



AMERICA FORWARD'S COALITION: RESPONDING TO COVID-19 IN COMMUNITIES ACROSS THE COUNTRY

Overview:

This document highlights a broad range of nonprofits across the 100+ member America Forward Coalition, and provides a snapshot of how these innovative, results-driven organizations are adapting and working tirelessly to serve their communities in response to the COVID-19 crisis. Over the remainder of the 2020 campaign, we look forward to inviting policymakers, elected officials and campaign staff from both parties to join us for virtual roundtables, virtual site visits and town halls, and other engagement opportunities to discuss the COVID-19 crisis with the leaders of the America Forward nonprofit organizations highlighted below.

[America Forward](#) is New Profit's nonpartisan public policy initiative. [New Profit](#) is a groundbreaking venture philanthropy fund that supports nonprofits and social entrepreneurs building lasting local solutions to some of our most pressing and intractable social problems. America Forward works to unite nonprofits with policymakers, and transform local impact into national systemic change. Together, the America Forward Coalition of over 100 organizations advocates for public policies that advance equity, foster innovation, and reward results. Our Coalition members work in over 15,000 communities across America, touching over 9 million lives. Many of our members have a strong presence in swing states (see page 4). Earlier this year, America Forward released a [2020 policy playbook](#) for the current presidential campaign. A comprehensive list of the over 100 members of our Coalition lifted up in our 2020 playbook is available [here](#), and you can read more about America Forward [here](#).

In response to the current public health and economic crisis, America Forward Coalition members are sustaining and supporting students and teachers by making distance learning possible under the hardest circumstances imaginable. We're stepping up to ensure infants, children, and their families get the support they need. We're mobilizing thousands of national service fellows, from teens to seniors, to serve their communities. We're delivering emergency food, and ensuring families have laptops and working internet. We're making sure college students and unemployed adults receive training to enter or reenter the workforce when our economy recovers. We're serving individuals who are homeless, justice-system involved, or face other barriers to employment. We're organizing to ensure free and fair elections continue. In a time of chaos, we're fighting hard for equity, effective service delivery, and measurable results.

America Forward Coalition members are doing the impossible every day. Scores of our 100+ Coalition members are responding to the current crisis with steadfast commitments to serve. Despite the over 50 organizations highlighted on the following pages, this catalog is inherently incomplete, and we will likely continue to update it. Nonetheless, we hope this document will serve as a helpful example of the breadth and scope of our Coalition's ongoing work across the country responding to this crisis community by community.



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Swing State Presence Chart:

Swing State Presence for America Forward Members Highlighted in Detail in this Report															
Coalition Member	Key Focus	AZ	CO	FL	GA	MI	MN	NC	NH	NV	OH	PA	VA	WI	
Early Childhood & Early Learning															
Abriendo Puertas	Immigration, family supports	X	X	X	X	X	X	X	X	X	X	X	X	X	
Nurse Family Partnership	Maternal/Infant health visits	X	X	X	X	X	X	X	X	X	X	X	X	X	
Economic Mobility, Poverty Alleviation & Workforce															
Alternative Staffing Alliance	Staffing services	X	X	X	X	X	X	X			X			X	
Corp. for Supportive Housing	Housing/homelessness	X	X	X	X	X	X	X	X	X	X	X	X	X	
Family Independence Initiative	Poverty/direct cash transfers					X					X				
LISC	Community development	X	X	X	X		X	X	X	X	X	X	X	X	
Per Scholas	Sectoral employment training		X		X	X					X	X			
REDF	Employment social enterprises	X	X		X	X	X	X			X	X			
Think of Us	Foster youth systems change												X		
Year Up	Career pathways	X		X	X			X				X	X		
YouthBuild	Career pathways	X	X	X	X	X	X	X		X	X	X	X	X	
Education and Student Supports															
Aliento Education Fund	Immigration services	X													
BellXcel	Evidence-based education		X			X	X	X	X		X	X	X		
Citizen Schools	Project-based school learning				X	X		X			X	X			
College Possible	College admission coaching						X					X		X	
Education Leaders of Color	Generational poverty alleviation		X								X				
Educators for Excellence	Educator elevation						X								
Eye to Eye	Arts mentoring, LD/ADHD issues	X	X	X	X			X			X	X	X	X	
Highlander Institute	Equitable school support	X													
Innovate Public Schools	Parent engagement		X	X				X		X				X	
Instruction Partners	Instructional improvement			X											
KIPP Schools	College prep public schools		X	X	X		X	X			X	X			
New Classrooms	Innovative learning models	X		X	X			X							
Peer Health Exchange	Peer health education		X												
PowerMyLearning	Tech to strengthen learning	X	X	X	X	X	X	X		X	X	X	X	X	
Profound Gentlement	Male educators of color				X			X			X				
Springboard Collaborative	Reading at grade level		X	X		X		X			X	X			
Teach for America	Educational inequities	X	X	X	X	X	X	X			X	X	X	X	
The Learning Accelerator	Personalized/distance learning	X	X		X		X	X		X		X		X	
The Wyman Center	Youth development	X		X	X	X					X	X	X		
Transcend	Equitable learning environments	X	X	X	X			X		X	X	X	X	X	
uAspire	College-affordability services			X											
Zearn	Ed technology, math learning	X	X	X	X	X	X	X	X	X	X	X	X	X	
National Service, Civic Engagement, Government Reform															
Encore	Service fellowships for seniors	X	X	X	X	X	X	X	X	X	X	X	X	X	
FUSE Corps	Local government partnerships		X				X				X	X	X		
Millennial Action Project	Engagement/young electeds	X	X	X	X	X	X	X			X	X	X	X	
Peace First	Service for young people	X	X	X	X	X	X	X	X	X	X	X	X	X	
Public Allies	Community apprenticeships	X	X	X		X	X	X			X	X		X	
Social Finance	Outcome-driven public funding										X				
Third Sector Capital Partners	Outcome-driven public funding		X	X	X		X	X		X	X		X		



Early Childhood and Early Learning:

Abriendo Puertas/Opening Doors:

- **Who they are:** Abriendo Puertas/Opening Doors is one of the largest programs in the U.S. working with Latino children ages 0-5 and their families to promote practices fostering children's learning and development, parent leadership, and advocacy.
- **In response to the COVID crisis:**
 - Abriendo Puertas/Opening Doors serves young children in families with varied immigration status, and is working to support the many families that currently cannot access unemployment insurance or other federal benefits. The organization's team hears constantly about the impact of this crisis on families and children. The nonprofit is making virtual [resources](#), including PSAs and infographics for families, available in Spanish and English. They have also offered their parent early childhood curriculum to families free of charge, using Facebook Live mini-sessions and creating an e-learning platform for families to download the [10 course mini-lessons](#). Abriendo Puertas/Opening Doors believes it is critical to honor and support parents during this crisis by providing them a community of support.
- **States where active:** AL ; AK; AZ; CA; CO; CT; DC; FL; GA; IA; ID; IL; IN; KS; LA; MA; MD; MI; MN; MO; NC; NE; NH; NJ; NM; NY; NV; OH; OK; OR; PA; PR; SC; TN ;TX; UT; VA; WA; WI; WY.

AppleTree Institute for Education and Innovation:

- **Who they are:** AppleTree is a nonprofit committed to erasing the achievement gap by providing young children with the social, emotional, and cognitive foundations they need to thrive in school. After winning an Investing in Innovation (i3) grant in 2010 from the U.S. Department of Education, AppleTree created an evidence-based, comprehensive instructional model for 3- and 4-year-old children called Every Child Ready. Developed through an innovative research-to-practice approach, the instructional model is constantly tested and improved in real world classrooms. During the 2014-2015 school year, Every Child Ready educated more than 1,600 children. Of those, more than half attend a partner school or early learning center where AppleTree is deeply involved in helping implement Every Child Ready by providing professional development, mentoring/coaching of teachers and school leadership, and various assessment tools measuring school quality and children's progress.
- **In response to the COVID crisis:**
 - While distance learning is not something that easily translates to early learning, AppleTree preschools and AppleTree's Instructional Quality team put together an entire suite of videos for families on supporting their children's social-emotional development as well as their language and literacy. Their teachers put together "grab and go" packages of materials and supplies and check in regularly with parents to support learning.
 - Many of their families are experiencing food and housing insecurity as well as behavioral health issues. For 60 of their families, they have organized grocery



deliveries to ensure families have what they need and AppleTree has coordinated with other LEA's in the District, Martha's Table and the DC Central Kitchen to support "grab and go" meals and snacks where needed. Their early childhood mental health consultation model with Georgetown Medstar Hospital and Children's National Medical has been adapted to support families as well as teachers as they work remotely for the best interests of their children.

- **States where active:** DC

Let's Grow Kids:

- **Who they are:** Let's Grow Kids is improving outcomes for children, families and Vermont's economy by changing Vermont's child care system.
- **In response to the COVID crisis:**
 - Let's Grow Kids increases access to high-quality child care by providing grants and technical assistance to early educators, and by implementing workforce development strategies to retain existing high-quality early educators and develop and attract new early educators to the field. Simultaneously Let's Grow Kids advocates for policy change and increased public investment in Vermont's child care system, each year promoting a legislative agenda with a broad coalition of partners to advance affordable access to high-quality child care.
 - The organization has launched webinars and a COVID resources page to provide support and information for early childhood education program providers and families (see [here](#)).
- **States where active:** VT

Nurse-Family Partnership:

- **Who they are:** Nurse-Family Partnership (NFP) is an evidence-based community health program that empowers underserved, first-time moms. Specially trained, registered nurses build a trusting relationship with first-time mothers beginning early in their pregnancy and continue this relationship until the child's second birthday.
- **In response to the COVID crisis:**
 - NFP has [actively engaged](#) in the COVID-19 response. Within 3 weeks, 100% of network partners had adopted telehealth to stay connected with clients.
 - In addition, over 10 percent of the organization's nurse workforce has also redeployed to hospitals and other sites to support the COVID-19 medical emergency.
 - NFP surveyed their full network in an effort to learn the number of current clients without phones or access to data/minutes—identifying at least 2,150 clients in need. NFP is partnering with Verizon to meet this need and provide iPhones with four months of data at no charge to families to ensure clients are able to stay connected to their nurses for the duration of this crisis. NFP's nursing education team quickly developed a two-day virtual education experience that supports new nurses to enroll and serve clients.
- **States where active:** NFP serves families [across nearly all states](#).



