

Jinny Chalmers Fund for Education Justice

Making an Impact for Students, Families, Educators and Our Communities

December 2025



1for3, West Bank, Palestine

We are especially proud to present this year's report on the work of the Jinny Chalmers Fund. We continue to grow, with new grantees and a strong base of supporters. We continue to spread the word about our priority: to center families and educators and work to make schools and communities places where all are recognized as contributing, valued and integral members.

This report is brimming with news of our grantees work—including in Boston, Detroit, Texas, New Mexico, Maine, Cape Verde and the West Bank in Palestine—building educational support and advocacy, trauma-informed approaches, and exchanges around Indigenous pedagogy. And much more!

See inside to learn what we mean when we talk about education justice.

**See inside for a report on our
first-ever Jinny Chalmers Day!**



Keep the Jinny Chalmers Fund Strong

Help us support projects that carry on Jinny's legacy of working for excellent, inclusive education and racial justice.

Visit <https://www.jinnychalmers.org/donate> to make a tax-deductible donation.

Grantees Carry on Jinny Chalmers Legacy



Louis D. Brown Peace Institute

1ST-TIME GRANTEE! Louis D. Brown Peace Institute

A Jinny Chalmers Fund grant helped the Institute with Harmony Day, in partnership with Madison Park High School students during Mental Health Action Month. Students facilitated peer-to-peer mental health "check-in" practices and exhibited interactive art and poetry based on the Seven Principles of Peace (Love, Unity, Faith, Hope, Courage, Justice and Forgiveness). The Institute also led staff and students in a "GenPeace Trainers Institute." The Institute was founded following the 1993 death

of a 15-year-old Dorchester honor student who was killed by gunfire on his way to a Teens Against Gang Violence meeting.

Primeras Maestras

Funds from JCFEJ helped Primeras Maestras, at Friends of the Hernández, train un- or under-employed Spanish-speaking adults to become dual language educators, expanding skills and helping them move into a high-need field. The program's eight recent graduates are all now employed in this field—and positively impacting themselves, their children, and the families and students they serve.

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Primeras Maestras

Grantees Carry on Jinny Chalmers Legacy *from page 1*

St. Stephen's Youth Program

The SSYP's organizing work builds a base of black, brown, immigrant and low-income families committed to exercising their

power to insist that the City of Boston's decision-makers uphold their promises for better public schools and neighborhoods. A Jinny Chalmers Fund grant allowed stipends for eight members of SSYP's peer-elected Action Committee, which led over 150 parents and family members to take collective action for education justice.



St. Stephen's Youth Program

1for3

The Jinny Chalmers Fund supported the strengthening of trauma-informed approaches at the Zahrat Al Yasmeen (ZAY) kindergarten this year through both classroom and experiential learning. The school is located in the Aida Refugee Camp in the occupied West Bank. The children planted and cared for seasonal crops in the school garden, giving them agency and autonomy. A new ZAY social worker provided support for both students and families, and an international team of educators and social workers supported the school staff, who are doing everything humanly possible to create safe and nurturing spaces for children to learn, heal and thrive.



1for3, West Bank, Palestine

1ST-TIME GRANTEE! Indigenous Cultures Institute

The Indigenous Cultures Institute used JCFEJ funding to grow its Experiential Professional Development program. Grounded in Indigenous values of generational knowledge-sharing and reciprocity, and Indigenous pedagogical practices of experiential and land-based learning, the project facilitated an exchange between central Texas educators who observed their Indigenous

colleagues use Xinchtlhi pedagogy at Raíces del Saber Community School in Las Cruces, NM, and with New Mexico educators who participated in the ICI's Tanko Institute: Xinchtlhi Pedagogy for Educators in San Marcos, Texas.



Indigenous Cultures Institute

Young People's Project

The YPP provided Math Playground experiences for Kindergarten through 6th-grade students at the Roger Clap School in Boston, including competitive and collaborative games and activities such as exploring even and odd numbers, prime and composite numbers and probability. The goal is to transform students' relationships with math. The YPP also presented games at "Jinny Chalmers Day," giving high school youth an opportunity to facilitate math games with all ages.



Young People's Project

Apprentice Learning

A grant from the Jinny Chalmers Fund supported expansion of Apprentice Learning, which provides real-world work experiences for middle grade students, primarily youth of color, from Boston's under-resourced and underestimated communities. This year, AL significantly increased its number of enrollees and offered a stipend for those completing an apprenticeship. In addition, AL was able to recruit 51 new worksite partners in diverse fields, including the growing life sciences and clean energy industries.



