.
- Many SEL and “trauma-informed” initiatives focus on the social and emotional development of the students, but not on the **unaddressed trauma and emotional wellness of educators**.
- Children who experience **toxic stress created by poverty, neglect, or other trauma** enter the classroom with an extreme disadvantage.



The world we want to see.

The Solution

- Standard teacher training and development focuses on the **tools and skills needed to address students' relational needs.**
- **The school ecosystem has a foundation of trust and collaboration,** fostering caring relationships amongst teachers, administrators, parents, and students.
- Classrooms, schools, and districts have **policies focused on relationships and the development of educator emotional intelligence.**
- **Educators have a renewed sense of pride, passion, and purpose** for the teaching profession, leading to higher retention rates and happiness.
- **Secure relationships are at the center of every classroom** making students more emotionally resilient, academically successful, and poised to positively contribute to our communities.



FuelEd serves as a bridge.

FuelEd prepares educators with the science, skills, and self-awareness necessary to put relationships at the center of every school in America.

In partnership with educational leaders throughout the country, FuelEd supports the:

- 01**
Growth of adult secure attachment figures through world-class immersive training experiences
- 02**
Development of relationship-centered educational leaders and systems through coaching, counseling, and innovative content development
- 03**
Spread of cutting-edge research and resources to impact mindsets, policies, and practices across the education landscape

Educators as Attachment Figures:

An attachment figure is someone in a child’s life who offers continuity and security and can soothe the child in times of stress. Usually caregivers and parents are primary attachment figures but educators are too.



FuelEd programs synthesize research from psychology and social neuroscience into a practical curriculum for educators.

Leadership Institute

FuelEd’s Leadership Institute is a three-day retreat-style learning opportunity for educators to develop interpersonal skills, self-awareness, and emotional well-being. Content includes a framework on the science of relationships, communication skills and practice, and deeper self-work.

The Secure Communication Series

Empathy School & Genuineness School: The Secure Communication Series consists of two five-hour, school-based workshops that combine interactive activities, role-play, and reflection to help educators develop relationship-building skills.

Counseling

In conjunction with trainings, FuelEd engages at the intersection of mental health and education by providing counseling services to a subset of its teacher and school leader participants.

Extending Learning

Schools who engage with FuelEd get access to an Extended Learning Guide, a comprehensive resource that includes activities, discussion prompts, and rubrics designed to empower educators to facilitate their own professional learning.



Internal transformation for external growth

In the winter of 2016, the FuelEd team embarked on a drastic cultural transformation in order to create a sustainable and nourishing culture. Collectively, the team adopted a distributed leadership model designed to unleash individual creativity and unlock collective intelligence. The goal was to create an organization that distributes power equitably to all members and that is able to integrate new cultural practices deliberately designed to promote growth and wholeness in FuelEd staff.



To create congruence between what FuelEd provides to program participants and how it functions internally, FuelEd:

Supports counseling access for team members. FuelEd believes in the power and importance of growing self-awareness and investing in mental wellness. This opportunity is intended to support our staff to become more secure so we can model and serve as secure attachment figures for each other and the educators we work with.

Prioritizes relationships and growth over hierarchy and perfectionism. We grow ourselves and others by creating space for empathic, genuine, and unconditionally accepting relationships. Therefore, we strive to create a consistent set of practices that invite us to drop the mask, reclaim our inner wholeness, and bring all of who we are to work.

Encourages genuine and empathic communication to create a feedback culture. We do this by creating and maintaining a culture of truth - where lying, hiding, and faking are discouraged and where feedback is invited, given and received freely.



Impact by the numbers

FuelEd has produced remarkably consistent programming that beneficiaries describe as resonant, powerful, and relevant. Participants regularly report that FuelEd has served as a catalytic change agent for increasing their self-awareness and improving their relationships.

