



IMPACT REPORT

2019-20 & 2020-21

THE VIEW FROM HERE

Dear Friends,

These past two years have been momentous — for Sunbridge, the Waldorf movement in North America, and the world at large. The restrictions placed on us by the impact of the Covid-19 virus, as well as the splitting open of society's consciousness around the themes of racism and injustice, have significantly altered our ways of viewing and communicating with one another, serving to bring virtual spaces alive in ways never before thought possible and expanding our ideas of what Waldorf education can be and how we can — and must — work together to make it a truly inclusive place for us all.

The data presented across these pages is a measure of the strength of commitment the Sunbridge family has for the Institute and its efforts to meet the challenges of these past many months. That Sunbridge has been able to provide the crucial scholarships many of our students have relied upon in order to be able to begin, continue, or complete their teacher education studies during these trying times is a tribute to the generosity of the donors listed and their gifts to our Annual Fund and various scholarship funds. We are also extremely grateful to our faculty and students for so valiantly meeting our need to move our teacher education programs online between March 2020 and June 2021 and for making that experience as positive as it could be — as well as for the depth of conversation and connection that took place in these spaces.

There have been many unexpectedly valuable aspects to remote learning that we have discovered and will continue to develop for the future, including the newfound ability of many more people than ever before from across North America and farther afield to be able to participate in our professional development offerings. But while we are pleased to have expanded the reach of those we serve in remote classrooms, we are of course thrilled to have been able to welcome our program students back to in-person classes this past July. It was a great joy to have our campus filled with laughter and hearty discussions and to be surrounded once again by the arts that bring such depth to our education.

Featured in this issue is an essay from one of our Early Childhood program students, Tiffany Vasquez, who talks about her experience with meditative practice, both personally and as a teacher, and how it has been a source of strength for her as she has made her way through the past year. We hope you, too, have found effective ways of meeting these challenging times and have emerged inspired and strengthened by what you have discovered.

