

Family Engagement, COVID-19, and Distance Learning: Data & Insights from the Field



Letter from our founder and CEO

Dear Reader,

I founded TalkingPoints in 2015 because as the child of Korean immigrants and as an English Language Learner student, I saw first hand what a difference it made to have parents who were able to connect and engage with teachers. Today, TalkingPoints is a non-profit organization with the mission to drive student success by unlocking the potential of families to fuel their children's learning, especially in under-resourced, multilingual communities. We do this by building meaningful connections between schools, teachers and families through accessible technology. Our multilingual platform helps teachers and families communicate in 100+ different languages through two-way translated messages and personalized content that promotes family engagement and drives learning outcomes. To date, we have served more than a million and a half families and educators and helped them have over 50 million conversations through TalkingPoints.

More than 40 million children in the United States alone are being left behind when it comes to education. One in four children is born into an immigrant family. Over half of U.S. school children are underserved. By 2040, these young people will be the vast majority of the school-age population.

These students were among the most marginalized before COVID-19 forced schools to close for in-person learning. They already faced inequities in our education system that translated into a nearly two-year learning gap compared to their peers. This inequity keeps students from realizing their full potential, which costs the United States economy approximately \$500 million each year. Unfortunately, the rapid shift to remote instruction due to COVID-19 is exacerbating these issues, with projected learning loss among underserved students of up to an additional academic year.

We believe that family engagement can be a game changer in addressing educational gaps. It is two times more effective in predicting a student's success than socioeconomic status, yet family engagement is still found to be up to 50% lower in low-income communities. Without solutions that support students, families and teachers in this new climate, educational gaps will continue to widen. Our technology-based solution not only addresses key barriers to family engagement, but leverages the power of families by building their capacity and strengthening the home-school connection. Our goal: to drive students' academic success and overall whole-child development, especially in under-resourced communities.

Spring 2020 was an incredibly challenging time for both educators and families. We hope this report on the impact of school closures and remote learning sheds light on some of the challenges we faced, key learnings, and silver linings so that we may continue to collaborate on behalf of the country's children and families.

Sincerely,

Heejae Lim

TalkingPoints Founder and CEO

Executive Summary

TalkingPoints is a multilingual platform that helps teachers and families communicate in 100 different languages through two-way translation of messages and personalized content that promotes family engagement and drives learning outcomes. Launched five years ago, by June 2020 TalkingPoints was helping teachers reach more than 1.5 million families. The platform is used primarily by under-resourced, multilingual communities: 89% of TalkingPoints schools are Title 1 eligible and serve a student body with an average rate of reduced/free lunch of 70%. Approximately 70% of the students served by TalkingPoints schools are students of color and nearly half of the families speak a language other than English at home.

In June 2020, TalkingPoints surveyed 589 families and 575 teachers to better understand the impact of school closures on family engagement and home-school connections. All survey respondents were TalkingPoints users and generally reflected the platform's demographics. For the purposes of this study, English and Spanish speaking families were surveyed (216 English speakers and 373 Spanish speakers).

AMONG THE KEY FINDINGS:

Teachers and families need more support to make distance learning a success, especially families that don't speak English.

- Less than half of teachers surveyed said that their administration provided all the guidance and resources they needed.
- Fewer than half of teachers surveyed (43%) said that families were effectively supporting their child's learning at home.
- Among English-speaking families, approximately half (51%) felt *very prepared or completely prepared* to support their child's learning at home, compared to only 39% of Spanish-speaking families. Families of middle school and high school students felt the least prepared of all.

There is a mismatch between what families want to know and what teachers are actually communicating, with both families and teachers struggling to understand the progress of individual students.

- As a result of increased communications, more than half the families surveyed said they felt more connected to their child's teacher than they had felt before schools closed and shifted to remote learning. The group that felt most prepared for remote learning -- English-speaking families of upper elementary students -- was also the group that reported the highest increased levels of connection
- Yet, there is a significant gap between what families want to hear about from schools and what they in fact do receive communication about. Families want more insight regarding their individual child. When asked what kind of information they would like to receive more regular updates about, 83% of English speakers and 67% of Spanish speakers said they would like more reports on their child's progress while 69% of English speaking families and 49% of Spanish speakers indicated that they would like insights on their child's strengths and weaknesses.

- This is easier said than done. More than half the elementary school teachers surveyed (60%) indicated that their biggest challenge during the pandemic was adequately understanding and evaluating student progress.

Teacher/Family communications during school closures deemed “more important than before.” Text is best.

- The vast majority of respondents -- 73% of families and 93% of teachers -- said regular communications between teachers and families were more important than ever.
- As a result of increased communications, more than half the families surveyed said they felt more connected to their child’s teacher than they had felt before the pandemic.
- Both English-speaking families (61%) and Spanish-speaking families (63%) said they preferred text messages when receiving communications from teachers. While 33% of English-speaking families surveyed said that they preferred email, only 22% of Spanish speakers reported a preference for email. Spanish speakers were also more likely to prefer phone calls (9%) or video calls (6%) than English speakers (phone 4%; video 2%).

School closures had a disparate impact on the most vulnerable students and families.

- The vast majority of families reported that teachers communicated the most about class assignments and activities. This dependence on families during remote learning placed a higher level of burden on essential workers and those struggling to keep their jobs without appropriate childcare.
- Several Spanish-speaking families reported that teachers also shared information about food banks, summer school, and services for English Language Learners. (TalkingPoints is often the only communication channel that families can use to communicate across language barriers.)

Silver linings for family engagement and going forward.

- Most teachers (93%) said that “being able to message students’ families” was one of the most effective tools during this time.
- Among teachers surveyed, 83% agreed or strongly agreed with the statement, “Because of my relationship with families, I am more informed about my students’ needs.” Many teachers commented that they reached out to families with information about distance learning, and also about other needs such as tech accessibility and food.
- This increase in communications, empathy, and trust may be one of the pandemics’ silver linings when it comes to education and family-school connections. (See TalkingPoints CEO Heejae Lim’s blog post for more on key lessons and silver linings.)

