



#BeTheChange



LETTER FROM THE PRESIDENT AND CEO



I continue to be amazed and inspired by the acts of young people and their ability to take charge in the face of adversity. Students are making their voices heard and standing up in the face of injustices — from racial discrimination to climate change to gun violence. It was students, still reeling from the horrific shooting at Marjory Stoneman Douglas High School, who organized a massive march to the nation’s capital to protest gun violence in 2018. These students acknowledged the role of White and middle-class privilege in the media attention they garnered and used that attention to elevate the voices of students of color in communities like Chicago and Baltimore, who have been calling for change on gun violence for years.

This September, young people led a Climate Strike that was duplicated in cities around the world, with an estimated 4 million participants — including my youngest daughter — sending the message that climate change is an urgent global and local matter. The protest was spearheaded by 16-year-old Swedish student Greta Thunberg, who bravely testified at the United Nations Climate Action Summit in front of world leaders, governors, and mayors, and refused to back down.

Not every student will be on the world stage, but that doesn’t mean their voices aren’t important. Recently, I had the honor of partnering with Jaxon O’Mara, the head of March for Our Lives in Maryland and a student at St. Mary’s College of Maryland, to write an [op-ed for the *Baltimore Sun*](#) on the need for gun control. I also met with some brilliant and inspiring young Black women at University of Maryland, Eastern Shore, who told me what they need to make it through college — and that the university is listening to them.

The message is clearer and more crucial than ever: While students are doing what they know is right, as a nation, we should listen to and learn from them. It is up to us to make real the change they call for. It is up to us to act today. It is up to us to include students in conversations about their future.

Unwavering in their convictions, young people have helped change the narrative, but we, the adults, must change policies and practices to secure their future and the future prosperity of our country.

That’s what we do at EdTrust — from telling Congress to lift the ban on Pell Grants for incarcerated students, to helping school and district leaders think about how they can recruit and retain teachers of color, to being part of coalitions of advocates in states demanding that underserved students get the resources they need. Change may not happen overnight — nothing worthwhile ever does. But change is what we believe in — and it’s what we’re after every day. I’m grateful you’re with us on the journey.

#BeTheChange,

A handwritten signature in black ink that reads "John B. King Jr.".

John B. King Jr.

President and CEO of The Education Trust

M [@JohnBKing](#)

DURING THIS QUARTER, WE CONTINUED TO EXECUTE OUR THEORY OF CHANGE BY ENGAGING IN THE FOLLOWING ACTIVITIES:

THEORY OF CHANGE



#BeTheChange

"History teaches us that change is often made when an organized segment of those most affected, leading in solidarity with allies, disrupt business as usual." This quote by social justice innovator and strategist [Makani Themba](#) tells us that in order to [#BeTheChange](#), each one of us must use our privilege and fight alongside those who are being marginalized, oppressed, and yearning to change the status quo.

IT'S A SENTIMENT WE AT ED TRUST TAKE TO HEART.

During the past three months, Ed Trust fiercely advocated alongside our partners and with activists from communities facing injustices to change the narrative about what students can accomplish when given the necessary resources to learn to high levels. We lifted the voices of students and teachers of color. And we were unrelenting activists about what policy changes needed to happen to ensure that every child can learn in a healthy and supportive environment. We also worked with institutional leaders, state and district leaders, and other practitioners to change their practice to better work for students who have gone underserved for far too long. We know we're on the right side of history. And we know you're with us.

What does it mean to be a White ally in the movement toward educational justice? Ed Trust's summer communications intern and North Carolina native Coleman Evans talked about it in her blog post, [Reconciling Your School's Racist History](#). "Each day, we are presented with an opportunity to either feed into or dismantle the racist society we live in. Perhaps it is my Presbyterian upbringing, but I understand the bedrock of progress to be truth and reconciliation. So, to my White friends, we must choose, every day, to reconcile with, confront, and understand the history of the institutions in which we all operate," she writes.

There are 12 million children who live in food-insecure homes. For one school year, senior editor/writer Letisha Marrero and her child were one of those households. If it weren't for SNAP and the free lunch program, they may not have gotten through. "That's why it incenses me that the Trump administration is trying to make it harder for families to qualify for SNAP and free and reduced lunch by getting rid of something called categorical eligibility," [she writes in The Equity Line](#). This cruel decision would leave 3 million Americans without SNAP benefits, and hundreds of thousands of children would be ineligible for the free lunch program.

Nearly 1.3 million students are experiencing homelessness in this country. How can we change the course for homeless students? John B. King Jr. and Civic CEO John Bridgeland sought to answer this question in a co-authored op-ed for [Education Week](#). "The stakes couldn't be higher. Dropping out of high school is the leading risk factor for homelessness. In fact, a lack of a diploma or GED makes young adults four-and-a-half times more likely to experience homelessness," they write.

We continued to #BeTheChange by hosting a series of monthly Twitter chats with our partners:

[#SummerSlideChat](#)

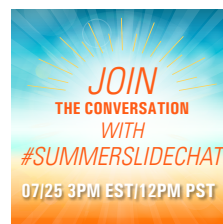
- In July, along with TNTP, Achieve the Core, and UnboundEd, Ed Trust hosted a Twitter chat that focused on the impact of the "summer slide" for students, and how a well-designed summer program with high-quality assignments can help stem the summer slide.

[#CollegePrepChat](#)

- In August, alongside Reach Higher, College Access, and Common App, Ed Trust hosted a conversation with advocates, students, educators, and others about what first-generation students should be doing to prepare for the upcoming school year.

[#BackToSchoolChat](#)

- In September, together with Reach Higher, Educators for Excellence, and NNSTOY, Ed Trust hosted a lively conversation to celebrate students returning to the classroom. We also discussed how parents, students, teachers, etc., can use this upcoming school year to create a movement toward educational justice.



We continued our strong advocacy around lifting the 1994 ban that prohibits individuals who are incarcerated from accessing Pell Grants for education. In this [op-ed for Mic.com](#), John B. King Jr. and Arthur Rizer, director of criminal justice and civil liberties at the R Street Institute, lend their voices to lift up this message. They write: “Those in prison should be held accountable for their actions. But banning incarcerated individuals from accessing federal funding for postsecondary education actually undermines, rather than promotes, accountability. When we exclude those behind bars from Pell eligibility, we ignore the transformative power of education, leaving those in prison worse off than when they first entered.”

- Similarly, Tiffany Jones, director of higher education policy, joined Michelle Jones, a second-year doctoral student in the American Studies program at New York University who was incarcerated for 20 years, to pen this powerful piece for [Future Ed](#). They write, “[Michelle’s] story should not become an exception; we must open up higher education opportunities for more students in jail or prison. We know that formerly incarcerated people with college degrees once released are four to five times less likely to return to prison and that the benefits go far beyond reduced recidivism.”