Wishing you and yours good health and a happy holiday season,



Bernard Weintraub
Bernard Weintraub
Board President

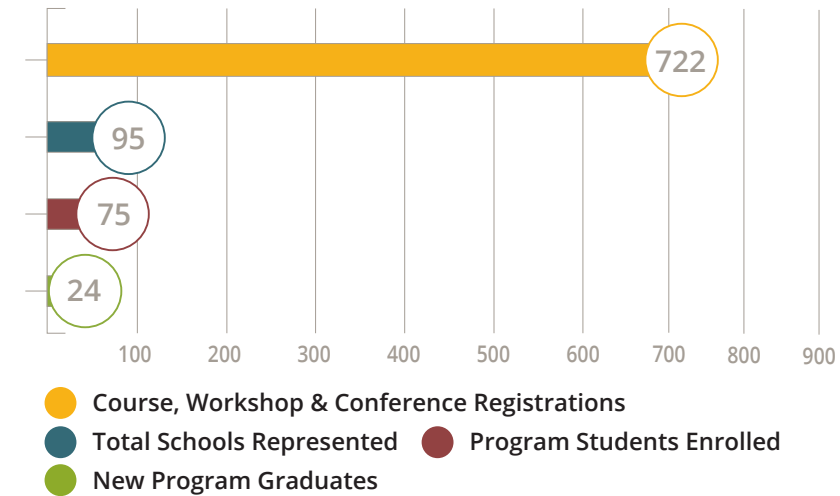


Jessica Heffernan Ziegler
Jessica Heffernan Ziegler
Executive Director

Who We Served

2019-20

ENROLLMENT & REGISTRATION



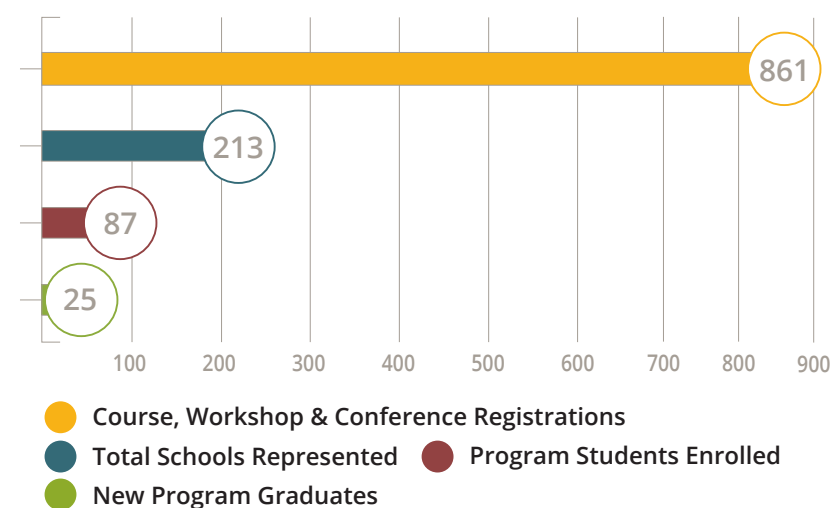
GEOGRAPHIC REACH



34 US states
+ Washington, DC, and Puerto Rico
2 Canadian provinces
1 Mexican state
1 Asian country

2020-21

ENROLLMENT & REGISTRATION



GEOGRAPHIC REACH



38 US states
6 Canadian provinces
1 Mexican state
4 European and Asian countries

FINANCE AND ADVANCEMENT UPDATE

Program enrollment — and enrollment revenue — fell at Sunbridge as a result of Covid-19. The effects of the pandemic on Waldorf communities led to the loss of many teaching jobs, leaving some Sunbridge students who had been working in Waldorf classrooms without a source of income with which to afford their program tuition. For some students still engaged in Waldorf teaching, the financial strain under which their schools found themselves often meant a dramatic diminishment in those schools’ ability to continue providing tuition support. Facing uncertainties about the future, students also wrestled with Covid-related stressors in their personal lives. These factors caused some returning program students to decide to take leaves of absence from their Sunbridge studies, while some prospective students chose to cancel their matriculation altogether.

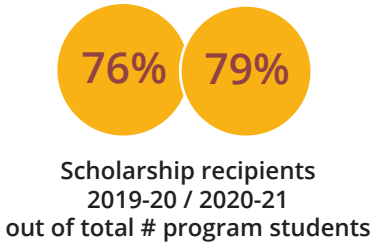
This loss of tuition revenue was coupled with the unanticipated expenses of additional staffing and equipment needed for setting up and running remote classrooms. To encourage program enrollment and course and workshop registration, and to keep the Institute on solid financial footing, the Sunbridge administration and Board took steps including the following:

- Put into place new extended tuition payment plans, allowing graduates to take up to an additional six months to complete their Sunbridge tuition payments;
- Allocated nearly double the amount of funds from Sunbridge’s operating account, compared to previous years, to help meet tuition assistance needs of new and returning program students;
- Established a Covid-19 Emergency Support Fund (now the Covid-19 Recovery Fund) to further meet the uptick in need on the part of scholarship-qualifying students;
- Secured a (now-forgiven) Paycheck Protection Program loan;
- Hired a virtual technology coordinator to manage the technical end of online teaching;
- Purchased technical equipment needed to deliver remote classrooms;
- Waived program application fees;
- Made Summer Series fees fully refundable.

Sunbridge’s economic picture in 2020-21 saw improvements over the year before. While the still-unstable job market for Waldorf teachers, along with other persistent Covid-related challenges, continued to affect many program students’ enrollment status, revenue from robust registration in Sunbridge’s online Summer Series courses and non-summer professional development workshops helped to offset the reduced program revenue.

As to be expected during a time of such widespread adversity, annual giving suffered in 2019-20. However, while the Institute’s 2019-20 and 2020-21 fundraising campaigns were unable to generate pre-pandemic giving levels, thanks to the unwavering loyalty and generosity of the Sunbridge community, 2020-21 saw donations start to pick up again. Because of gifts and grant monies received, Sunbridge was able to award six Diversity Fund Scholarships to Early Childhood and Elementary program students in 2019-20 and, through targeted fundraising, to increase this number to 11 in 2020-21. Such scholarships, combined with the many general Sunbridge Scholarships awarded to all qualifying program students over the course of these two years, directly impacted our scholarship recipients’ ability to pursue their Waldorf teacher education — keeping Sunbridge’s classrooms vibrant and advancing its mission of serving the Waldorf movement.