Apprentice Learning



MAS Teachers Academy

Mexican American Studies Teachers Academy

With a grant from the Jinny Chalmers Fund, the Texas-based MAS Teachers' Academy organized a one-week virtual teacher's academy in celebration of its 10th anniversary, providing professional development for 70 secondary educators who teach the Mexican American Studies high school elective course in schools across the state. The event highlighted the academy's work to support educators with MAS curriculum development and pedagogy, and contextualized the academy's grassroots professional development within its communities' struggles for educational justice.

AMINGA

With support from the Jinny Chalmers Fund, AMINGA hosted its 5th Annual Youth Empowerment Camp, serving 84 participants, ages 13-17, in Cape Verde, advancing the organization's mission



of education justice and youth empowerment. With support from over 20 local staff, 15 former campers serving as volunteers and 15 international staff members from Senegal, Burkina Faso, Brazil, the UK and the US, the grant enabled a dynamic and inclusive program, fostering skill development and confidence among students and deepening community engagement and leadership skills among volunteers.

1ST-TIME GRANTEE!

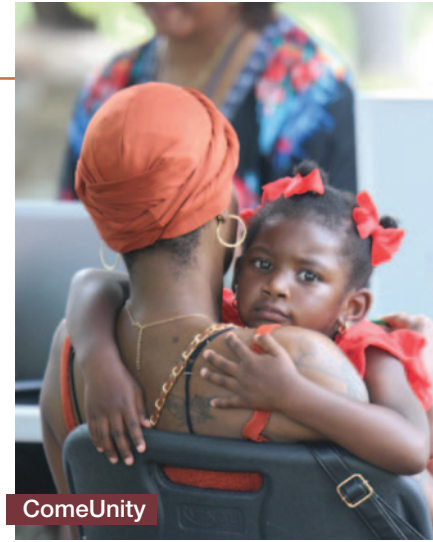
Learner Responsive Leadership Academy at Our Lady of the Lake University

The JCFEJ's funding for Our Lady of the Lake University's (OLLU) Learner Responsive Leadership Academy made a transformative difference in equipping twenty K-20 educational leaders across Texas to create more inclusive, student-centered learning environments. The weeklong Institute addressed the critical need for culturally responsive leadership in Texas, where 73.5 percent of students are students of color. The grant enabled OLLU to bring together nationally recognized experts.

1ST-TIME GRANTEE!

ComeUnity

ComeUnity is dedicated to empowering communities in Detroit, Michigan. In spring and summer 2025, neighborhood residents and families from the James and Grace Lee Boggs School collaborated with ComeUnity to share their learning dreams—from backflips to G.E.D. prep. Activation Days featured intentional learning spaces and exploration of learning dreams shared at earlier gatherings. Monthly pop-ups fostered intergenerational learning, sharing and fellowship.



ComeUnity

Trauma Learning Policy Initiative

The TLPI's Students Speak initiative, with the support of JCFEJ, has launched a Youth Leadership Team (YLT) to advance the goal of fostering a youth movement for improving schools by including student voices in school-based decision making. Participants learn about the common barriers they face, underlying systemic conditions—and brainstorm advocacy actions to address them. In April, a YLT Youth Summit for young people from across Massachusetts led to identifying a legislative advocacy agenda.



Trauma Learning Policy Initiative

826 Boston

During the 2024–25 school year, funding from the Jinny Chalmers Fund supported 826 Boston's After-School Writing and Tutoring Program, which served 80 students with 2,679 hours of in-person programming. The program continues to thrive because of its highly individualized tutoring model, which builds confidence, academic skills and meaningful relationships. This year, students once again had the chance to become published authors through exciting writing and publishing projects.



826 Boston

First Teacher

In partnership with the Jinny Chalmers Fund, First Teacher (FT) has continued to build trusting relationships with parents who are high school students. The FT's workshops aim to create community and support in recognizing the inherent strengths and profound influence parents have on their children. Regardless of their circumstances, family dynamics, age, race, financial situation, or educational background, FT believes parents are the most powerful force in shaping their own and their child's future.

1ST-TIME GRANTEE! Boston Education Justice Alliance

With support from the Jinny Chalmers Fund, BEJA expanded its education justice organizing work. This fall, BEJA co-sponsored events including the Youth Justice and Arts Summit, in partnership with Wheelock Family Theater and Citizens for Juvenile Justice, and co-led parent power workshops. BEJA's work helps ensure that the voices of those most impacted by systematic disparities in the Boston Public Schools are heard on issues including school funding, special education and inclusion.



