



The Education Trust
EDTRUST.ORG

REVIEWED UPDATES AND READY TO GO!

ED TRUST UPDATE **02/22**

LETTER FROM THE INTERIM CEO



This is Black History Month, and despite recent efforts to suppress the truth about our nation's history, I believe it's even more important to reflect on the power of advocacy to understand how our past has shaped our present and is shaping our future.

That means learning about little-known stories such as the one about Maria W. Stewart, a free-born Black woman who came from humble origins as an orphan and indentured servant and became a teacher, journalist, public lecturer, abolitionist, and women's rights activist in the 1800s. Stewart was the first-known American woman — of any race — to speak to a mixed audience of White and Black men and women — which, at the time, was unheard of.

Even when those around her tried to silence her, Stewart refused to be quiet or shrink away. She changed people's hearts and minds by turning the Christian argument for slavery and oppression on its head. She spoke in many rooms previously closed to women, let alone a Black woman. And her uplifting and encouraging words often implored people to seek higher ground and act. She noted that "talk without effort is nothing," and urged people to be the change they wished to see. [Learn more about her in this YouTube short.](#)

Learning about Stewart, and other stories like hers, should inspire students and grown-ups to challenge the inequitable status quo, which is so deeply rooted in America's past, and fight for justice for all people. Her story also has parallels to our advocacy work today.

Stewart overcame extraordinary odds to earn a seat at the table. As a Black woman in Washington, D.C., with a long career in federal policy, I understand her fight all too well. Women of color *still* face extraordinary challenges, and we *still* struggle to make our voices heard, even on issues that directly impact our communities. Now, as I lead this organization and proudly acknowledge the power of EdTrust's platform as a leading education equity organization, I feel it's essential to use my position of influence to help lift the barriers facing students and families from impacted communities and create more opportunities for them to raise their voices and be heard above the din of our country's increasingly noisy policy debates.

We need people from various walks of life to come together to fight for educational equity and justice so that we can build a fairer and more just school system. Imagine if there were more [principals of color](#) and [teachers of color](#) fostering inclusion and multicultural awareness in schools and classrooms to benefit students. Imagine a world where [Black](#) and [Latino](#) students have access to experienced teachers and countless opportunities to thrive. Imagine if, instead of [holding students back](#), we gave them all the academic, social-emotional, and mental health supports they need to learn and succeed in school amid the pandemic. Imagine if we gave all educators the time and resources they need to foster [strong relationships](#) with their students. And what if granting college access to justice-impacted students were the norm rather than the exception?

The very thought of this kind of educational justice is enough to buoy my spirits and galvanize me to press on. It's why this update is titled *Revved Up and Ready to Go*. It's been a rough two years of the pandemic, with many school buildings closing, then opening, only to close again. The lives of many students and their families have been turned upside down, and our nation stands at a crossroads — one road leading to a more hopeful future, the other to unyielding despair. But know that EdTrust is gearing up for whatever lies ahead. And with allies like you by our side, we remain undaunted by the challenges ahead and ready to continue the work of building a better society and a more just future.

A handwritten signature in black ink that reads "Denise Forte". The signature is fluid and cursive, with a large initial "D" and "F".

Denise Forte

Interim CEO of The Education Trust | [@dm_forte](#)

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

LISTEN

Ed Trust serves as a vigilant watchdog. We monitor policy proposals and engage legislators, parent and family coalitions, educators, advocates, and students to better understand context and conditions to inform our advocacy.

RESEARCH

Tapping the power of quantitative and qualitative data, Ed Trust publications and materials focus on policy, practice, and community tools that are either effective in — or detrimental to — advancing equity. From teacher diversity to college completion, Ed Trust is a thought leader on key issues due to our extensive research and subject matter expertise.

ENGAGE

Ed Trust engages policymakers, practitioners, and advocates to build a diverse coalition of people from various sectors and backgrounds. This increases political and public will to bring meaningful change for the students we serve.

SECURE

All of our efforts should result in the adoption of meaningful changes in policy and practice, opening up opportunities for students of color and students from families from low-income backgrounds.

