We are committed to building an equitable and just world where everyone has what they need to grow and thrive.

We work in partnership with youth, families, schools, and communities to facilitate nurturing spaces where people can understand and challenge systemic racism and oppression. In all of our programs, we practice critical questioning, cultivate connection, and inspire action.
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Friends,

I’m writing this letter to you for the first time as the Chair of the Board of Directors of RE·Center. It is my honor to serve an organization that is committed to changing the experiences of underrepresented students in our classrooms and schools while at the same time impacting the future of our communities.

We have had an exciting year – from the development of a brand-new website on the heels of a new name and rebranding efforts to the groundbreaking release of the EISCA report with Manchester Public Schools. From our partnerships with the National Education Association and the Nellie Mae Foundation to having been published twice – in Kids Count and in the Springer Encyclopedia for Educational Innovation!

If that was not enough, we launched a new program, Equity Teams for Positive School Change, focused on empowering middle school students to become change agents; and we were also selected by the Hartford Foundation for Public Giving to participate in their Social Enterprise program. We are proud to be one of 10 non-profit organizations who have received continuous support and resources to develop alternative revenue streams which will support and sustain the mission of our organization.

Additionally, we welcomed 3 new board members and celebrated some significant milestones and recognition moments for both staff and board members. The backdrop, however, of all these victories, is a society getting increasingly polarized. Unfortunately, the outcome of this behavior has played out time and time again in our schools. It only makes our mission that much more critical.

In spite of those challenges, when I reflect on all of the opportunities that have come our way this fiscal year, one word comes to mind: gratitude.

We are grateful to be a part of a community in the greater Hartford area, in Connecticut and across the country, that is committed to dismantling racism. We are grateful to have many partners in this work. We are grateful for a committed staff and an engaged board. We are grateful to have made an impact in so many ways over this last year!

I hope that this annual report inspires you to consider those things that you are grateful for as well as how you can get involved to increase dialogue, enhance understanding and eradicate hate. We are indeed all in this together and we are grateful that you stand ready to join us in this work.

In solidarity,

Joelle A. Murchison, Board Chair
Dear Friends,

Recently, RE·Center hosted a showing of the film, *True Justice*, about widely acclaimed public interest lawyer Bryan Stevenson. The film was powerful, the story of our criminal justice system and Stevenson’s work as a lawyer, advocate, storyteller and so much more. In the film, Stevenson shares a seminal moment in his advocacy journey - the Supreme Court decision in *McCleskey v. Kemp*, (1987) which considered evidence of racial disparities in sentencing, as “an inevitable part of our criminal justice system.”

The idea that in 1987, racism in the criminal justice arena should be considered inevitable, was a crushing blow to Stevenson, and this decision spurred much of his subsequent work, including a shift to more systemic action.

The inevitability of racial disparities in education is sometimes viewed similarly, though not voiced in the same way. These beliefs, whether stated or unconscious, can limit our resolve that things can change in our schools.

Ongoing reports of racial incidents demonstrate that our education system is not systemically equitable, but these incidents are only the visible tip of the racial equity iceberg. Our students experience disparities of all kinds in their educational journeys.

RE·Center is committed to working toward individual, institutional and systemic equity. Entering our 28th year, we continue to evolve as an organization thanks to the engagement and support of the educational community in all its forms, funders and donors, the larger community, parents, students, our Board of Directors, staff and facilitators.

We are grateful for your support, insights, critique, participation, and the power of your passion for this issue.

Sometimes, that’s what we need most.

In Community,

Kate Busch Gervais,
Executive Director
"This workshop generated so much dynamic thought about what it means for us to be active, engaged, conscious people. As poet Audre Lorde said, "without community, there is no liberation."

Educator
Showing Up Whole for Racial Justice Workshop, April 2019
EDIfy (Equity, Diversity, Inclusion for you) is the adult learning branch of our programmatic offerings. Our EDIfy trainings and workshops provide educators and community members in the Greater Hartford area with history, framing, power analysis, identity development, empathetic motivation, and community accountability. With these tools, educators are more equipped to center the voices and experiences of students who have been marginalized in their school systems and begin taking steps towards creating a racially equitable school environment.

