

2024-25 ANNUAL REPORT AND DONOR HONOR ROLL



Bank Street
College of Education



SCHOOL FOR CHILDREN

GRADUATE SCHOOL OF EDUCATION

FAMILY CENTER

LIBERTY LEADS

EDUCATION CENTER



Bank Street
College of Education

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A MESSAGE FROM THE PRESIDENT



At Bank Street, our work is driven by a deep commitment to educational equity, human development, and the power of building collaborative relationships. Whether teaching and caring for children, preparing the next generation of educators, or ensuring our programs have the support they need to flourish, every member of our community is united in a common purpose: to provide students with the transformative learning experiences that help all children thrive.

As we continue to pursue the creation of a better, more just society through education, the College has been hard at work implementing a new five-year strategic plan to help strengthen and sustain our remarkable institution. Our efforts have focused on realizing three big goals:

1. Develop educators as changemakers
2. Build equitable systems and schools
3. Cultivate new knowledge to solve the toughest problems in education

Through this important work, we are broadening access to our programs, expanding our partnerships, and building more inclusive learning communities that support a sense of belonging for all.

In the School for Children, we successfully completed the NYSAIS accreditation process, with the visiting committee noting the palpable joy of learning among teachers and students and how deeply the Bank Street mission and credo live across the community. The school also launched vertical curriculum mapping projects for its writing, social studies, human growth and development, and identity curricula to help build stronger bridges from the Lower School to the Upper School.

Equally aligned with our commitment to developmentally appropriate learning grounded in a deep understanding of every child, the Family Center focused on strengthening teachers' skills in collecting information through observation and work samples. Bank Street Head Start has identified community partners to begin the work of co-creating an afterschool program for students and our Liberty LEADS program launched a new environmental science pilot for 9th- and 10th-graders to explore the science of clean energy while learning about careers in sustainability and green technology.

In the Graduate School of Education, we have deepened our work to attract, support, and empower current and aspiring teachers and school leaders. We expanded our partnership with New Leaders to include nearly 250 participants, grew the Teaching Fellows partnership with New York City Public Schools (NYCPS) to include around 80 new students, and launched new cohorts of the Childhood Special and General Education Residency Program and the TESOL Residency Program which, in partnership with NYCPS, enable aspiring teachers to receive a stipend while working in a public school as a teacher apprentice and be eligible to be hired as a full-time teacher in their second year, and the Early Childhood Advanced Standing Program, an accelerated program that offers early childhood teachers working in public programs the opportunity to receive up to six transfer credits for their work experience and earn their master's degree in just 16 months.

In addition, we've partnered with Wesleyan University, Smith University, and Molloy University to design accelerated master's degree programs that allow students to begin earning undergraduate credits toward their graduate degree and complete their master's degree at Bank Street in one year. Meanwhile, the

EdPrepLab network—an initiative to strengthen teacher and leader preparation across the country—expanded to include 27 institutions, with a growing focus on engaging more rural and minority-serving institutions and supporting efforts to integrate the science of learning into teacher preparation models.

Building on our broader efforts to strengthen the educator pipeline, the Graduate School’s Public Engagement and Research Initiative team launched its first annual Summit on Undergraduate Pathways in Education. The one-day gathering brought together more than 200 college students, educators, and other stakeholders to help prospective teachers explore the many career opportunities and pathways that are available in today’s education landscape.

The Bank Street Education Center has also continued to build and deepen partnerships with school districts and non-profits across four portfolios: Early Childhood Education; K-12 Math Education; Culture, Race, & Equity; and Responsive Design.

The Early Childhood Education team partnered with New York City’s Community District 1 to deepen district and school leader knowledge of what high-quality early childhood learning and teaching from pre-K through second grade looks, sounds, and feels like and create coherent literacy learning and teaching experiences that promote student agency. The team also launched the third cohort of the Early Childhood Policy Fellowship, a yearlong professional learning opportunity that supports leaders committed to building strong early childhood education systems that center quality and equity.

Through the New York City Solves initiative, the K-12 Math Education team provided math coaching and support to 55 middle and high schools in Districts 7, 15, 32, and Queens North, as well as to 16 elementary schools in District 7. The team also wrapped up the Yonkers Public Schools Network for School Improvement project after seven years of shared work supporting teachers and school and district leaders across 23 middle schools in improving the math outcomes of middle grade students who are Black, Latinx, or experiencing poverty.

Additionally, the Responsive Design team welcomed a new cohort of the Principal Innovation Fellowship, a program that supports high school leaders in redesigning their schools to offer career pathways and work-based learning opportunities for students, and the Culture, Race & Equity team worked with divisional leads from across Bank Street to establish an Equity Council responsible for advancing the College’s social justice and equity goals.