REVVED UP AND READY TO GO

As the nation wraps up its celebration of Black History Month, we are reminded that the bold actions of a few determined activists sparked change across the nation and, ultimately, the world. We are inspired by the now well-known story of an obscure preacher from Atlanta, who led the civil rights movement in the '50s and '60s and whose relentless push for justice brought about a racial reckoning in America. And by the story of a fearless woman who, by refusing to give up her seat on a Montgomery, Alabama, bus in 1955, triggered a full-on boycott that lasted more than a year. Their stories are familiar and often repeated during Black History Month. But let's also remember the little-known activists behind [the Black Women's Club Movement](#), [the Niagara Movement](#), the [Orangeburg Massacre](#), and the [Red Summer of 1919](#). Lawmakers in 37 states don't want students to learn about these moments in American history. Yet and still, these hidden heroes' stories need to be told so that today's students can learn from the struggles and triumphs of people of color and, work to forge a more perfect union.

It's a shame that some people want U.S. history to be suppressed or ignored, but we here at The Education Trust believe that, along with our partners, we can create the kind of change our country needs — with honesty, empathy, and justice for all.

During this reporting period:

We advocated for what our earliest learners need.

In this [Equity Line post](#) on the need for early intervention services, Jamie Colvard, director of state policy at ZERO TO THREE and Carrie Gillispie, Ed.D., a senior P-12 research associate at Ed Trust, noted that, due to the pandemic, preschool teachers, nurses, and other child development experts have had fewer opportunities to monitor children's development and identify developmental delays. As a result, many young children are missing opportunities to have their needs evaluated and receive early intervention services. [Read more](#) about how decision-makers can address this crisis.

Carrie also co-wrote an [Equity Line post](#) with Mina Hong, a senior policy manager on Start Early's national policy team, about how the Build Back Better Act could help children with disabilities and delays.



We pressed decision-makers to hire and retain educators of color.



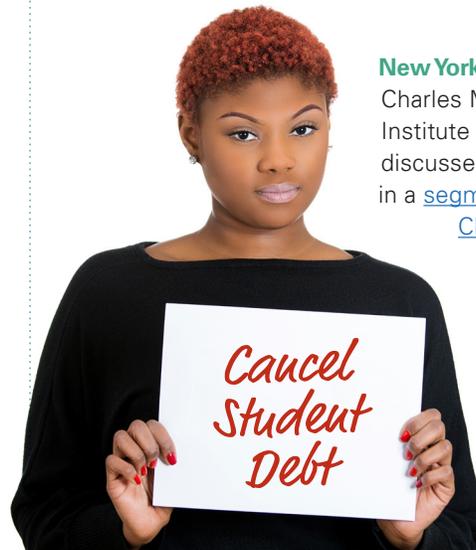
In a [segment of the Black News Channel's "Prime with Charles Blow"](#), Eric Duncan, J.D., a senior P-12 data and policy analyst at Ed Trust, talked about the need for more teachers of color and what school leaders can do to retain those they have, especially during an educator shortage.

In an [Education Week article](#), "[Principals of Color Are Scarce. Here's What Districts Are Doing About It](#)," Gini Pupo-Walker, the director of Ed Trust in Tennessee, argued that school districts must have goals that identify targets, benchmarks, and the departments responsible for implementation: "It has to be named, it has to be prioritized, it has to be valued," she said.



We emphasized growing educational inequities.

We highlighted the worsening Black student debt crisis and pushed for viable solutions to it in our report on [Jim Crow Debt](#), which attracted a host of media attention.

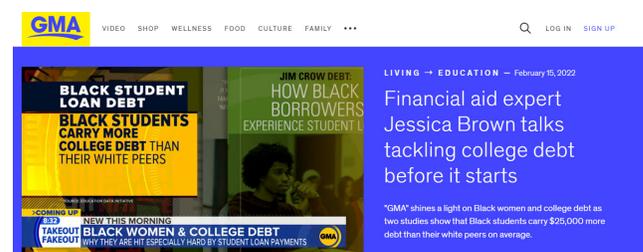


New York Times opinion columnist Charles M. Blow and Brookings Institute senior fellow Andre Perry discussed the findings of our report in a [segment on the Black News Channel](#), in which they highlighted the frustrating experiences of many Black borrowers and how the heavy student debt burden many of them are carrying is exacerbating the wealth gap.