Economic Mobility, Poverty Alleviation, and Workforce Development

Alternative Staffing Alliance:

- **Who they are:** Alternative Staffing Alliance is a national network of employment social enterprises that deliver staffing services to businesses, and recruit, place, and support job seekers who struggle to get work due to criminal records, disabilities, homelessness, lack of skills and experience, and other factors. Using this business model, these members supply employers with reliable, well-matched talent and empower individuals to succeed in the labor market and become more financially stable.
- **In response to the COVID crisis:**
 - Social enterprise members of the Alternative Staffing Alliance are innovative, resourceful, and worker-centered. They model high-road staffing business practices to employ and support marginalized job seekers, including people experiencing homelessness, returning citizens, opportunity youth, and people with disabilities.
 - As the member enterprises continue to staff essential businesses, they're also helping candidates navigate new processes for recruitment, interviews, onboarding, and training that have shifted online. Members have enhanced their safety training and PPE, and monitor worksite and commuting conditions to further support workers. In some cases, members pay hazard wage premiums. Counseling and coaching are delivered online or via FaceTime.
 - For workers who have lost jobs or whose hours have been cut, our member enterprises try to match individuals with new job openings, while helping them file for unemployment benefits. They connect individuals to community resources and may provide financial support for essentials like groceries, internet, and phone bills. And in a time of increased isolation, they provide a friendly voice over the phone.
 - The ICA Group, Alliance's parent organization, has launched Keep the Doors Open, a business resilience program designed to help private business owners in New York City and Massachusetts explore employee ownership as a strategy to avoid business closure, preserve local jobs, and save Main Street businesses.
- **States where active:** AZ; CA; CO; DE; FL; GA; IL; IN; LA; MA; MD; ME; MI; MN; MO; NC; OH; OK; OR; SC; TX; TN; WA; WI

Corporation for Supportive Housing:

- **Who they are:** Corporation for Supportive Housing (CSH) is the national champion for supportive housing, demonstrating its potential to improve communities for vulnerable individuals and families. CSH engages broader systems to fully invest in solutions that drive equity, help people thrive, and harness data to generate concrete and sustainable results. By aligning affordable housing with services across sectors, CSH helps communities move away from crisis, optimize their public resources, and ensure a better future for everyone.
- **In response to the COVID crisis:**



- CSH is assisting and guiding the supportive housing field to respond to the current crisis, while planning for the challenges our society will face in serving the most vulnerable Americans moving forward. CSH is centering equity in their response, and is proud to share their Racial Disparities and Disproportionality Index that can be used to highlight how the crisis is disproportionately affecting black and brown communities.
 - CSH quickly developed four communication vehicles to disseminate information about the crisis, including a weekly webinar series, weekly E-digest, CSH-authored guidance, and a community platform that allows stakeholders to share and gather information for their communities.
 - CSH staff are struck by the lack of supports available to direct-service staffs in the nonprofit sector. While healthcare staffs and first responders are often thought of as in need of hazard pay and additional capacity supports during the crisis, nonprofit direct service providers are too often forgotten. Their costs and the demands on them to serve people in new ways have increased significantly. There is little capacity to toggle between the immediate crisis response and planning for the future.
- **States where active:** Active across 48 states.

Family Independence Initiative (FII):

- **Who they are:** FII is advancing a movement toward economic and social mobility for low-income families. FII believes that unrestricted cash transfers offer families choice and control over their lives. Through its technology platform, it facilitates the exchange of financial and social capital and builds evidence that trusting low income communities and directing dollars straight into their hands has a better return on investment than traditional government or nonprofit programs.
- **In response to the COVID crisis:**
 - FII partnered with the Stand Together Foundation to launch #GiveTogetherNow, a rapid-response campaign to invest in families affected by the current economic crisis with direct cash transfers of \$500. Through FII's innovative platform, the nonprofit has been able to get money to families within 48 - 72 hours after their application is approved. #GiveTogetherNow has been a success because it is a partnership of more than 250 community groups, nonprofits, philanthropists and government agencies. As of early May, \$48 million has been contributed to #GiveTogetherNow – enough to provide \$500 in cash to support more than 80,000 families. Launched in March, #GiveTogetherNow has become one of the top COVID-19 response efforts in the country due to the campaign's ability to quickly get funds to families hit the hardest.
 - 75 percent of low-income families move above the federal poverty line within four years. Yet, 50 percent slip back under within five years. Under the current system, families struggle to build the necessary assets to weather a crisis like the coronavirus and aren't rewarded for their initiative in doing so. FII is changing this resource gap for low-income families by partnering with, learning from, and investing directly in families.



- **States where Active:** CA; IL; LA; MA; MI; NM; OH; OR; TX.

LISC:

- **Who they are:** Local Initiatives Support Corporation (LISC) is a non-profit housing and community development organization and certified Community Development Financial Institution (CDFI) with offices in 35 cities throughout the country, and a rural network encompassing 90 partners serving 44 different states. LISC's work supports a wide range of activities, including affordable housing, economic development, building family income and wealth, education, community safety, and community health.
- **In response to the COVID crisis:**
 - In response to the COVID-19 crisis, LISC is supporting communities-in-need by providing technical and financial assistance to small businesses, federal qualified health care centers and nonprofit community-based organizations. LISC launched the Rapid Relief Resiliency Fund to inject critical resources into historically under-invested communities that are especially vulnerable and hit hard from the economic fallout. LISC aims to raise \$100 million in grants, loans, and other investments for the Fund. The organization also created a fund for Small Business Relief Grants that are providing small business owners with financial assistance at this critical time. The grants can help them keep their doors open and remain vital facets of their local economies through this challenging period. These resources are made possible through partnerships with funders like Verizon, which has committed \$7.5 million, and Sam's Club, which provided a \$1 million grant.
- **States where Active:** AK; AL; AR; AZ; CA; CO; CT; DC; DE; FL; GA; HI; IA; ID; IL; IN; KS; KY; LA; MA; MD; ME; MN; MO; MS; MT; NC; ND; NH; NJ; NM; NV; NY; OH; OK; OR; PA; RI; SC; SD; TN; TX; UT; VT; VA; WA; WV; WI; WY

Per Scholas:

- **Who they are:** Per Scholas is a national nonprofit that drives positive and proven social change in communities across the country. Through tuition-free technology training and professional development, Per Scholas prepares motivated and curious adults who are unemployed or underemployed for successful careers as technology professionals, and creates onramps to businesses that need their talents. Per Scholas is one of the very few workforce development organizations nationally proven to provide very substantial benefits for low-income individuals. Historically, 85% of their students graduate, 80% of these graduates obtain one or more industry-recognized IT certifications, and 80% of their graduates gain employment with starting wages averaging more than four times their average pre-training income.
- **In response to the COVID crisis:**
 - Per Scholas has closed all campuses, and moved all enrolled students into a remote learning setting. This included the migration of 30 classes and more than 520 students to a virtual platform.



- Students typically face challenges including access to the technology or the skills necessary to succeed in a remote learning environment. In response, Per Scholas invested rapidly in technology and internet access for students who lack the tools to fully engage in training.
 - The organization developed a remote training adaptation of its intensive in-person daily schedule, launched a virtual volunteering program to enable corporate partners to engage with students as part of its business professional skill development, and updated its career development curriculum to emphasize key skills necessary in remote work.
- **States where active:** GA; MD; MA; OH; TX; MI; NJ; NY; PA; CO

Roberts Enterprise Development Fund (REDF):

- **Who they are:** REDF is a pioneering venture philanthropy galvanizing a national movement of employment social enterprises (ESEs)— mission-driven, revenue-generating businesses that provides employment and on-the-job life skills training to participants who face barriers to employment (e.g., formerly incarcerated or recently homeless individuals, or opportunity youth). There are over 400 ESEs in 43 states including Alaska and Hawaii.
- **In response to the COVID crisis:**
 - REDF’s goal is to ensure ESEs emerge from this crisis stronger than ever. The economic fallout of the pandemic will be severe for the small and medium sized businesses that make up the ESE sector, and devastating for the people they employ: individuals striving to rebuild their lives after homelessness, incarceration, struggles with mental illness or addiction, and young people without jobs, education or support networks. The need for the jobs and support that ESEs provide will increase exponentially as we emerge from this crisis.
 - REDF awarded grants to 15 ESEs in 9 states that provide jobs and wraparound services to people who are vulnerable to both the health and economic challenges of the pandemic. The \$30,000 general operating grants will provide immediate financial support paired with advisory services from REDF’s experienced team. The resources will enable ESEs to cover immediate expenses so that they can implement strategies to maintain operations and employee supports in this challenging environment.
 - Through a partnership with the County of Los Angeles, 13 ESEs and 46 small businesses across the County have been awarded grants from the state of California’s first employer assistance micro-grant program. Totaling \$500,000, these grants will avert 311 layoffs.
 - REDF is also leading a public policy advocacy campaign to ensure ESEs receive the support they need and deserve through federal and state legislation in response to the COVID crisis.
- **States where active:** AZ; CA; CO; CT; DC; DE; GA; HI; IL; ; KY; LA; MA; MD; ME; MI; MN; MO; MT; NC; NJ; NY; OH; OK; OR; PA; RI; TN; TX; WA; WV.



Think of Us:

- **Who they are:** Think of Us is a systems change nonprofit with the mission to leverage innovative technology to improve outcomes of foster youth and families by upgrading traditional programs and services into tech-enabled interventions that capture, codify, and enhance existing best practices and the system capacity. Its ultimate goal is for foster youth to successfully transition into a prosperous adulthood. It sees this process as a communal endeavor that connects employment, education, and abilities. Think of Us envisions a future where communities are designed to maximize the development and wellness of maturing youth so that they can transition into healthy, stable, and thriving adults.
- **In response to the COVID Crisis:**
 - Think of Us has received hundreds of inquiries from foster youth and those who serve them related to COVID-19, and they are working quickly to post accurate, actionable information on a new Foster Care [COVID-19 Command Center website](#).
- **States where active:** VA

Year Up:

- **Who they are:** Year Up empowers motivated young adults to move from minimum wage to meaningful careers through a one-year intensive program that utilizes a high-expectations, high-support model where students spend the first six months learning in-demand technical and professional skills, focusing on one of five career pathways, before applying their skills during a six-month corporate internship with a top company.
- **In response to the COVID crisis:**
 - Year Up is continuing to connect opportunity youth with employment opportunities in a rapidly deteriorating economy. The organization is working to place some youth in state agencies to help address a surge of unemployment claims.
 - In a [recent article in Forbes Magazine](#), Year Up argued that governors rapidly scaling up contact tracing should prioritize diverse talent for these jobs, and ensure their state's contact tracing workforce reflects the communities of color who have been most adversely affected by covid-19. Otherwise, states risk designing contact tracing job programs that will exacerbate inequality of opportunity.
 - In late May, Year Up launched the Community Tracer Corps, an initiative aimed at creating a talented and diverse contact tracing workforce. They plan to recruit, train, place, and support contact tracing employees, creating new jobs to fill the 300,000 contact tracing positions needed across the country; meeting the growing demand as we recover from the COVID-19 crisis; and invigorating our



workforce and economy. Year Up is looking for initial seed investment partners in order to sustainably scale the initiative.