I used to blame families for students’ lack of education attainment, now I seek causes within our systems to find a solution in breaking down those barriers.

National Education Association Conference-East

Through our EDIfy programming, we offer individualized racial equity workshops for educators and general EDIfy workshops for both educators and community members. The individualized workshops are designed to meet a specific request from partners. On the other hand, the general workshops are pre-formatted to provide an overview and introduction to the core components of RE-Center’s approach to educational equity: the Equity in Practice Guidelines and the 5 Shifts to Co-Create Equity. The three-workshop format—Intro to Equity, Equity in Practice, and Equity Intensive—are designed to give participants a deeper understanding of racial equity in practice with each level.

Over the course of the 2018-2019 fiscal year, we reached over 1,900 educators and community members in the Greater Hartford area through our EDIfy programming. We worked with Hartford Performs, the Educational Center for the Arts, National Education Association, Waterbury Public Schools, the Connecticut Women’s Education and Legal Fund, and many other organizations and schools committed to learning about and growing in their approach to racial equity. In the next year, we hope to continue to nurture and create deeper and long-lasting connections with our community partners. Racially conscious adults are a key component of creating a world where students have what they need to grow and thrive.
Equity Teams for Positive School Change

Equity Teams for Positive School Change is a RE·Center program designed for students, administrators and teachers to actualize their commitment to creating equitable school environments where everyone gets what they need to grow and thrive. By engaging in an ongoing process of grade-wide leadership workshops, teacher professional development and Equity in Education Retreats, school community members will increase their ability to identify inequitable school practices, policies, and patterns and be empowered to co-create new institutional culture.

In 2018, we launched a pilot of Equity Teams in partnership with two schools: Richard J. Kinsella Magnet Performing Arts School in Hartford and Sunset Ridge Middle School in East Hartford. RE·Center facilitators conducted a half-day leadership workshop and professional development workshop for students and teachers, respectively. These workshops helped schools identify 6th grade students and teachers to be a part of their school’s Equity Team. Each Team had a RE·Center coach who met with them multiple times and held after-school workshops on equity, leadership, and social change.

At the end of their year of afterschool work, the Equity Team members all met together for a 4-day, 3-night retreat in late Spring to share and learn from each other, and to celebrate their work. Teams from both schools lived, learned and played together at the Silver Lake Conference Center in Sharon, CT. They took on challenges that taught them teamwork skills, and did activities designed to inspire critical thinking, teach them approaches to making change, help them share experiences, and to imagine schools free from biases. Teachers participated with students for most of the day and had a daily workshop just for adults, facilitated by experienced RE·Center staff.

We developed Equity Teams for Positive School Change to create a long-lasting effect by helping schools shift their cultures for the benefit of all students, now and in the future. We have begun to see the seeds of those effects in this first year and look forward to helping them grow in the coming years as we add more schools and grade levels!
The students (174 total) were: 31% Black, 28% Latinx/a/o, 26% Two or More Races, 13% White, and 2% did not identify.

The adults (71 total) were: 80% White, 10% Black and 10% Latinx/a/o.

The Barnes Foundation
Ensworth Charitable Foundation, Bank of America, N.A., Trustee
John R. Lindberg Fund at the Hartford Foundation for Public Giving

After the student leadership workshops for all 6th graders, 100% of teachers who had a chance to observe their students expressed that they were surprised by how much they students wanted to discuss issues of racism, diversity, and equity.

100% of Equity Retreat adult participants agreed (29% strongly; 71% agreed) that the workshop helped them feel better prepared to engage in racial equity work.

Retreat adult participants agreed (71% strongly agreed; 29% agreed) that the workshops helped them develop common language around issues of power, privilege, prejudice, and racism.

Of student participants shared that participating in the program helped them make new friends from different schools and towns.

Of all participants agreed that “Yes! The after-school Equity Team meetings helped me think about what positive changes we want to make in our school.”

Of the Equity Retreat adults agreed (71% strongly agreed; 15% agreed) that the workshops helped them see how they contribute to these systems of oppression.

Of students agreed that “The activities gave me new words that help me talk about my experiences.”

