



THE ELEMENTS OF CHANGE

THE EDUCATION TRUST 2013 ANNUAL REPORT



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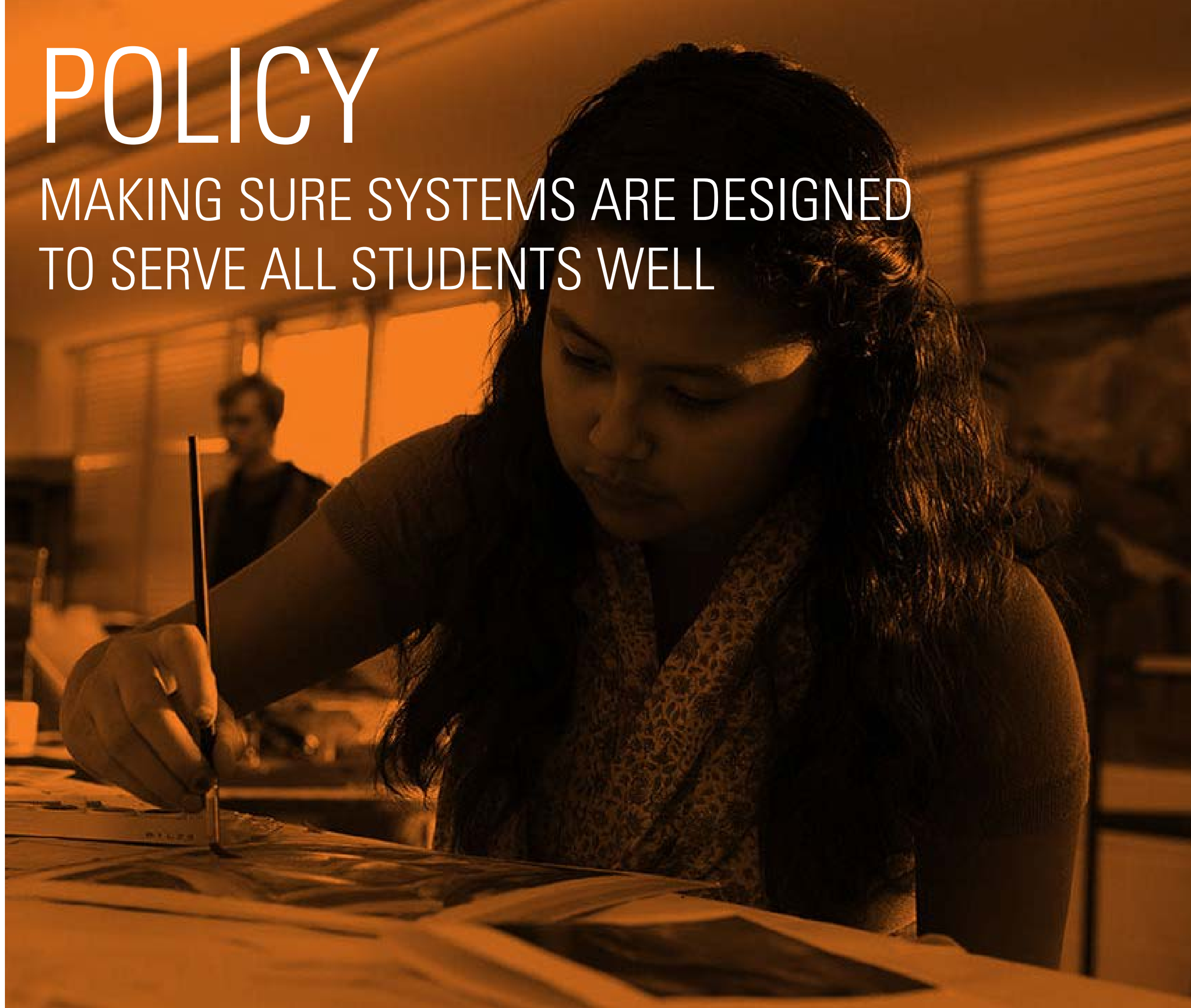
All students, pre-K through college, can learn and achieve at high levels if they all have the educational opportunities they need. Yet achievement gaps persist, pushing students of color and low-income students to lives on the margins of the American mainstream.

At the Ed Trust, we work to change that — through targeted policy, improved practice, insightful research, relevant data, timely campaigns, and clear-headed opinion.

In this past year, we kept busy advancing all of the elements of change.

POLICY

MAKING SURE SYSTEMS ARE DESIGNED
TO SERVE ALL STUDENTS WELL



POLICY

MAKING SURE SYSTEMS ARE DESIGNED TO SERVE ALL STUDENTS WELL

Watching the Waivers for Equity

This year, K-12 policy-making shifted to the states, with waivers for No Child Left Behind regulations granted to states by the Department of Education. How did equity fare, state by state? Our Spring 2013 report, “A Step Forward or a Step Back?” explained how to discern — in detail — if a state’s waiver accountability policy supports academic gains for low-income students and students of color.



JOIN THE CONVERSATION

Working With State Advocates: Reaching Beyond the Beltway

This year, we supported the advocates who push for change within states — to strengthen equity through legislatures, state departments of education, and in districts.

Taking a helping role, we provided state advocates with policy advice on issues, including the equitable implementation of the Common Core, equitable access to teachers, educator evaluation systems, educational rigor, and public access to critical school and district information.