- **States where active:** AZ; DE; CA; FL; GA; IL; MD; MA; NJ; NY; NC; PA; RI; TX; VA; WA

YouthBuild:

- **Who they are:** YouthBuild provides the opportunity for unemployed and out-of-school young people ages 16 to 24 to reclaim their education, gain job skills, and become leaders in their communities while they work to earn a high school diploma or equivalent credential and prepare for postsecondary success, while gaining hands on construction skills by building affordable housing and other community assets in their neighborhoods.
- **In response to the COVID crisis:**
 - As a network manager and support center, YouthBuild is able to continue much of its work from home, and is holding virtual convenings with our field on different topics, offering self-care sessions, providing weekly updates to all staff and advancing all our efforts across our initiatives and affiliates. The organization is also providing opportunities for YouthBuild program leaders to share best practices with each other, while delivering helpful resources and critical information as news surrounding this pandemic develops. They are partnering closely with the local programs to ensure that our young people have the resources they need to thrive, both during this time and after.
- **States where active:** AL; AZ; AR; CA; CO; CT; DC; FL; GA; HI; ID; IL; IN; IA; KS; KY; LA; ME; MD; MA; MI; MN; MS; MO; MT; NE; NV; NJ; NM; NY; NC; OH; OK; OR; PA; RI; SC; TN; TX; UT; VT; VA; WA; WV; WI



Education and Student Supports

Aliento Education Fund:

- **Who they are:** Aliento is a community organization that is DACA, undocumented, and youth-led. It is focused on the well being, emotional healing, and leadership development of those impacted by the inequalities of lacking an immigration status. In Aliento, community healing is created through art that leads to thriving communities. This art reflects the humanity of undocumented immigrants and mixed-status families.

- **In response to the COVID crisis:**
 - Aliento is hosting monthly virtual Arts + Healing workshops and open mics for folks to process what we are going through as a community as a result of lost hours, lost jobs, stay at home orders, food shortages, and financial anxiety.
 - They are supporting elementary school students through an arts fellowship in partnership with Mesa Public Schools. Aliento has created take-home packets and also is conducting a virtual gallery for students. They are also in constant communication with parents about holistic support and school leadership.
 - Aliento has a fellowship program with 7 students from the Phoenix Metropolitan Area. They conduct weekly 1:1 check-ins and monthly leadership development cohort meetings. Currently, with Aliento's guidance, fellows are journaling and actively reflecting on their experiences.
 - Aliento is actively distributing information regarding local, state, and national orders protecting individuals and families from eviction, and forbearance processes application in Spanish.
 - Aliento is keeping a list of schools, churches, and non-profit organizations that are providing food in the metro area. One of the issues that they are facing within large food banks is that they are asking for valid identification which undocumented folks can't provide since, the state doesn't allow consulate ID cards and/or passports as valid forms of identification. Aliento is supporting a bill in the legislature that would allow foreign consulate ID's & passports as valid IDs.
 - Mixed status families specifically those who file their taxes with a Individual Tax Identification Number (ITIN) are not eligible for the stimulus individual cash payments. Aliento is distributing weekly LIVE updates on National action and has created a petition urging Congress to include mixed-status families in future aid.
 - Aliento has been aiding DACA recipients complete their renewal applications remotely after the governor of Arizona ordered folks to stay home
 - They launched a \$25,000 + relief fund for mixed status families, \$6,500 for community artists & partnership with national funders. Their efforts will aid 160 latinx low income families in Arizona. Overall, Aliento will support 225 families directly with cash assistance.
 - Aliento is collecting 20 laptops from former educators, corporate partners & community partners to distribute items to low income students who live in mixed status families. Due to COVID19 schools have closed schools therefore, access to technology is a must for student success.

- **States where active:** AZ



Aurora Institute:

- **Who they are:** For almost two decades, Aurora Institute has led the field of innovative education leaders and practitioners, shaping the future of teaching and learning for millions of children throughout the United States and around the world. Through strategic policy guidance, research publications, webinars and convenings, technical assistance and networks, Aurora Institute serves as a knowledge-building hub, supporting leaders, practitioners, policymakers on advancing critical issues, equipping the field, driving demand, and building capacity for innovative models.
- **In response to the COVID crisis:**
 - Aurora Institute published a Continuity of Learning [COVID-19 website](#) with a Readiness Assessment for districts and schools, sample district and state continuity of learning plans, policy recommendations and more.
 - Aurora Institute is focused on providing equal access, ensuring high-quality educational opportunities, and driving policy and practice yielding more equitable outcomes. Aurora Institute is student-centered, equity-oriented, and future-focused. Each year Aurora Institute convenes more than 3,000 leaders for an annual symposium to further the transformation of the nation's education systems.
 - Aurora Institute is partnering with the Educating All Learners Alliance (EALA), a coalition of organizations committed to resource-sharing and community-building to meet the needs of students with disabilities during the COVID-19 pandemic.
 - They are joining forces with NCLD and other members in building a hub of tools, strategies, tips, and best practices for supporting students with disabilities online. Their shared goal is to curate and create special education resources for educators to serve students who learn differently during this challenging time. The alliance's resource library contains actionable tools and practices paired with examples from schools and teachers adapting ways of supporting continued learning for students who have special needs. Users can also search a special section on technology, tools, and access issues. Every week, the alliance plans to host three webinars or office hours for educators and practitioners to ask experts questions.
- **States where active:** National presence.

BellXcel:

- **Who they are:** BellXcel partners with communities across the country to develop holistic programs proven to accelerate learning and empower educators. BellXcel's more than 25 years of innovative educational solutions and pursuit of evidence is changing the way that youth organizations and schools reach and impact exponentially more children and families. BellXcel's partners serve communities in 32 states and growing.
- **In response to the COVID crisis:**
 - BellXcel has two summer options - BellXcel onsite and remote:
 - Across the country, BellXcel anticipates continued learning to be varied given local decisions on closures. It is therefore offering its partners both onsite and remote versions of its programming. Given the importance of social-emotional learning during this time, BellXcel is collaborating with



experts to design age-appropriate social, emotional, and physical wellness activities and tools. Its evidence-based *onsite program* makes it easy for school districts and youth organizations to build or enhance high-quality summer and afterschool programs. This all-in-one bundle provides planning and administration, professional learning and instructional strategies, curriculum, evaluation and assessments, along with family engagement. It customizes guidance for program leaders, teachers, students, and their families.

- **BellXcel remote.** BellXcel, in partnership with Scholastic Education, adapts its evidence-based, teacher-led classroom experience for home use. BellXcel remote includes all of the tools and resources to design, organize, implement, and assess remote learning, while integrating social-emotional supports and skill building. It blends print and optional digital components, as well as instructional approaches, to meet a full range of technology access scenarios.
- The Strategies to Lesson Learning Gaps Report - BellXcel and its research affiliate, the Sperling Center for Research and Innovation (SCRI) published a report on out-of-school time research that includes strategies and practices that can serve as guideposts for schools, educators, community organizations, and families. SCRI translates evidence into actionable practices and policies, as well as actively engages with a number of advocacy coalitions to ensure that youth and the organizations that serve them have the tools and resources they need to navigate the current crisis.
- **States where active:** AL; CA; CO; CT; DC; HI; IA; ID; IL; IN; KY; LA; MA; MD; MI; MN; MS; NC; NE; NH; NJ; NY; OH; PA; RI; SC; TN; TX; VA; WA

Braven:

- **Who they are:** Braven ensures first generation and low-income college students graduate and have a strong launch into the job market. Through a credit-bearing course, Braven empowers promising, underrepresented young people with the skills, confidence, experiences, and networks necessary to transition from college to strong first jobs. These efforts enable their students to enter into meaningful careers and lives of impact. Braven Fellows outpace the national average for strong job attainment; within six months of graduation, 71% of Fellows secured quality full-time jobs worthy of their bachelor's degree or enrolled in graduate school compared to 56% of all students and 49% of students from similar backgrounds.
- **In response to the COVID crisis:**
 - [Braven has adapted its Accelerator course](#) and supports to be entirely virtual for the remainder of the semester and the Fall as well if needed. For example, the team has trained its volunteers on virtual best practices, updated content to be relevant to this health and economic crisis. It's working well - Braven's students and professional volunteers are showing equal or better satisfaction engaging in work together virtually than they did in person.



- In addition, the organization has developed the [Braven Career Booster](#), a short, rigorous, virtual infusion of concrete career skills, mindsets and network support for graduating college seniors and recent alums from universities and organizations who support first generation, low-income, underrepresented college students. It will launch in early June.
- **States where active:** CA; IL; NJ; NY and nationwide for Braven Career Booster

Citizen Schools:

- **Who they are:** Citizen Schools partners with underserved U.S. schools to ensure students have access to hands-on, project-based learning with mentors, including a national coalition of 21 communities that provide hands on STEM education and maker-centered learning across the country. Through Citizen Schools, over 20,000 STEM mentors served 150,000+ students in the 2018- 2019 school year.
- **In response to the COVID crisis:**
 - Citizen Schools pivoted quickly to offer support to students and families across the many communities Citizen Schools serves. This includes: daily phone calls home to parents and students to assess their well-being, access to resources, and learning support needs, support for classroom teachers to ensure students are set up to engage in online learning and discussion, virtual tutoring and lunch socials led by Teaching Fellows, virtual clubs, apprenticeships and academies led by Fellows and/or volunteers, virtual learning hours and one hour round table discussions led by volunteers, about STEM pathways or supporting project based learning.
 - Citizen Schools is hosting a series of Virtual Coffee Hours with teachers to understand their needs and challenges at this moment, and it has also been in close communication with the cities in its network to highlight and share best practices of virtual “maker-centered” learning and mentorship. This community has recently become a force in the development of masks for front line health care workers, and hands-on educational resources for educators and parents.
- **States where active:** CA; DC; GA; ID; IL; IN; KS; KY; LA; MA; MD; MI; NC; NM; NY; OH; OK; OR; PA; SC; TN; TX; WV.