FuelEd 2018-19 Program Data



3,000+

The number of educators FuelEd served in the 2018-2019 school year



24,000 hrs

The number of service hours of FuelEd programming delivered this year



93%

The percentage of educators who said they would recommend FuelEd programming



55%

The percentage of contract revenue that came from district-level partners



19

The number of additional programs delivered in the 2018-2019 school year over the previous year



6

The number of US States where FuelEd delivered programs this year



FUELED ALUMNI

Destiny's Story



Founder,
The Anchor School



Like many of her colleagues, Destiny became a teacher so she could inspire and support students facing adversity. In the classroom she used the tools traditionally used to handle student behavior: student acts out - call them out, student picks a fight - write them up, student throws a chair - suspend them. Let's just say, a lot of Destiny's students were getting suspended.

It was only after Destiny attended a FuelEd training that her patterns became clear to her. While she became a teacher to transform the lives of her students, she realized the way she had been relating to them (due to her personal history and trauma) was more likely to ensure their lives would stay exactly the same.

From there on out, Destiny completely changed her approach.

She started attending one-on-one counseling sessions and, for the first time in her adult life, began to explore her story, her triggers, and her trauma. Destiny was self-reflecting and growing as an individual, and as a result growth blossomed all around her. By the end of the year, her team was operating with harmony in a way she never

believed possible, and the results showed up in her student's enthusiasm and engagement as well. In fact, not only did her students have zero absences the entire year, but suspensions went way down and test scores, which were previously dead last in the district, shot up to the highest in the state for those 5th grade students.

It's been five years since Destiny first experienced FuelEd and today she is still transforming lives. In fact, she is in the process of founding a new school focused on emotionally-safe classrooms and social-emotional learning for students and adults.

Now Destiny is not only transforming lives, she is transforming the field of education!



FUELED ALUMNI

Bryan's Story



Senior Managing Director,
Strategy and External Affairs,
Teach for America Houston



As a school leader at YES Prep North Central, Bryan was well-liked by colleagues and very driven to succeed, but he felt depressed. He couldn't concentrate, was frequently tired, and felt hopeless, all of which were affecting his performance, his relationships, and his health. His usual pride in work was waning and he was isolating himself more and more. He even considered leaving his job. Fortunately for all of his colleagues and students, Bryan experienced something at his FuelEd training that allowed him to see the world differently - self-awareness.

Instead of shying away from his newfound emotional intelligence, Bryan leaned into it by regularly attending counseling and leveraging his personal growth at work. He began to lead through vulnerability which helped foster a tighter community at the school.

Six years have passed since Bryan attended that first FuelEd training and his investment in personal growth and self-exploration continue to be a part of his personal and professional life. When he had the opportunity to launch a new YES Prep school in 2016, he consciously placed

relationships at the center of its mission, organizing staff and students into small communities where intimate relationships could flourish, and hiring teachers based on their comfort and strength with relationships as much as their academic training.

Bryan's story shows the ways in which an educator's deep self-work builds a critical foundation for the highly interpersonal and emotional labor that is teaching, learning, and leading in schools.



Systemic Transformation:

Purpose Built Schools Atlanta

FuelEd and Purpose Built Public Schools (PBS) began their partnership in January of 2018 when a few key PBS personnel attended Leadership Institute in Houston. The PBS leaders were inspired by the training but were looking for ways to bring the learning to their organization more broadly. The FuelEd team was drawn to their passion and soon the two organizations were discussing ways to extend the partnership. The collective goal was to empower PBS educators to do the self-work necessary to build and maintain strong relationships among adult staff, students, and families.



PHASE I: 2018

Understanding the importance of a common framework and vocabulary to do this relationship-based work, Purpose Built Schools invested the necessary time and resources into training their school leadership. In July 2018 they hosted a Leadership Institute for a cohort of administrators at their home base in Atlanta, and the response was so positive that they hosted an additional one just months later. While they loved the training, PBS also wanted to find a way to spread this relationship focus across their entire organization. In partnership with FuelEd, they initiated a pilot program of small groups working to deepen the empathic communication skills from Leadership Institute while providing a safe and caring space for reflective processing. Satisfaction with the pilot was high and PBS elected to continue the work on their own with limited but continued support and guidance from FuelEd.