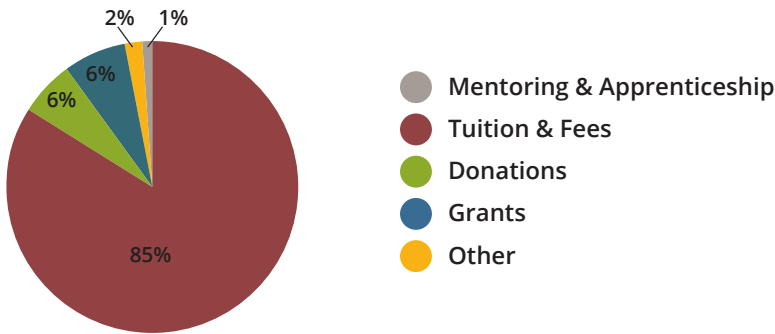
By the Numbers



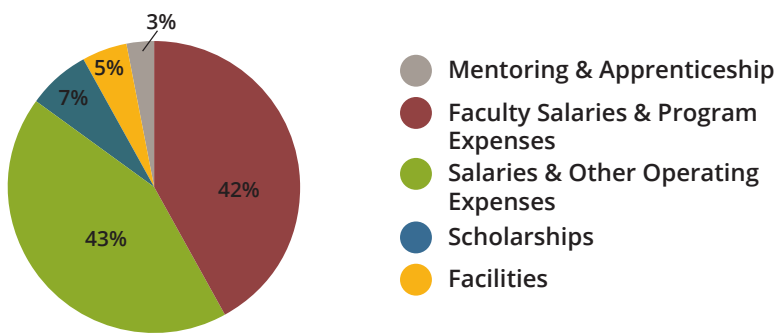
Budget

2019-20

REVENUE

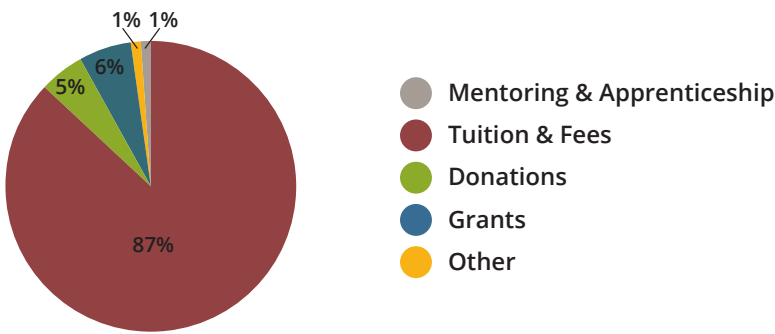


EXPENSES

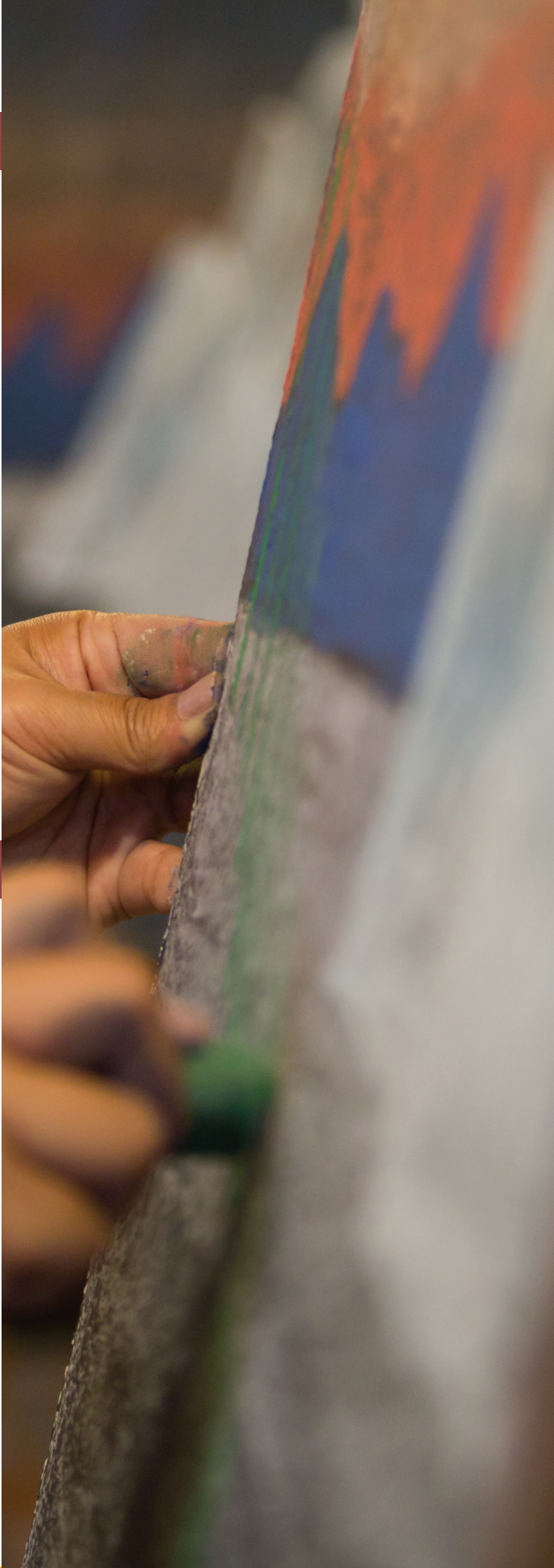
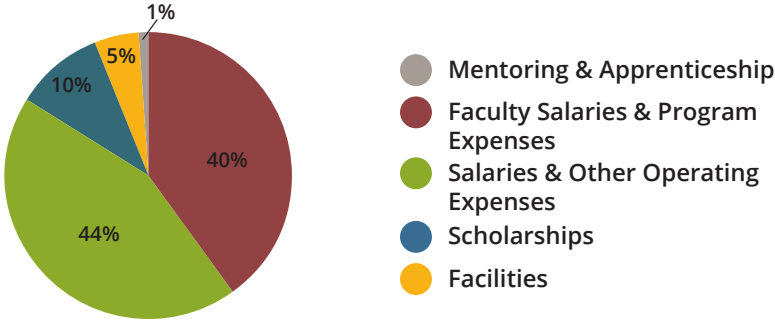