And we continued to engage with and lift up the voices of the communities for whom we advocate:

- **More Latinos are going to college than ever before**, but for first-generation college student Joscelyn Guzman, there were many hurdles to cross coming from a low-income immigrant family. She detailed her experiences and challenges in the latest [Getting To & Through College](#) series.
- Tanji Reed Marshall, senior practice associate for P-12 literacy, delivered a keynote address about the need to change teaching practices to change **the life trajectories of underserved Black and Latino students** at UnboundEd’s Summer Institute 2019 in Los Angeles. UnboundEd’s institutes engage thousands of educators and education leaders in deep learning to break the cycle of educational inequity.
- Lynn Jennings, senior director of national and state partnerships, drove home the message of **why Black and Latino communities need to be at the decision-making table when it comes to policy discussions on what is best for their children**. She spoke at National Black Child Development Institute special town hall, “Delivering on the Promise: Mobilizing to End the Systematic Push Out of Black Girls in Schools and Early Learning Centers Across America,” hosted by CNN political commentator Angela Rye. Lynn also delivered a powerful speech at this year’s Congressional Black Caucus’s Power Lunch and engaged in a courageous conversation about the collective power that Black educators have to change federal, state, and local policy.

PRESIDENTIAL 2020 ELECTION

As the 2020 presidential election heats up, Ed Trust has been vocal about the changes that are needed to ensure a quality education for the communities for whom we advocate:

- Ed Trust joined several partner organizations such as the NAACP, Children’s Defense Fund, and UnidosUS in forming “[Education 2020](#),” a group encouraging presidential candidates to [robustly address education policy](#) as part of their platforms.
- We encouraged students to get involved in the political process on their college campuses. The stakes are especially high for our democracy. Although voter turnout in the 2018 midterms reached a 50-year high, only 53% of Americans actually voted. “That means our democracy is only functioning at half-capacity,” writes summer government affairs intern Samantha Bayne [in a blog post](#).
- Busing was a hot campaign topic this reporting cycle. To remind our readers of the history of integration, Ed Trust released a special edition of our *ExtraOrdinary Districts* podcast, [Segregation, Integration, and the Milford 11](#). This episode, hosted by writer-in-residence Karin Chenoweth, explores the experiences of 11 African American students who enrolled in the all-White Milford High School in Delaware in the fall after the *Brown* decision. It also features historian Brett Gadsden talking about Joe Biden’s role in the 1970s.
- Currently, more than half of the 2020 presidential candidates support some version of “free college” as a strategy to combat the rising cost of college. To urge policymakers who are creating these programs to be more [inclusive of college students with children](#), Susana Contreras-Mendez, Tessa Holtzman, and Lindsey Reichlin Cruse from the Institute for Women’s Policy Research wrote for our *Higher Ed Equity Lens* blog. “Whether or not free college is a part of the solution, candidates, policymakers, and college leaders must do more to consider the experiences of student parents, who represent nearly 4 million undergraduates in the United States and who sit at the intersection of the college equity, affordability, and access challenges facing this country today,” they write. After outlining some of the top candidates’ plans, they offer a few ways that candidates can be sure to include student parents in their solutions.

Ed Trust is a 501c3 nonprofit, nonpartisan organization.

For a full review of all our media efforts this quarter, both traditional and social, please click here.

Recruiting and Retaining Teachers of Color



The majority of the nation's public school students are students of color, but less than 20% of teachers are teachers of color — and only 2% are Black men. While more teachers of color are entering the classroom, data reveals that educators of color are also leaving at higher rates than their peers. To show the root cause of this problem and to identify solutions, in September, we partnered with Teach Plus to release new research that examines the challenges teachers of color face and documents the experiences of staff in schools that deliberately work to retain faculty of color.

The report, [*If You Listen, We Will Stay: Why Teachers of Color Leave and How to Disrupt Teacher Turnover*](#), comprises authentic narratives of teachers of color and successful school leaders and proposes four recommendations for state, district, and school leaders to disrupt the culture of turnover for teachers of color and change policies, including:

- 1) Value teachers of color by providing loan forgiveness, service scholarships, loan repayment incentives, and relocation incentives for teachers coming into the field;
- 2) Collect and disaggregate data (by race/ethnicity) on teacher recruitment, hiring, and retention;
- 3) Invest in the recruitment, preparation, and development of strong, diverse leaders committed to positive working conditions for a diverse workforce;
- 4) Empower teachers of color by ensuring curricula, as well as learning and work environments, are inclusive and respectful of all racial and ethnic groups.

If You Listen, We Will Stay resonated with teachers of color who echoed our findings. In [an opinion piece about our report](#), Chicago teacher Keisha Rembert said, "Here's how school and system leaders can change cultures to keep teachers of color in their classrooms: value them, support them, affirm them, and create a safe space for them. These actions are foundational to education and what we focus on for our students. Teachers of color offer so much to school communities, and their departure harms students and school cultures." Likewise, in [an opinion piece penned by Los Angeles teacher Daniel Helena](#), he said, "It's neither realistic nor necessary for every school staff to perfectly match the linguistic or racial makeup of their student population; however, it is the responsibility of school administrators to make sure teachers of color feel seen, heard, and celebrated, rather than overworked, burdened, or tokenized."

And in [an opinion piece in BET.com](#), John B. King Jr. stressed, "As an educator, I know firsthand the presence of teachers of color can improve outcomes for all students — not just students of color. As the father of two incredible daughters who attend Maryland public schools, it is vital that they see diversity among their peers and educators in their schools. And as an advocate, I know that if we fail to educate students of color, and if we fail to hire, support, and retain teachers of color, then we have failed as a nation." The report was also covered by [Education Week](#) and [Politico](#).



Why I Teach Where I Teach

To coincide with back-to-school season, we added to our Why I Teach Where I Teach series on *The Equity Line*, which asks educators in underserved schools to share what has attracted and kept them in the places where they teach. Each of the six featured teachers are 2019 Teachers of the Year in their state. They shared stories that highlight the importance of strong school leadership, supportive colleagues, and opportunities to lift their voices regarding decisions that impact their work with children. Check out the experiences of Kareem Neal (AZ), Jessica Dueñas (KY), Robert Hand (WA), Marc Beitia (ID), Sarahí Monterrey (WI), and Jennifer Wahl (PA) [here](#).



Hidden Heroes Summit



In July, EdTrust gathered more than 70 educators of color from across the country in Baltimore to participate in our three-day convening, Hidden Heroes: Building a Diverse Educator Workforce. There, teachers took a deep dive into the concerns of retaining teachers of color, created action plans, and were inspired to use their own voices to be a catalyst for change. Check out the highlights at [#HiddenHeroes19](#).