PHASE II: 2019

In the summer of 2019, a year and a half after initial exposure to FuelEd content and the emergence of the partnership, Purpose Built Schools elevated the importance of a thriving adult school culture and climate built on securely attached relationships by offering every single one of their educators the opportunity to engage in the Leadership Institute Experience.

Academic Year 2019-20 marks the start of a new chapter in the partnership. PBS and FuelEd are launching an exciting project involving intentional care groups among PBS staff. FuelEd hopes to gain insights about best practices for creating an educational culture defined by emotional wholeness and relational safety that can be applied nationwide.



“

This training is one of the most influential and meaningful trainings I have ever participated in. It does an excellent job at getting to the heart of the underlying issues impacting our abilities to develop and maintain healthy attachments and will have a huge impact on how I approach, repair, and strengthen relationships.”



Personal Transformation:

Profile of a FuelEducator



“

FuelEd Leadership Institute is amazing! The self-reflective exercises are transformative. FuelEd provides a safe learning space to identify our “emotional triggers” and how we respond to them, helping us understand ourselves and others and make a positive impact in our relationships. Getting to know myself at a deeper level as an individual helps me become a better school principal, which equates to positive school culture, greater collaboration with co-workers, and a higher sense of our school mission and vision. Very inspiring training!”

Fidel Wells

Principal, Juan Seguin Elementary School | Fort Bend ISD



“

The sell on the importance of empathy-based or person-centered work is not hard. The hard part is thinking about how we integrate it. I realized we needed greater groundwork as a team around why this work is important and what it could mean for the choices we need to make. Empathy can’t just be one person or one team’s pet project. There’s the opportunity to create collective clarity and investment in it, and without that nothing’s going to move forward.”

Johnny Stoneburner

Senior Managing Director,
Impact in Schools & Community,
Teach for America



“

In the span of my 46-year career I’ve been to lots of professional development, with some of the finest professional developers, and FuelEd’s Leadership Institute was in my top five. It was a very transformational experience. Most trainings are for teachers to go back and do something with their kids, but this was about adults finding their secure attachment. This was refreshing. It focuses on the soul of the individual.”

Annette Scott

District Administrator,
Galveston ISD



“

FuelEd allows educators to get to know who they are and what drives them and their emotions which, in turn, allows them to translate their knowledge of self into action that better serves their students, colleagues, and peers.”