Fast-growing relationships based on shared work on these issues gave us new insights and ever-deeper respect for the fight for equity on the ground. In 2013, in addition to our ongoing strong presence and partnerships in California and Michigan, we worked in 12 states, with especially solid relationships in four — Colorado, Minnesota, Oregon, and Texas.

***A Step Forward
or a Step Back?***
State Accountability in
the Waiver Era

FAST FACT

POLICY

MAKING SURE SYSTEMS ARE DESIGNED TO SERVE ALL STUDENTS WELL



A Fairer System of Financial Aid — Created by Shared Responsibility

A New Approach to College Affordability for Low- and Middle-Income Families

For low-income families, the skyrocketing cost of higher education — and prospect of massive debt — lowers college aspirations. Secondary school students lose incentive to prepare academically for college. Those that persevere are discouraged from applying to rigorous, expensive four-year institutions. They settle for less — and get fewer of the long-term benefits that come with high achievement.

Big cost and big debt combine to undermine the foundation of equal opportunity.

In 2013, our higher ed division delivered “[Doing Away With Debt](#),” a bold policy solution that frames a new federalism for college opportunity and success. To reduce student debt, close opportunity gaps, and increase college completion, our college aid redesign consolidates 10 federal loan, grant (separate from the Pell Grant), and higher ed-related tax programs to finance state and institutional aid directed at a “no-debt” guarantee to students from low-income families and a “no-interest” loan guarantee to students from middle-income families. *National Journal* calls it “visionary.” We’re working with student groups, individual colleges, and states to make it a reality.

Aggressively Advancing Equity Policy in Washington, D.C.

Through clear, relevant policy, we work to make federal legislation fairer. From July 2012 to June 2013, we had over 130 meetings with offices on Capitol Hill, at the Department of Education, and at the White House. We reviewed, critiqued, and helped to shape federal legislation on college aid policies offered by three Senate offices and had influence on all but one of this year’s ESEA reauthorization bills.

FAST FACT



JOIN THE CONVERSATION

PRACTICE

HELPING EDUCATORS RAISE ACHIEVEMENT AND
CLOSE GAPS — AND HELPING THEM TO LEARN
FROM ONE ANOTHER



PRACTICE

HELPING EDUCATORS RAISE ACHIEVEMENT AND CLOSE GAPS — AND HELPING THEM TO LEARN FROM ONE ANOTHER



The Elements of Effective Education

Learning From Successful Schools

Every day, at great schools in unexpected places, low-income students and students of color consistently achieve at high levels. We are committed to finding and learning from such schools, and each year we recognize a handful with our **Dispelling the Myth Award** (DTM).

This year educators from four DTM-winning schools — and 10 former winners — brought their effective practices to our national conference. We also share stories and data about DTM schools all year long, through **webinars** on school leadership and in a **new series** of *Huffington Post* blogs by our writer-in-residence, Karin Chenoweth.



National Conference: Inspire, Learn, Connect

Close to 600 equity-minded educators and advocates come together at our national conference. They are inspired by honest, experienced speakers — and learn about schools where all students achieve at high levels — all while getting practical tools they can immediately apply back home. Participants take the time to connect both over big issues and the details of getting it right, helping them to work on real change in their systems and schools to raise achievement and close gaps.



JOIN THE CONVERSATION

PRACTICE

HELPING EDUCATORS RAISE ACHIEVEMENT AND CLOSE GAPS — AND HELPING THEM TO LEARN FROM ONE ANOTHER



JOIN THE CONVERSATION

Ed Trust's Docudramas Bring Deep Truths to Light

Two new docudramas tell the stories of students left underprepared for the rapidly changing world outside the schoolhouse door. Based entirely on interviews, these performances follow four high school students placed on low-level academic and vocational tracks. As they move through high school and then out into the world, we witness the disparity between the skills and education students need for college and work — and what they receive.

Playwright-researcher Brooke Haycock's one-woman docudramas channel real voices to tell the story of broken trust between students and schools in two locations: the northern rust belt and the American South.

Her **performances** are an innovative and powerful way to spark honest conversations among educators, advocates, and policymakers about the choices they make and the power they have to change the lives of students of color and students from low-income families.

In a survey of over a thousand Ed Trust docudrama audience members:

80%

said the performance caused them to reflect on their own practices

81%

felt energized

83%

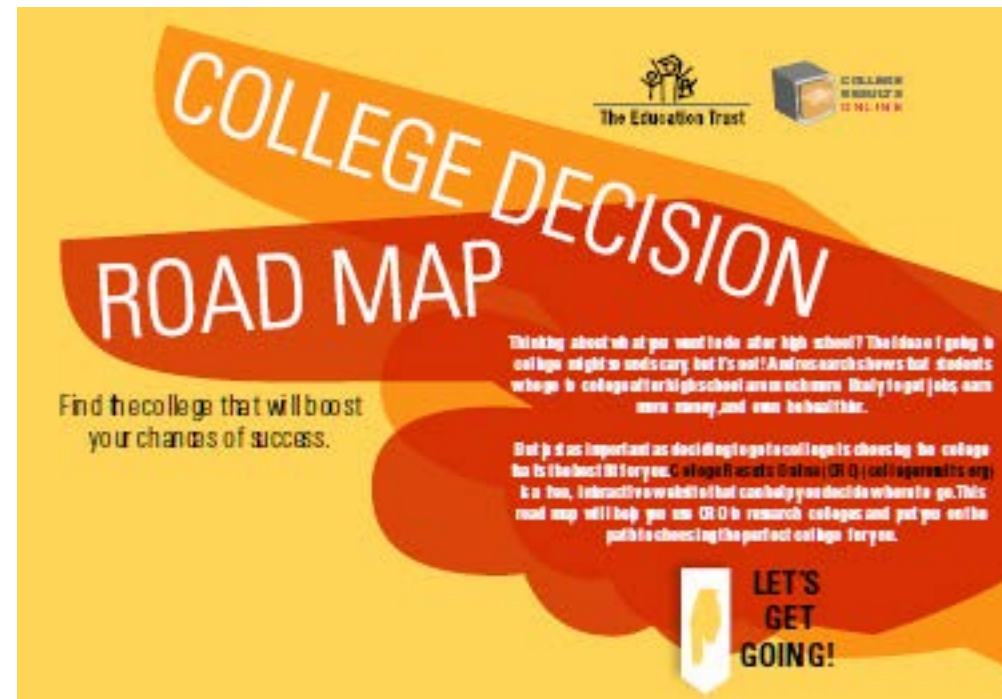
said the performance made them feel motivated to take action

PRACTICE

HELPING EDUCATORS RAISE ACHIEVEMENT AND CLOSE GAPS — AND HELPING THEM TO LEARN FROM ONE ANOTHER



JOIN THE CONVERSATION



A Map to College That Empowers and Informs

Families, students, and counselors need to find their way through the maze of options — and dangers — on the path to choosing the right college. In 2013, we created the College Decision Road Map, a user-friendly tool to help them explore and select colleges. It guides students through questions of location, size, and student diversity — and, unlike many other sources, helps families get the facts on graduation rates and opportunities for understanding the net price of attendance and financial aid options. College needs to be a wise investment of money and time. The College Decision Road Map, created for all students but especially for those from low-income families and families of color, informs and empowers students to make the choice that's right for them.

Access to Success

Access to Success (A2S) is a major initiative supporting public universities committed to doing a *much* better job admitting low-income students and students of color — and a *much* better job of bringing them all the way through to degree completion.

Access to Success is a network of:

19 university systems and

300 two-year and four-year campuses engaged in improvement.

A2S collectively serves more than **3.5 million** students,

18 percent of all public undergraduates,

including **866,000** underrepresented minority students and

1 million Pell Grant recipients.

RESEARCH

LOOKING DEEP TO EXPLAIN HOW WE PROVIDE FAIR OPPORTUNITIES — AND HOW WE FAIL TO



RESEARCH

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FAST FACTS



JOIN THE CONVERSATION

A Great Education Makes All the Difference

Getting Low-Income Students and Students of Color Into the AP and IB Classes They Deserve

Many low-income students and students of color who could be achieving at the highest levels are not. Gaps have narrowed at the “below basic” level — but have widened at the advanced level. And when students come from higher income families, gaps in high achievement between white students and students of color are even more pronounced. Our report, [“Breaking the Glass Ceiling of Achievement,”](#) describes these trends — and provides solid advice for educators on how to close these gaps.

More than half a million low-income students and students of color are “missing” from AP and IB participation — students we know would benefit from these advanced courses if they participated at the same rates as other students.

[“Finding America’s Missing AP and IB Students”](#) describes these disparities — and identifies practical strategies from schools that have disrupted these inequitable patterns.

RESEARCH

LOOKING DEEP TO EXPLAIN HOW WE PROVIDE FAIR OPPORTUNITIES — AND HOW WE FAIL TO

Think Low College Graduation Rates Are Inevitable? Think Again

It's simply inaccurate to think that low college graduation rates are inevitable for low-income students and students of color. In the 2013 report "*Intentionally Successful*," we identified higher ed institutions that graduate these students in solid, high percentages — but also named other schools with virtually identical demographic mixes that continue to do poorly, and that continue to blame students instead of being accountable for their core function: to educate.



JOIN THE CONVERSATION

Bowling Green State University has raised its black graduation rate — now at 50.1 percent — by 9 points over the last decade.

Meanwhile, at a school with similar student demographics, the University of Akron, the black graduation rate is down from 23.5 percent in 2002 to 9.8 percent today. **Less than 10 percent of their black students earn a bachelor's degree in six years.**

Over 50 percent completion compared with under 10 percent?

Clearly, the decisions made by individual colleges and universities play a crucial role in boosting the education and career prospects of black students.

College Results Online —
Tool for Researchers
and Families

College Results Online is a free Web tool providing essential information about America's colleges: who they admit, what percentage of their students graduate — making choices clear for families, especially low-income students and students of color, and providing data for researchers, journalists, educators, advocates, and elected officials.