Our study was also cited in a **Washington Post** article, titled "[Biden's student-debt pause invigorates the push for loan forgiveness.](#)" In it, Ja'il Mustafa Bishop, Ph.D., an education professor at Villanova University who co-authored the report with Ed Trust, explained why widespread debt cancellation is in order: "We talked to Black borrowers in the middle of the pandemic who were able to save for the first time, think about planning a family ... because they weren't making payments. They were clear that cancellation is needed to end what many called a lifetime debt sentence."

The Washington Post

Our report was included in a **Good Morning America** segment on Black women and student debt.



We also secured coverage of this report in more than two dozen other publications, including [the 74](#), [Black Enterprise](#), [CNN](#), and [The Chronicle of Higher Education](#). To view all the coverage, [click here](#).

In a **Politico** piece and a [commentary post on EduWonk](#), Denise explained that the steep decreases in reading and math among 13-year-olds scores on the National Assessment of Education Progress's (NAEP) long-term trends are the latest troubling indicator of inequities that are plaguing our nation's schools.



We championed effective ways to address unfinished learning and spoke out against holding students back a grade.

In this [Equity Line](#) post, Brittney Davis, a P-12 policy intern at Ed Trust and a former teacher, argues that instead of holding students back, "states and districts should invest resources in ensuring all students have access to accelerated learning opportunities and that teachers have significant support in implementing them."



Strong relationships with friends, teachers, and school staff are so important for students, and the lack of in-person interaction during the pandemic has left many students feeling isolated. Thankfully, there are clear, evidence-based ways to support educators in building these relationships, and American Rescue Plan funds can help, writes Nancy Duchesneau Ph.D., a senior P-12 research associate at Ed Trust, in this [Equity Line post](#).

In an Education Week piece, “[State Test Results Are In. Are They Useless?](#),” Terra Wallin, associate director of P-12 federal policy at Ed Trust, noted that while annual statewide assessment participation rates were low this year, there are still ways for “states to look at general patterns” in test-score data, and do “a higher-level examination, to help them think about how best to use federal funding for recovery.” But they need to “proceed with caution,” she was quick to add.



In this letter, we, along with 58 other organizations, supported the U.S. Department of Education’s draft guidance that reiterates the critical ESEA requirements for states to identify schools in need of supplemental resources and differentiated support regularly. The organizations back the Department’s efforts to provide direct resources and support to the schools and students who have been disproportionately harmed — academically, socially, and emotionally — by COVID-19 and continue these supports even after COVID-19 relief funds have been spent.

Allison Socol Ph.D., assistant director of P-12 policy at Ed Trust, was quoted in an issue of [Politico’s Weekly Education newsletter](#) about the severity of learning lost to the pandemic. She told Politico reporters that she hoped that the infusion of the billions of dollars in federal pandemic relief funding that schools received would help students catch up on unfinished learning after 18 months of online learning: “I’m choosing to be optimistic,” she said, and “I have to hope that with these resources, good things will come.”



In our ongoing series, “[Profiles in Education Equity](#),” we highlight the advocacy of those working to make education more equitable.



We showcased the work of [Jaleesa Jones](#), a leadership development coach at Louisiana State University’s Leadership Development Institute and a doctoral student at Xavier University of Louisiana, who talked about what education equity means to her: “to me [it] means fairness, individualization, and providing

all stakeholders with the resources, tools, and opportunities needed to succeed. Education is empowering. And for many of the students I serve, it is their only way out. True equity varies based on the unique need of each entity. It is not just offering people a seat at the table; it is offering a seat at the table with a prescriptive amount of input and influence.”

We also featured the education equity work of [Betsy Bonilla Jimenez-Hurst](#),

executive director, HOLA Lakeway, who explained that “Education is one of the reasons that HOLA Lakeway has become my passion, because I want our community members to continue learning and reach their education goals. I want them to know that we are here to support them and help them reach their dreams.”



We pressed the Biden administration and Congress to create a federal-state partnership to make community colleges free. A version of that plan was initially included in a draft of the reconciliation bill passed by the House. While a partnership is currently unlikely to be included in the final version of the reconciliation bill, we are working with the administration and other allies to show how such a partnership to help eliminate tuition and fees at community colleges will benefit of millions of students (many of them students of color and students from low-income backgrounds). As Wil Del Pilar, Ph.D., vice president of higher education policy and practice at Ed Trust, told [NPR](#), were this to be passed, it would be “one of the largest investments we’ve seen in higher ed in generations. It could change the landscape of higher education nationally and extend what we consider a free education in this country beyond just high school.”