Chwinwi Ghogomu

Teacher,
KIPP Austin

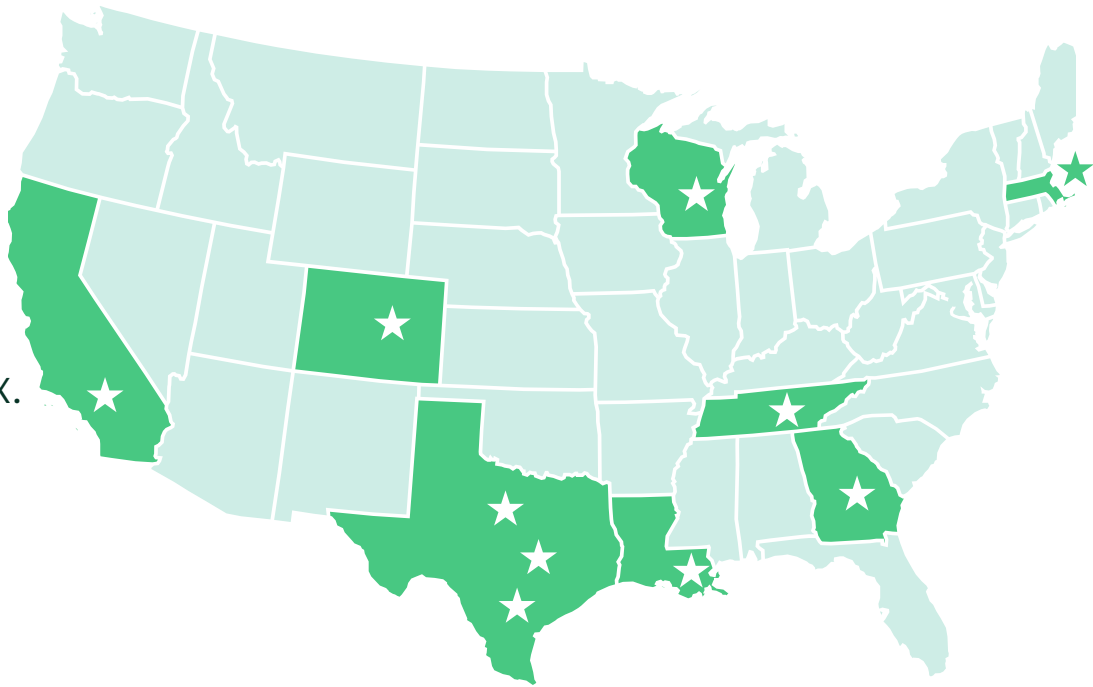


Our alumni in numbers

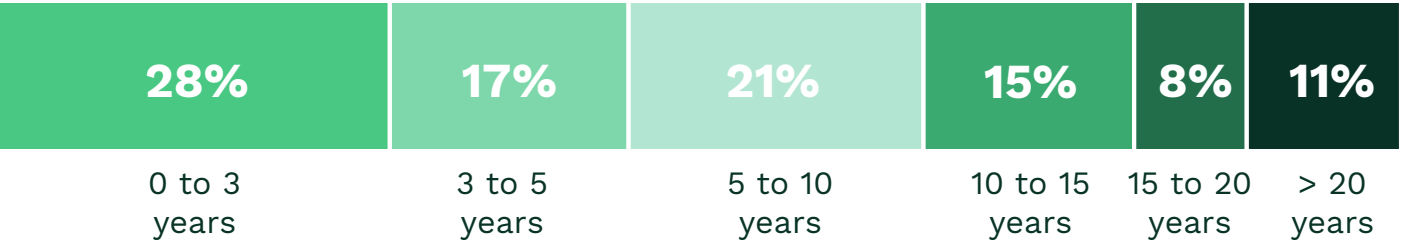


Our 2018-2019 Alumni hail from all across the US.

- Los Angeles, CA.
Arvada, CO.
Atlanta, GA
New Orleans, LA.
Boston, MA.
Nashville, TN.
Austin, TX
- Houston TX,
Dallas/Ft. Worth Area, TX.
San Antonio, TX
Galveston, TX.
South Texas Area
Milwaukee, WI.



Number of years teaching



Positions





Our Supporters

Board Members

- Lisa Kennedy**, Board President
- Pravin Chaturvedi**, Board Member
- Stephen Pike**, Board Member
- Megan Marcus**, Founder & Board Member

Advisory Board Members

- | | |
|--------------------------|--------------------------------------|
| Allen Grossman | Schonert-Reichl |
| Dr. Daniel Siegel | Dr. Louis Cozolino |
| Dr. David Osher | Dr. Mary Helen Immordino-Yang |
| Ellen Moir | Dr. Philip Riley |
| Gary Orren | Dr. Roberta Pianta |
| Dr. Ivor Weiner | Scott Morgan |
| Dr. Kimberly | |

2018-2019 Donors

Institutional

- | | |
|--------------------------------------------------------|--------------------------------------|
| Albert and Ethel Herzstein Charitable Foundation | Greater Houston Community Foundation |
| Andrews Foundation | Highland Capital LLC |
| The Brown Foundation | Houston Endowment Inc. |
| CFP Foundation | Ittleson Foundation, Inc. |
| Chan Zuckerberg Initiative | Johnson & Johnson, Co. |
| Chevron | Lewis Family Charitable Foundation |
| Endeavor Education | The Powell Foundation |
| The Enrico & Sandra di Portanova Charitable Foundation | |
| Family Foundation | |