FAST FACT

DATA

TRACKING THE HARD EVIDENCE THAT TELLS THE TRUTH ABOUT STUDENT ACHIEVEMENT



DATA

TRACKING THE HARD EVIDENCE THAT TELLS THE TRUTH ABOUT STUDENT ACHIEVEMENT



Why the Ed Trust Starts With Data



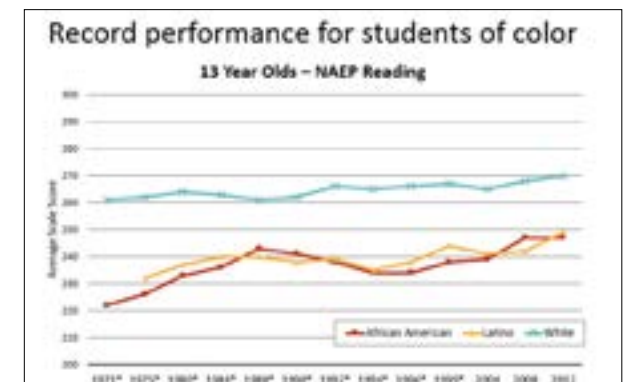
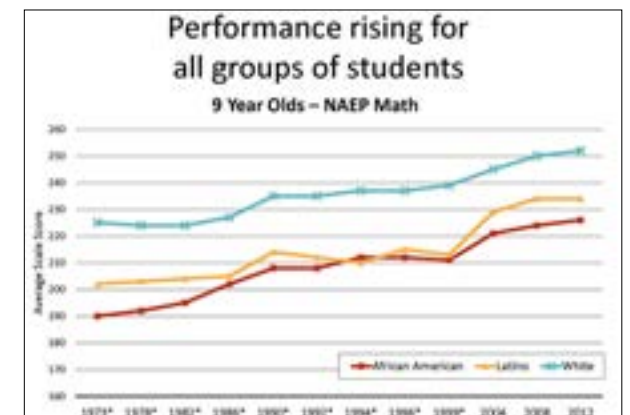
Everything We Do Is Grounded in Data

Data analysis — knowing the facts about where we've been and where we are today — grounds all our work. Americans want to know how our kids are doing — and we let them know. Where we perform as a nation in achievement and equity isn't a matter of opinion, it's rooted in numbers that we never let the public forget.

This year, the Ed Trust's lightning-quick analyses of public datasets gave us the facts on student achievement. Results from the 2011 Trends in International Mathematics and Science Study (TIMSS) and Progress in International Reading Literacy Study (PIRLS) reveal real gains for the U.S., but also confirm how far we have to go to prepare *all* students to compete in today's global economy.

The public's hunger for these facts never diminishes. Our data analysis garnered readers from across the nation through articles by the *Associated Press*, *Reuters*, *Education Week*, the *Washington Post*, *U.S. News and World Report*, *Bloomberg News*, and the *Huffington Post*, among many others.

This year we analyzed the long-term National Assessment of Educational Progress and found that, since the 1970s, reading and math for 9 and 13-year-olds has significantly increased. Gains have been largest among students of color, including math, where African American and Latino 9-year-olds perform about where their 13-year-old counterparts were in the early '70s. [Learn more.](#)



JOIN THE CONVERSATION

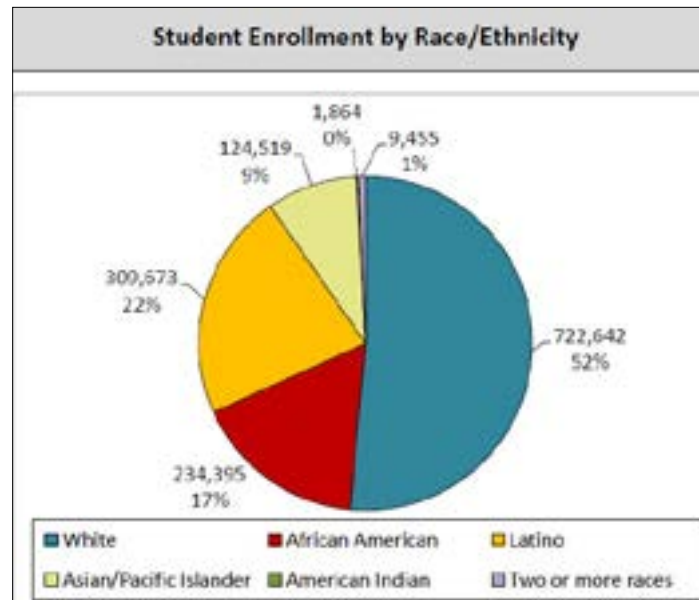
DATA

TRACKING THE HARD EVIDENCE THAT TELLS THE TRUTH ABOUT STUDENT ACHIEVEMENT

Data can bring equity into focus in the state house. This past year, governors at the Hunt Institute's Governor's Education Summit read summaries we'd prepared for their states — numbers on achievement, attainment, and equity in each state as well as the cross-state rankings — and asked for more. We delivered [EdWatch State Reports](#) to governors in all 50 states — reports that have also been downloaded by advocates, educators, and researchers.