College Possible:

- **Who they are:** College Possible helps make college admission and success possible for low-income students through an intensive curriculum of coaching and support.
- **In response to the COVID crisis:**
 - All of the organization's sites and national headquarters are working from home or other remote locations. Through generous support from funders, they are offering a micro-grant program to college students. They have circulated resources to their sites to provide guidance around virtual coaching best practices and technology tools that can be leveraged as they move to remote work.
- **States where active:** IL; MN; NE; OR; PA; WI



Education Leaders of Color:

- **Who they are:** Guided by its Third Way Values of ending generational poverty, creating sustainable change, creating schools it wants for all children, advancing multiple solutions, and going beyond education, Education Leaders of Color (EdLoC) is a community of 350+ leaders of color working to elevate the leadership and influence of people of color in education and leading more inclusive efforts to improve education. EdLoC seeks to break through the polarizing divides that have consumed efforts to improve public education by identifying, equipping, and proliferating the field with values-aligned leadership, aligning its members toward these values and policy priorities, and providing them with access to resources.
- **In response to the COVID crisis:**
 - EdLoC has curated a [list of resources](#) for schools, parents, nonprofits, and businesses.
- **States where active:** CA; CO; DC; LA; MA; NY; OH; TN

Educators for Excellence:

- **Who they are:** Educators for Excellence (E4E) is a growing movement of more than 30,000 educators, united around a common set of values and principles for improving student learning and elevating the teaching profession.
- **In response to the COVID crisis:**
 - They have curated a list of [lessons, activities, and platforms](#) aimed at helping teachers navigate the crisis.
 - E4E has been holding virtual listening sessions with teachers across our six chapter locations; connecting teachers virtually to local policymakers; and finding opportunities to lift up the voices of our educators in local and national coverage of this crisis.
 - As lead organizer of the *Reimagine, Represent* Coalition for educator diversity, E4E has been working to uplift the impact of this pandemic on educators of color, and released a letter calling on Congress to prioritize educators and children of color in future stimulus packages. The letter can be found [here](#). If you would like to sign on to the letter (due by Friday, May 8th) or are interested in learning more about the coalition, please contact Simone Hardeman-Jones at shardeman-jones@e4e.org.
 - This year, E4E has taken Teacher Appreciation Month online to celebrate educators going above and beyond during this difficult time. Please join us in our campaign to #SendTeachersLove. Find more info [here](#), and a digital toolkit [here](#).
 - As a supplement to our [Voices from the Classroom 2020 survey](#), we are conducting a nationally representative survey of educators on how they have experienced this pandemic and what supports and policy changes they need to support their students in this new learning environment.
- **States where active:** CA; CT; IL; MA; MN; NY



Eye to Eye:

- **Who they are:** Eye to Eye is a national, nonprofit mentoring program changing the lives of thousands of children and young adults across the country. Using a research-based arts mentoring model in which committed college students with learning disabilities (LD) and/or attention deficit hyperactivity disorder (ADHD) mentor children who face the same challenges, Eye to Eye helps students with LD/ADHD improve self-advocacy and meta-cognitive abilities, skills proven to be essential to the life and success of LD/ADHD adults. Eye to Eye's grassroots approach to mentoring leverages partnerships with parents, communities, schools, and universities to create a network of advocates surrounding each child.
- **In response to the COVID crisis:**
 - In the face of COVID-19, Eye to Eye [rapidly pivoted](#) to meet the needs of students with learning disabilities, and elevate their voices and lived experiences. Eye to Eye's core programming centers on an in-person mentoring model that occurs after school in art room activities. With schools closed nationwide, Eye to Eye quickly adjusted to offer "virtual art rooms." They also created a virtual education discussion and activities-based resource, the Learn Different Lab E-Series. Finally, Eye to Eye has developed a series of webinars geared toward Student Support and Special Education Departments where participants learn how partnering with Eye to Eye can benefit their student community of different learners.
 - Students from Eye to Eye participated in a virtual "Hill Day" in partnership with the National Center for Learning Disabilities (NCLD). The focus of this event was to ensure the lived experience of students with learning disabilities is at the forefront of decisions made on their behalf. Students discussed the impact IDEA had on their education. Several members of Congress attended either live or via video message to reinforce their support for IDEA.
- **States where active:** AL; AZ; CA; CO; CT; DE; DC; CA; MA; NY; RI; OK; TX FL; GA; IL; LA; MA; MD; NC; NJ; NY; OH; PA; RI; TN; VA; WA; WI; WY

Highlander Institute:

- **Who they are:** The Highlander Institute is a non-profit organization based in Providence, RI that partners with communities to imagine and create more equitable, relevant, and effective schools.
- **In response to the COVID crisis:**
 - The COVID-19 pandemic has forced educators into an impossible, unprecedented position: equitably educating students using remote learning platforms with 5 days of planning time to make the transition. Consequently, teachers are scrambling to ensure that students (and their families) are able to satisfy their basic needs, access necessary support and medical services, secure devices and internet support, and participate in learning experiences that support their cognitive growth - all through remote communication.
 - Within 24 hours of the start of remote learning requirements on March 23, the Highlander Institute team developed and launched the [RI Distance Learning Helpline](#), a free service to support all RI teachers as they navigate these new



challenges. The Helpline was expanded to all RI families one month later, in partnership with the RI Department of Education and the Governor's Office.

- Highlander Institute has expertise in online learning, virtual and adaptive coaching, and high-quality educator practices focused around cultural responsive and personalized instruction while growing networks of educators as lead change agents in their schools and districts. The Helpline is entirely staffed by volunteer educators. Through the 5 year, 5 cohort Fuse RI fellowship, the Institute has trained a network of more than 100 RI educators from districts across the state. This network is poised to help solve the myriad communication, logistical, and pedagogical challenges that distance learning will bring in the coming weeks.
- Simultaneously, the Highlander Institute responded quickly to pain points and design flaws that surfaced during the initial transition to virtual learning by creating [Four Key Considerations](#) guidance. Early guidelines from districts and the state instructed teachers to recreate normal daily schedules using virtual platforms. Without understanding whether students had access to basic necessities, medical care, broadband, or functional devices, teachers were expected to coordinate and manage a six-hour virtual school day. The Four Key Considerations offered a human-centered approach that supported teachers, students, and families through the instantaneous transition.

- **States where active:** AZ, CA, IA, MA, MS, NJ, NY, RI, TX

Innovate Public Schools:

- **Who they are:** Innovate Public Schools informs and organizes parents in underserved communities so that they can exercise their innate power - individually and collectively - to create and sustain change.
- **In response to the COVID crisis:**
 - During COVID-19, Innovate is working with parents to ensure they are getting connected to resources, including strong education content for those who are not being reached by schools (and the hardware to connect to it). Innovate is also organizing parents to develop and advance their agenda for how their schools need to change to be responsive to serving parents who are now formal co-educators of their children.
- **States where active:** CA. Training schools and organizing groups to replicate their model in AR, CT, CO, DC, FL, IL, IN, LA, MO, NC, NV, OK, TN, TX, WI

Instruction Partners:

- **Who they are:** Instruction Partners is a nonprofit dedicated to excellent instruction for all students. The organization works side by side with school and system leaders to catalyze instructional improvement and accelerate learning, with particular emphasis on instructionally vulnerable student populations.
- **In response to the COVID crisis:**
 - Instruction Partners launched the [School Resource Hub](#) in response to the COVID-19 crisis. The Hub provides school and system leaders with a starting point



to support student care and continued learning during extended school closures and re-entry into buildings. Educators will find toolkits, templates, and ready-made instructional materials that can be adapted for the local context and put to use in the community immediately.

- **States where active:** National, with a focus on TN, FL, LA, IN, CA, and TX

KIPP Schools:

- **Who they are:** KIPP, the Knowledge Is Power Program, is a national network of free, open-enrollment, college-preparatory public schools that prepare students in underserved communities for success in college and in life. KIPP builds a partnership among parents, students, and teachers that puts learning first. More than 88% of KIPP's students are from low-income families and eligible for the free or reduced-price meals program, and 95% are African American or Latinx. By providing outstanding educators, more time in school learning, and a strong culture of achievement, KIPP is helping all students climb the mountain to and through college.
- **In response to the COVID crisis:**
 - KIPP's initial biggest challenge has been ensuring its students have access to meals daily. KIPP has delivered more than 150,000 meals across its schools nationwide. 90% of KIPP students are eligible for free and reduced lunch, so the organization has set up daily grab and go meals.
 - Another critical challenge has been ensuring KIPP students have the technology and broadband internet needed for remote access and learning. KIPP first surveyed families to learn more about their needs. Then KIPP schools rushed to send thousands of devices and instructional packets home to students and their families. KIPP schools in rural North Carolina have no other choice but to deliver 2,100 instructional packets every two weeks to students via school bus and pick them up for teachers to review.
 - In Ohio, KIPP Columbus opened a pandemic child care center on its campus, in partnership with the YMCA, for the children of essential workers. All this while launching remote (online learning) across all grades and subjects, distributing almost 2,000 computers and securing WIFI access for our students and hosted a virtual "spirit week" to celebrate team and family. KIPP also established the KIPP Columbus Emergency Response Fund, which will be used to address critical needs (housing, food insecurity, transportation needs, etc.) of KIPPsters and their families.
 - KIPP's team has also set up a KIPP Alumni Fund to help the thousands of alumni stranded at closed colleges around the country. KIPP raised more than \$140,000 so far and distributed more than 509 grants covering transportation, food, lost wages, housing, technology and more.
- **States where active:** AR; CA; CO; DC; FL; GA; IL; IN; LA; MA; MD; MN; MO; NC; NJ; NY; OH; OK; PA; TN; TX

The Learning Accelerator:

- **Who they are:** The Learning Accelerator is a national nonprofit working to drive promising new educational approaches from the fringes of innovation to the center of



teaching and learning for every child, in every classroom, in every school in America. The Learning Accelerator connects teachers and leaders with the knowledge, tools, and networks they need to enact personalized and mastery-based practices to transform K-12 education.