In the words of renowned Bank Street educator Barbara Biber, “Our work is based on the faith that human beings can improve the society they have created.” In this spirit, I look forward to continuing our work together to expand access to high-quality, equitable education for all.

Warmly,

A handwritten signature in black ink, appearing to read 'Shael Polakow-Suransky', with a stylized, flowing script.

Shael Polakow-Suransky, GSE '00
President, Bank Street College



OUR MISSION & CREDO

MISSION

The mission of Bank Street College is to improve the education of children and their teachers by applying to the education process all available knowledge about learning and growth and by connecting teaching and learning meaningfully to the outside world. In so doing, we seek to strengthen not only individuals, but the community as well, including family, school, and the larger society in which adults and children, in all their diversity, interact and learn. We see in education the opportunity to build a better society.

CREDO

Lucy Sprague Mitchell, who founded Bank Street as the Bureau of Educational Experiments over a century ago, wrote a credo that continues to define the spirit of imaginative and critical inquiry that motivates and guides our work today.

What potentialities in human beings—children, teachers, and ourselves—do we want to see develop?

- A zest for living that comes from taking in the world with all five senses alert
- Lively intellectual curiosities that turn the world into an exciting laboratory and keep one ever a learner
- Flexibility when confronted with change and ability to relinquish patterns that no longer fit the present
- The courage to work, unafraid and efficiently, in a world of new needs, new problems, and new ideas
- Gentleness combined with justice in passing judgments on other human beings
- Sensitivity—not only to the external formal rights of the “other fellow,” but to him as another human being seeking a good life through his own standards
- A striving to live democratically, in and out of schools, as the best way to advance our concept of democracy

Our credo demands ethical standards as well as scientific attitudes. Our work is based on the faith that human beings can improve the society they have created.

THANK YOU TO OUR 2024-25 BOARD OF TRUSTEES

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Elizabeth S. Pforzheimer
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Kate R. Whitney



“

Bank Street is a very important institution that helps children, families, and educators achieve the common goal of providing the highest quality education for all students. To me, the institution has always been ahead of the curve and always thinking about what is ahead so they can improve the lives of children and families. Bank Street never settles—we are always asking, 'is this the best we can do for our communities?' It is very important that we all contribute to keep Bank Street's mission alive.

Fern Khan, Dean Emerita of Continuing Education and Trustee, Bank Street College of Education

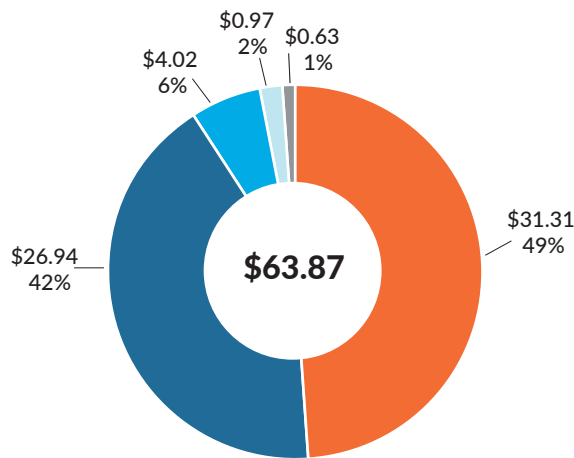


OUR FINANCES

As of June 30, 2025

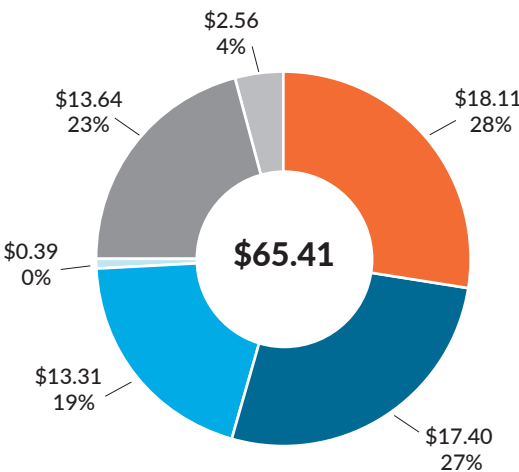
Bank Street’s accomplishments are not possible without the generous support of our donors. Gifts to our annual funds help support many of our new initiatives and leadership at the forefront of progressive education. Every dollar matters because it directly supports our students, our faculty, financial aid, special programs, and a variety of other essential functions. When the fiscal year ended on June 30, 2025, together we had raised a collective \$9 million.