One Hidden Heroes attendee, Merisha Leak, an English teacher at West Charlotte High School in North Carolina, immediately utilized the skills she learned in the “Telling Your Story: How to Write Op-Eds and Blogs” session at the convening. She was inspired to write about her experience and the importance of having a safe space for teachers of color to be their true, unapologetic selves. “I cannot tell you the power that lies in that — to be able to be in the same space with people and know, even feel that they too know what it feels like to feel threatened in white spaces,” she writes [in a Medium blog post](#).



Teacher Shortages

Speaking of teachers, this summer, it was reported that Chicago Public Schools is facing a teacher shortage. In a WBEZ article, “[Hundreds of Chicago Schools Go Without Teachers and Subs—Mostly in Schools Serving Black Students](#),” Rachel Metz, teacher quality data and policy analyst, told WBEZ that what’s happening in Chicago is happening across the country. “We know that high-poverty schools with vacancies were one and a half times more likely to not be able to fill that vacancy in at least one field compared to low-poverty schools,” she said.

Making Sure That Public Colleges and Universities Are Enrolling and Graduating Their Fair Share of Latinos

When it comes to enrolling and graduating Latinos, public colleges and universities in most states are flunking, according to our latest report, [Broken Mirrors II: Latino Student Representation at Public State Colleges and Universities](#), released in September. At a time when the Latino population in the U.S. is fast increasing, Latinos are neither getting their fair share of seats nor their fair share of degrees from public institutions of higher education in nearly every state when compared with state demographics and White peers. Our major findings show:

- Latino students are underrepresented at public colleges and universities, especially at community and technical colleges, in the vast majority of states.
- The states with the largest Latino populations fail to provide Latino students with the same access to selective public four-year institutions as their White peers.
- In all 44 of the states we examined, Latinos are underrepresented among associate and bachelor's degree earners.
- A smaller share of Latino graduates received a bachelor's degree compared to their White peers in most states.
- On a more positive note, several states with sizable Latino populations are close to meeting EdTrust's equity benchmarks.

Wil Del Pilar, vice president of higher education, previewed the work in August at the State Higher Education Executive Officers Association Policy Conference in Boston; and he unveiled the final report in September at the Congressional Hispanic Caucus Initiative Leadership Conference in Washington, DC.





State Leaders, Please Take Action

In a related [blog post](#), Marshall Anthony Jr., higher education research analyst, and Kayla C. Elliott, senior policy analyst for higher education, called on state leaders to take immediate action on at least these four fronts to address underrepresentation of Latino students and graduates in public colleges and universities:

- 1 **Set race and ethnicity targets in statewide college degree attainment goals**
- 2 **Reward public colleges and universities for enrolling and graduating students of color**
- 3 **Ensure residents with some college but no degree are eligible for need-based aid programs**
- 4 **Invest in community college programs that help Latino residents earn high school equivalency credentials and get on a pathway to higher education**

The report garnered [media attention](#) in both [English](#) and [Spanish](#) language press, including an NPR story, “[Enrollment Exodus: Gaps in Latinx Attainment Persist](#),” about college completion among Latinos in Illinois community colleges. In a video about the paper, John B. King Jr. said, “Black and Latino college students, and college graduates, are systematically underrepresented at public colleges and universities — in nearly every state. This is racial and economic injustice, plain and simple.”



“The fact that Latinos don’t have equitable access to college classes or a college degree means millions of Latinos are missing out on the best chance to move their families into the middle class. This isn’t just damaging to Latinos. This systemic inequality threatens our democracy and our economy. It’s time for state leaders to act.”

— WIL DEL PILAR,
Vice President of Higher Education



ENGAGE

Making Upward Social Mobility Accessible to More Americans

Higher education remains the surest path to the middle class. But some colleges are much better than others when it comes to putting [students of color](#) and [students from low-income families](#) on the road to success. And there is much that policymakers can do to ensure these students are fully included in the American story of upward social and economic mobility stemming from higher education.

HOW COLLEGES CAN DRIVE SOCIAL MOBILITY FOR STUDENTS OF COLOR AND STUDENTS FROM LOW-INCOME FAMILIES

Tuesday, June 25, 2019 | Washington, DC

TIAA
Institute

[#SocialMobility](#) | edtrust.org/SocialMobility

The Education Trust

ON JUNE 25, Ed Trust and TIAA Institute held an event in Washington, DC, [How Colleges Can Drive Social Mobility for Students of Color and Students From Low-Income Families](#). With over 100 attendees from institutions of higher education, policy and research institutions, and college access organizations from across the country, the event explored recent research on social mobility; centered the voices of students of color, veteran students, and students who are the first in their families to attend college; and featured a keynote conversation with John B. King Jr. and Dr. Anthony Jack, author of [The Privileged Poor: How Elite Colleges Are Failing Disadvantaged Students](#).

THE EVENT ALSO included presentations from Camille Busette of the Brookings Institute, Lorelle Espinosa of the American Council on Education, and Laura Moore of Opportunity Insights. Their presentations, along with all presenter bios and several short info sheets produced for the event, are available at edtrust.org/SocialMobility.

SEVERAL COLLEGE PRESIDENTS gave short talks addressing the intersection of higher education, race, and social mobility: Brenda Allen, Lincoln University in Pennsylvania; Mark Becker, Georgia State University; José Luis Cruz, Lehman College (now Executive Vice Chancellor and University Provost at the City University of New York); Tracy Hall, Southwest Tennessee Community College; and Marvin Krislov, Pace University in New York.

WHILE ALL THE content of the event was rich, the highlight of the convening was a panel of students who shared their personal stories of how they maneuvered through higher education and their ideas for how colleges and universities can better support students of color and students from low-income families.

HOW COLLEGES CAN DRIVE SOCIAL MOBILITY FOR LOW-INCOME STUDENTS AND STUDENTS OF COLOR

Ed Trust's Tiffany Jones closed out the event by moderating the keynote conversation and issuing a call to action centered on Ed Trust's [federal higher education policy priorities](#).



Some comments from participants from the post-event evaluation:

- "Great overall flow of the day, with many strong perspectives and a variety of session types that kept the day interesting."
- "The student panel was the best I've seen, though all of the sessions were very high quality."
- "Oftentimes, the student voice is missing in this work, and I firmly believe that students are the most important stakeholders."
- "The best part was the deep knowledge shared; it felt like graduate school in a day."

Beyond the event, Wil Del Pilar pushed for more upward social mobility by talking about what changes higher education leaders need to make to ensure that the American Dream is more accessible while speaking at NASPA, a leading association for student affairs professionals. He also talked about social mobility to state and campus officials at Old Dominion University, which prompted the president of the university, John Broderick, [to write an op-ed](#), saying that Wil, "warned symposium guests that despite the best efforts of some schools, trends are moving further in the opposite direction. His message was a call to action."



in order L-R: Joseline Garcia, Sufyan Hameed, Grace Pang, Sancia Celestin, Brandon Nivens.