2020-21

REVENUE



EXPENSES



MEDITATION AND EARLY CHILDHOOD EDUCATION

Rudolf Steiner's insights into the role of meditation in a teacher's life are particularly relevant for these times, as Tiffany Vasquez reflects upon in the following excerpt from a Sunbridge assignment.

When I first came across Waldorf education, I knew instantly that this type of education was what I wanted for my children. What I didn't know at the time was that the striving and meditative life of the teacher was something that each Waldorf teacher is tasked with and something that resonates so deeply within me. While I've never been a truly meditative person, I have always been a thoughtful person. I think about how my actions may or may not affect those around me and often think of how I can grow to become a better version of myself.

With all that being a teacher entails, one might ask how having a fruitful meditative life is relevant or fruitful for the teacher? More specifically, for an early childhood teacher?

Over the past year and a half, when Covid-19 hit the world with quite a force and police brutality and systemic racism was at the forefront and/or consciousness of many American lives, I had no other choice but to reflect and find ways of becoming more aware and conscious of those around me, in my community, in my state, in my country, and of those around our world. I was forced to also think about the intersection of problems within the health care system and the lack of trust and effective medical care for communities of color. I also looked at this period as a time to do my part in educating young children not only as a way of offering a mirror or window for these children, but also to help guide these children through this difficult time. To do my part in transforming Waldorf education into the inclusive education that I know it is possible in becoming, I first had to look within myself. I needed to do my part in learning and gaining a deeper understanding of myself in the light of anthroposophy, studying Rudolf Steiner's indications on education and looking deep within myself and the forces that guide me.

I have seen, through my work in becoming a Waldorf teacher, that one of the first places I need to start is in looking at myself. Over the course of the past year, we dabbled in biography work and how it relates to human development. I write "dabbled" because it is something that I will have to come back to time and time again in my lifetime and in my striving of being a teacher worthy of the children before me. Part of this understanding is knowing that my role is not to "teach" the children but rather to create an environment in which the children are able to educate themselves and thrive during this particular stage of their development. As young children live in the present, so too must I be "present" in my observation of the children and in my work.

In one of his collections of lectures, *The Child's Changing Consciousness: As the Basis of Pedagogical Practice*, Rudolf Steiner says: "All education is, fundamentally, a matter of self-education... and as teachers we can only provide the environment for children's self-education. We have to provide the most favorable conditions where, through our agency, children can educate themselves according to their own destinies... This is the attitude that teachers should

have toward children, and such an attitude can be developed only through an ever-growing awareness of this fact."

Throughout the school year, the teacher I worked with often read from Steiner's *Calendar of the Soul*. This was done before our students arrived as a meditative practice to ground us and prepare us for the day ahead. I found this very useful in clearing my mind of thoughts that drew me outward and prevented me from being fully present in my work. By practicing mindfulness, we are also taking steps for emotional self-care. This practice of inner development, emotional self-care, mindfulness, and even spiritual self-care, all help the teacher create a space where the children come into an environment that is hopefully filled with joy.

Throughout the past school year, as fears of Covid hit our world, country, and island hard, this ideal was more important than ever. In addition, our little school community was hit with the sudden death of one of its members. As a teacher of one of the students directly affected by the tragedy, taking care of and acknowledging my own feelings, as well as allowing the children to see me work through those feelings without over-talking, allowed me to model how I could push through discomfort. It also was another way of modelling resiliency. Most importantly, it allowed me to have the space to hold and walk alongside my student as they worked through their own feelings and hurt.