- **In response to the COVID crisis:**
 - The Learning Accelerator [launched a national, philanthropically-supported initiative](#) to ensure K-12 school districts receive urgent customized guidance on how to successfully shift to remote learning and prepare for instruction in the fall and beyond. The network is a coalition of leading education organizations that provide timely coaching and resources to help districts tackle the challenges most relevant to their communities and goals.
 - The organization is also working with other partners to provide free educator-to-educator training on the tools teachers need to plan, connect, and provide instruction and support for students. Educators can sign up to join free group classes taught by other teachers on how to use tools like Zoom, Google Hangout Meets and other platforms.
 - There are so many excellent remote learning resources and toolkits being shared right now, but educators have reported feeling overwhelmed. The Learning Accelerator has been polling educators across the country and, based on those results, is [releasing a weekly guide](#) to help them focus on just one important idea or strategy at a time. This educator-driven series for teachers and leaders shares concrete resources, tools, and best practices.
- **States where active:** National

Match Education:

- **Who they are:** Match Education is the combined brand name of the three legal entities through which work is conducted. An engine of discovery and applied innovation in education, Match Education operates a high-performing urban public charter school, and a unique graduate school of education that trains teachers for high-poverty schools. Out of this applied work, Match Education refines, validates empirically, and disseminates new ideas and practices on core questions in education reform.
- **In response to the COVID crisis:**
 - Match Education is offering all of their services online.
- **States where active:** MA

National Board for Professional Teaching Standards:

- **Who they are:** The National Board for Professional Teaching Standards was founded to advance the quality of teaching and learning by maintaining high and rigorous standards for what accomplished teachers should know and be able to do; providing a national voluntary system certifying teachers who meet these standards; and advocating related education reforms to integrate National Board Certification in American education and to capitalize on the expertise of National Board Certified Teachers. Recognized as the



“gold standard” in teacher certification, the National Board believes higher standards for teachers means better learning for students.

- **In response to the COVID crisis:**
 - In response to COVID-19, the National Board launched "Teachers Helping Teachers: Core Connections Webinar Series." As of early May, 2020, more than 115,000 teachers have attended the first 25 webinars to-date.
 - As school systems responded to the COVID-19 by closing the physical school, teachers began to gather in virtual spaces to share expertise, elevate online pedagogy, and address equity issues. National Board Certified Teachers have volunteered their time and knowledge to provide ideas, inspiration, and solutions to teachers from around the nation. Presentations have been designed to respond to teacher needs and have included such topics as Engaging Early Childhood Students Virtually (ages 3-8); Taping Virtual Lessons: Review of Guidance and Tips; and Social Emotional Learning - Caring connections in Cyberspace.
 - Board-certified teachers have presented from their new virtual work spaces in their homes from Maine to Washington and from the Navajo Nation in New Mexico to the upper peninsula of Michigan. In addition, partner organizations like Understood.org, the Friday Institute, and more have co-presented to provide content for every educator.
 - The Core Connections webinar series is truly "For Teachers By Teachers," and highlights the powerful impact of teachers being part of a learning community that is led by accomplished teachers.

- **States where active:** National

National Center for Learning and Disabilities (NCLD):

- **Who they are:** The mission of NCLD is to improve the lives of the 1 in 5 children and adults nationwide with learning and attention issues—brain-based difficulties that include trouble with reading, writing, math, organization, concentration, listening comprehension, or a combination of these—by empowering parents and young adults, transforming schools, and advocating for equal rights and opportunities.

- **In response to the COVID crisis:**
 - NCLD has been leading the fight to protect the Individuals with Disabilities Education Act (IDEA) during COVID-19 and organizing grassroots efforts and coalition strategy to oppose waivers of IDEA and the civil rights protections it offers to students with disabilities and their families. In addition, NCLD is a founding partner of and recently launched the Educating All Learners Alliance (EducatingAllLearners.org), which serves as a hub of curated tools, strategies, tips and best practices for supporting students with disabilities. The goal is to provide educators with: case study exemplars that will help with lesson planning and instruction that scales research-based approaches; templates and tools helpful to advancing learning in remote environments; educator guides for effective use of tools for differentiated instruction and the implementation of accommodations and accessibility for students with disabilities in online learning; a



resource library for administrators and educators to quickly set up best-in-class support practices (e.g., online teletherapy to teleconferencing); and a community platform for special educators and others to share resources.

- **States where active:** National scope

New Classrooms:

- **Who they are:** New Classrooms Innovation Partners is a national nonprofit that partners with schools to design and implement innovative learning models. Its work is driven by a commitment to create and inspire better ways to give every student an educational foundation for lifelong success.
- **In response to the COVID crisis:**
 - The *Teach to One: Math*, an innovative learning model from New York-based nonprofit New Classrooms Innovation Partners, is supporting dozens of partner schools and districts by meeting students where they are—both academically and physically—and adapting its personalized learning model to a remote learning environment.
 - The organization recently released a paper called *The Iceberg Problem*, which describes how federal and state policies in place before COVID-19 led to a dramatic accumulation of unfinished learning and identifies what policymakers can do about it. (icebergproblem.org).
 - With schools across the United States closed due to the COVID-19 pandemic, New Classrooms is helping partner schools and potential partner schools prevent learning loss by meeting students where they are—both academically and physically—and adapting *Teach to One: Math* to a remote blended learning environment.
 - New Classrooms has launched a series called “Timely Teacher Tips,” short videos designed to help all educators adapt to remote blended learning.
 - The organization has assembled a special blog page to share these success stories and teacher tips that you can find here: newclassrooms.org/COVID-19
- **States where active:** AZ, CA; CT; FL; GA; IL; LA; MA; MD; NC; NJ; NM; NY; OK; TX; WA

New Teacher Center:

- **Who they are:** The New Teacher Center works to build capacity within districts and district partners to drive student learning, teacher effectiveness, and teacher and leadership development by providing PreK-12 teachers and school leaders with the skills and supports needed to create optimal learning environments that accelerate students’ academic and social emotional success.
- **In response to the COVID crisis:**
 - The organization has launched a series of student-centered, evidence-based communities of [practice, webinars, and resources](#) for the education community as schools and practitioners work to deal with learning loss, trauma, and more experienced by their students during the COVID pandemic.



- **States where active:** National

The Opportunity Network:

- **Who they are:** The Opportunity Network (OppNet) connects students from historically and systematically underrepresented communities to college access and success, internships, career opportunities, and personal and professional networks. Its founding OppNet Fellows program, an intensive six-year experience for students beginning the summer after 10th grade, cultivates the passions and skills of students to persist through college and launch the careers of their choice upon graduation.
- **In response to the COVID crisis:**
 - In the context of COVID-19 and the great inequities across our country that this pandemic is exposing and exacerbating, OppNet is moving holistically and pragmatically to continue providing robust programming for our Fellows and Partners, while also operating with a long view and an eye toward what will be needed for recovery.
 - For their Fellows program, which serves students from the summer after 10th grade through college graduation and includes five summers of paid internships, OppNet continues to serve all ~1,000 students across all six(+) years of the program. To do so, OppNet is rapidly migrating all programming to virtual, including our weekly lessons and workshops, plenaries, volunteer events, and individualized counseling. In the face of reduced summer internship opportunities, they are re-imagining how our Fellows can take part in critical skill- and career-building experiences this summer. OppNet is also ramping up wellness and mental health supports and have established an emergency needs fund for our students for costs ranging from food to rent to emergency travel to tech needs for their home learning. Their virtual engagements will remain in place for the foreseeable future.
 - In the Partnerships program, OppNet is continuing to provide robust, multi-year capacity building support for schools and youth-serving nonprofits across the country to help them improve college and career outcomes for their students. This includes live and interactive trainings, virtual meetings and coaching sessions, and much more. OppNet is adapting their supports to address Partners' timely institutional and programmatic needs as they navigate the COVID-19 crisis and are conducting 1:1 outreach with all past, current, and prospective Partners to understand those needs at this time.
- **States where active:** NY

PAVE (Parents Amplifying Voices in Education):

- **Who they are:** PAVE works to reimagine the education system in Washington, D.C. to be created WITH families and communities by creating an environment where parents are partners and leaders with schools and policymakers. For too long, Washington's education system has been created for families and communities; PAVE's goal is to put power in the system back in the hands of the people who are most proximate to its



problems, in order to solve them together. PAVE has over 3,000 parent leaders across the city.

- **In response to the COVID crisis:**

- When schools closed, PAVE staff worked to provide direct support to families, and parent leaders got to work putting together their visions for the city's response and recovery efforts. Many of PAVE's parent leaders are undocumented, many experience food and housing insecurity, many are considered "essential" employees but are going to work for hourly wages with no hazard pay, and many have lost their jobs because of the shutdowns. To support them, just as they support all of Washington through their advocacy in their limited free time, PAVE provided Chromebooks, groceries/food, school supplies, and even a group therapy session.
- PAVE parent leaders were also clear that in this moment, they needed to keep even more focus on making sure students and their schools received the necessary supports, especially because the closings have been traumatic for many children. To date, they have attended over 20 meetings while schools and offices have been closed. On March 27th, PAVE parent leaders held a Day of Digital Action in honor of the #MentalWellnessWins campaign, sending over 1900 emails to policymakers and the hashtag rose to #7 on Twitter as a result of their work.
- PAVE parent leaders then set to work on writing their own statements of beliefs about what the city's response and recovery efforts should look like if it were to equitably take care of children and families. They also identified the policy solutions that they think are necessary to give every child the kind of education they deserve in this "new normal." PAVE also surveyed families to get a cross-section of the whole city. The statements and survey results have been shared with, and are being used by, Washington's education agencies to inform their planning for next year, and PAVE parent leaders have meetings scheduled with their Deputy Mayor for Education, State Superintendent of Education, and Councilmembers to share their perspectives.