**"If we don't talk about race and racial equity gaps,
then we won't close those gaps."**

— LORELLE ESPINOSA, *American Council on Education*

Eradicating the #BlackStudentDebt Crisis

LISTEN

Nearly 45 million Americans hold more than \$1.5 trillion in student loan debt. While paying for college and repaying students loans are shared challenges for many Americans, the issue is particularly acute for Black students and borrowers.

On September 26, Ed Trust hosted a Hill briefing on the #BlackStudentDebt crisis in America. Kicked off by John B. King Jr., the briefing comprised two panels discussing the racial wealth gap, mass incarceration, [free college](#), and loan forgiveness. As moderator Joanna Darcus explained, the panelists — all of whom are Black students and scholars — brought both personal experience and deep expertise to the discussion.

Briefing participants included more than 75 people from Washington, DC, and across the country attending in person, with others watching via livestream and joining the conversation on social media. Ed Trust was active on Twitter and created an Instagram story with short videos from presenters. Thanks to all the online engagement, [#BlackStudentDebt](#) was a trending topic on Twitter during the event.

Many of the panelists, including Victoria Jackson, Ed Trust senior policy analyst for higher education, published brief essays with their ideas for addressing the Black student debt crisis in a [Washington Post article](#) the week prior to the briefing, and *Diverse Issues in Higher Education* published a [detailed piece](#) covering the briefing. [Watch the livestream here.](#)

We were also prominently featured in BET's news special [Young, Gifted & Broke: Our Student Loan Crisis](#). John was featured as an expert answering the question "[What Is the Real Cost of Student Loan Debt to Black Families?](#)" And Reetchel Presume, P-12 data and policy analyst, was filmed asking the first question, "How will student debt impact certain milestones like buying a home?" at the BET town hall hosted by Angela Rye.

Ed Trust will continue to work with partners to ensure the [interests of students of color](#) are directly addressed in federal and state higher education policy.

"To understand the #BlackStudentDebt crisis we have to understand the economic situation of Black people."

— KRYSTAL WILLIAMS,

Assistant Professor at the University of Alabama



Higher Education Act: Holding the Line on Affordability, Accountability, Student Supports, and Civil Rights



EdTrust continues to anticipate the reauthorization of the Higher Education Act (HEA). As such, we are working closely with partner organizations and staff members on Capitol Hill to ensure our student-centered priorities remain top of mind. EdTrust joined the [College Affordability Coalition](#), which advocates for increases and expansions to the Pell Grant program, investing in a federal-state partnership, and creating a borrower-centric student loan system. In addition, we joined The Leadership Conference on Civil and Human Rights (LCCHR) and nearly 50 other organizations to [release](#) the [Civil Rights Principals for Higher Education](#), which seeks to uplift the experiences of people from historically underserved communities on college campuses, and make recommendations to policymakers as they move forward with HEA negotiations.

In July, we hosted a [Hill briefing](#) to discuss [accountability in higher education](#) and what federal policymakers can learn from state performance-based funding and to address what inequities might exist in current accountability proposals. The event had over 70 attendees and featured experts such as New Jersey Secretary of Higher Education [Zakiya Smith-Ellis](#), University of Wisconsin-Madison professor [Nick Hillman](#), and Education Counsel's [Bethany Little](#).

In September, [we applauded the House's passage of the FUTURE Act](#) (H.R. 2486), which maintains hundreds of millions of dollars in federal funding for our nation's HBCUs and MSIs and called on the Senate to pass this proposal with equal haste.

Consistent with our expectations, the House Democratic majority introduced the College Affordability Act (H.R. 4674) in mid-October. It is a comprehensive HEA bill that [advances many postsecondary reforms that EdTrust and partners have been calling for since the bill was due for](#) reauthorization over a decade ago. At EdTrust, we are prepared to engage on this proposal as it moves throughout the legislative process, encouraging student-centered, equity-minded proposals along the way.



Pushing Back on the Trump Administration's Harmful Actions & Proposals

The Trump administration and U.S. Department of Education (ED) continue to steadily chip away at protections for students in higher education, threaten immigrant families and their children, and propose harmful changes to crucial social supports. EdTrust is consistently vocal, calling out ED when it eliminated the [gainful employment](#) rule that held institutions of higher education accountable if they were loading students up with debt for worthless degrees, and made it harder for defrauded students to seek loan relief through a damaging revision of the "[borrower defense to repayment](#)" rule. To learn more about "Borrower Defense to Repayment" Final Rule, [check out this U.S. News article](#).

EdTrust criticized the U.S. Department of Homeland Security's final [public charge rule](#), which would leverage the use (or potential use) of social benefits (such as Supplemental Nutrition Assistance Program (SNAP), Medicaid, housing assistance, etc.) as grounds for the deportation of immigrant families. This heartless rule will perpetuate the trauma of family separation, illness, hunger, and homelessness for children in the United States.

EdTrust submitted [public comments](#) on the U.S. Department of Agriculture's proposed change to categorical eligibility of SNAP, which would make it harder for states to automatically enroll low-income families and children in SNAP if they also receive a non-cash benefit under the Temporary Assistance for Needy Families (TANF) program. These [changes](#) would kick a significant amount of families out of the SNAP program and, by proxy, would also remove children from the free and reduced-price lunch program.

Ary Amerikaner, vice president of P-12 policy and practice, spoke out on ED's proposed changes to the Civil Rights Data Collection (CRDC) survey, which would eliminate data collection on crucial aspects such as preschool enrollment, novice teachers, school finances, and advanced coursework. "It's striking that much of what the Department is proposing to eliminate are the data points most used by families and civil rights advocates to make the case for more equitable access to high-quality education for Black and Latino students. It's a classic tactic if you want to get in the way of real change — hide the problem," [she writes in The Equity Line](#).

Ed Trust Working in the States



Illinois: Ed Trust is working with partners in Illinois — Circle of Service, Braven, the Partnership for College Completion, and the Cleveland Avenue Foundation — to identify how well public colleges and universities in the state are serving Black students, and to pressure institutions to do better. This effort draws on demographic and outcomes data available at CollegeResults.org and builds on Ed Trust's first [Broken Mirrors report](#), which found Black students and graduates are underrepresented in public higher education in most states. Illinois earned a "D-" and an "F" for measures on awarding associate degrees and bachelor's degrees to Black students in accordance with their statewide population. There are four public colleges in Illinois where White students are 25 percentage points more likely to graduate than Black students.

Louisiana: This quarter, we expanded our coalition work by building and supporting an equity-focused coalition in Shreveport. We've also established a relationship with the district superintendent to foster positive collaboration between the coalition and the Shreveport school district. We've agreed to work with the superintendent of the New Orleans school district on teacher pipeline issues based on Ed Trust's data and policy recommendations. During this state election season, we provided technical support to one of our coalition partners by crafting questions on matters of education equity for an election forum they held for gubernatorial, legislative, and Board of Education candidates in Baton Rouge.