EdWatch report from New Jersey

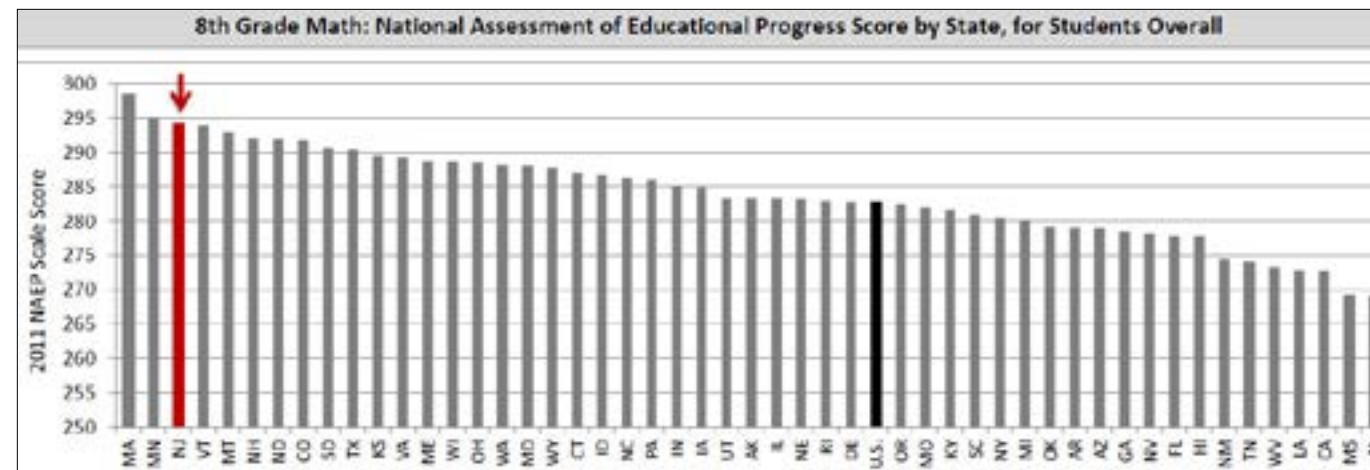


Advocating for Greater Transparency

Families — students and their parents — need to know the facts about student achievement, climate, funding, high schools, school districts, and teachers in their own schools and districts. Too often, however, systems are far from transparent. We produced fact sheets that covered what critical school data are, and are not, publicly available in nine states and 16 cities for our public information campaign, [“Parents Want to Know.”](#)

FAST FACT

JOIN THE CONVERSATION



CAMPAIGNS

MOBILIZING ADVOCATES OF ALL KINDS IN
ACTION FOR EQUITY



CAMPAIGNS

MOBILIZING ADVOCATES OF ALL KINDS IN ACTION FOR EQUITY

Working Together — Across Business, Educators, and Civil Rights — for Education Equity

Raising achievement for low-income students and students of color and closing gaps improves educational outcomes, strengthens our economic future, and serves justice. This year, Ed Trust coalitions included education reform groups, business, unions, and civil rights organizations working on shared issues that advance diverse missions. Together, we tackled the Student Success Act, fraud and abuse in career education, student loan interest rates, the Teacher Incentive Fund, and improved educator evaluation systems. Collective voices get better results in Washington.



JOIN THE CONVERSATION

A red rectangular graphic with white and yellow text. The background features large, faint, stylized letters spelling 'WE CAN'T AFFORD'. The text reads: 'The high cost of college already shuts out more than 100,000 low-income, college-qualified students. We can't afford to make matters worse. If Congress fails to act by July 1, student borrowers will be paying 6.8 percent on their loans. That's DOUBLE the current interest rate.'

The high cost of college already shuts out more than **100,000** low-income, college-qualified students.

We can't afford to make matters worse.

If Congress fails to act by July 1, student borrowers will be paying 6.8 percent on their loans.

That's **DOUBLE** the current interest rate.

National Campaign: I AM NOT A LOAN

Student loans and the escalating cost of higher ed inspired participation by online activists. First this year, a campaign protecting student loan interest rates generated close to 70,000 e-mails to Congress and major editorials from the *Los Angeles Times* to the *Miami Herald* and *Detroit Free Press*.

And the I AM NOT A LOAN campaign, calling on colleges to reduce student debt and featuring personal narratives of students, mobilized over 22,000 activists, with 2,300 likes on Facebook and 1,900 Twitter followers. [Join](#) the campaign.

CAMPAIGNS

MOBILIZING ADVOCATES OF ALL KINDS IN ACTION FOR EQUITY



How Ed Trust Supports State and Local Advocates



JOIN THE CONVERSATION

Because so many serious fights for equity were happening outside of D.C., we directly entered state debates — and influenced media coverage — alongside state-based and local activists in fights that made an immediate difference in the lives of students: getting all kids fair access to great teachers; getting honest, relevant teacher evaluations; and keeping standards high for graduation. We spoke out against California’s proposed waivers at the district level. We brought clarity to a “cut the gap in half” strategy for equity in Florida. We opposed Texas’ — and then Michigan’s and Minnesota’s — rollback of high school graduation requirements.

Too, we helped to enlarge coalitions: bringing together ed reform groups with civil rights organizations in ways that strengthened educational equity for both sides of the partnership. And we provided back-office support in policy and data analysis, legislative language, strategy, and media attention.

After a year and a half, we’ve established relationships in 12 states — and counting. What’s best of all is that we’re learning every day about what matters beyond the Beltway.

FAST FACTS

OPINION

SPEAKING OUT FOR EQUITY AT EVERY OPPORTUNITY



OPINION

SPEAKING OUT FOR EQUITY AT EVERY OPPORTUNITY



[Here's Why Federal Policy Still Matters](#)

The Ed Trust, a Strong Voice in Washington

Despite the gridlock and hyper-partisanship on Capitol Hill, federal policy continues to make a real difference for equitable educational opportunity. And the Ed Trust continues to relentlessly track issues, build champions, and work with staff and elected officials to ensure that students of color and low-income students are never forgotten when it comes to understanding the consequences of different positions, crafting compromises, or getting down to the nuts and bolts of writing legislation.

This year the Ed Trust, as it always has, spoke loud and clear for what is right for low-income students and students of color, weighing in on every piece of proposed federal education policy. We supplied clear-headed public commentary about the impact of any and all proposals, legislation, and regulations coming out of Capitol Hill and the Obama administration.