- **States where active:** DC

Peer Health Exchange:

- **Who they are:** Peer Health Exchange (PHE) recruits, selects, and trains college student volunteers to teach a skills-based health curriculum. As slightly older peers, PHE's volunteers are well positioned to lead honest conversations about young people's choices and health. In PHE's program, young people learn essential health information and develop critical skills including decision making, communication, advocacy, and access to health resources in their schools and communities.
- **In response to the COVID crisis:**
 - PHE has developed 'Let's Talk' [portal page](#) to support adolescents' mental and physical health during this health crisis. It includes videos featuring diverse college students, an anonymous chat for health questions, skill-building activities, and more. The goals of this initiative are to:



- Reach the most at-risk and vulnerable populations with timely and requested health resources
 - Provide young people with knowledge, skills, resources, and social supports to navigate their health during this crisis
 - Partner with educators to provide social and emotional support to their students across the country
- **States where active:** CA; CO; IL; MA; NY

PowerMyLearning:

- **Who they are:** PowerMyLearning leverages technology to strengthen these learning relationships, rather than use technology to play the role of teachers or family members. PowerMyLearning partners with schools and districts nationwide to transform teaching and family engagement through innovative coaching and workshops, and through its award-winning digital platform to serve all students including those from low-income communities, students with learning differences, and English language learners.
- **In response to the COVID crisis:**
 - The organization is offering their Family Playlists program free of charge to all schools and districts impacted by COVID-19 from now through August 2020. Family Playlists are mobile-friendly, multilingual learning assignments that have students “teach” their families a concept by completing a fun, collaborative activity together.
- **States where active:** AK; AL; AR; AZ; CA; CO; CT; FL; GA; IL; IN; KS; KY; LA; MA; MD; MI; MN; MO; MS; MT; NC; ND; NJ; NV; NY; OH; OK; OR; PA; RI; SC; TN; TX; UT; VA; VT; WA; WI; WV

Profound Gentlemen:

- **Who they are:** Profound Gentlemen provides an effective, retention-focused program for aspiring and current male educators of color. The organization works to guarantee that these men who have answered the call to teach and serve students receive the support and resources they need to commit to a career in education year over year. If we can establish communities of male educators of color around the country, more boys of color will have opportunities to experience males of color who reflect their background and experiences in the classroom.
- **In response to the COVID crisis:**
 - Profound Gentlemen has shifted all in-person coaching, conferences, and retreat experiences to a virtual model. Beginning in April, the organization launched a series of spring workshops called S.O.S (Spring Workshop Series). During S.O.S., teachers are leading sessions that focus on content, self-care, and integrating a virtual model into instruction.
- **States Where Active:** National, including DC, GA, IL, NC, OH and TN.



Springboard Collaborative:

- **Who they are:** Springboard Collaborative closes the literacy gap by closing the gap between home and school. They coach teachers and parents to help kids read on grade level. Their offerings combine personalized instruction for pre-K through third-graders, workshops training parents to teach reading at home, and professional development for teachers.
- **In response to the COVID crisis:**
 - The only way to prevent COVID-19 from widening the achievement gap for an entire generation of children is to swiftly equip low-income families to support learning at home. Springboard has a parent engagement solution, and they feel a moral obligation to share it on a larger scale than ever before. Springboard is approaching the crisis in three phases: the immediate term (relief), medium term (recovery), and long term (reform).
 - **Relief:** Within days after the outset of the pandemic, they launched a free resource portal. The parent page features a four-week learn-at-home plan with weekly strategies (by video), daily lessons, and e-books. They are also giving families free access to Springboard Connect (their app with personalized support) as well as virtual workshops hosted on Facebook Live. To get these tools into the hands of as many families and teachers as possible, Springboard is establishing distribution partnerships with large networks including teachers' unions, the national PTA, TFA, National Parents Union, etc.
 - **Recovery:** As the dust settles, districts are looking toward the summer as an opportunity to make up the learning lost due to coronavirus while preventing further regression. Springboard's product team did a design sprint and launched Springboard Learning Accelerator. You can think of it as the 'starter pack' for implementing Springboard's family engagement framework—virtually and affordably—this summer and beyond. The response from school/district leaders has been overwhelming.
 - **Reform:** Seldom in the modern history of our education system has the importance of family engagement been more apparent. Springboard has a singular—and fleeting—opportunity to demonstrate the power of parent engagement to help children learn. They're proactively taking strides to influence the field, including op-eds, earned media, webinars, panels, and an emerging opportunity to help shape the stimulus bill.
 - Springboard also recently established a national partnership with Teach For America. Together, Springboard and TFA will offer free, remote summer programming for up to 9,000 PreK-4th-graders nationwide. All ~3,000 incoming TFA corps members will implement Springboard's methodology through which teachers and parents team up to help kids reach learning goals. After publicly announcing the opportunity on May 21, school networks claimed 5,000 of 9,000 slots in just 48 hours. The demand dwarfs the supply.
- **States where active:** AR, CA, CO, CT, DC, DE, FL, MD, MI, MS, NY, NC, OH, PA, TX



Teach for America:

- **Who they are:** Teach For America (TFA) works in partnership with communities to expand educational opportunity for children facing the challenges of poverty. TFA recruits and develops a diverse corps of outstanding college graduates and professionals to make an initial two-year commitment to teach in high-need public schools in urban and rural low-income communities, and become lifelong leaders inside and outside the classroom in the movement to end educational inequity.
- **In response to the COVID crisis:**
 - TFA's priority during this time remains the safety and wellbeing of its students, corps members, alumni, and its communities, and the organization is working to adapt its programming and supports to meet the current circumstances.
 - TFA's greatest strength has always been its expansive national network of 60,000+ corps members, alumni, and staff, and, to that end, it has set up a virtual Slack space for its network to share resources and collaborate with one another on the challenges at hand. Over 2,000 have joined. TFA created a public education resource hub to share information on online learning best practices, curriculum and school management resources, and advocacy information for students and families. They also launched a platform to connect TFA corps members and alumni with donors who want to fund education-related needs on the front lines.
 - TFA also sees its network of leaders showing up for students in dozens of ways. From delivering food and homework packets, to fundraising for laptops, to using social media to keep their students engaged, the teachers and school leaders in its network are constantly thinking about how to best support their students. TFA also has many alumni supporting on the front lines as physicians, statisticians, and public health workers.
 - TFA is also moving its programming, recruitment, and events online for the foreseeable future, including its summer teacher training, which has been a mainstay of its program since its founding.
- **States where active:** AL; AZ; AR; CA; CO; CT; DC; DE; FL; GA; HI; IL; IN; KS; KY; LA; MD; MA; MI; MN; MO; MS; NV; NL; NM; NY; NC; OH; OK; PA; RI; SC; SD; TN; TX; VA; WA; WI

Transcend:

- **Who they are:** Transcend, an R&D and design organization, supports communities to create and spread extraordinary, equitable learning environments with the vision that one day, all young people learn in ways that enable them to thrive in and transform the world. Transcend does this by playing two roles. First, Transcend activates demand and readiness by supporting communities across the country to ignite and advance their conditions for innovation, so more of them are eager and able to pursue better learning environments that reflect their local aspirations and context. Second, Transcend expands the supply of options by partnering with a limited number of schools and other entities to build and spread innovative learning models that offer communities a diverse range of outstanding, relevant options to adapt to their unique contexts.



- **In response to the COVID crisis:**
 - Transcend has created a 3 Jobs That Matter Framework that organizes the work moving forward into three comprehensive buckets: [Responding, Recovering, and Reinventing](#). They are building tools and processes to help communities move through this pivotal time so they can recover to reinvent, not to restart the same ways of doing school that weren't working pre-Coronavirus.
 - Some of these tools are:
 - An open-source playbook for “recovery” as schools emerge from crisis management, so they’re supported in the coalition-building, reflection, healing, prioritization, and planning that allow them to make small but powerful shifts
 - A curated repository of practical models and solutions that schools can borrow from, so they don’t have to reinvent the wheel when rethinking key aspects of school
 - An actively-facilitated national design community that allows them to find and learn with colleagues who share – or understand – their local contexts (a highly preferred way to get relevant help)
 - Transcend has also created a [blog series](#), in partnership with AASA (the nation's largest superintendents association) to surface what innovative schools and systems are doing during this time. With two new stories a week, Transcend is building an archive of how those who are the leading edges of innovation have set themselves up for success, what they're doing now, and what they may do going forward. These may be particularly valuable for policymakers to find in-depth stories about what is happening in their areas with a level of detail that neither the national press nor the trade press is covering.
 - Now more than ever it is crucial that we support schools and systems to move toward coherent redesign rather than layering on additional programs and regulations. Without building coherent designs, schools and systems (and the humans within them) will buckle under the weight of excessive and contradictory demands and priorities.
- **States where active:** AZ; CA; CO; CT; DC; FL; GA; IL; IA; LA; ME; MD; MA; MN; MO; NM; NC; NV; NJ; NY; OH; PA; RI; TN; TX; VA; WA; WI

Turnaround for Children:

- **Who they are:** Turnaround for Children was founded around the idea that the daily experiences in children's lives have profound effects on their development and learning. Trauma is one form of experience that disrupts development and learning, because of its effects on the developing brain. Though accepted in the medical field, this knowledge has not yet permeated education. Turnaround is working to close this gap by building the capacities of educators to buffer the negative impacts of adversity and intentionally promote healthy development and learning for every student. Turnaround provides a suite of integrated resources that is grounded in science and designed to establish the conditions and adult practices that drive learning and growth. We consult for a variety of partners, including districts, charter-management organizations, schools, and



teacher-development organizations. Turnaround also shares knowledge and tools through publications, videos, events, our podcast [The 180](#), and through our leadership in the [Science of Learning and Development Alliance](#).

- **In response to the COVID crisis:**

- As part of Turnaround for Children's COVID-19 response efforts, Turnaround is adapting and sharing resources educators, parents and caregivers can use to continue to support the social, emotional, cognitive and academic development of all children while schools are closed during the COVID-19 pandemic and upon eventual re-entry. Below are a few examples of these efforts:

- Turnaround has created bundles of resources for our partner schools to use with students and to share with families, including tools for building relationships; tools for building supportive environments, and tools for supporting student skill and mindset development. The tools are accompanied by short implementation guide videos we fast-tracked to continue to serve our partners and their students even from a distance.
- Turnaround adapted professional educator resources from the [Turnaround for Children Toolbox](#) for parents/caregivers, sharing tools including a reference on [Stress and the Brain](#); as well as Resources for [The Three Rs \(Relationships, Routines and Resilience\)](#), including tools for [Banking Time Virtually](#), a [Household and Remote School Routines and Procedures Checklist](#), and a [Routines Planner](#).
- Turnaround wrote and distributed letters for educators in our partner schools to share directly with parents and caregivers to contextualize the tools we made available for our school partners to distribute to them.
- Turnaround is creating learning opportunities for parent communities nationwide, including [podcasts](#) and [blogs](#) about surmounting the coronavirus crisis from Pamela Cantor, M.D., a [blog series](#) on health and wellness, webinars with partners such as [Learning Forward](#), [Newsela](#) and [Whiteboard Advisors](#), and a recent telephone town hall with the [National PTA and AFT](#) that reached more than 60,000 people.
- Turnaround is leading a series of webinars on "Learning Through Stress" for all its partners nationwide.
- Turnaround is curating resources from other partners (alongside its own) on a continually-updated [coronavirus resources hub](#).