OVERVIEW OF REVENUE (\$ in millions)



- Net Tuition Revenue
- Grants and Contracts
- Contributions
- Other Operating Income
- Non-Operating Revenue

OVERVIEW OF EXPENSES (\$ in millions)



- Graduate Programs
- Children's Programs
- Education Center
- Auxiliary Activities
- Management and General*
- Fundraising

*includes rent, utilities, and other operating expenses

OUR FINANCES

Balance Sheet as of June 30, 2025

ASSETS (\$ IN MILLIONS)	2025	2024
Cash and Cash Equivalents	\$4.28	\$4.83
Receivables (Includes Tuition Payments, Contributions, Grants, and Contracts)	\$11.10	\$13.55
Other Current Assets	\$2.52	\$3.02
Investments	\$57.81	\$53.17
Property and Equipment	\$25.20	\$25.10
TOTAL	\$100.91	\$99.68

LIABILITIES (\$ IN MILLIONS)	2025	2024
Accounts Payable	\$6.57	\$7.10
Deferred Revenue (Tuition, Grants, and Contracts)	\$5.43	\$4.60
Line of Credit	\$4.00	\$5.00
Refundable Government Loan Program	\$0.63	\$0.63
Loans and Bonds Payable	\$15.37	\$15.99
Post-Retirement Health Benefit Plan	\$0.60	\$5.02
Other Liabilities	\$5.35	\$0.58
TOTAL	\$37.95	\$38.93

NET ASSETS (\$ IN MILLIONS)	2025	2024
Unrestricted	\$4.08	\$5.67
Temporarily Restricted	\$29.91	\$28.60
Permanently Restricted (Endowment)	\$28.97	\$26.49
TOTAL	\$62.96	\$60.75



1916 GIVING SOCIETY

Named in honor of our founding year, the 1916 Giving Society recognizes donors who make annual gifts (including matching gifts) of \$1,916 or more in support of the Bank Street Annual Funds. Society members receive special recognition in Bank Street's Annual Report and are invited to a special event with the Dean of Children's Programs. To become a 1916 Giving Society member today, visit bankstreet.edu/support-us or contact Jeremy Wells, Director of Annual Funds, at jwells@bankstreet.edu.

Anonymous (8)

Sujata Acharjee and Aniruddha Banerjee
Lisa Anderson and Marc Rauch
Farhad Asghar[§] and Ana Tiburcio
Anthony K. Asnes* '75
Monica Barrett and Alexis Frazier
Henry L. Belber
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Courtney Brown '16 and Kashif Ali
Margaret B. Carey '74 and Tobe Carey
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Carole Schwartz and Stephen Schwartz
George P. Scurria[‡]
Samuel Shapiro '96 and Andi Shapiro
Rachel Shapiro and Christopher Grymes
Anne V. Shutkin* '95
Darrell J. Silver '95
Jeffrey Q. Smith* and Marie-Noelle J. Smith
Dr. Alfred Spector and Rhonda Kost
Howard S. Stein* and Jill C. Stein
Cecelia E. Traugh and Alexander F. Doan
Michel van der Kloor and Nicole Mermet
Francesca Weindling '86
David B. Whitney[¶]

*Statutory Trustee † Associate Trustee ‡ Life Trustee § Parent Associate Trustee ¶ Deceased



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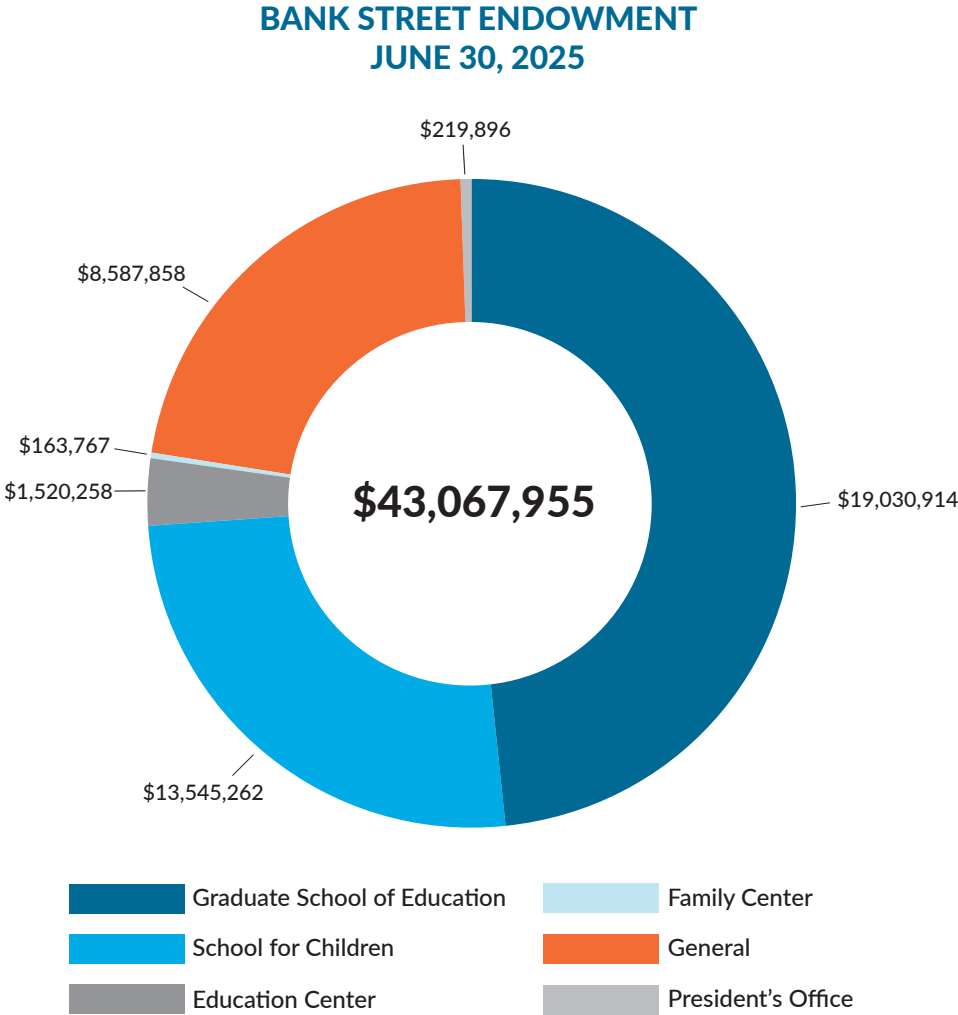
I give to the Annual Fund because I believe in Bank Street, an institution that looks honestly at itself and strives to grow and evolve. Bank Street always has been a generous supporter of my studies and work, and I want others to come to Bank Street to study and benefit from the substantive learning it offers. I've been told the smallest amount makes a difference, so I give what I am able to afford.