JOIN THE CONVERSATION



Trustworthy News and Equity Express

Ed Trust newsletters inform federal policymakers — with Trustworthy News providing every Hill education staffer with relevant current clips to keep them on top of breaking education news with an equity slant.

In 2012-13, we also kept over 14,000 subscribers current on newsworthy education data points with a timely, sharable infographic in the weekly Equity Express. Sign up to follow [Equity Express](#).

OPINION

SPEAKING OUT FOR EQUITY AT EVERY OPPORTUNITY

Our Mission — Speaking Out for Students

Through media and presentations, we lift up equity, an issue that touches every corner of the nation.

Our open door, our great data, and our clear analysis means that we're often the go-to source for editorial boards and journalists needing interpretation on education issues and a trusted source for information that reporters can't get anywhere else.



JOIN THE CONVERSATION

A screenshot of a Huffington Post article. At the top, it says "February 12, 2014" and "HUFF POST POLITICS". Below that is a navigation bar with categories like "FRONT PAGE", "POLITICS", "BUSINESS", etc. The main content area features a headline "New Data, Real Progress" by Kati Haycock, President of The Education Trust. The article is dated "Posted: 05/28/2013 4:29 pm". Below the headline are social media sharing buttons for Facebook (15 likes), Twitter (28), Google+ (0), Email (6), and Comment (36). A "GET POLITICALS NEWSLETTERS" sign-up box is also visible. The beginning of the article text is visible at the bottom: "Most teachers and principals don't have a lot of time to pour over the latest data from the National Assessment of Educational Progress long-term trend assessment. That's too bad, because the results from this 'gold standard' national examination provide overwhelming evidence that the blood, sweat, and tears that many have poured into helping their children achieve at higher levels has paid off spectacularly for their students. Despite the constant cry

Between July 2012 and June 2013, the Ed Trust was mentioned in 931 print, broadcast, and online news stories and commentaries, reaching more than **93.2 million people.**

And we took our opinions on the road, delivering over 170 presentations in 30 states, the District of Columbia, and Canada.

ABOUT US

While the Ed Trust is far from massive — now around 60 employees, with regional offices in California and Michigan — we've been able to accomplish great things. Part of our track record comes from a total focus on our mission — we keep it simple and assess every decision, every expenditure, every day's work by a single standard: Did we advance educational opportunity for students of color and low-income students?



[JOIN THE CONVERSATION](#)



Ed Trust Board Member Peter Groff Explains Who We Represent

HERE'S A BRIEF HISTORY OF LANDMARKS TO DATE

ABOUT US

1991

The Education Trust is founded as part of the American Association for Higher Education.

1992

ET brings K-12, higher education, and community activists together to launch first-ever community-level “K-16” reforms.

1993

ET serves as home to the Chapter 1 Commission and secures massive overhaul of Federal Title I program.

1995

ET works with teachers, in Philadelphia and in two Texas cities, El Paso and Pueblo, to design “Standards in Practice,” a tool to help teachers bring day-to-day assignments into alignment with state standards.

1996

The Education Trust is incorporated as an independent nonprofit.

ET publishes first edition of its biennial Education Watch, the first-ever state-by-state report on gaps in opportunity and achievement.

1998

ET secures first-ever accountability provisions for teacher preparation in the Higher Education Act.

ET publishes “Good Teaching Matters,” a landmark report described in 2011 by Steven Brill as one that began “a flood ... that would reframe the education debate.”

1999

ET publishes “Ticket to Nowhere,” the first call to prepare all high school students for college, labeled as unrealistic and even irrelevant at the time, but now the foundation for the Common College- and Career-Ready Standards.



JOIN THE CONVERSATION

ABOUT US

2002

ET plays key role in shaping No Child Left Behind, partnering with the business community, Sen. Ted Kennedy, Congressman George Miller, and the Bush administration to require schools receiving federal dollars to improve achievement for all groups of students.

ET opens its first state office, Ed Trust–West, in California.

2003

First Dispersing the Myth Awards announced, recognizing high-poverty schools and those attended mostly by students of color for exemplary achievement.

ET releases “Telling the Whole Truth (or Not) About High School Graduation,” the first of three reports calling states out for misrepresenting their high school graduation rates. It leads to a 2005 compact among governors to implement voluntarily a common formula for calculating grad rates.

2004

ET launches College Results Online, the first tool allowing consumers easy access to college graduation rates, costs, and demographics; and showing college leaders how well they performed compared with similar institutions.

2006

ET joins with the National Association of System Heads to launch Access to Success, an initiative engaging more than 20 public university systems in an effort to cut access and success gaps in half by 2015.

ET named the #1 education advocacy organization of the decade by *Education Week*. ET President Kati Haycock is named as the third most influential person in education (after Bill Gates and then-President George W. Bush).

2007

Harvard Education Press publishes *It's Being Done: Academic Success in Unexpected Schools*, by Writer-in-Residence Karin Chenoweth. The book profiles 15 high-performing schools that serve high-poverty communities and is named one of the decade's top education books by *Education Next*.

2009

Harvard Education Press publishes *How It's Being Done: Urgent Lessons from Unexpected Schools*, another Chenoweth book about practices in high-achieving, high-poverty schools.



JOIN THE CONVERSATION

ABOUT US

2010

ET co-founds the U.S. Education Delivery Institute, with Sir Michael Barber, to help state higher education and K-12 system leaders achieve aggressive improvement and gap-closing goals.