Schools that participated in Equity Teams for Positive School Change Pilot in 2018-19 included:

Sunset Ridge Middle School, East Hartford
R.J. Kinsella Magnet School of Performing Arts, Hartford

Thank you for the funding support of Equity Teams from the following gracious donors:
State of Connecticut Department of Education Inter-district Cooperative Grant
SBM Charitable Foundation
The Barnes Foundation
Ensworth Charitable Foundation, Bank of America, N.A., Trustee
John R. Lindberg Fund at the Hartford Foundation for Public Giving
RE·Center was honored to be selected as one of the ‘Tenacious 10’ nonprofits to participate in a 30-month journey to develop an earned income social enterprise. Through this partnership with the Hartford Foundation for Public Giving’s Nonprofit Support Program, we are fortunate to be working alongside experts from the consulting group, NoMarginNoMission to create this new project and revenue stream. Income earned from this project will help support our mission to help eliminate the effects of racism in educational settings.

We are poised to implement this new plan and take our organization to new venues.

It was exciting to be part of a dynamic presentation in June 2019 where we showed our business plan to potential investors. In this “Fast Pitch” session, we shared our goals and heard opinions, questions and suggestions from the group. That day, we were thrilled to learn that all gifts made in support of our enterprise would be matched one-to-one by the Hartford Foundation for Public Giving! Subsequently, we were able to raise more than $26,000, and with the matching Foundation funds, we reached our goal to begin the enterprise!

Racism manifests in a variety of ways: internally, interpersonally, institutionally, and through the ideology of white supremacy. Racism harms individuals, institutions and society at large. With the knowledge gained in working with students, teachers and school systems for 25 years, RE·Center will work with the following sectors to assist them in creating racially equitable organizations: philanthropies, nonprofits, businesses and faith-based organizations. We will provide consulting and training services to organizations that seek to create a positive and inclusive working environment, engage productively with their communities, provide effective services to their diverse customers, and help move society forward toward racial equity and justice.
We are grateful to the many people who chose to invest in this unique entrepreneurial initiative to get to the roots of racism in settings that affect us all. Our Social Enterprise program will provide diversity, inclusion, and equity training for nonprofits, businesses, faith communities and philanthropies. Its earnings will support our core mission of eliminating the impacts of racism in K-12 education by providing funds to support our programs in schools and districts most impacted and underfunded. We are beginning the process to hire a Director of RE·Center Consulting and look forward to launching our initiative in the months ahead!

Special thanks go to Larry Clark, Sara Leonard, and our colleagues at the Hartford Foundation’s Nonprofit Support Program, as well as our Board Members who have devoted extra time to develop this initiative, notably Wendy Brown Helmkamp, Sarfraz “Safa” Nistar, and Joelle Murchison.

We thank the donors and funders that contributed in both 2018 and 2019 to the Social Enterprise: Thanks to Erik Wasson, Director’s Discretionary Grant from the William Caspar Graustein Memorial Fund, Elisa Del Valle, Laura Hatfield, Judith Keppelman, Rich and Gretchen Fountain, Gail Schoppert, Binh-Co Tran, Kate Gervais, Clinton Richmond, Jackie Lee, Betty Ann Grady, Beverly Boyle, John Johnson, Erica Richmond, Jon Wheeler, Hartford Foundation for Public Giving, and the Magrieta and Sherwood Willard Fund, John R. Lindberg Fund, and the Charles Cook Fund of the Hartford Foundation for Public Giving.

We are energized to make real change for the students in our region.
Racism and inequity are products of design. They can be redesigned. RE·Center is working to redesign, transform, and develop new ways of doing and being that are more equitable and center the needs of students with marginalized identities. We believe real change is possible and we’re being strategic in our approach.

For a number of years, RE·Center has partnered with Manchester Public Schools (MPS) as they prioritize diversity, equity, and inclusion. We have provided professional development for district administrators, school staff, and technical assistance to the Office of Equity and Partnerships. Building on our work and administering the Equity Informed School Climate Assessment (E.I.S.C.A.) in Manchester, we’re working with students, staff, administrators, and engaging the Board of Education and larger community—sustainable change can only happen with broad participation!