- **States where active:** DC, NY, CA, IL and OK

uAspire:

- **Who they are:** uAspire is a national nonprofit leader on college affordability focused on advancing solutions to alleviate financial barriers to college success. They advise over 10,000 students annually to access financial aid and manage college costs and train thousands of counselors with best-in-class resources to do the same. In addition, uAspire drives student-centered policy and systems change by advocating for financial aid policies that are simpler, more transparent and equitable for all students, especially those from low-income backgrounds and students of color.



- **In response to the COVID crisis:**
 - uAspire is working to ensure students, families, and practitioners have accurate and timely information to navigate financial aid and higher education systems during the COVID-19 crisis. This includes direct advising virtually with students, remote training to practitioners across the country, and on-going engagements with state and federal policymakers to advocate for student-centered policies in the current crisis and beyond. They're maintaining a COVID-19 Support Resources page, complete with FAQs, resources for families, students, and policymakers, with relevant and timely updates.
 - uAspire's team of Student Advocacy Fellows are rebooting their efforts into a virtual campaign focusing on the hurdles of indirect expenses they face in pursuit of their college degrees. Costs like housing, food, course materials, transportation and medical care are exacerbated in the current crisis but have long been a struggle for students from low-income backgrounds. uAspire details why its critical to listen to students in order to understand and address these problems requiring practical, on-the-ground solutions.
 - Campus closures due to COVID-19 have exacerbated financial strain and inequities postsecondary students face to meet their educational costs and basic needs. As the weeks unfold, uAspire's advising work offers insight into the ongoing needs postsecondary students face during and beyond the coronavirus pandemic. The policy team is actively working with Congressional offices to advance student-centered solutions in implementation of CARES Act and further proposals for coronavirus relief. We believe it is essential to prioritize pragmatic, on-the-ground support to students to help them weather this storm and continue their education.
- **States where active:** Advising in CA; NY; MA. Training and policy/systems-change efforts are national.

The Wyman Center:

- **Who they are:** The Wyman Center is an expert at meeting the needs of teens across the nation. It provides long-term and nationally recognized programs to more than 23,000 teens nationwide. Wyman blends a teen-centered approach with evidence-based practices to create a flexible strategy to youth development that helps each teen define and achieve personal success, build life and leadership skills, strengthen their academic success, and create lasting connections to others and to their communities.
- **In response to the COVID crisis:**
 - The Center has not stopped serving teens from disadvantaged circumstances. Its mission work is education, leadership development and social-emotional learning. In this pandemic Wyman has become front line, basic needs support for teens and their families. Wyman provided daily coaching and mentoring to young people who are losing hope, losing the acknowledgement of hard-earned milestones (graduations, acceptance to college, etc.) and who often lack the technology and access necessary to engage in school and other activities while remaining physically distant. The Center is helping provide food, educational



supplies, and making referrals for housing, employment, and mental health supports.

- **States where active:** AZ; CT; DC; FL; GA; HI; IL; IN; IA; KY; MA; MI; MO; NE; NJ; NM; NY; NC; OH; PA; RI; TN; TX; UT; VT; VA

Zearn:

- **Who they are:** Zearn is a nonprofit on a mission to help all kids love learning math. Through a commitment to inclusivity and accessibility, our program helps teachers create classroom math communities where all students feel they belong and can love learning math. Zearn's materials foster growth mindsets and a tenacity for learning, so students believe in their capacity to grow and can persevere through challenges.
- **In response to the COVID crisis:**
 - Zearn's entire K-5 math program – including 400 hours of digital lessons with on-screen teachers and supportive remediation – is available for free, thanks to donations from the community. Kids, teachers, parents, and caregivers can directly access all of their top-rated content 24/7, outside of school, including paper-based materials that can be used without a device. Zearn also created [extensive distance learning resources](#) to support educators and parents/caregivers in getting started quickly and are offering webinars, video tutorials, and step-by-step guides on their Distance learning Center.
 - Zearn doesn't fully know the difficulties the COVID-19 pandemic will bring to the 2020–21 school year, but does know that the work of supporting all learners to love learning math in the midst of the pandemic remains our responsibility as educators. The community of Zearn teachers and administrators has asked us three questions that keep us up at night:
 - What math should my students learn this summer to feel successful in math next year?
 - How do we begin math instruction next year by grade to balance the wider needs of our learning community while supporting students to achieve grade-level learning?
 - How do I teach in next year's context which may include rapidly shifting hybrid-learning?
 - Zearn believes that answering these three questions is critical to supporting our nation's Learning Recovery. Zearn has rapidly deployed its team to answer these three questions using machine learning insights from the 5 billion math problems completed on its site and the wisdom of its network of hundreds of thousands of educators.
 - To answer to the first question, Zearn [has released a paper](#) that provides insights and an outline of the mathematics all K–5 students need this summer for extended learning, the first step in our multi-part learning recovery work:
- **States where active:** Zearn has active students and teachers in every state across the U.S.



National Service, Civic Engagement, and Government Reform:

Encore.org:

- **Who they are:** With the support of 250 partner organizations, 100,000 supporters, and thousands of activists, Encore's Gen2Gen initiative mobilizes people over 50 to stand up for and with young people, helps youth-serving organizations tap experienced talent, and brings the generations together to improve life for all. Encore connects and provides fellowships to people seeking midlife transitions to the nonprofit sector, to innovators working to bridge generations, and to new leaders working at the intersection of aging, longevity, intergenerational connection, and social justice.
- **In response to the COVID crisis:**
 - Encore fellows - older Americans who are committed to serving their communities - are leveraging their decades of skills to help nonprofits, communities and families meet this unprecedented moment. One Encore fellow, for instance, [serving one of the country's largest foodbanks](#), is helping the foodbank manage a sudden surge in demand by drawing on his data analyst skillset to establish emergency drive-throughs in optimal locations, to cover the largest possible territory. Another Encore fellow is putting his IT and technology skills to work, [helping a center providing housing and services to homeless individuals](#) transition to a remote work footing, and helping ensure homeless individuals in housing have a working digital connection to the outside world. Encore fellows across America are pitching in to help lead the way in this challenging time.
- **States where active:** National, with fellowships across many states.

Exalt Youth:

- **Who they are:** Exalt Youth (*exalt*) elevates expectations of personal success for youth ages 15-19 who have been involved in the criminal justice system. Its powerful combination of structured classes for tangible skill development, individualized support to navigate the education and justice systems, placement in paid internships, and an alumni network of resources equips youth with the tools and experience to avoid further criminal justice system involvement.
- **In response to the COVID crisis:**
 - Starting on March 12, *exalt* expeditiously mobilized to pivot to a fully virtual program. From intake and orientation through the classroom training, paid internship experience and alumni phases, *exalt* is now 100% virtual, ensuring the safety of their team and participants, achieving their mission, and maintaining a high standard of outcomes for young people during the COVID-19 pandemic. *exalt* has also been providing laptops and hot spots to our active students and graduates to ensure they are able to consistently access virtual programs and learning.
 - *Exalt* has completely converted our curriculum to online delivery, creating tiered engagement levels that ensures 90% youth engagement. To accomplish this, they created cross-departmental teams tasked with tackling challenges related to



the need to transition to online delivery of services. These teams focused on: 1.) virtual referral strategies 2.) virtual curriculum and content 3.) virtual alumni workshops 4.) virtual internship/independent study 5.) virtual court-relations 6.) supporting youth with their transition to virtual school. In 1 week, these groups came back with solutions to the larger group and we adopted 95% percent of solutions generated into virtual program implementation. This was the best way to match skill sets and strengths with the task at hand.

- Highlights that came out of that process include: 1.) establishment of robust virtual experience and virtual internship/independent study bank 2.) Updates to all external partners about virtual transition and advocacy to release youth from detention to keep them and the city safe from COVID-19 and engage them in virtual programming 3.) Push to provide youth with debit cards rather than normal stipend by check to help them have quicker and easier access to funds.
- *Exalt* created a virtual infrastructure to replace our existing in-person protocols. To enable continual programming, they deployed laptops to youth in need and supplied key online subscriptions. They have also adjusted our pay schedule to students, releasing stipends earlier to provide additional support to families. Through the support of a key philanthropic partner, they were able to quickly distribute 50 emergency fund direct deposit payments of \$500 each to families impacted by the pandemic.
- Internally, *Exalt* switched to Zoom, Google classroom, DocuSign and Free Conference Calls to ensure quality control of program delivery. They also hold daily organizational wide meetings at 11:00am to both assess our work and it has served as an opportunity to have presenters share how their institutions are responding to COVID-19.

- **States where active:** NY

FUSE Corps:

- **Who they are:** FUSE is a national nonprofit that partners with local government to help urban communities thrive. FUSE works closely with government partners to design yearlong strategic projects, recruit experienced leaders to take on those challenges, and provide the ongoing support to help fellows achieve their full potential for community impact.
- **In response to the COVID crisis:**
 - With COVID-19 keeping Americans at home and leading to community-wide shutdowns across the country, many small businesses are struggling and facing an uncertain future. Further compounding the challenge, many small business owners are unable or unsure how to access relief or advocate for the support they need. [FUSE Corps](#), a national nonprofit that works with local government to help urban communities thrive, recognizes the critical role of government in helping small businesses understand and access vital relief; so, they've pulled



together a list of [10 ways](#) local government agencies can offer small businesses the urgent support they need to make it through this crisis.