The Data Quality Campaign reorganizes as a supporting organization to ET.

ET establishes a second state office, EdTrust–Midwest, in Michigan.

2011

ET runs Save Pell, protecting this invaluable aid program for low- and middle-income college students from huge proposed cuts.

Harvard Education Press publishes *Getting It Done: Leading Academic Success in Unexpected Schools* by Chenoweth and Director of Research Christina Theokas.

Jossey Bass publishes *Degrees Matter*, a book by Linda Murray, Ed Trust–West’s superintendent-in-residence, on how school districts can organize to assure that all their students are ready for college.

ET brings together its biggest coalition yet — including major education reform groups, civil rights organizations, reform-minded state education officers, business groups, and disability organizations — to oppose efforts to water down equity provisions of federal Title I law.

The Education Trust is named one of the top three most effective education lobbyists in Washington, D.C., by *Education Insider*, a survey of 50 influential leaders active in education reform.

ET is selected by *Washingtonian Magazine* as a Great Place to Work.

2012

In the U.S. Department of Education’s waiver policy, ET shapes — and advocates for — language that sets high goals for achievement for all students, a provision representing a huge win for equity.



JOIN THE CONVERSATION

BOARD

AS OF JUNE 30, 2013



Left to right: Peter Groff, Arturo Pacheco, James Forman Jr., Kati Haycock, Donald N. Langenberg, David Britt, Stacey Childress (not pictured: Yolie Flores, Robert Schwartz).



JOIN THE CONVERSATION

David Britt, Chair

President and CEO (retired), Sesame Workshop

Stacey Childress

Deputy Director of Education, Bill & Melinda Gates Foundation

Yolie Flores

Former School Board Member, Los Angeles Unified School District

James Forman Jr.

Clinical Professor of Law, Yale Law School

Peter Groff

Former President, Colorado Senate

Kati Haycock

President, The Education Trust

Donald N. Langenberg

Chancellor Emeritus, University System of Maryland

Arturo Pacheco

Director, Center for Research on Education Reform

University of Texas at El Paso

Robert Schwartz

Academic Dean, Graduate School of Education, Harvard University

Roger Wilkins, Emeritus

Clarence J. Robinson Professor Emeritus, George Mason University

SUPPORTERS

THE EDUCATION TRUST THANKS THESE DONORS, WHO SUPPORTED OUR WORK IN FY13:

America Achieves

Laura and John Arnold Foundation

Bezos Family Foundation

The Eli and Edythe Broad Foundation

Carnegie Corporation of New York

Bill & Melinda Gates Foundation

The Joyce Foundation

The Kresge Foundation

Lumina Foundation

State Farm Companies Foundation

The Walton Family Foundation

The Wallace Foundation



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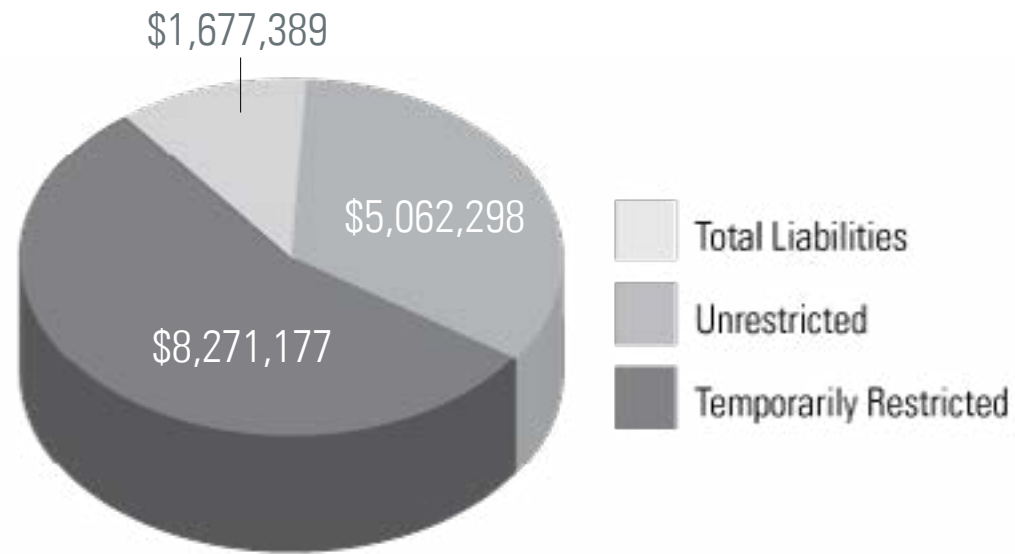
The Education Trust does not solicit or accept federal funding.

This list reflects funding for the Education Trust's national office only.