Closing out the school year was filled with so many feelings. I remember sending my last student off for summer vacation and then walking back to the early childhood yard and feeling a big exhale. I remember pausing to listen to the birds around me and the cool breeze moving the leaves as they rustled through the trees above me. I just sat there and soaked it all in. I was in awe of our whole community and what we accomplished. We did it! We not only made it through the school year, but we also thrived! Our administration gave teachers the time and space for self-care and to heal when sick. I took care to sleep and listen to my body for cues of when I was doing too much. Having a meditative life, praying, and bringing my students to my sleep carried me through the year. My students and I made it through the year full of joy and they pushed me to be a better version of myself. I held them when they were sad and laughed alongside them many times! Through careful observation I saw growth in each one of them. Some made huge gains and others were more gradual. I saw in myself a conscious "striving" to be better by allowing and being okay with imperfection. How fruitful this Covid year turned out to be!



Tiffany Vasquez, '22, is an early childhood educator at the Honolulu Waldorf School. A graduate of Azusa Pacific University with a BA in Applied Studies, for many years she worked with children with special needs via early intervention in at-home settings and special education classrooms. A Sunbridge Diversity Fund Scholarship recipient, Tiffany is passionate about Waldorf education and looks forward to being a part of its growth and transformation.

THANK YOU TO OUR 2019-20 DONORS

The gifts reflected on these pages provided funding that enabled us to meet our financial goals and make our work possible. Our sincerest gratitude to the following individuals, organizations, and businesses for their generous support.

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*IHO all of the faculty of Sunbridge
past, present, and future*

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2019-20 ANNUAL FUND

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Ann M. Scharff
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Yeng Yen Toh
IMO Toh Huay Sin
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Penelope Voss
Andree Ward
Cynthia Weber
David Weeks

WE THANK THE FOLLOWING ORGANIZATION AND FOUNDATIONS FOR THEIR VERY GENEROUS 2019-20
AND 2020-21 SCHOLARSHIP SUPPORT

Association of Waldorf Schools of North America
The Michael Foundation

The Waldorf Educational Foundation
Waldorf Schools Fund, Inc.

MAKING A GIFT

Sunbridge welcomes one-time gifts, matching gifts, sustaining gifts, multi-year pledges, and bequests. Gifts may be earmarked to any of the following funds:

The Annual Fund provides unrestricted funding for the Institute's essential operating expenses, including faculty salaries, program development, and outreach activities

The Norman Davidson Student Support Fund supports teacher education students through scholarship grants, mentor visits, and apprenticeship opportunities

The Diversity Scholarship Fund provides scholarship grants for Early Childhood and Elementary program students from populations underrepresented in Sunbridge classrooms and Waldorf communities

The Covid-19 Recovery Fund (formerly the Covid-19 Emergency Support Fund) provides additional relief to help ease tuition burdens experienced by teacher education students as a result of the pandemic

To discuss making a gift or to set up a legacy gift, please contact us at development@sunbridge.edu / 845-425-0055 x18

KEY: IHO = In honor of IMO = In memory of

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2020-21 NORMAN DAVIDSON
STUDENT SUPPORT FUND

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2020-21 DIVERSITY SCHOLARSHIP FUND

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RECOVERY FUND

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IN MEMORIAM

It is with profound sadness that Sunbridge reports the passing of Patti Smith (June 2020) and Betsy Gimenez (June 2021).

Patti Smith, EdD, was a teacher, author, and educational researcher. Along with Signe Schaefer, Patti ran Sunbridge College’s Center for Life Studies and co-authored the parenting book *More Lifeways*. Patti also founded Side-by-Side, a Sunbridge College summer program providing leadership training opportunities for young people working with underprivileged children; later, she served as program director of The Barfield School, Sunbridge College’s master of arts program. A woman of ideas and action whose legacy included a long list of professional accomplishments, Patti’s fierce advocacy for education and social equity left an enduring mark on countless lives.

Betsy Gimenez began her association with Sunbridge as a 17-year-old student of Werner Glas at the Waldorf Institute of Detroit. Forty-five years later, Betsy helped plan Sunbridge’s 50th anniversary celebration as a member of the Sunbridge Institute Board. In between were many years spent working as a Waldorf kindergarten and class teacher, helping to steer schools in Baltimore, Charlottesville, Brooklyn, and Princeton, and serving AWSNA as a first delegate, accreditation team leader, and a Leadership Council founding member. Throughout her varied career, Betsy unfailingly graced her students, colleagues, and communities with her artistry, warmth, and humor.

We honor with deep gratitude the many contributions Patti and Betsy made to Sunbridge and to the world.