Introduction

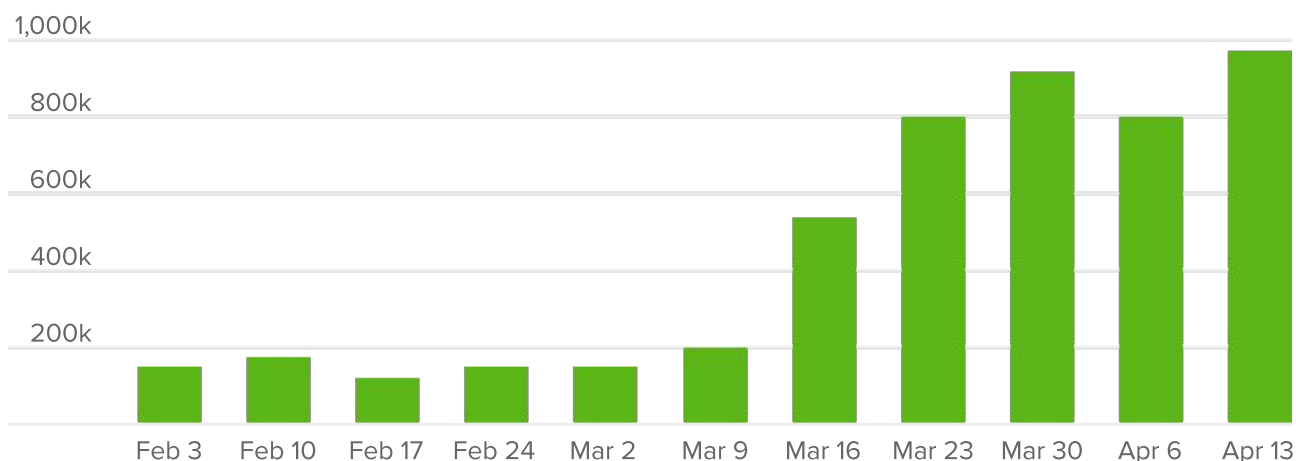
In early 2020, schools throughout the United States closed their doors and quickly shifted to distance learning to comply with stay-at-home orders designed to contain the spread of the novel coronavirus. Teachers rushed to adapt their curriculum to distance learning, most with minimal training and support, even as schools and districts scrambled to make sure students and families had the devices and connectivity necessary to participate. To keep learning on track, families had to step in and take a more active role, though they did not always feel well prepared or supported and were juggling other responsibilities and stressors.

Communications between schools, teachers, and families became increasingly important, urgent even, especially in districts with a high proportion of underserved students. Not only did administrators and teachers need to ensure that all families had access to the technologies needed for remote education, they needed to make sure that families had basic information on how to stay safe, healthy, and fed during this unprecedented period. Overcoming the language barrier also became an even more urgent matter. TalkingPoints, which was already free for families and individual teachers, responded by expanding access to its platform to districts and schools that were Title 1 eligible. As a result, TalkingPoints usage skyrocketed, and saw a 10-20X increase in the rate of enrollment of educators and families compared to before school closures, and 8-10X increase in volume of communication activity on the platform. By June 2020, TalkingPoints had cumulatively facilitated more than 50 million conversations between families and educators.

Distance learning drove increase in TalkingPoints communication volume and usage

Covid-19 School Closures drove increase in Talking Points messages

Total Messages



Message activity: Feb to April 2020

In June 2020, TalkingPoints conducted a survey of families and teachers to better understand the impact of the COVID-19-related school closures and remote learning on family engagement and parent-teacher communications. We also sought to gain insights into how TalkingPoints might be improved to better support family engagement and drive educational outcomes. Although TalkingPoints supports communications in 100 different languages, the survey focused on teachers and English and Spanish-speaking families that account for 87.5% of our families. It was important to gain the perspective of the high-need, non-English speaking families TalkingPoints serves and Spanish speakers represent our largest segment.

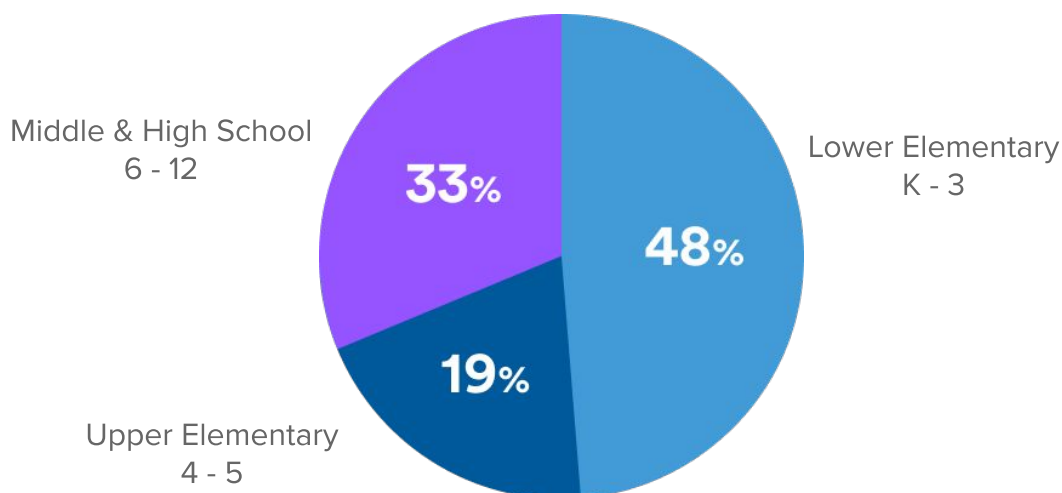
This research focused on a few key questions we set out to answer:

- How did families and educators find distance learning? Did they feel prepared for it?
- How did distance learning impact approaches to home-school connections, relationships and communication patterns?
- What are some of the biggest challenges that families and educators face in building relationships? What does this mean going forward?

About the Survey

More than 1154 people participated in the surveys. Respondents included 589 families (216 English speakers and 373 Spanish speakers) and 575 teachers. The vast majority of families surveyed had children in elementary school. Approximately half the teachers surveyed taught elementary school grades while 30% taught middle school and 20% taught high school. Most of the teachers surveyed (65%) were veteran teachers with more than 10 years of teaching experience. Fifty-eight percent of the teachers also reported that at least 40% of their students were English-language learners (ELLs).

589 families of students and 575 teachers in grades K-12 were surveyed in Spring 2020.