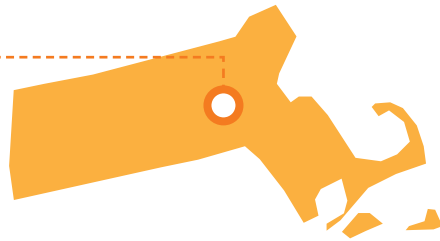


Maryland: There is much to be learned from legislative leaders in Massachusetts, who recently proposed revamping their funding formula to build on the success of the investments made in the state's 1993 Education Reform Act and make it one of the most progressive in the country. In [an op-ed in the Washington Post](#), John B. King Jr. points out the stark differences between Maryland and Massachusetts in school funding. Massachusetts is moving toward investing \$1.5 billion over the next seven years in public schools, while there is a plan underway from Maryland's governor to shortchange underserved students. Ed Trust is working alongside advocates and civil rights leaders to ensure that Maryland students get what they need to reach their full academic potential as the state's policymakers discuss their funding formula.

In addition to the op-ed, we've been working tirelessly to caution policymakers, families, and community leaders that without focus and intention toward closing racial gaps, the expected increased school funding and the Kirwan Commission's proposed equity-focused recommendations will be inadequate. John has presented to the Caucus of African American Leaders, NAACP, CASA, and other civil rights partners, and has participated in school visits, student forums, and meet-and-greets with state policymakers and local community leaders.

The Black and Brown Coalition, a new grassroots coalition of Black and Latino community members in Montgomery County, is advocating for the county to address its equity gaps. Featured in a local [NPR article](#), the coalition is planning a community forum with local policymakers to discuss solutions to create better educational outcomes for Black and Latino students. Ed Trust led a training session that prepared Latino parents, who are members of the coalition, to make these three big asks of policymakers: 1) ensure that there are strong leaders in Title I schools; 2) ensure access to high quality teachers for all students, especially Latino and Black students who are struggling academically; and 3) ensure increased access to rigorous coursework for every Black and Latino student. The coalition's work was also featured in a [Washington Post article](#), [Maryland school advocates push for equity for Black and Hispanic students](#).

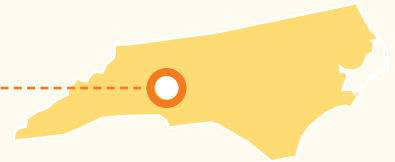
Massachusetts: The Massachusetts Education Equity Partnership (MEEP) continues to successfully advocate for more funding for highest need school districts, combined with a push for action to improve outcomes for historically underserved students. In August, MEEP released a [statement](#) in response to the commonwealth's 2020 budget, which provided more dollars to school districts, but lacked any requirements around the use of those funds. Then, on September 19, the Joint Committee on Education released the draft Student Opportunity Act — a piece of legislation that aligns with many of Ed Trust's recommendations. The bill not only commits to dramatic increases in funding for high-need districts, but requires the state Department of Elementary and Secondary Education (DESE) to set goals for eliminating disparities in achievement, and requires all districts to, in consultation with families and community stakeholders, put in place plans for how they will reach those goals. MEEP's [statement](#) on the bill highlights these requirements and urges lawmakers to pass the legislation. We look forward to getting this bill over the finish line, and working with DESE, district leaders, educators, students, and families to support meaningful implementation.



Ohio: With our technical and advocacy support, The Ohio Higher Education Coalition secured a major victory in the state's two-year budget, an increase of over \$50 million in need-based aid. The budget now has increases of \$1,500 to \$2,500 more per student.



North Carolina: Teachers of color from various regions in North Carolina attended Ed Trust's Hidden Heroes convening. The teachers developed a plan to increase teacher diversity in the state and are now meeting regularly to identify ways to shift their state and local policies.



Kentucky: In October, the Kentucky Department of Education released a new five-star school rating system that ranks every school in the state. In response, an Ed Trust supported coalition of organizations representing business, education advocates, civil rights groups, and community leaders called upon the Department to host a series of family-community focus groups to ensure that the data in the [school report card](#) is accessible and easy-to-understand. The school report card is important because it helps families make informed decisions about their child's education, and it enables communities to support strong progress for every student in the district. Read the coalition's full statement [here](#).



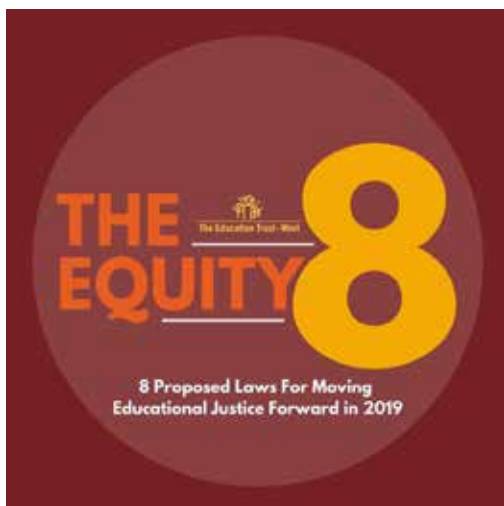
The Education Trust—West

Momentum Grows With [#WhatsNextCA](#)

This summer, The Education Trust—West (ETW) continued our work to bridge policy and community and deepen our relationships with state leaders. Recently, State Superintendent of Public Instruction Tony Thurmond announced the appointment of Elisha Smith Arrillaga as the final co-chair of his statewide Closing the Achievement Gap Initiative, whose goal will be to identify ways to close the achievement gap and improve educational outcomes for all California public education students. In June, ETW released a [response statement](#) to Governor Newsom’s signed State Budget, applauding California’s governor and legislators for a community-responsive budget and for being intentional and taking smart steps toward educational equity.

ETW released an [Equity Alert](#) detailing important equity considerations for one of the governor’s key investments and a significant policy win: a “Cradle to Career” data system. Advocates have called for accessible and actionable data for years, and this investment is a step toward fulfilling that need. What’s next for the data system is crucial — we submitted a [letter to the governor’s senior policy advisor](#), Ben Chida, to establish a number of advisory groups to ensure the new system incorporates these equity principles. In recognition of advocacy efforts on the data system, we were a recipient of PIE Network’s [Eddies! Award for Best Kept Secret](#) — a big advance in policy (or defense of) that didn’t get big press.

We also released our [Equity 8 line-up](#) — eight key legislative proposals with the potential for significantly improving the educational experiences of California’s underserved students of color, low-income students, and English learners.



Centering Community in Movement for Educational Justice

ETW hosted a powerful convening of nearly 500 students, educators, administrators, school and campus leaders, and community and policy advocates for our third annual Education Equity Forum. This year’s focus was on “Accelerating the Movement for Educational Justice: Racial Equity in California Schools and Colleges.” We introduced a new Request For Proposal process for sessions and received more than 100 submissions. Together, community organizations, students, and educators led over 21 breakout sessions covering racial equity from early education through higher education. More than 80% of our 63 speakers were people of color, and just over 100 people attended a pre-conference session hosted by the National Equity Project on “Leading for Equity in Turbulent Times: Mitigating Bias, Reimagining Structures & Creating Cultures of Belonging.”