The E.I.S.C.A. tool was developed over the course of the 2017-2018 school year, in collaboration with EdChange Dr. Paul Gorsky and MPS in order to evaluate the climate of the school district through the lens of racial equity and its intersections. After countless hours and involvement from school community members, RE·Center evaluators spent the 2018-2019 school year compiling the data into a full report. The E.I.S.C.A. work was supported by grants from the William Caspar Graustein Memorial Fund.

The information gathered painted an expansive and detailed picture of the school climate in MPS and showed that those students with marginalized social identities fared worse in terms of safety, feelings of belonging, and overall discrimination than those with privileged social identities. The full report can be found on both the MPS and RE·Center websites. In addition to painting a picture of the current state of the current school climate, RE·Center evaluators provided MPS with recommendations for ways to move towards a more equitable school system and community.

“For our community to be the best it can be, I believe we need to analyze our beliefs about race, put race at the center and seek to understand and empathize with the lived experiences of people of color. I am proud to say that Manchester is a community that is choosing—through the work in the schools and in the town—to do just that.”

Rhonda Philbert
Manchester Public High School, Director of Equity Programs
Since receiving the report, MPS has moved forward to examine and assess the recommendations.

Following a campaign led by students to change the school mascot, the Board of Education convened in June 2019 to vote on the change.

The room burst into applause after the Board unanimously voted to change the MPS mascot to the Red Hawks. As School Board Chairman Darryl Thames said, “it was time to “pass the torch” to the student advocates” (Journal Inquirer).

The Youth Equity Squad, a group of middle and high school students from MPS advised by educators and community partners (including RE:Center), has been meeting regularly to discuss their experiences and push for more changes in their respective schools. At the opening convocation for the 2019-2020 school year, the Youth Equity Squad had the opportunity to speak to incoming teachers about their work. The Youth Equity Squad is an integral piece in making community change through centering the voices and experiences of young people of color. We are thankful to the educators, students, community members, and partners who worked with us to complete E.I.S.C.A. We look forward to continuing our work with Manchester and the Youth Equity Squad in the coming year.

EISCA ACTIVITIES:

- **FACULTY PRESENTATIONS AT MANCHESTER PUBLIC SCHOOLS (MPS)**
- **MULTI-DAY ETHNOGRAPHIC SITE VISITS**
- **INTERVIEWS: ADMINISTRATORS, CERTIFIED AND NON-CERTIFIED STAFF**
- **AFFINITY-BASED FOCUS GROUPS- STAFF, STUDENTS, AND FAMILIES**

SURVEY OF THE MPS COMMUNITY:

- **3,100** STUDENT SURVEYS
- **2,700** FAMILY SURVEYS
- **1,100** MPS STAFF SURVEYS
In the last year, we’ve also taken on a partnership with the Nellie Mae Education Foundation. We’re providing professional development, individual coaching, and organizational technical assistance for their staff and we are in conversation about how to organize and support similar learning and work with the Foundation’s board. Through the use of virtual conferencing, in-person training sessions, and 2-day retreats, we’re engaging in the work together. Gislaine Ngounou, VP of Strategy and Programs, describes this partnership as, “critical to the work that everyone must do to understand our individual and collective roles in upholding or disrupting systems of oppression, and particular those that get in the way of racial equity. This is central to the Foundation’s new mission to support community-driven efforts towards racial equity in public education.”
In early 2019, RE·Center launched our new website. Amaryst Parks, the Newman's Own Foundation Fellow at the time, wrote about the experience of working on the creation of re-center.org. RE·Center's website required many hours of time, energy, focus, frustration and excitement as we learned new systems and watched community come to life.

In June of 2018, we changed our name to reflect our transition and explicit centering of anti-racism pedagogies and the experiences of students of color. As our mission changed, our name and story needed to as well.

The website was an exercise in getting to know who RE·Center was becoming.