Total Survey Responses by Grade Level (Families)

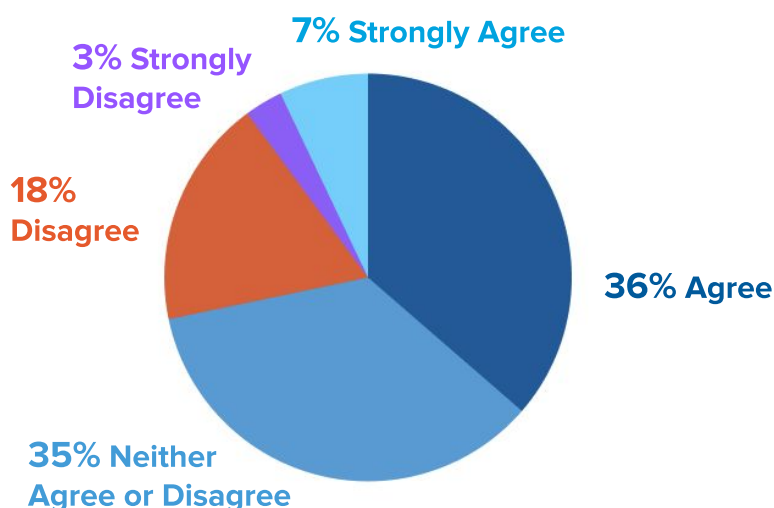
Distance Learning - Perspectives from Families and Teachers

How did teachers and families fare in supporting student learning? Did they feel prepared?

Much has been written about the challenges districts, schools, teachers, and families faced in adopting and adapting to remote learning. Unfortunately, when asked about how effectively families were supporting their child's learning at home, **only 43% of teachers surveyed agreed that families were effectively supporting their child's learning at home**, with teachers commenting that families felt overwhelmed and underprepared for the task.



My students' families are effectively supporting their child's learning at home.



This observation was mirrored by families -- only 43% felt completely or very prepared to support distance learning at home. The difference between English-speaking families and Spanish-speaking families was stark. Among all English-speaking families surveyed, 51% felt very prepared or completely prepared to support their child's learning at home, compared to only 39% of Spanish-speaking families.

How prepared did families feel to support distance learning?



MOST PREPARED:
Families of Upper Elementary Students

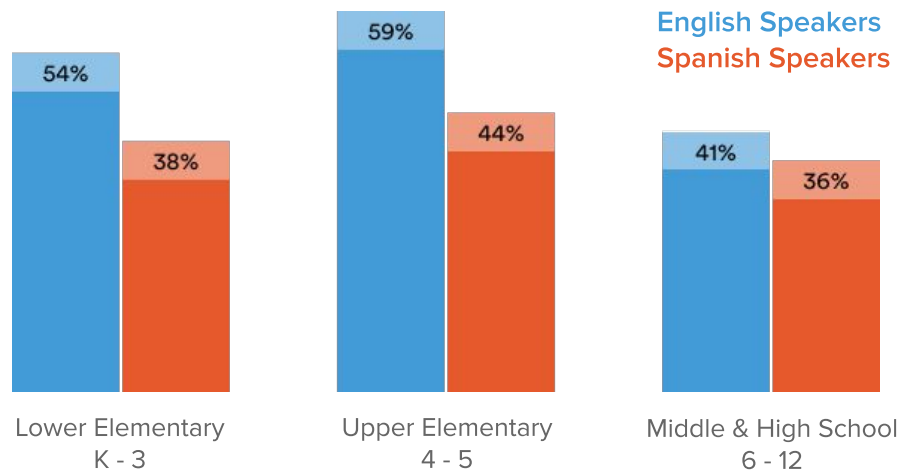
LEAST PREPARED:
Families of Students in Grade 6 - 12

How prepared do you feel to support your child's learning at home?



I feel completely or very prepared

Spanish-speaking families were less likely to say they felt “completely” or “very” prepared to support their child’s at-home learning across all grade levels.



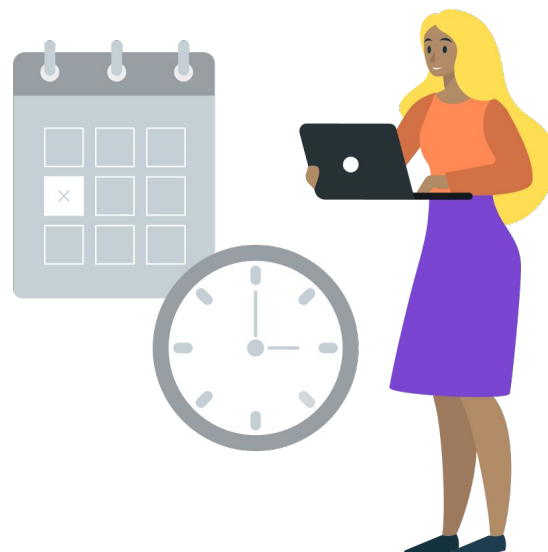
In general, families of students in upper elementary grades (4-5) felt most prepared followed by families of lower elementary (K-2) students. Families of older students in grades 6th through 12th felt the least prepared. This was consistent across both language groups. Families of middle school and high school students felt the least prepared to support their students with remote learning, perhaps because the academic material is more advance or because adolescents are less open to coaching. However, families of students in this older age group also showed the slimmest gap between English and Spanish speakers: 41% of English-speaking families felt *completely prepared or very prepared compared to 36%* of Spanish speakers. This is attributed to the fact that English speaking families did not feel very prepared in this grade band compared to other grade levels.

In contrast, the gap between English and Spanish speaking families of elementary school students was 15%. Spanish-speaking families were much less likely to say they felt prepared to support their elementary school students during distance learning. This is a reminder that families who do not speak English at home are at particular risk of being left behind. Unlike English-speaking families, who have had the benefit of being able to easily communicate with their children’s teachers over the years, for many immigrant families, this communication did not start in earnest until the adoption of TalkingPoints. It may take some time and capacity building -- and the accumulation of positive experiences -- before families who don’t speak English feel as engaged and connected to their children’s teachers and schools as their English-speaking counterparts. After all, there are many cultural barriers, too. It is clear that having a sense of connection and engagement was key to families’ confidence in supporting student learning during the pandemic. Further supporting this hypothesis is that the family group that felt the most prepared for remote learning -- English-speaking families of upper elementary students -- was also the group that reported the most increased levels of connection during COVID-19.

Did teachers feel prepared for remote learning?

How did they feel about the support they received from their administration and district in transition to remote learning?