The forum included powerful keynote sessions, including remarks from Elisha on what’s next for ETW; a riveting talk about abolitionist teaching from Dr. Bettina Love, author of [“We Want to Do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom”](#); and, a reflective closing from Ruben Elias Canedo Sanchez, director of strategic initiatives at UC Berkeley. Hours after [#EdEquityForum2019](#) ended, the hashtag was the No. 1 trending topic in Long Beach. We reached nearly 30K impressions on Twitter and over 1,000 Facebook impressions, where keynote sessions were livestreamed.

Also this summer, ETW convened a two-day staff retreat at the Equal Justice Initiative (EJI) Museum and Memorial in Montgomery, Alabama, where we launched a strategic planning process rooted in the history of the Civil Rights Movement.

ETW’s Practice Fellow Kim Vinh continued the development and launch of [ETW’s Educator Advisory Council](#), a yearlong council composed of seven teachers of color tasked with providing feedback and insights across ETW programs and strategies. Additionally, we deepened our roots in Los Angeles when nearly 200 people came together to welcome Ed Trust—West at our community reception, marking our official presence in the region to strengthen our work on a range of issues, from English learner support to researching college and career readiness best practices.

Maximizing Equity in College Access

ETW continues to advocate for the needs of California's underserved students of color and students who are experiencing economic hardships. With the support of fellow advocates, students, parents, and educators, we've been advocating against a Cal State University Board of Trustees' proposal to add a fourth year of math/quantitative reasoning to admissions requirements. For the CSU special hearing on the proposal held in August, we worked with partners (Campaign for College Opportunity, Just Equations, InnerCityStruggle, and COPE) to coordinate testimonies, organize a student rally, and renew our engagement efforts with trustees.

Elisha provided a powerful briefing to CSU Trustees at the hearing. She also presented at a forum hosted by the California Department of Education in Sacramento on the student impact of the CSU proposal. The issue attracted significant media coverage, with over a dozen articles covering the topic, including a [tweet from LA Times](#) and coverage from [KTVU](#) and [The 74](#). ETW produced and released a [social media toolkit](#) with accompanying [graphics](#) — sharing with our partners, who subsequently amplified.

In other California advocacy efforts, ETW continues to actively oppose the passage of Assembly Bill 751, a bill aimed to replace the state's K-12 content standards-aligned 11th-grade assessments with the SAT. To ensure our voices were heard, we submitted joint letters to Senate Appropriations, including a [coalition letter from 25 organizations](#). The bill passed the Senate and has been sent to the governor's desk for his signature — we are now focused on persuading the governor to veto the legislation. ETW issued a call to action for organizations to submit veto requests to the governor's office — [letters have been submitted by ETW](#) and organizations like Asian Americans Advancing Justice-California and California Latino School Boards Association, among others.

Also, continuing our work to highlight ETW-sponsored AB 1617, ETW hosted a webinar with The Institute for College Access & Success, highlighting the importance of the financial aid application and detailing important considerations for completing the application.



The Education Trust—Midwest

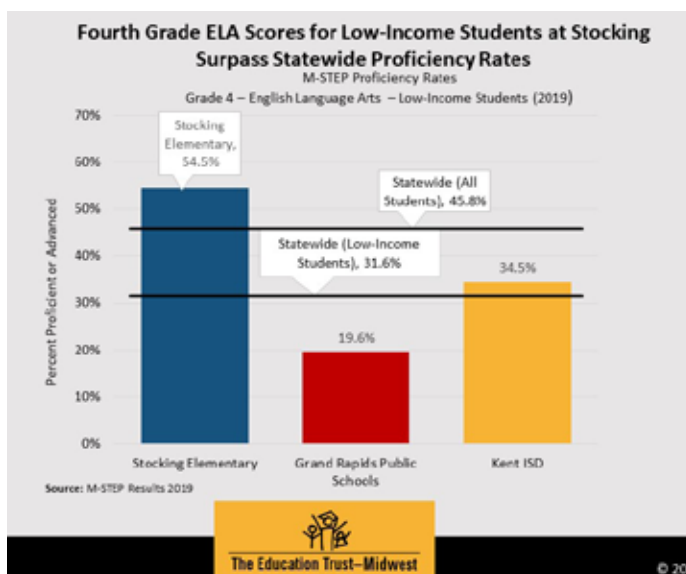
Strong Improvement for a School Supported by ETM’s Center for Excellence in Teaching and Learning

The release of 2019 M-STEP data delivered good news for Stocking Elementary in Grand Rapids Public Schools. This K-5 school has been supported by the work of The Education Trust—Midwest’s Center for Excellence in Teaching and Learning (CETL) for four school years.

In 2018-19, Stocking Elementary ranked among the top 20% of schools for English language arts improvement for all students, among all elementary schools, in third and fourth grade.

Furthermore, the English language arts proficiency rate for fourth-grade students from low-income families surpassed the all-student average for the state of Michigan. In math, the proficiency rate for Latino students also exceeded the grades 3-7 aggregate proficiency rate by nearly 15 percentage points among all students statewide.

During the past year, CETL focused significant efforts on improving and expanding data collection through a range of new tools. In the coming year, data collected through these tools will inform CETL’s practice and drive continuous improvement.



Coalitions Accelerate, Expand

Over nearly two years, The Education Trust Midwest (ETM) has served a research backbone role to a coalition of education, business, and philanthropic organizations called Launch Michigan. This work has focused primarily on strategies for improving early literacy, educator effectiveness and equity, and accountability systems.

As this coalition continues their work, ETM’s role is ensuring that research-based strategies that prioritize equity and excellence are top-of-mind for partners around the table.

Simultaneously, ETM has been asked to provide occasional support to an emerging coalition of special education advocates, led by the Autism Alliance of Michigan and with the strong support from executives with Michigan’s largest energy company, a leading public relations firm, and small business association.

Over the summer, a new bipartisan legislative caucus comprised of former educators asked ETM for guidance on education policy needs in Michigan. This “Education Caucus” intends to work across the aisle to depoliticize key educational issues by identifying and pursuing mutual priorities.

These partnerships, and many others, help to ensure that the needs of Michigan’s historically underserved student groups are well-represented at the tables where decisions are being made and agendas are being set. ETM serves as an impactful and growing presence in these conversations, and a trusted source for nonpartisan, equity-centered data and research expertise.

“It took years for Michigan’s education system to decline to where it is today and it will not be transformed overnight. We must begin to take thoughtful, evidence-based steps toward excellence for students.”