FINANCIALS

Schedule of Financial Position
Year Ended June 30, 2013

Total Assets: \$15,010,864

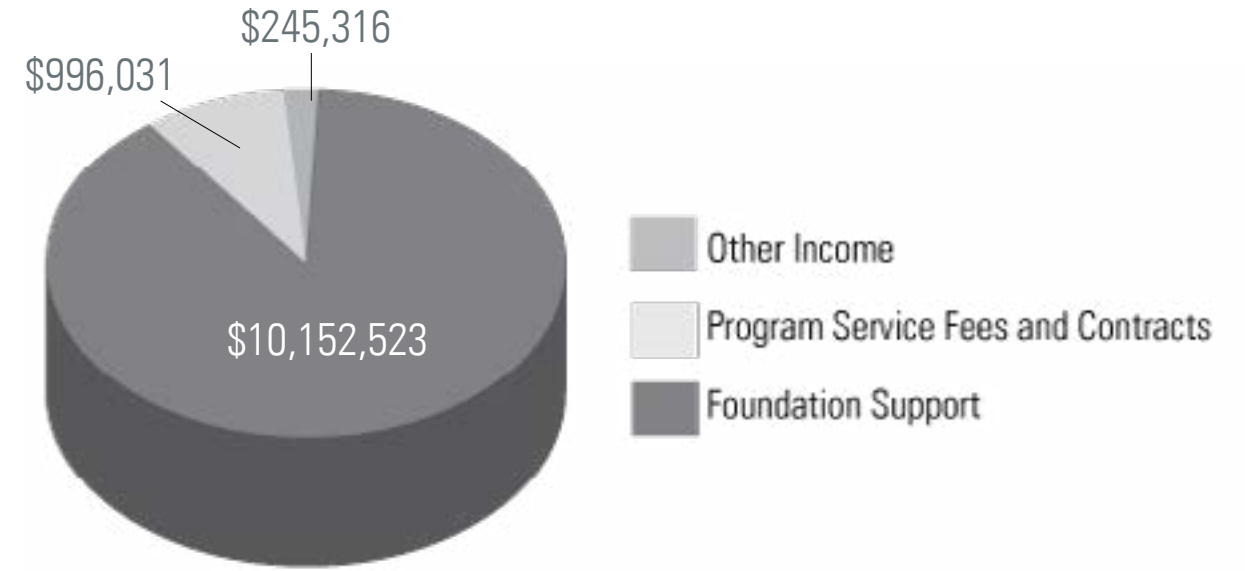


Total Net Assets: \$13,333,475

Total Liabilities and Net Assets: \$15,010,864

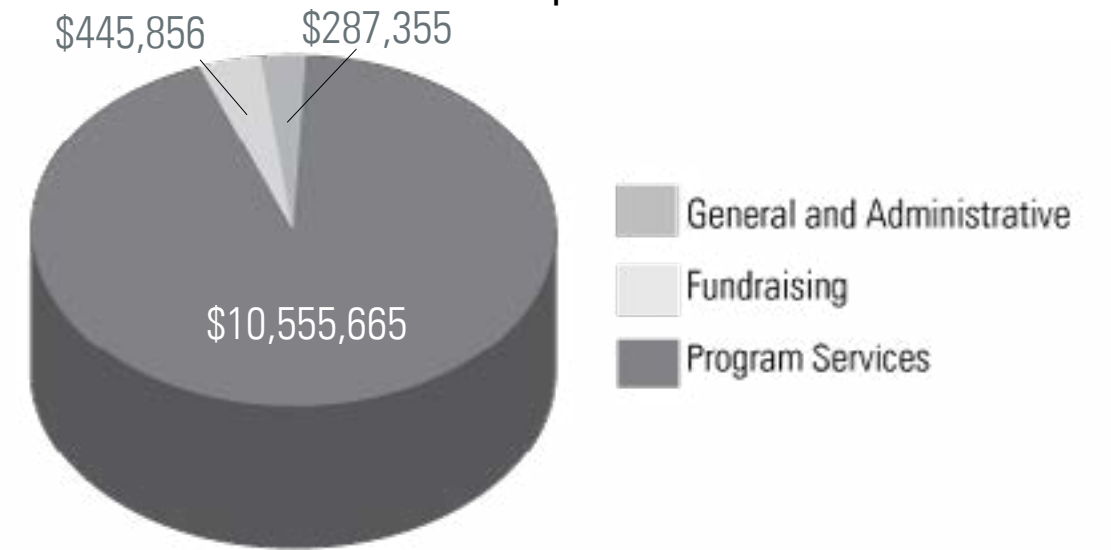
Schedule of Activities
Year Ended June 30, 2013

Support and Revenue



Total Support and Revenue: \$11,393,870

Expenses



Total Expenses: \$11,288,876



JOIN THE CONVERSATION

PUBLICATIONS

***A Step Forward
or a Step Back?***

State Accountability in
the Waiver Era

***Shattering
Expectations,
Part I***

Breaking the
Glass Ceiling of
Achievement for
Low-Income Students
and Students of Color

***Advancing to
Completion:***

Increasing degree
attainment by
improving graduation
rates and closing gaps
for African-American
students



***Doing Away
With Debt:***

Using Existing
Resources to Ensure
College Affordability
for Low and Middle-
Income Families

***Shattering
Expectations,
Part II***

Finding America's Missing
AP and IB Students

***Advancing to
Completion:***

Increasing degree
attainment by
improving graduation
rates and closing gaps
for Hispanic students

JOIN THE CONVERSATION

***Intentionally
Successful:***

Improving Minority
Student College
Graduation Rates

JOIN US

JOIN US IN CAMPAIGNS FOR CHANGE, SOCIAL MEDIA, LEARNING OPPORTUNITIES,
AND BY BECOMING A SUPPORTER.

Campaigns for Change

Fighting to end our nation's student debt crisis

Social Media



JOIN THE CONVERSATION

Learning Opportunities

Support the Ed Trust



The Education Trust

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The Education Trust–Midwest

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