Unfortunately, most teachers did not feel well prepared or supported for the transition to remote learning, either, even though the majority of teachers surveyed were veteran teachers with more than 10 years of experience. Just under 40% felt fully supported, with all the resources/guidance they needed, while less than half said they had some of the resources/guidance they needed but had to fill in the rest. This is not surprising given the quick transition that schools had to make.



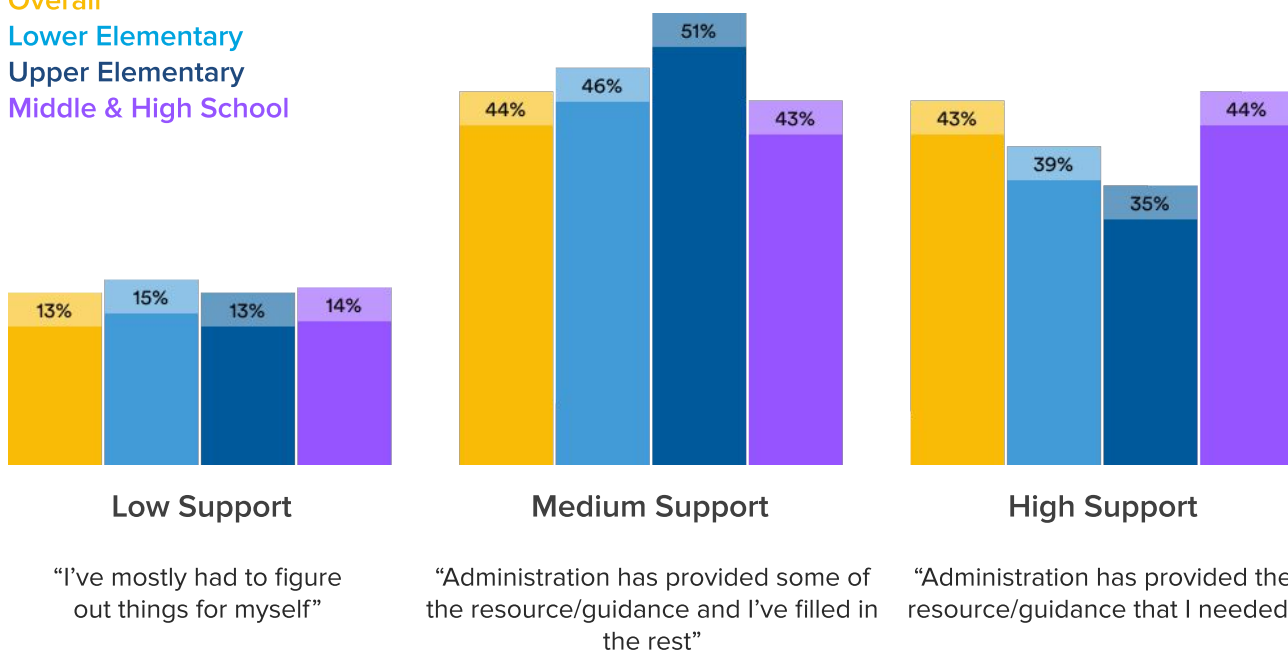
How supported did teachers feel in transition to remote learning?

Overall

Lower Elementary

Upper Elementary

Middle & High School



Home-school Connections During School Closures

How did COVID-19 school closures impact approaches to home-school connections, relationships and communication patterns?

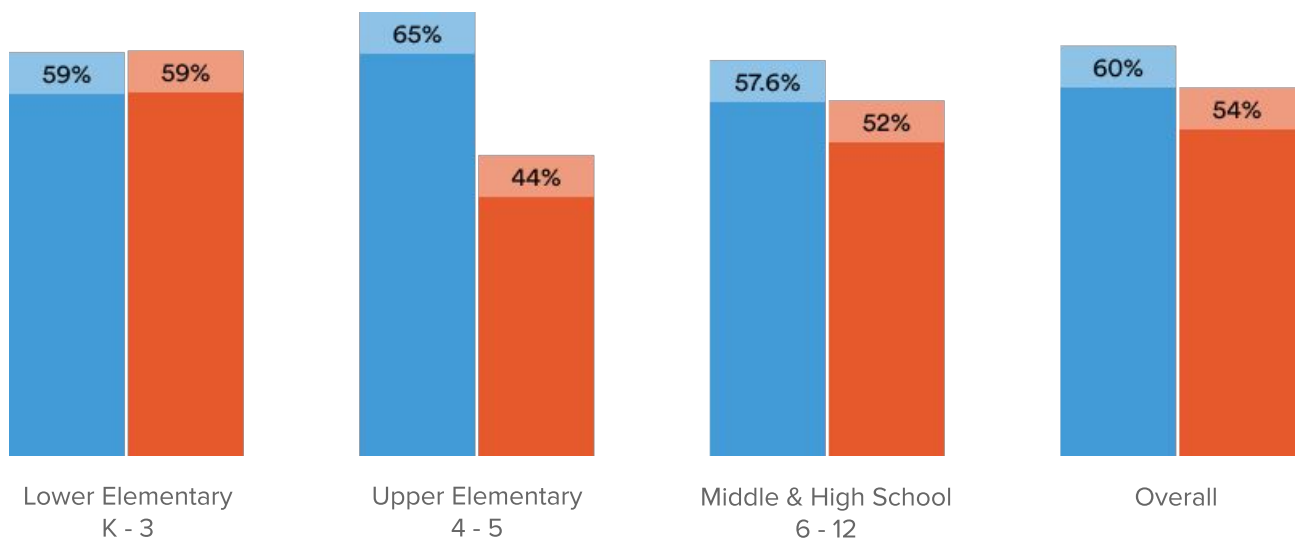
As a result of increased communications during this time, just over half the families surveyed said they felt more connected to their child's teacher than they had felt before school closures and remote learning. Given that distance learning led to a flurry of digitally-enabled connections, this is likely due to the fact that although in-person interactions decreased, digital connections ramped up. As indicated earlier, **English-speaking families of upper elementary school students were the ones most likely to respond that they felt more connected than before (64%) while Spanish-speaking families with children in that same age group were the least likely (44%) out of any language group and grade level.** There was no significant difference between language groups among families with children in lower elementary and the gap between English and Spanish-speaking families was also small in the oldest grades (6-12). However, because of the significant gap for upper elementary grades, Spanish speaking families did feel less of an increased level of connection with their child's teacher during distance learning than before COVID-19.