Robin Hummel, Co-Director, Online Teaching and Learning
Program Director, Leadership in Mathematics Education



OUR ENDOWMENT

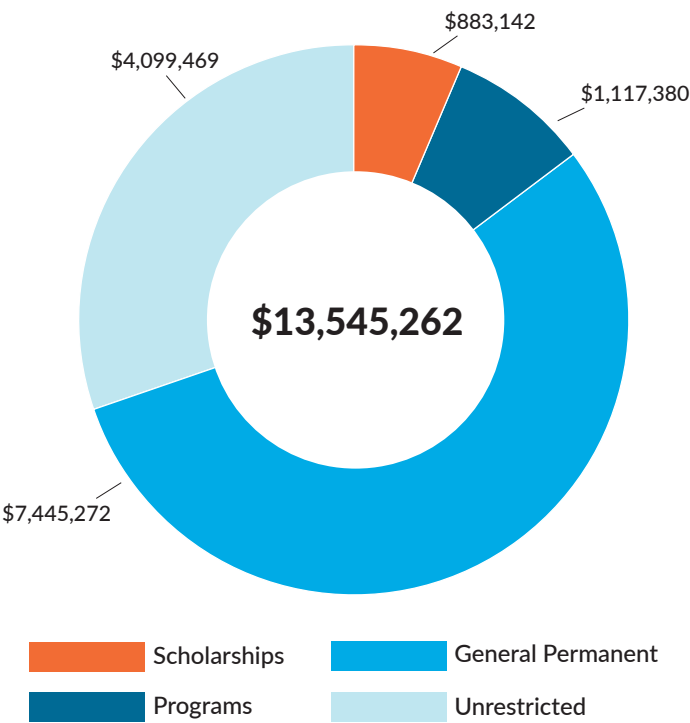
Bank Street’s endowment, which totals approximately \$43 million, is primarily spent in three ways. First and chiefly, the endowment funds financial aid for students and families in the School for Children and the Graduate School of Education. This makes for a more diverse, representative student body, and Bank Street is proud to offer financial aid to more than half the students across our programs for children and adult learners. Additionally, a portion is spent on professional development, which empowers Bank Street staff to be lifelong learners and ensures access to tools and resources necessary to provide the highest quality of instruction and execution across our programs. Lastly, a portion of the endowment is spent on special initiatives and operating expenses. If you are interested in starting an endowment or learning more, please contact Heather Price-Wright, Executive Director of Advancement, at hpricewright@bankstreet.edu or 212-961-3337.



CHILDREN’S PROGRAMS

Bank Street Children’s Programs is dedicated to providing children with meaningful opportunities to learn, grow, and reach their full potential. Today, our mission is more critical than ever before. Our families, faculty, staff, alumni, and friends place value on the experience we offer at the School for Children and Family Center, which provides child-centered programming for over 400 students. The School for Children maintains a 6:1 student-teacher ratio, which allows our educators to foster trusting relationships with students that support deeper learning. Like other independent schools, we rely on philanthropy to bridge the gap between tuition dollars and the actual cost of educating each child. Donations also support financial aid for over half of the students in the School for Children, breaking down economic barriers for families and increasing access to a Bank Street education. When the fiscal year ended on June 30, 2025, we had raised a collective \$3,750,377.