- **States where active:** CA; CO; DC; IN; KS; LA; MN; MO; OH; PA; VA; WA

Generation Citizen:

- **Who they are:** Generation Citizen (GC) is transforming how civics education is taught by bringing the subject to life. As a nonprofit organization, it champions realworld democracy education that equips all young people with the skills and knowledge needed to effect change. To ensure American democracy represents the voices of all people, GC prioritizes working with students from communities that have been historically excluded from the political process.
- **In response to the COVID crisis:**
 - As communities across the country respond to the coronavirus pandemic, the importance of civic engagement is more apparent than ever - especially among young people, whose futures will be shaped by this crisis. As part of their “Democracy Doesn’t Pause” effort, [Generation Citizen](#) is offering [free online lesson plans and other resources](#) to equip educators, students, and families with the tools they need to continue advancing action civics education during this crisis.
- **States where Active:** NY, MA, TX, OK, CA, RI, UT

Millennial Action Project (MAP):

- **Who they are:** MAP is the largest nonpartisan organization activating young lawmakers to transcend political divisions and strengthen American democracy through programs that help leaders in elected office convene across party lines, develop and share innovative policy ideas, engage the public in cross-partisan political dialogue, and amplify stories to state and national audiences.
- **In response to the COVID crisis:**
 - Millennial Action Project is mobilizing their bipartisan network of 1,000+ young elected officials around efforts to safeguard the 2020 elections, through policies such as vote-at-home. On April 6, 2020, Millennial Action Project partnered with Unite America Institute to host a briefing for state legislators across the country interested in learning more about Vote at Home systems. The purpose of the briefing was to discuss voting solutions in order to ensure that every American has the ability to exercise their right to vote without risking their health during the COVID-19 pandemic.
- **States where active:** AL; AK; AR; AZ; CA; CO; DC; FL; GA; HI; IL; IN; KS; LA; MA; ME; MI; MS; NC; NE; OH; OR; PA; TX; VT; VA; WA; WI

Peace First:

- **Who they are:** Peace First is a nonprofit that exists to create the next generation of peacemakers. Peace First views young people as natural problem solvers and creative



thinkers, and it invests in their ability to see themselves as leaders through a unique blend of free digital resources, community support, start-up funding, and stories that celebrate their journeys and impact.

- **In response to the COVID crisis:**
 - Peace First has launched a rapid response grant process to help young people around the world lead projects that address community impacts of COVID-19, from providing meals to elderly neighbors to launching digital mental health campaigns to support youth feeling isolated. Rapid response grants are open to young people between the ages of 13-25, anywhere in the world.
- **States where active:** Peace First is active in all 50 states.

Public Allies:

- **Who they are:** The Public Allies AmeriCorps program combines a 10-month nonprofit apprenticeship with a community centered approach to leadership development that emphasizes the practice of six core values that invigorate public life: collaboration, diversity and inclusion, asset-based change, continuous learning, integrity, and innovation.
- **In response to the COVID crisis:**
 - Public Allies is a major national service organization which embeds fellows in nonprofit apprenticeships, has been helping nonprofits access resources and navigate SBA loan programs, and helping connect their fellows with information about student loan relief.
- **States where active:** AZ; CA; CO; CT; DC; DE; FL; IA; IL; IN; LA; MD; MI; MN; NM; NY; NC; OH; PA; TX; WI

PushBlack:

- **Who they are:** PushBlack attracts Black voters through its innovative daily Black history and news service, which is based on Facebook Messenger. With this daily relationship, PushBlack encourages subscribers to take advocacy actions, register to vote, and turn out on election day. Over the past year, PushBlack has experienced explosive growth, attracting over 4 million messaging subscribers.
- **In response to the COVID crisis:**
 - The COVID-19 pandemic and emerging data, which shows that Black Americans will be disproportionately harmed by the virus, have made PushBlack's response more urgent than ever. For example, a recent report in The Guardian showed that "Louisiana has the fourth largest number of [COVID-19] cases in the country, and the majority of the [COVID-19] deaths are in New Orleans, where black Americans constitute 60% of the population."
 - PushBlack is leveraging its extensive reach and experience in building lasting digital relationships with its subscribers to share accurate and timely information, resources, and actions to help Black people navigate this crisis. Specifically, it's producing culturally competent, emotionally compelling content on Facebook and



Instagram, to keep Black Americans up to date on the evolving socio-historical health and economic crises facing our nation.

- In the wake of the pandemic, PushBlack has written 34 COVID-19-related stories. One of its recent stories, “We Can’t Work, So Why Is Rent Still Expected to be Paid?,” is PushBlack’s most successful petition in two years! It was sent to 3,471,611 subscribers; 105,736 of these subscribers clicked to read the petition (3.05% 24-hour click rate). These subscribers shared the story with their friends, and brought in more than 50,000 new subscribers. In total, 186,000 people signed the petition.
- PushBlack is also highlighting the need for criminal justice reform during and after the pandemic, through stories such as “The Criminal Justice System Faces Off With Coronavirus,” and “The Risk Of Being In Prison During A Pandemic Is Huge.”

- **States where active:** National presence

Roca:

- **Where they are:** Roca offers an intervention model to engage a group of high-risk young people who are often forgotten and left out by other services: the ones who don’t show up for programs, education opportunities, or jobs. The young men (ages 17 to 24) Roca serves are deeply involved in the justice system and in violence, and are on track for long-term incarceration and future engagement in violence. The young mothers (ages 16 to 24) Roca serves face a multitude of risk factors, and in addition, refuse or are unable to participate in parenting programs or home visiting programs. Roca’s four-year intervention model proves that these vulnerable and resilient groups of young adults can, in fact, live safe, stable, and hopeful lives. Roca also works closely with law enforcement and criminal justice agencies, with specific emphasis on the police, to engage them in the success of young people.
- **In response to the COVID crisis:**
 - Roca’s high-risk young people are now more vulnerable than ever to poverty, trauma, and isolation. As an essential service, Roca is now delivering outreach and providing food and monetary support – all in compliance with strict social distancing guidelines – for 1,000 young people, and often their children, in 21 communities across Massachusetts and in Baltimore, Maryland.
- **States where active:** MA, MD

Social Impact Architects:

- **Who they are:** The best architects don’t just construct buildings – they create an experience that provokes thinking and optimizes human interactions. The same is true for building a better world. Social Impact Architects are bridgers between multiple disciplines with the goal of accelerating the speed of social change. They are a social change agency that provides consulting and learning experiences to changemakers working alongside them to design creative and transformative solutions to social issues.
- **In response to the COVID crisis:**



- Social Impact Architects has the ability to leverage our network of clients and TrendSpotters to understand how the social sector (e.g., nonprofits, foundations, government) is responding to the shifts as a result of COVID-19. They have an upcoming article in Chronicle of Philanthropy detailing this work, but the highlights are 1) every social sector organization needs a go-forward plan, which takes into account their unique combination of sustainability and demand for services; 2) every organization needs a new mindset and new skills to be best equipped to not only build, but respond to possible future scenarios; and 3) every organization needs to develop a revised strategic plan (which we call a bridge plan) to best respond to current and future needs and leverage this opportunity to rebuild their communities.
- **States where active:** National presence

Social Finance:

- **Who they are:** Social Finance is dedicated to mobilizing capital to drive social progress. To date, Social Finance has mobilized nearly \$100 million of capital to address a wide range of social issues including criminal justice, education, health, and workforce development. The Pay for Success field that Social Finance helped build has mobilized nearly half a billion dollars globally to drive social progress.
- **In response to the COVID crisis:**
 - Social Finance is working closely working with several state and local governments on how both stimulus funding and other federal dollars can be deployed in an outcomes oriented way, specifically tied to results such as employment, and is working on evidence-based interventions (for instance, supportive housing) for especially high risk populations vulnerable to this crisis, such as in particular chronically homeless adults.
 - Their partners around the country have been working tirelessly to adapt to a new reality in the face of COVID-19. Since early March, Social Finance has worked to help them, whether through building budgets to bring cell phones to supportive housing clients or summarizing best practices around virtual delivery approaches. In Connecticut, for example, Social Finance is working with partners at the Office of Early Childhood to benchmark state childcare responses to the crisis, including budget and policy decisions, communications strategies, and provider engagement approaches. To extend that support beyond the counties and states it works with already, the organization staffed a Rapid Response Network to provide 'surge capacity' where it's needed most—with the goal of delivering fast, customized, digestible research and analysis to guide public leaders making time-sensitive decisions.
- **States where active:** National presence, including in AK, CA, CT, DE, IN, MA, MO, NY, OH, TX, WA.

Third Sector Capital Partners:

- **Who they are:** Third Sector uses funding, data, and incentives as levers to impact how governments, service providers, and community stakeholders work together. This



process leads to quantifiable improvements in people's lives by creating new incentives to inspire sustainable operational changes within an organization. It works alongside communities to realize a thriving future of educational opportunity, economic mobility, housing stability, and physical and mental health.

- **In response to the COVID crisis:**

- Third Sector is confident in its ability to continue its work seamlessly. Third Sector is committed to delivering the same level of service and will work with each of their clients to ensure that their partnerships are effective and expectations are met.
- Massachusetts Department of Transitional Assistance (DTA): In recognition of the need to get cash out the door to providers to support them to keep staff to engage with employment services program clients (who are receiving TANF) and to adapt services to be remote, MA DTA had to rethink their pay-per-outcomes philosophy and adapt what providers could bill for in the short-term in order to access needed cash. Third Sector served as a thought partner to DTA as they developed a plan.
- MassHire: Third Sector was in the midst of a workshop series on data-driven continuous improvement when COVID hit. The organization has now adapted its workshops (after postponing for 2 months) to be less about using data for long-term planning, and more about how data and stakeholder engagement can support near-term priorities, such as adapting programs or deploying new Dislocated Worker Grants.
- Pay for Success (PFS) in Higher Education: The Colorado Department of Higher Education (CDHE) has been working with Third Sector build towards a PFS project focused on re-engaging adults with some college, no degree through a community-based provider who can provide coaching and wraparound services to support re-enrollment and completion. Given the rapidly changing needs of its community college partners to help dislocated workers gain access to post-secondary education opportunities, CDHE took the longer-term planning that it was doing for re-engaging adults and applied it to issuing an expedited procurement in May 2020 to deliver flexible grant funding to providers, job centers, and community colleges focused on supporting displaced workers. Third Sector supported CDHE's RFP development, building from the previous discussions, and also focused on ensuring that the data collected from this effort can be used to inform the in-progress PFS project focused on a similar adult population.

- **States where active:** CA; CT; CO; DC; DE; FL; IA; IL; IN; LA; MA; MD; MN; NC; NY; NV; OH; OK; OR; TX; UT; VA; WA