— AMBER ARRELLANO,

Executive Director of Education Trust—Midwest

New Student Achievement Data Should Prompt Action

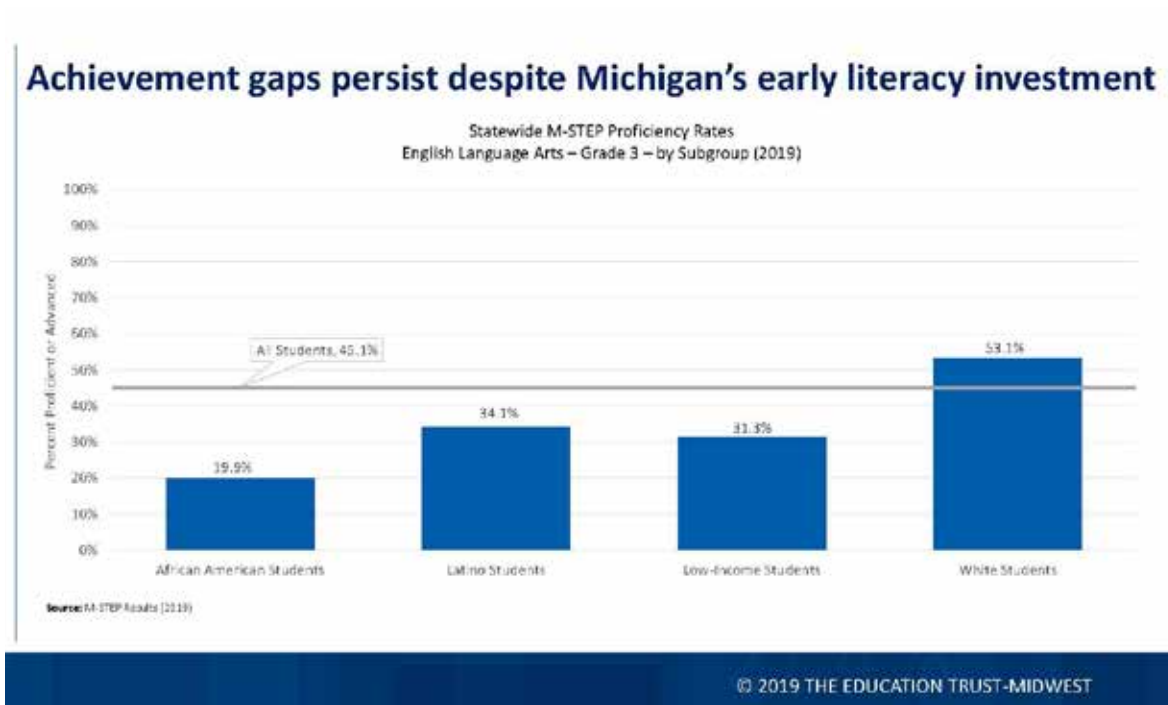
The August 2019 release of student achievement data highlighted the need for prompt action to improve learning for all students — particularly students of color and students from low-income families.

While achievement remains low across all groups of students, wide gaps between student subgroups are of particular concern. For example:

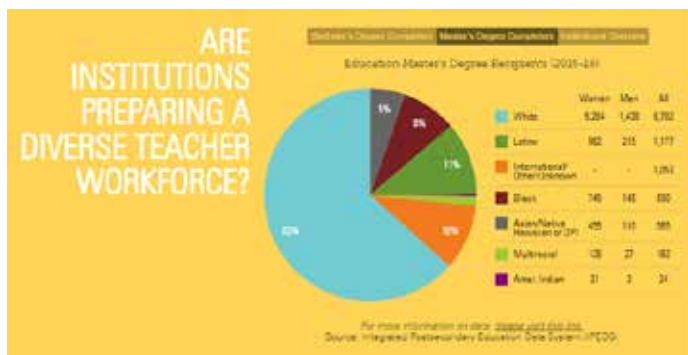
- Black students underperformed their White peers in every tested grade in English language arts by at least 29%. Latino students underperformed by at least 17%.
- In math, the statewide proficiency rate for higher income students is at least 30 points above lower income students, in every tested grade.

Despite the clear need for significant improvement, some bright spots have emerged.

Although proficiency rates remain low, Detroit Public Schools Community District experienced greater improvement than the statewide average in nine out of 10 tested grades. Importantly, sizable gains were experienced by Black and Latino students and students from low-income families.



The Education Trust—New York



New York's Future Teachers: An Educator Equity Snapshot

The Education Trust—New York (Ed Trust—NY) released a [new data tool](#) this summer that generates information on teacher preparation program diversity, in-state public school employment rates, and supply and demand patterns within regions. The [Educator Equity Snapshot online data tool](#) allows users to explore data that raises important questions about how school districts and higher education institutions are communicating their needs and priorities to each other and to future educators.

After more than two years of interviewing teachers and analyzing previously unpublished data, Ed Trust—NY saw a common opportunity highlighted: how improving transparency at each step of the teacher preparation pipeline — and intentionally using that data to strengthen teacher preparation — can advance educational equity.

“We believe that transparent and actionable data can play a critical role in supporting strong and diverse teaching candidates who are well-prepared to succeed in the classroom,” said Francisco M. Araiza, ETNY’s associate director of research and policy. “Ensuring access to strong educators is essential to improving equity in New York’s public schools and requires the combined work of teacher preparation programs, school districts, and state leaders.”

The online tool and accompanying report, [The First Frontier of Equity](#) is intended to spotlight the importance of greater data transparency, availability, and usefulness by posing five critical questions:

1. Is New York State preparing a diverse future educator workforce?
2. Are program completers employed in New York State public schools after graduation?
3. Do program completers remain in New York State public schools?
4. Where do program completers teach in New York State public schools?
5. How well do program participants succeed in the classroom?

For more data, including Equity Snapshots for individual teacher preparation programs, sectors, and regions, please visit www.edtrustny.org/Snapshots.



Raising NY: Advancing Equity From Birth to Three

New York has more than 700,000 children under the age of three, a period of life when 80% of a child’s brain development occurs. But statewide, hundreds of thousands of families are prevented from accessing the high-quality programs, services, and opportunities they need to raise healthy and thriving children.

A new coalition of parent and family, early childhood, education, civil rights, business, and health organizations is dedicated to increasing the number of young children who are on track for school readiness, which can strengthen New York’s schools, improve children’s futures, and reduce juvenile incarceration rates.