Interestingly, but not surprisingly, as mentioned before, **the family group that felt the most prepared for remote learning -- English-speaking families of upper elementary students -- was also the group that reported the highest levels of connection thanks to increased communications during the distance learning period in Spring 2020.**

Families: I feel more connected with my child's teacher now than I did before COVID-19

% strongly agree and agree

English Speakers
Spanish Speakers

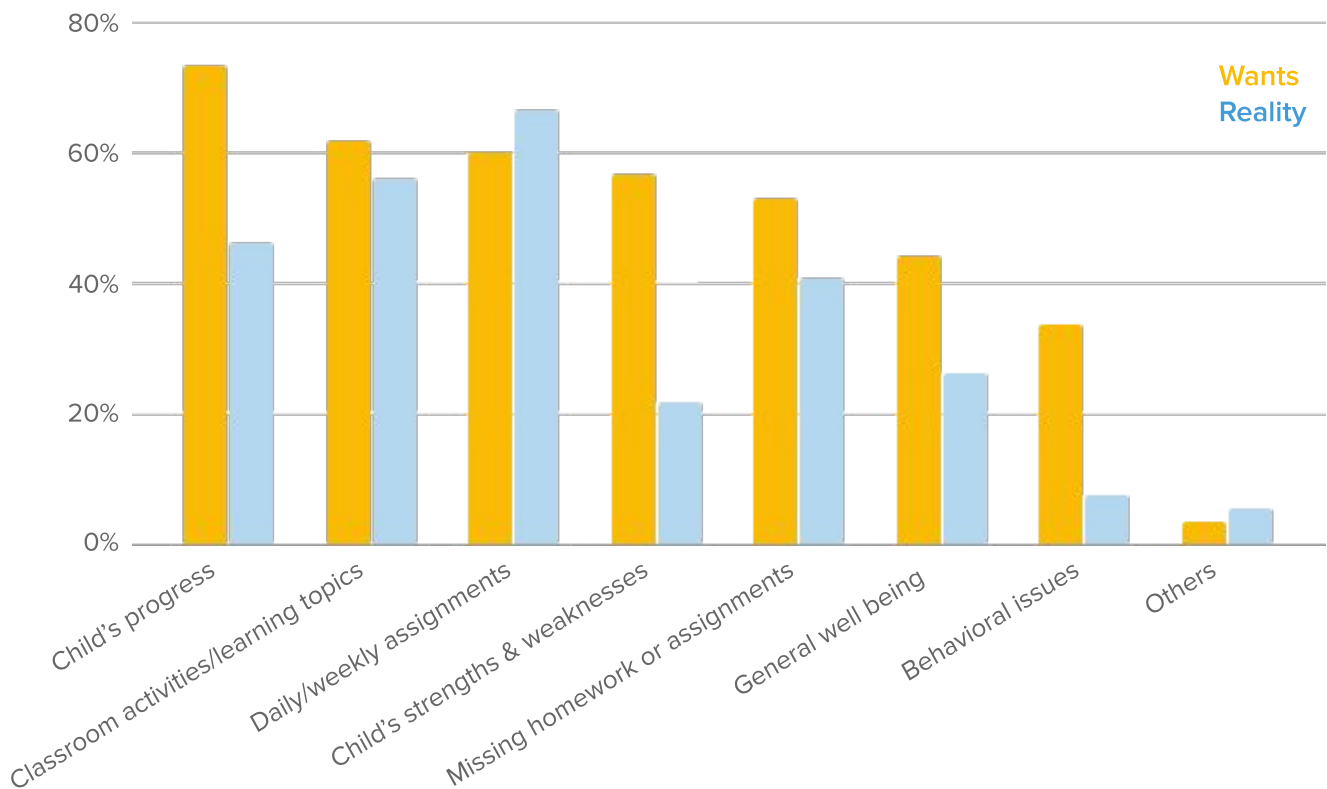


What do families want to hear about from teachers during distance learning? How does that compare to their experience?

The gap between what families want to hear about from educators compared to the subjects of most teacher communications may help explain why only half of the families felt more connected during distance learning. When asked what topics they would like to hear about from teachers, it was clear that parents wanted more information about their individual child. For example, 73% of families mentioned wanting more communications about their *child’s progress* and 56% wanted insights about their child’s *strengths and weaknesses*. Parents also craved information about their particular child’s *missing homework, general wellbeing* and *behavioral issues*. However, only 46% of families said their teacher communicated about their child’s progress and only 21% of families said their teachers communicated about their child’s strengths and weaknesses.

According to most families, most teacher communications were about *classroom activities/learning topics* followed by *daily/weekly assignments*, the general information that applied to all families in the class. Parents needed and wanted that general information, too, but that did not take away from their desire to learn more about how their own child was faring.