**SCHOOL FOR CHILDREN ENDOWMENT
JUNE 30, 2025**





“

Bank Street was the first school I attended after moving to this country at the age of five. From the start, the school embraced my family not as outsiders, but as if we had always been part of the community. This sense of community, along with the school's deeply inclusive spirit, remains a defining pillar of Bank Street today. Children are embraced for who they are, and their individuality is not just accepted, but celebrated. We support the Annual Fund because we want to help ensure that future generations of students experience the same warmth, inclusion, and sense of possibility that shaped my own journey.”

Wadad Cortas, SFC '93, Current SFC Parent



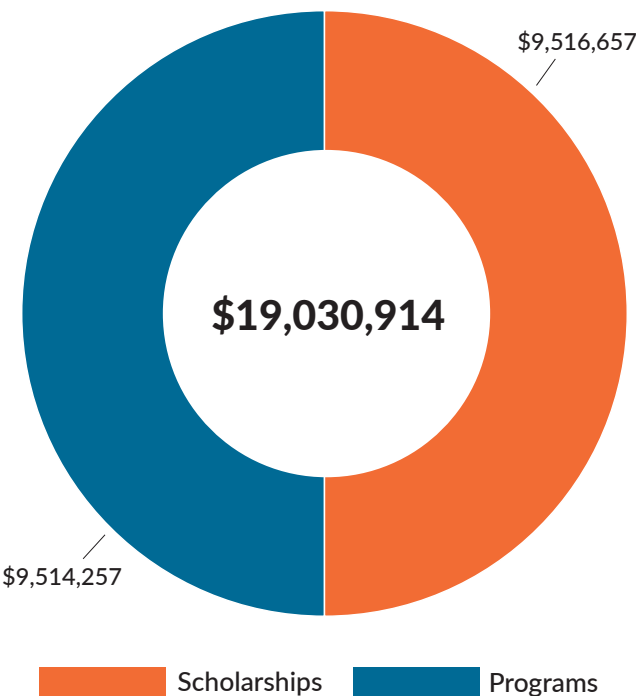
GRADUATE SCHOOL OF EDUCATION

The Bank Street Graduate School of Education prepares exceptional educators who enter the profession ready to make a difference in the classrooms and communities in which children and adults learn. Built on a distinct set of progressive principles, the Graduate School of Education helps teachers, leaders, and caregivers acquire the knowledge and skills necessary to plan, create, and maintain effective learning environments that meet the needs of all learners.

The Graduate School of Education relies on those who understand the power of progressive education—our alumni, faculty, staff, and friends—to help cover expenses that tuition alone cannot meet. By giving to the Graduate School Annual Fund, you help ensure that Bank Street is able to attract and retain top faculty who are thought leaders in education. Contributions also help us provide critical financial aid to students who need it most, enabling aspiring teachers from all socio-economic backgrounds to pursue a Bank Street degree. In the 2024-25 academic year, Bank Street was able to provide more than \$15 million in grant and scholarship aid to approximately 80% of our graduate student body.

Bank Street graduates go on to become classroom teachers, school and system leaders, museum educators, child life specialists in hospitals, early childhood professionals, and so much more. Studies show that Bank Street graduates remain in the field at higher rates, have higher confidence in content areas, and feel more prepared to support students' social-emotional development compared to graduates from other schools of education. Your support is vital to our ability to cultivate tomorrow's educators as changemakers. When the fiscal year ended on June 30, 2025 we had raised a collective \$2,283,021.

GRADUATE SCHOOL ENDOWMENT JUNE 30, 2025





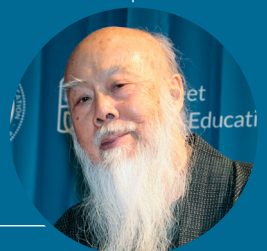
“

I wasn't looking for a graduate school, having been a certified head teacher for five years, and still teaching. So, how did I end up at Bank Street as an alum and eventually on the graduate school faculty as a program director, fieldwork advisor, and course instructor? When I saw Sue Monell teaching in School for Children, I realized I wanted to learn from her. I made a deal: I would enroll as a graduate student and be hired to teach with Sue as part of my degree and be given credit for some of the graduate courses I earned in another graduate program. I did it in 12 months and finished in 1972.

Looking back after 33 years, I realized Bank Street is a community of intellectual learners and practitioners who find children and adults interesting as learners. Is being “interested” enough? No, but it is at the core of what makes up the Bank Street learning community. I remember every one of my advisees in my 33 conference group communities.