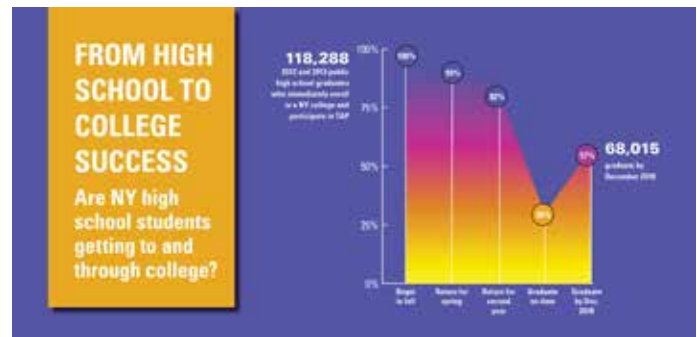
[Raising NY](#), which is staffed by Ed Trust–NY, launched by [releasing a poll](#) revealing that likely voters rank strengthening education and childcare for all New Yorkers as among the top priorities for policymakers to address, with 85% saying they support the state investing more public funds to expand access to high-quality, affordable childcare. The poll results point to the urgency of increasing early childhood investment and the intense voter support for the state to act.

Raising NY is focused on advancing policies that support families of infants and toddlers during these first critical years of life. The coalition’s priorities are:

- *Improving access to health and developmental care.* Poll results show that 73% of likely voters feel that New York should be doing more to ensure access to specific programs, especially early interventions such as screening programs and services for children with developmental delays.
- *Improving access to high-quality, affordable childcare.* Poll results show that 60% of likely voters feel the lack of affordable, high-quality childcare is a major obstacle holding children back from entering school prepared to learn. A majority of parents with children aged 5 or younger reported that they have had to leave work early (57%), miss work (58%), or arrive to work late (52%) as a result of childcare issues.
- *Helping more parents become financially secure.* Poll results show that more than 3 in 4 likely voters (78%) indicated that providing more tax credits for childcare to parents of infants and toddlers who are low-income and increasing access to adult and higher education programs for parents of infants and toddlers would each be somewhat or very helpful.
- *Developing a system that works together for families.* Poll results show that 81% of likely voters feel that better coordination between early development, childcare, and healthcare programs would be somewhat helpful and 46% feel it would be very helpful. Parents with young children felt even stronger about the importance of this issue, with 84% reporting that better coordination would be somewhat helpful and 55% very helpful.

“Our work with Raising NY reflects The Education Trust–New York’s commitment to equity and educational justice,

beginning with the state’s youngest children,” said Hope Lesane, ETNY’s associate director for early childhood. “Parents of young children want state leaders to act with urgency to increase investment in high-quality programs and services for infants and toddlers during this critical moment of their lives, and we are proud to partner with organizations that have long been champions for policies that give all young children and their families the resources and support they need to reach their full potential.” Learn more at [RaisingNY.org](#).



To & Through: Are New York High Schools Preparing Students for Success in College?

In today’s high-skill economy and complex civic society, our education system must be designed to provide every student — and especially those that have been historically underserved — with the ability to pursue a choice-filled life. That goal is increasingly understood to include the opportunity to earn a college degree or industry-recognized postsecondary credential. Yet there has been a missing link that limits the ability of parents, educators, and policymakers alike to see the connection between what happens in K-12 schools and success in college: the failure to connect data systems to bring transparency to vital student outcomes.

That’s why in October, Ed Trust–NY launched its [To & Through initiative](#), which aims to provide families with the tools they need to make informed decisions, change the public narrative on college readiness, and build support among policymakers and educators for strategies that are proven to improve postsecondary success.

The initiative includes an online data tool that allows parents, educators, and the public to learn more about postsecondary

The Education Trust—New York

QUESTIONS FOR HIGH SCHOOLS AND SCHOOL DISTRICTS

- 1 DATA:** What data do schools and school districts use to determine whether their students are ready for success in college, and what additional postsecondary data do they need? What information does this “to and through” analysis provide that can help?
- 2 RESOURCES:** How are schools and school districts allocating resources—including equitable enrollment in advanced coursework, academic and non-academic student support, and whether the strongest educators are assigned to the students and courses where they are most needed—to promote college readiness for all groups of students?
- 3 COUNSELING:** How do schools and school districts support all students in pursuing successful college and career postsecondary pathways, including enrolling in rigorous high school coursework, matching to colleges and universities, and applying for financial aid?

QUESTIONS FOR STATE POLICYMAKERS

- 1 DATA:** Several other states regularly publish “to and through” data by high school on their public websites. Will New York State leaders make up-to-date “to and through” data publicly and clearly available each year for students, parents, educators, and others to access? Will the state adopt an early childhood-to-workforce data system?
- 2 COLLEGE READINESS:** How will policymakers encourage and support schools and school districts in using “to and through” data to improve alignment with the expectations of colleges and universities and to support all groups of students in achieving real preparedness for postsecondary success?
- 3 COURSE ACCESS EQUITY:** Under the Board of Regents and New York State Education Department (NYSED), New York has adopted a strong College, Career & Civic Readiness Index as part of its new definition of school performance. This is an important step toward educational equity and meaningful accountability. How will policymakers go further to support schools and school districts in achieving equitable access to rigorous advanced coursework with the necessary supports so all students can succeed?

outcomes for each high school in New York State, including the share of 2012 and 2013 high school graduates who enrolled in a New York college or university and received state financial aid who return for a second year, graduate on-time, and graduate by December 2018.

An accompanying analysis highlights seven key takeaways:

- 1.** 30% of estimated 2012 and 2013 high school graduates who participated in TAP completed college on-time, and 57% completed college by December 2018.
- 2.** In the top-performing high schools, 53% of estimated 2012 and 2013 high school graduates who participated in TAP completed college on-time, and 75% completed college by December 2018.
- 3.** High schools that served smaller shares of students who are low-income had higher on-time and eventual college completion rates than high schools that served larger shares of students who are low-income.
- 4.** Low- and average-need school districts had higher on-time and eventual college completion rates than high-need school districts.

- 5.** High school students who participated in dual enrollment had higher on-time and eventual college completion rates than high school students who did not participate in dual enrollment.
- 6.** High school students who enrolled in college the fall after graduation had higher on-time and eventual college completion rates than those who enrolled the following winter or spring.
- 7.** On-time and eventual college completion rates were lower at 2-year institutions than 4-year institutions, and were lower at for-profit colleges than at public or independent colleges.

“We know the best measure of a school or school district’s ability to help students achieve college readiness is whether its graduates actually succeed in college,” said Ian Rosenblum, executive director of Ed Trust—NY. “This initiative aims to empower parents, educators, and students with critical information about New York’s high schools that can support them in advocating for success for all students.”

WITH GRATITUDE

The Education Trust would like to express our deepest gratitude for the support of our mission to expand excellence and equity in education for students of color and those from low-income families from pre-kindergarten through college. Generous gifts from donors such as these provide the financial and moral support needed to continue to build a movement toward educational justice. **Thank you!**

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The Education Trust

Our Mission

The Education Trust is a national nonprofit that works to close opportunity gaps that disproportionately affect students of color and students from low-income families. Through our research and advocacy, EdTrust supports efforts that expand excellence and equity in education from preschool through college; increase college access and completion, particularly for historically underserved students; engage diverse communities dedicated to education equity; and increase political and public will to act on equity issues.

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