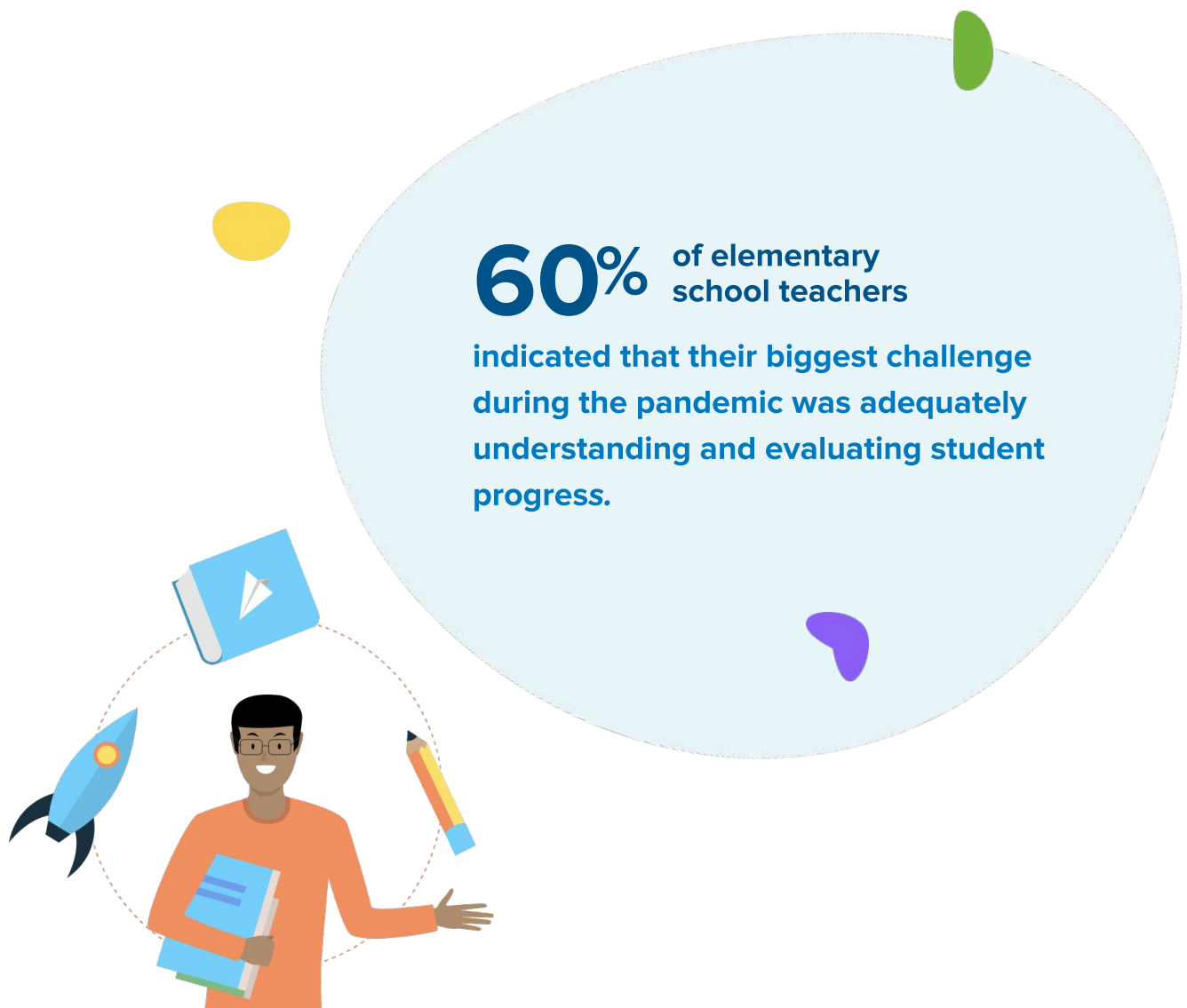
Family needs and wants vs actual experience re: topics of family-teacher communication



Teachers report a better understanding of student's needs, but struggle with evaluating student progress.

Families crave more insights about their child.

Although 46% of both English and Spanish-speaking families said their teacher communicated about their child's progress, many families commented that they would like more information about how their particular child is faring. This pattern was also the case for child's strengths and weaknesses. This finding was not surprising: It is natural for families to crave information about their particular child and the affirmation that their student is on track. However, this probably felt even more critical during a pandemic that has forced families to play a role for which they lacked any prior training or preparation. Unfortunately, providing information on student progress was especially difficult for teachers of elementary school students precisely because they found it hard to understand from a distance. In our survey, 60% of elementary school teachers indicated that their biggest challenge during the pandemic was adequately understanding and evaluating student progress.



Teachers and families agreed that the COVID-19 pandemic and reliance on distance learning made regular communications between teachers and families more important than ever before. This was consistent across language groups and student grade levels: **73% of families and 93% of teachers.** This was expected given that teachers had to rely on families to ensure that learning happened at home and to track student progress. In addition, in high-need schools that had been functioning as community centers, many families relied on teachers and schools for information on critical social services such as free and reduced meals, healthcare information, access to devices and internet connectivity as well as social welfare eligibility such as unemployment benefits. We were encouraged to see that families across the board, across grade levels and language groups were pretty consistent, BUT again, with slightly lower numbers of Spanish speaking families who reported this. Again, it begs the question of how we can unlock the potential of families, and all families in supporting their children's learning most effectively.

Home-school connections deemed “more important than before”

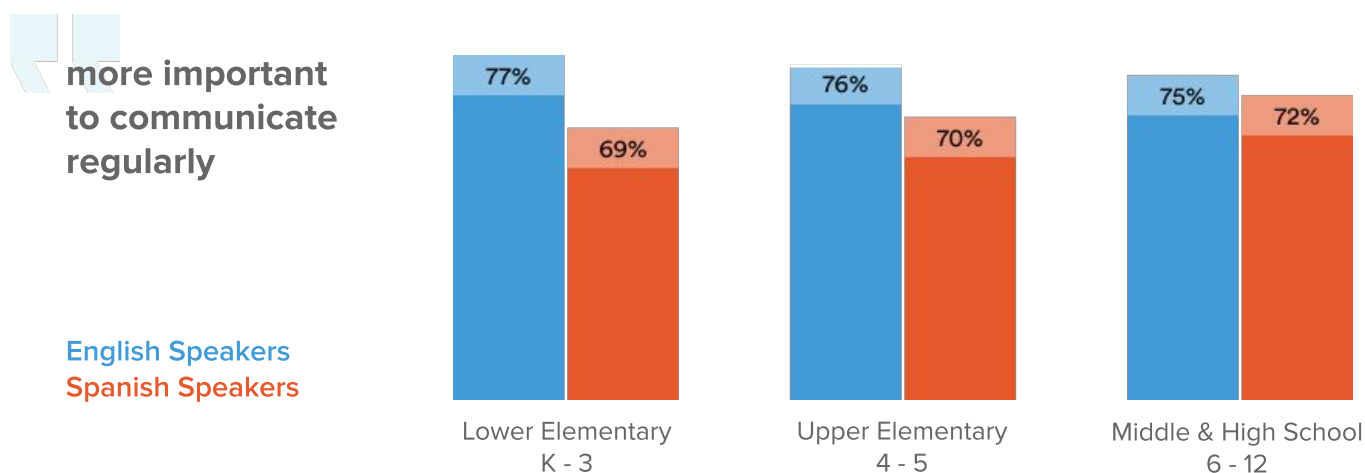


73%
of families

93%
of teachers

say regular communications
between teachers and families
were more important than ever.