We had countless meetings with CO:LAB (our technical and creative partners), interviews with staff and Board members, so much research, reveals of the site map, the website design, the stories and pictures, etc. Everyone on staff had a hand in creating the website and making it what it is today. Our Research & Storytelling Fellow, Amaryst, and our Administrative Assistant, Rinne, took the lead with guidance and supervision from our Executive Director, Kate, and our Director of Development, Gretchen. We soon realized that the website was a visual manifestation of our organization and wanted it to ring true and personal. We wanted the website to match our internal and external operations. To show who we were as professionals and as people too. This meant having a lot of drafts, long meetings and tensions as we figured out where our organization was going, and calls to Lorena at CO:LAB to make it all work. We asked questions like: What kind of organization do we want to be? How do we make student experiences more central in our site map and in our organization? What are we good at, what do we know, and how can we help?

Creating the website was an intentional process from our first meeting with CO:LAB, to the days we spent writing and editing, to the final presentation of the website at a staff meeting. Continuing and managing the website remains the same. A warm thank you to everyone who made our website possible and those who continue to make it better and better!

In community,
Amaryst Parks
Newman's Own Foundation Fellow 2018-19
RE·Center is excited to continue our partnership with the NEA (National Education Association) teachers union. We began this partnership in 2018 when NEA’s Human and Civil Rights Department invited our organization to introduce a racial equity framework to over 500 educators in San Diego and New Orleans.

These workshops provided an opportunity for the union and its members to continue to move towards a stronger practice of racial and social justice.

NEA understands that "education advocacy and social justice advocacy go hand in hand, and that an increasingly diverse kaleidoscope of students and educators must feel welcome in our public schools" and our partnership reflects a commitment to ensure that racial equity is the lens we use to build movements that can ensure that children and teachers across the country feel welcomed in their schools.

This year we will work with the Human and Civil Rights Department at NEA to expand on last year’s racial equity training by working closely with a group of racial equity leaders from across the country. RE·Center will offer this group of leaders additional training and coaching opportunities to help them tackle inequities in their communities and institutions and to help them position themselves as racial equity advocates and leaders. As an organization we understand that racial equity work must be ongoing and sustainable. We know that equipping others with the necessary tools to fight racial inequities is one of the many strategies that will help us ensure we build a just and equitable world.

Cesar Aleman
Senior Director of Race & Equity Programs
Programs

Breakthrough Magnet School, Hartford, CT
   Teacher Professional Development
   Student Leadership Workshop

Capitol Region Education Council (CREC)
   Youth Empowerment Summit for Open Choice (Middle and High School)

Connecticut Women’s Education and Legal Fund
   3-day Facilitator Training Institute

Corporation for Supportive Housing New England
   Introduction to Equity Workshop
   Equity Listening Tour

CT Students for a Dream
   Race and Identity Workshop

Equity Teams for Positive School Change
   Sunset Ridge Middle School, East Hartford
   R.J. Kinsella Magnet School of Performing Arts, Hartford
   Partner host: Silver Lake Conference Center, Sharon, CT

The Ethel Walker School, Simsbury, CT
   5 Shifts to Co-Create Equity Workshop
   Martin Luther King Day Panel

Farmington Public Schools, Farmington, CT
   Town Hall Meeting
   Farmington High School Racial Equity, 1-Day Retreat
   West Woods Upper Elementary School Educator Workshop

Hartford Performs, Hartford CT
   Equity Workshop Series

Kingswood Oxford School, West Hartford CT
   Race and Equity Teacher Professional Development and Student Focus Groups

Manchester Public Schools, Manchester CT
   Youth Equity Squad Workshop Series
   Equity-Informed School Climate Assessment

National Education Association
   Minority/Women’s Leadership Training
   Eastern Region Conference, New Orleans, LA
   Minority/Women’s Leadership Training
   Western Region Conference, San Diego, CA

Nellie Mae Education Foundation, Massachusetts
   Equity Foundation Workshop Series

Newman’s Own Foundation, Westport CT
   Philanthropy Workshop

Ridgefield Public Schools, Ridgefield CT
   Introduction to Equity

Sheff Movement Coalition, Hartford CT
   Introduction to Equity

Simsbury Public Schools, Simsbury CT
   Rapid Response: Racial Equity Intensive

Texas State Teachers Association, Austin, TX
   Introduction to Equity

The Sojourner Truth School for Social Change Leadership, Massachusetts
   Showing Up Whole for Racial Justice Series