BEJA

Massachusetts Asian American Educators Association

With support from the Jinny Chalmers Fund, the MAAEA partnered with the Asian American Resource Workshop and the Asian Pacific Islander's Civic Action Network to launch a new program to increase support for young adult youth organizers in the Civic Action Network. The focus is on building community, discussing systemic barriers to effective advocacy and fostering collaboration. Participants reported learning new skills and an eagerness to launch campaigns with youth across organizations.



MAAEA



Trinity Boston Connects

Trinity Boston Connects

Support from the Jinny Chalmers Fund allowed TBC's Sole Train program to serve over 120 Boston students (88 percent youth of color) through an impactful running, mentoring and community building program in 2025. Young Soles and Old Soles made powerful mentoring bonds as they trained together for a five-mile or half-marathon goal race. All program participants made gains in resilience, goal-setting skills, self-regulation and confidence.

Hurricane Island

With support from the Jinny Chalmers Fund, the Hurricane Island Center for Science and Leadership brought Boston students to experience programming on a remote island 12 miles offshore in the Gulf of Maine. Students visiting Hurricane Island investigated the intertidal zones of Maine, caught lobsters, learned scientific data collection, saw seals and dolphins, hiked, made s'mores together, met scientists and explored professional careers in the outdoors and/or sciences.



Hurricane Island

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Jinny Chalmers Day: Celebrating Community and Building Our Strength

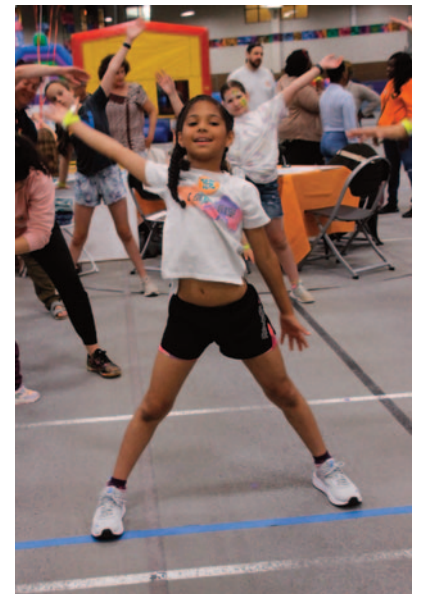
Our first Jinny Chalmers Day in June was a powerful celebration of community and education justice! At a day-long event in Roxbury, Massachusetts, family, friends and supporters came together to honor Jinny’s legacy with food, music, races and reflection. Together, we raised funds to support family, youth and educator-led initiatives through grants from the Jinny Chalmers Fund. It was an impactful way to bring our community together to “get on track for education justice.”

To all who participated, THANK YOU!

Explore the full recap, photos, and the Honor Roll of Participants who made the day possible at <https://jinnychalmers.org/jinny-chalmers-day-2025/>



Special thanks to our Jinny Chalmers Day 2025 Steering Committee: Ilene Carver, Vinz Feller, Mona Ford Walker, Emma Fialka-Feldman, Bo Hoppin, Leigh James, Carol Murray, and Abby Rodriguez





About Jinny Chalmers

Jinny Chalmers championed racial justice and excellent, inclusive education for students of all abilities. This became the mission of Boston's Young Achievers Science and Math K-8 Pilot School, where Jinny served 20 years as principal. Her collaborative leadership philosophy centered families as equal partners with teachers in the education of their children. Jinny was a true changemaker, beloved by her school community.

Tragically, on November 17, 2020, Jinny died in an accident as she rode her bicycle. She was 70 years old. Jinny left behind a loving family, legions of friends and a large community of colleagues, students and families that will always grieve the loss of her visionary leadership, her energetic, problem-solving spirit and her generous heart.

Our Board of Directors

Ilene Carver

Retired elementary school teacher, Boston Public Schools
Wife of Jinny Chalmers

Maya Feller

Nationally recognized registered dietitian; Nutrition educator
Daughter of Jinny Chalmers

Emma Fialka-Feldman

Principal and former teacher in the Boston Public Schools

Mona Ford Walker

Deputy Superintendent of Teaching & Learning, Arlington Public Schools

Leigh James

Director of School Operations at Young Achievers Science and Mathematics Pilot School

“A fierce and humble human being, whose energy would permeate the air and excite children and adults to match her love for learning. I will carry her light with me for the rest of my life.”

– Cinthia Colon

Thank You for Being Part of the Jinny Chalmers Fund!

Grants of up to \$10,000 from our fund support important family, youth and educator-led initiatives. With your support our resources can continue to fund worthy projects.



Visit <https://www.jinnychalmers.org/donate> to learn more and donate online.

The Jinny Chalmers Fund for Education Justice is a donor advised fund at the Cambridge Community Foundation. (EIN #: 992187502)

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