Families: During Covid-19, it is more important to communicate regularly with my child's teacher compared to previously



Disparate Impact of School Closures

During distance learning, the vast majority of families reported that teachers communicated the most about class assignments and activities. Unfortunately, this dependence on families during remote learning placed a high level of burden on family members who might be essential workers or who might be struggling to keep their jobs without appropriate childcare in place. Children in these underserved families are much more likely to experience the COVID-19 slide, with a potential projected learning loss equivalent to 12 months compared to typical in-classroom learning, and exacerbating existing achievement gaps by 15-20%*.

Several Spanish-speaking families reported that teachers also shared information about food banks, summer school, and services for English Language Learners. This is consistent with the hypothesis that Spanish-speaking families and students tend to require higher levels of support and that TalkingPoints is often the only communication channel that families can use to communicate across language barriers.

TalkingPoints is often the only communication channel that families can use to communicate across language barriers.

70+% of the students TalkingPoints serves qualify for free or reduced lunch

50% do not have English as their home language

Silver Linings

Among teachers surveyed, 83% agreed or strongly agreed with the statement, *"Because of my relationship with families, I am more informed about my students' needs."* Several mentioned using TalkingPoints to communicate about social-emotional issues and food concerns or even using TalkingPoints to poll families for quick check-ins. As we know, providing appropriate learning support and instruction requires a strong understanding of students' needs.

Our survey confirmed that most teachers recognize that to further their teaching, they need to build strong relationships with students' families.


Because of my relationship with families, I am more informed about my student's needs.

83% of teachers strongly agreed or agreed

[*McKinsey report on COVID-19 learning loss](#)

When asked to describe how their communications with families had changed during distance learning,, teachers commented that these were “*more frequent*,” “*more personal*,” and “*more trusting*,” and that they were ‘communicating with all students’ families, not just trouble makers and strugglers’, compared to before COVID-19 remote learning. They also mentioned that they were communicating about issues outside of school such as socio-emotional issues, food, general worries.

In fact, 93% of teachers said that “*being able to message students’ families*” was one of the most effective tools during this time. **This increase in communications, empathy, and trust may be one of the pandemics’ silver linings when it comes to education and family-school connections.** Our hope is that this sense of connection can be maintained and/or re-established in the fall and continue to drive family engagement and educational outcomes. (See TalkingPoints founder Heejae Lim’s [blog post](#) for more on key lessons and silver linings.)



Increase in communications, empathy, and trust and personal relationship-building between families and teachers may be one of the pandemics’ silver linings when it comes to family-school connections



It is clear that teachers appreciated being able to use TalkingPoints to connect with students and families while schools were closed due to the pandemic. **Many considered it the most valuable tool in their remote learning tool kit.**

Tools teachers found most useful during remote learning

43%

Being able to send videos to my students/families

59%

Having tools/resources/curriculum to teach remotely



93%

Being able to message with my students/families

24%

Being able to adequately understand and evaluate student progress

Communication Preferences

When asked about their preferred method of parent-teacher communication, both English-speaking families (61%) and Spanish-speaking families (63%) said they preferred text messages. While 33% of English-speaking families surveyed said that they preferred email, only 22% of Spanish speakers reported a preference for email. Spanish speakers were also more likely to prefer phone calls (9%) or video calls (6%) than English speakers (phone 4%; video 2%). This survey finding is consistent with previous research, which indicated that Hispanic immigrant families tend to prefer contact that is more personal and social, and that they are less likely to rely on email for communication. Our research confirmed TalkingPoints' initial product decision to prioritize communications via SMS text messages to ensure that our communication channel is accessible to all families, including those with limited access to devices and/or internet at home.

Looking Ahead and Implications for TalkingPoints

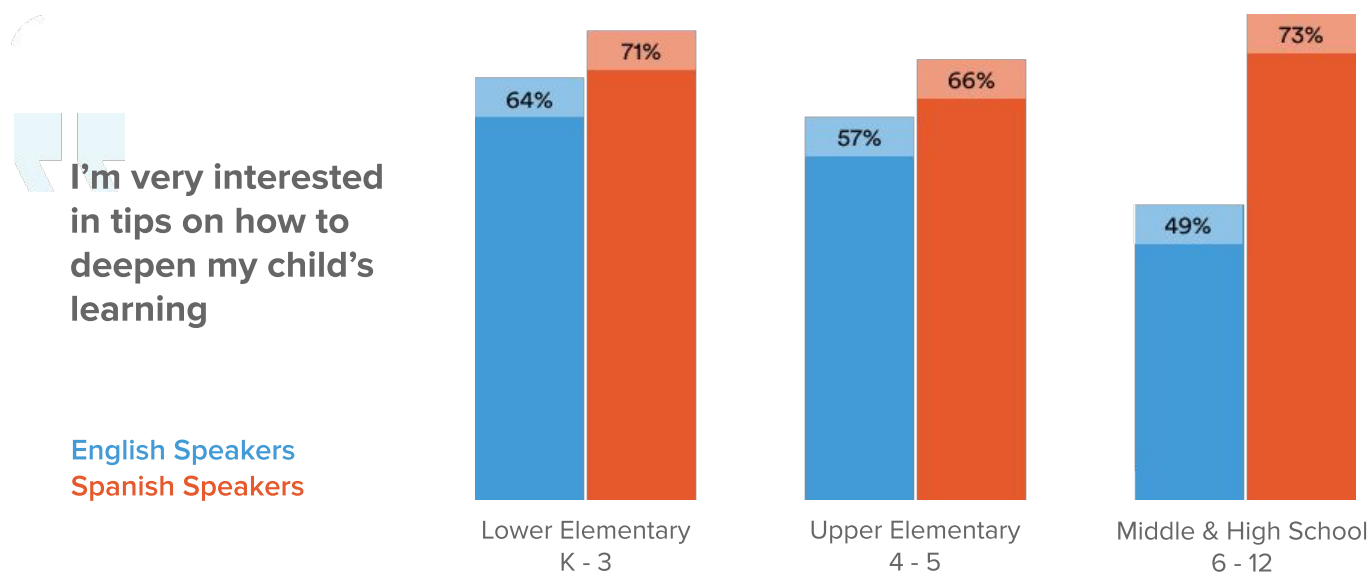
Promote Deeper Learning

It is clear that families are eager for more information about how to support their child's learning.