United Church of Christ, Hartford, CT
   Co-Creating Equity

University of Connecticut, Hartford CT Campus
   Equity in Practice

University of Saint Joseph, West Hartford, CT
   Building Connected Communities and Anti-Racism Student Development Series

Wadsworth Atheneum Museum, Hartford, CT
   Art and Empathy Series

Windsor Public Schools, Windsor CT
   MicroAggression: MacroImpact Educator Workshop
   Racial Equity Series for Educators
   Racial Equity Workshop at Summer Administration Retreat
Publications

This year marked another year of expansion for RE·Center and our mission. We were selected to collaborate with the Connecticut Association of Human Services (CAHS), which produces the Connecticut edition of the Kids Count report, a companion to the National Kids Count Reports produced by the Annie Casey Foundation. Kids Count includes data and statistics collected at the local, state, and federal levels on the educational, social, economic, and physical well-being of children across the nation. This year, we were asked to introduce Education data by writing an essay to reflect on the state of educational equity in Connecticut. CAHS released the Kids Count report in Hartford at a panel discussion in the Legislative Office Building, where Program Evaluations Manager, Cristher Estrada-Peréz, had the opportunity to represent RE·Center.

Additionally, RE·Center was asked to contribute as publishers of the Springer Encyclopedia of Educational Innovation. Under the topic of Educational Innovation and Equity, Springer, an open-source online encyclopedia, offers up to date accounts of the way that educational practices are impacted and changed by innovation. Entries provide models that have the power to radically transform education and pedagogical approaches by addressing issues of power, privilege, race, and class. RE·Center’s entry, Racial Equity in Education: Institutional Barriers and Adaptive Systemic Solutions, highlights the institutional inequities faced by school communities and provides innovative ideas on how to address them. This entry will be published in 2020.

Cristher Estrada-Peréz
Program Evaluation Manager
FINANCIALS
FOCUS ON FINANCIAL HEALTH

SUPPORT AND REVENUE

- Contributions $873,528
- Program Service Fees $167,754
- In-Kind $15,841

TOTAL $1,057,123

EXPENSES

- Program Services $847,436
- Admin & General $111,056
- Fundraising $78,230

TOTAL $1,036,722
People

We are grateful to have an excellent team of professionals who help us to create nurturing spaces for discussion and transformation.

Board Members

Joelle Murchison, Board Chair
Special Advisor, Diversity and External Partnerships, Adjunct Faculty, University of Connecticut, Hartford (joined April 2017)

Elisa Del Valle, Vice Chair of the Board
Director of Social Justice and Inclusion, The Ethel Walker School, Simsbury (joined December 2017)

Michael Bartone, Ph.D.
Assistant Professor, Central Connecticut State University (joined March 2018)

Wendy Brown Helmkamp
Founder, Moon Shadow Consulting, Simsbury (joined December 2017)

Terrell Hill, Ed.D.
Assistant Superintendent for Human Resources, Windsor Public Schools (joined March 2019)

Cheryl Hilton, Realtor, PSCS, AHWD
Cozy Homes Real Estate and Property Management (joined March 2019)

Michelle D. McKnight
Math Intervention Specialist, Manchester Public Schools, Manchester (joined April 2017)

Sean Mosley
English Teacher and Department Chair, Crosby High School, Waterbury (joined May 2019)

Kathryn Mullin, Esq. Attorney
Robinson & Cole LLP, Hartford (joined January 2018)

Sarfraz (Safa) Nistar
Strategy & Operations Executive, Minutemen Media (joined January 2018)

Rev. Erica Richmond
Palliative Care Chaplain, Hartford Hospital, Hartford (joined April 2017)

Kimberly S. Traverso, LPC
Education Consultant, CT State Department of Education (joined May 2018)

Erik Wasson
Informatics Senior Specialist, Cigna, Inc., Bloomfield (joined April 2017)

Diane Kearney, Ed.D., Former Board Chair
Director of Manchester Adult and Continuing Education, Manchester (June 2018 - June 2019)

Derrick Everett
Managing Director of External Affairs, Educators for Excellence, Boston (April 2017 through January 2018)
Staff