Individual donors

- | | |
|--------------------------|------------------------------------|
| Ann Mound | Larry Kramer |
| Basho Mosko | Lisa Kennedy |
| Brian and Suzanne Marcus | Liz Worden |
| Dan Lieberman | Nancy Southern |
| David Weekley | Nicole Cecchini |
| Jacob and Megan Kamaras | Pam Ferris |
| Janice and Carol Kurth | Pravin Chaturvedi |
| Jay and Devorah Shore | Rochelle Marcus Kahn and Greg Kahn |
| Jonathan Salk | Sharyn Goodson |
| Karen and Mike Aron | Steve Pike |



Financials

Assets

Current Assets	
	\$800,531
Cash	167,899
Accounts Receivable	4,555
Prepaid Expenses	
Total Current Assets	972,985
Other Assets	
Security Deposits	2,145
Total Other Assets	2,145
Total Assets	\$975,130

Liabilities & Current Assets

Current Liabilities	
Accounts Payable	\$10,003
Accrued Expenses	11,968
Deferred Revenue	51,850
Total Current Liabilities	73,821
Net Assets	
Net Assets w/o Donor Restrictions	901,309
Total Net Assets	901,309
Total Liabilities & Net Assets	\$975,130

Statement of Activities For the Year Ended December 31, 2018

	Without Donor Restrictions	With Donor Restrictions	Total
Public Support & Revenues			
Program Income	\$596,830	-	\$596,830
Institutional Donations	192,500	-	192,500
Individual Donations	14,450	-	14,450
Misc Income	41,620	-	41,620
In-Kind Revenue	4,660	-	4,660
Interest Income	405	(277,500)	405
Net Assets Released from Operating Restrictions	277,500	(277,500)	-
Total Public Support & Revenues	1,127,965	-	850,465
Expenses & Losses	763,867	-	763,867
Program Services	115,302	-	115,302
General & Admin	76,335	-	76,335
Fundraising			
Total Expenses & Losses	955,504	-	955,504
Change in Net Assets	172,461	(277,500)	(105,039)
Net Assets as of the Beginning of the Year	728,848	277,500	1,006,348
Net Assets as of the End of the Year	901,309	-	901,309



Financials

Continued

Statement of Cash Flows For the Year Ended December 31, 2018

Cash Flows from Operating Activities	
Change in Net Assets	\$105,039
Adjustments to Reconcile Change in Net Assets to Net Cash Provided by Operating Activities	
Activities	
(Increase) Decrease in Operating Assets	
- Accounts Receivable	145,064
- Prepaid Expenses	18,814
- Deferred Revenue	-
Increase (Decrease) in Operating Assets	
- Accounts Payable	60
- Accrued Expenses	173
- Deferred Revenue	51,850
Net Cash Provided by Operating Activites	110,922
Net Increase in Cash	110,922
Beginning Cash	689,609
Ending Cash	800,531

Statement of Functional Expenses For the Year Ended December 31, 2018

	Program Services	General & Administrative	Fundraising	Total
Salaries	\$431,911	\$53,356	\$53,356	\$53,623
Professional Fees	74,498	9,312	9,312	93,122
Subcontractors	80,557	-	-	80,557
Employee Benefits	37,660	4,611	4,611	46,882
Travel	18,440	24,224	-	42,664
Payroll Taxes	32,066	4,009	4,009	40,084
Rent	23,334	2,917	2,917	29,168
Supplies	24,532	-	-	24,532
Office Expenses	12,818	4,272	1,603	18,693
Leaders Institute	14,918	-	-	14,918
Communication	7,547	-	-	7,547
Insurance	4,217	2,045	527	6,789
Misc	1,300	4,583	-	5,883
Meals & Entertainment	-	5,019	-	5,019
Taxes & Recruitment	-	500	-	500
Job Recruitment	-	454	-	454
Employee Training	69	-	-	69
	\$763,867	\$115,302	\$115,302	\$115,302



WITH LOVE,

The Fueled Family



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