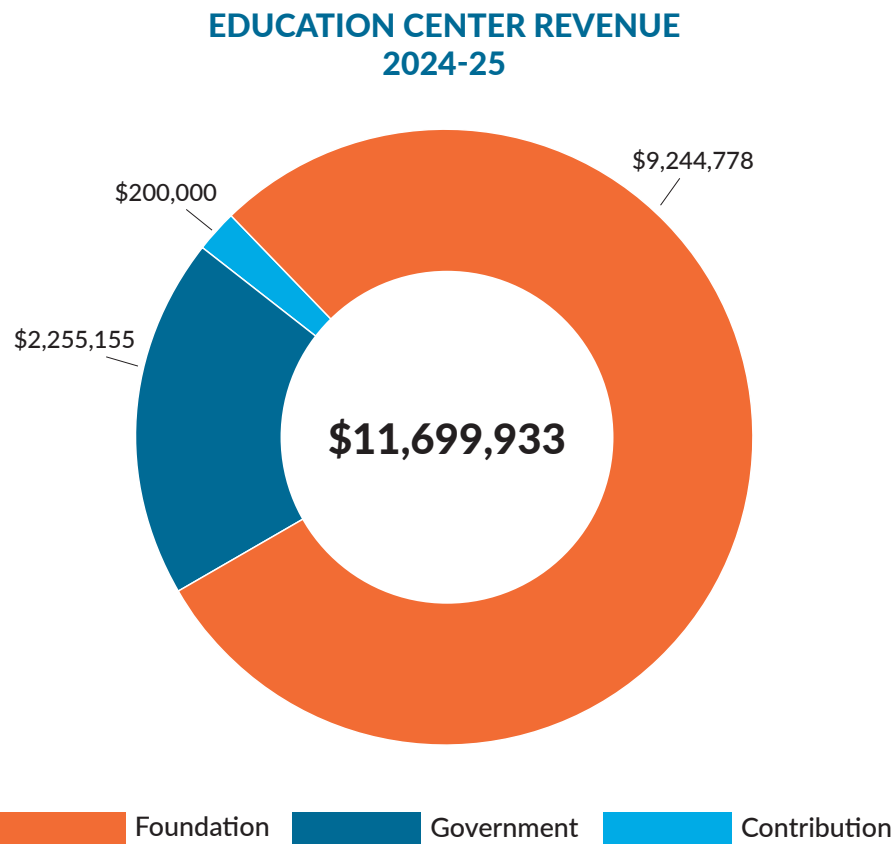
I urge you to consider being part of the Bank Street learning community. It will sustain you professionally and emotionally for years and years.”

Stan Chu, GSE '72, Adjunct Instructor



BANK STREET EDUCATION CENTER

The Bank Street Education Center believes in teaching and learning as expressions of justice. We partner with schools, districts, institutions of higher education, community-based organizations, and thought leaders to design high-quality educational experiences for both children and adults. In deep collaboration with program partners, the Education Center influences policy and implements customized strategies that support strengths-based, learner-centered educational practices to help all students and educators thrive in school settings. The Education Center's public impact programs support system leaders in navigating real-world challenges to disrupt inequity in education. We are building an evidence base to inform local practice and address some of the nation's deepest organizational challenges currently hindering effective and equitable teaching and learning for all. Your support helps us extend the Bank Street approach to education to thousands of educators and tens of thousands of young people in New York City and beyond.



① Ethnicity vs. Racial Identity

- Giving individuals the authority to identify their identities is important
- Race is very much about how one is perceived.
- Is race about skin color or your origin?
- How I am viewed externally vs. internally
- Ethnicity has diff. meanings based on diff. context

② Colorism.

- I'm not white.
- Being aware of how racial identity has ~~been~~ been used to oppress people.
- Racial privilege.

C&E
Challenging
Empower

praxis
= reflection
+ action

C&E





LUCY SPRAGUE MITCHELL SOCIETY

The Lucy Sprague Mitchell Society recognizes and honors donors who have thoughtfully chosen to leave a legacy gift to Bank Street College of Education. By including Bank Street in their estate plans, members have demonstrated a resolute commitment to the future of progressive education. The generosity of our legacy donors ensures that Bank Street will continue to provide the best possible education to children and their teachers for generations to come. Bank Street College of Education is grateful to these donors for their vision and commitment to Bank Street's future:

Cynthia J. Adams '73	Jacqueline Ellis '72	Katherine M. O'Donnell [¶]
Dr. Rae Alexander-Minter '73	Francesca Elms '78	Marion Palm '95
Jane R. Altman '68	Patricia Ensworth	Elizabeth S. Pforzheimer [‡]
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Susan H. Bralove '73	Gale Goldman Ficalora '82	Rena N. Rice '77
Larry L. Bucher '73	Ann Halpern '68	Virginia Lee Ross '70
Christine Caliandro '95	June H. Harland '59	Ruth Saada '86
Dorothy Carter [¶]	Anne D. Herrmann '70	Dr. Terry S. Salinger '73
Rosalind Chachkes '77	Carol B. Hillman '67	Ronnie Sampson '77
Mary L. Christie '68	Rita V. Hirsch '72	George P. Scurria [‡]
Stan Chu '72	Rosaleen Horn '74	Jo Ann Secor-Skolnick '83
James W. Clay, Jr. '88	Leila L. Javitch '83	John A. Shutkin
Esther Cohen	Leslie Kandell [¶] '61	Ellen J. Silverman '71
Barbara Naomi Cohen-Stratynier '92	Teresa S. Karamanos	Yung M. Tang '82
James G. Courage '96	Judith E. Klein '71	Mary T. Timson '93
Millicent M. Cox '75	Laura W. Martin '75	Jean B. Vitalis '80
Sandra Danu '71	Susan Matthew '60	Mary Ellen A. Warner '90
Denise A. DeShane '94	Nancy P. McKeever '76	Joan K. Weltz '65
Diane T. Dodge '70	Dr. Hal R. Melnick '74	David B. Whitney [¶]
Virginia A. Durloo '88	Barbara P. Morgan	
Gretchen Dykstra '72	Vera L. Nordal '52	

*Statutory Trustee † Associate Trustee ‡ Life Trustee § Parent Associate Trustee ¶ Deceased

Have you remembered Bank Street in your will or estate plans? If so, please let us know so we can thank and welcome you as a Lucy Sprague Mitchell Society member. Informing Bank Street of your planned gift intention will also allow us to designate the gift appropriately and according to your wishes. For more information on the Lucy Sprague Mitchell Society please contact Tracy Snyder, Donor Engagement Officer, at (212) 961-3360 or tsnyder@bankstreet.edu.

THANK YOU TO OUR DONORS

Donor list: If your name is listed incorrectly, please let us know at giving@bankstreet.edu.

Donations that are pledged over multiple years are listed at their full value in the year that we receive the commitment.

Transformational Leaders (\$100,000+)

Anonymous (3)	Samuel Fleck and Geeta Fleck
Nancie Cooper*	Sarah G. Gund [¶] '73 Bequest
Wadad Cortas '93 and John Lenahan	Susan Ochshorn '99 and Marc I. Gross
Jody Feldman* and Brett Feldman	Jeffrey Sussman* and Susan Sussman

Visionary Partners (\$50,000–\$99,999)

Anonymous (1)	Thomas Gargiulo
Anthony K. Asnes* '75	Geoffrey Gund
Eleanor B. Barrett '77	Victoria Hamilton* and John A. Slowik
Kristin Black* and David Hensle	David Offensend* and Janet Offensend

Leadership Circle (\$25,000–\$49,999)

Anonymous (3)	Lisa Lewin* and Daniel Ilundain
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Jonathan R. Cole* and Joanna L. Cole	George P. Scurria [‡]
Archie Gwathmey and Anne Gwathmey	Darrell J. Silver '95
Robert A. Iger	Jeffrey Q. Smith* and Marie-Noelle J. Smith
Christopher Kellen* and Caitlin Moscatello	

Innovators Circle (\$10,000–\$24,999)

Anonymous (5)	Kenneth B. Lerer* and Katherine R. Sailer
Sujata Acharjee and Aniruddha Banerjee	Jessica Licata and Brian Licata
Monica Barrett and Alexis Frazier	Adam Litke* and Bridget Collins
Charles R. Bendit* and Karyn K. Bendit	Hannah Major-Monfried '93 and Seth Ard
Sean Decatur* and Renee Romano	Mortell Family
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Dr. Gloria Farber '79	Xinyu Pan and Paul Sargen
David Feldman and Katherine Markham	Dr. Laura Parsons
Roger Ferguson and Annette Nazareth	Nancy Rauch Douzinas and Kostas Douzinas
Stephanie Gundogdu	Lesli Rice and Louis Slesin
Carol B. Hillman '67	William D. Rueckert and Fleur A. Rueckert
Dr. Robin E. Hummel '08 and Ralph Hummel	Judith E. Scheuer '92 and Joseph Mellicker
Matt Kamm and Kathryn Kamm	Carole Schwartz and Stephen Schwartz
Kristen V. Kane* and Matthew M. Onek	Rachel Shapiro and Christopher Grymes
Fern Khan*	Cecelia E. Traugh and Alexander F. Doan

*Statutory Trustee † Associate Trustee ‡ Life Trustee § Parent Associate Trustee ¶ Deceased

Changemakers Circle (\$5,000–\$9,999)

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Dorothy Carter[†] Bequest
Jay Chakrapani* and Saileshi Patel
Susanna Cole '92
Susan K. Dunn '00 and Thomas Dunn
Terry Fleck and Sheldon Fleck
halley K. harrisburg and Michael Rosenfeld
Brett S. Harwood
Rita V. Hirsch '72 and John L. Hirsch
Dr. Margaret Honey*
Doug Jaffe
Lauren Kogod and David Smiley