Kate Busch Gervais  
Executive Director

Cesar Aleman  
Director of Race & Equity Programs

Cristher Estrada-Peréz  
Program Evaluation Manager

Suri Seymour  
Program Specialist  
(joined May 2019)

SabriAnan Micha  
Newman’s Own Foundation  
Storytelling and Communications Fellow  
(joined July 2019)

Gretchen Fountain  
Development Director  
( Until September 2019)

Jason Fredlund  
Program Director  
( Until September 2019)

Rinne Julie Früster  
Administrative and Program Assistant  
( Until August 2019)

Derek Hall  
Program Director  
( Until July 2019)

Amaryst Parks  
Newman’s Own Foundation  
Storytelling and Research Fellow  
( Until July 2019)

Jae Aviles  
Program Associate  
( Until May 2019)

Facilitators

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Jae Aviles  
Ashley Blount  
Jeanika Browne-Springer  
Luz Burgos-Lopez  
Jeniffer Pérez Caraballo  
Amanda Carrington  
Aqua Drakes  
Joan Edwards  
Chelsea Farrell  
Rinne Julie Früster

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Adeola Oredola
Augusto Russell, Paul Leonard; Insurance Provider Group
Constanza Gowen-Segovia; Veo Veo
Derek Hall
Eric Phelps; Rainmaker Consulting
Gordon Gottlieb; TDC Group
Jason Fredlund
Jeanika Browne-Springer
Joanne Smart, Tisha Reagan, David Hale; blumshapiro
Judee Burr
Larry Clark, Michael Oxman; No Margin No Mission

Matthew Woods Weber, CFP; Medallion Wealth Advisors, LLC
Paul C. Gorski, Ph.D, Gisella Zuniga and Duhita Mahatmya; EdChange
Priya Morgenstern, Lisa Abate; ProBono Partnership
Richard Hollant, Lorena Iturrino, Katherine Chordas, Zoe Chatfield; CO:LAB
Sara Leonard, Sara Leonard Group
Sarita V. Joseph, Hannah Thomas; Big Duck
Trudi Lebron; Scriptflip
Varun Khattar
RE-Center is very grateful to the following people and organizations for contributions made between July 1, 2018 and June 30, 2019. You are making important change possible!

A special thank you to Newman’s Own Foundation for continued support of program development, organizational capacity-building, our wonderful Newman’s Own Foundation Fellow, and more.

DONORS

Foundations

Aon Foundation
CIGNA Foundation
Cox Charities Northeast
Ensworth Charitable Foundation, Bank of America, N.A., Trustee
Ellen Jeanne Goldfarb Memorial Charitable Trust
William Caspar Graustein Memorial Fund
Hartford Foundation for Public Giving
The Betty Knox Foundation
George A. and Grace L. Long Foundation, Bank of America, N.A., Trustee
Newman’s Own Foundation
The Perrin Family Foundation
SBM Charitable Foundation

Hartford Foundation for Public Giving

Beatrice Fox Auerbach Foundation Fund
Katherine C. Childs Memorial Fund
Goodwin Being Fund
Jackson-Batchelder Family Fund
S. A. Johnson Family Fund
Keiller Family Fund
John R. Lindberg Fund
MacLean Family Fund
Magrieta and Sherwood Willard Fund

Individuals and Organizations

Cesar Aleman
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Suzanne Federspiel
Judith and Richard Keppelman
Carolyn Fink
Paul and Maxine Fischer
Deborah Fountain
Gretchen and Rick Fountain
Jason Fredlund
Kate Gervais
Edward Goldstone
OUR VISION
We envision an equitable and just world where all youth have what they need to grow and thrive. We envision empowered students supported by conscious, critically-thinking adults and supportive and safe schools and communities. We work towards a world in which equity is institutionalized in all school systems.

Special Thanks
Matt Geary, Superintendent, Manchester Public Schools
Sharonda Andress
Diane Clare-Kearney, Ed.D.
Binh-Co Tran
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University of Delaware
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Connecticut Association for Human Services
Stefan Keller and student facilitators,
CT Students for a Dream

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