In fact, the vast majority of families - 90% of English speakers and 98% of Spanish speakers - said they were very interested or somewhat interested in tips on how to interact with their children to promote deeper learning. It is no surprise that Spanish speaking families are especially eager for more guidance on supporting their child's learning, because access to translated content can be a barrier to this. It is consistent with the feedback we have received from other non-English speaking families.

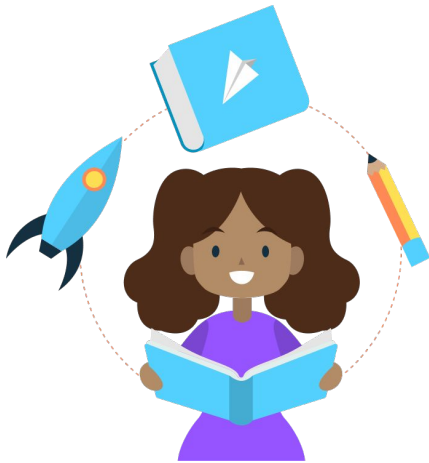
When we analyzed the responses of those who indicated they were very interested and broke them down by the student's school grade, we observed some interesting distinctions between English and Spanish-speaking families. While the percentage of English-speaking families who were very interested in these kinds of tips declined steadily as their children got older -- from 64% in lower elementary to fewer than half of all families by the time their students were in middle and high school -- among Spanish-speakers, interest remained strong across all age groups. Nearly 73% of Spanish-speaking families of students in grades 6-12 were very interested in information to promote learning.

It is unclear why interest in tips to promote deeper learning declines among English-speaking families as their child gets older. Perhaps they feel less engaged in their teenager's education, having relinquished the role to teachers and/or feel that they have less mastery over the materials and therefore have a decreased sense of self-efficacy in the role of family engagement. Alternatively, they may feel as if they have more readily available information from other sources compared to Spanish speaking families. It is important to note that research shows that family involvement, even without mastery of content, can be powerful across all grades. There seems to be a disconnect here between parental beliefs, particularly among English speakers, and the body of academic research.



Summer Learning

Ninety-four percent of families also expressed interest in information about how they might support learning over the summer. In response to both this survey and concerns about the compounding effects of COVID-19-related school closures and summer learning loss, TalkingPoints developed and launched a pilot for 'Summer Tips' messages, available to TalkingPoints families for free over the summer of 2020.



Individual Student Insights

As mentioned earlier, families want a better understanding of where their child stands with regards to their education. When asked what kind of information they would like to get regular updates about, 83% of English speakers and 67% of Spanish speakers said they would like more regular reports on their child's progress while 69% of English speaking families and 49% of Spanish speakers indicated that they would like insights on their child's strengths and weaknesses. Many teachers are open to providing more regular reports but may be concerned about the time and labor required.

Further Improving Communication

Having experienced the benefits of being able to communicate with families in other languages, teachers were especially interested in additional support that might further improve communications. For example, many teachers would like to make it easier for families to communicate with teachers by providing speech-to-text translation for families who may prefer recording a spoken message to typing or who may not have the literacy skills for the latter.



Conclusion and Next Steps

We've long known that family engagement drives better educational outcomes. During recent remote and hybrid learning environments, family-school partnerships became even more important. Without established, strong relationships between families and teachers, distance learning was challenging. In fact, our survey revealed that the families who felt most connected -- English-speaking families of upper-elementary students - were also the families who felt most prepared to support their child's remote learning journey. Relationships and connections among families, educators and students were critical to keep learning going.

As many school districts across the country prepare to start the school year with yet another period of distance learning, it is important to note that this time, students, teachers, and families will be establishing, building, and nurturing brand new relationships without the benefit of in-person interactions. That is a significantly different challenge than before. The survey also raises questions about how we might better support and prepare teachers and families for their remote learning partnership and how we can make it easier for both to gain visibility into student progress.

This survey confirmed many of the TalkingPoints team's initial assumptions, from the general impact of helping teachers connect with families in their own languages to the importance of prioritizing text communications in our product design to ensure continued accessibility of the platform. It also reinforced what we already knew from the countless messages we received from teachers and school and district administrators: TalkingPoints was a critical tool and a 'lifesaver' when schools were forced to close due to COVID-19. It played a critical role in keeping the home-school connection which for many was central to enabling distance learning. It also helped teachers stay abreast of families' wellbeing and promoted the feelings of human connection that teachers, students and families craved during the school closures.

Finally, the survey shed light on how TalkingPoints might increase its impact through empathetic and nimble product design to support effective family engagement and home-school connections. Among families, there is clearly a hunger for more general information on how to support learning at home, either through schools and educators or through TalkingPoints as well as more personalized insights about their particular child. TalkingPoints can help provide the former while making it easier for teachers to provide more customized insights without adding to their workload and by also encouraging families to proactively inquire about their students' progress. For their part, teachers are eager to further broaden and deepen their connections with families by increasing access to those less comfortable writing and texting by adding speech-to-text capabilities and by adding a richer medium, video, to their communications arsenal through translated captions. We are excited to partner with teachers, families and districts to get even more insights into how we might make TalkingPoints even more useful and effective.

We know that family engagement can have a profound impact on student outcomes. Our hope is that the lessons we learned during school closures -- and the sense of connection and trust we were able to facilitate between teachers and families -- can be built upon in the months and years to come, even as we scale our organization and technological capacity to be able to support more students, families, teachers, schools, and districts.

Join the TalkingPoints Mission

TalkingPoints is seeking philanthropic and research partners as well as school district and state education partners to join them in their mission to ensure that every child feels supported to learn, grow, and succeed by all those around them regardless of their family's socioeconomic, linguistic or cultural backgrounds. To learn more, please visit:

Website: talkingpts.org

Twitter: [@talkingpointsed](https://twitter.com/talkingpointsed)

Facebook: facebook.com/talkingpts

Email: hello@talkingpts.org

Acknowledgements

TalkingPoints would like to share our appreciation with all of the parents and educators who took the time to complete this survey. Thank you also to the following partners who share our deep commitment to the TalkingPoints mission: Our distribution partners including tens of thousands of schools and districts and educators; research partners including MIT J-PAL and the University of Chicago's Behavioral Insights and Parenting Lab; and, our philanthropic partners including AT&T, Arrow Impact, Carnegie Corporation, Cisco, Google, Gucci Changemakers, Overdeck Family Foundation, Open Road Alliance, Peery Foundation, Schmidt Futures and Westly Foundation.