Mark McDougale and Ann Linden
Kimberly Miller and Ian Pancham
Alison Overseth and Kenneth deRegt
Sandra Pinnavaia and Guy Moszkowski
Ann Ritter and Leo Korein
Kevin Ryan and Pascaline Servan-Schreiber
Howard S. Stein* and Jill C. Stein
Laurie M. Tisch
Wiliam Tweed
Cynthia B. Vance and Lee Vance
Francesca Weindling '86
Michael Willner and Gretchen Beidl
Sharon Wurtzel and Jeffrey Walker

Impact Partners (\$1,000–\$4,999)

Anonymous (5)
Kristen Agbato and Olusegun Agbato
Alexandra Alger
Pamela J. Anderson Sparks '03
and Wesley W. Sparks
Lisa Anderson and Marc Rauch
Jessica L. Anzelone '09 and Adam Brown
Farhad Asghar§ and Ana Tiburcio
Dr. Thomas Bailey
Nancy Balaban '55
Luis Barbier and Jannice Barbier
Marcia H. Bennett '79
Sue Berland and Joseph Berland
Carol Berner '92 and Anthony R. Berner
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Paul Kruger '94
Tina Kukielski and Josh Weinstein
Susan Kuklin
Judith M. Kulczycki '71 and Anthony Kulczycki
Elaine Kuok and David Roberts
Jackson Kytle
Gerard A. Lamarche '88
Ruth Lande Shuman
Zoe Landers and Christopher Therkorn-Landers
Cari Lang '95
Jane Lange and Philip Lange
Hernan Lantigua and Keyla Lantigua
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Michael E. Lapson '95
Hansen Law and Olivia Koentjoro
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Richard Q. Lee '96 and Eileen Kapp
Rosalyn Lee and Beverly Tillery
Soh Young Lee-Segredo '97 and Gus Segredo
Phyllis Lehon-Richman and Paul Richman
Keith Lender and Jill Jorschick
Daniela Leonard '94
Julie K. Leopold '02
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Naomi D. Leszkiewicz '74
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Richard Lieberman
Emily J. Linsay '97 and Jay E. Fung
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Laura Lyon
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Neela Vaswani and Holter Graham	William Wilcox '03
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Elizabeth G. Vershay '91	Carol A. Willis '75
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Jessica Vitkus and Stephen Murello	James Wilson and Alexandra Cordero
Judith S. Volem '73 and Timothy Volem	Mary Ann Wilson and Joe Wilson
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Susannah Volpe	Chris Witherspoon and Karina Mendez
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Grace Liu and Daniel Wang	Dr. William C. Wood
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Jason N. Watt '99 and Sandra Ramos-Watt	Maria Wright '93
Cindy Weill	Claire Wurtzel '77 and William Wurtzel
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Michele Weisman	Amy E. B. Zahalsky '99
Rhonda E. Weissman '15	Edda E. Zavala-Agosto '94
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Capital Campaign 2023-28



Dear Bank Street Community,

Two years ago, following an extensive strategic planning process, Bank Street quietly launched the *Imagine Tomorrow* campaign. We dare to imagine a tomorrow when educators are empowered to act as changemakers within equitable schools and systems, using new knowledge to solve some of the most difficult challenges in our field. That vision is only possible if we embrace the values of our founder, Lucy Sprague Mitchell. Through our Credo, Lucy reminds us that “our work is based on the faith that human beings can improve the society they have created.” Never has our work been more important. This campaign is our testament to that faith in the future.

To date, the *Imagine Tomorrow* campaign has benefited from the generosity and leadership of Trustees, alumni, parents, and friends. We have raised nearly \$18,000,000 toward our \$30,000,000 goal in just two years, with three years remaining. Our success includes generous gifts to the Bank Street annual funds, providing vital unrestricted support for current operations, as well as significant investments in:

- The endowments that provide financial aid for the School for Children and Graduate School
- The establishment of an endowment that will provide steady support to the Education Center
- The expansion of our work, particularly in early childhood education and career-connected learning, throughout New York City

During the 2025-2026 academic year, we will also focus on our own home—specifically renovation of the Tabas Auditorium in our 112th Street building. Our goal is to raise \$1,000,000 for the renovation, so we can start the 2026-2027 school year with refurbished space and upgraded technology, ready—finally—for the 21st Century.

Every single gift listed in this report contributed to the success to date of the *Imagine Tomorrow* campaign. Every single gift reminds us that we are stronger together; that we can, indeed, imagine a brighter tomorrow. On behalf of the Board of Trustees and all of us at Bank Street, thank you for sharing our vision, for your leadership, and for your generosity.

With gratitude,

Marcela Hahn
Vice President, Development