We also pushed for more resources for students and families who are experiencing homelessness or housing insecurity during the pandemic. In a Q&A [on the Equity Line](#), Sarah Mehrotra, Ed.M., a P-12 data and policy analyst at Ed Trust, talked with Barbara Duffield, executive director of SchoolHouse Connection, about the recent spike in students experiencing homelessness, the barriers they and their families face, and what leaders can do to help.

While the nation is still reeling from seeing graphic images of Afghans clinging to the wings of American airplanes at Kabul Airport, we showed school leaders how they can better support refugee families and students. In this [Equity Line blog post](#), for example, Wing Yi (Winnie) Chan Ph.D., Ed Trust’s director of P-12 research, urges school leaders to make schools more welcoming and inclusive environments, especially for students escaping trauma.



We advanced racial justice and equity in education in a series of Twitter chats.



#CollegeAndCareerChat

On January 19, we hosted a Twitter chat that explored race-conscious strategies educators and school leaders can use to support students of color as they prepare for college and career opportunities. [#RaceConsciousCCR](#)

#HungerAndHomelessnessChat

On November 17, we partnered with [@NoKidHungry](#), [@SupportGenHope](#), [@SchoolHouseConn](#), and [@SwipeHunger](#) to discuss food and housing insecurity challenges our students are facing.



#EdTrusted

On December 15, we held a Twitter chat on [#CriticalRaceTheory](#) and honest teaching with [@karinchenoweth](#) and [@Remarsh76](#).



To read more from The Equity Line and sign up to have posts sent directly to your email, please visit Edtrust.org/The-Equity-Line/



SECURE

Ed Trust on The Hill

In the waning months of 2021, and to this day, we continue to promote our educational equity agenda as the U.S. Congress works to pass the Build Back Better Act. If enacted, this sweeping legislation would make transformational investments in education, child care, healthcare, and other key areas that are vital to advancing Ed Trust's priorities. We will also continue to work closely with the U.S. Department of Education on its higher education policy agenda to ensure that equity is front and center. Lastly, we continue to expand our congressional advocacy into areas, like child nutrition, that are closely linked to child development and learning.

Throughout the late fall and winter, congressional Democrats focused on advancing the Build Back Better Act through reconciliation; the U.S. House of Representatives passed its version of the bill in mid-November. As The Education Trust noted in a [statement](#), the legislation included significant investments in many of our advocacy priorities, including expanding access to early education, making college more affordable by raising the maximum Pell Grant award, improving access to critical nutrition programs, and much more. For [nearly a year](#), we worked tirelessly with congressional leaders, the Biden administration, and other partners to ensure that many of these priorities, which would benefit millions of students and families, remained in the bill throughout the reconciliation process, so they eventually might see the light of day.

Regrettably, the legislation has been stalled in the U.S. Senate since mid-December, and its path to President Biden's desk is uncertain. Failure to pass this bill would be a huge setback for children and families, who continue to struggle amid a still ongoing COVID-19 pandemic. The Education Trust will continue to fiercely advocate for its passage.

In addition to our advocacy around the Build Back Better Act, we continued to work closely with the U.S. Department of Education on its higher education agenda. We were pleased that [President Biden](#) extended the pause on student loan repayments for another 90 days — a policy we [advocated for publicly](#). We will continue to urge the administration to extend the pause further.

We also continued to engage the department and administration on regulatory actions that would ease the student debt crisis. During the 2021 negotiated rulemaking process that concluded late last year, we helped subcommittee negotiators draft language on implementing the restoration of Pell Grants to students who are incarcerated.

Finally, The Education Trust continued to expand its congressional advocacy efforts into key areas, like [child nutrition](#), that can impact a student's ability to learn in school. In addition to securing investments in nutrition programs in the House-passed Build Back Better Act — including a two-year extension of the Summer Electronic Benefits Transfer (Summer EBT) program — we also worked diligently to develop Ed Trust priorities for the Child Nutrition Reauthorization — which will be published in the coming months.

We have already begun to engage with congressional leaders and administration officials on several of these priorities, including expanding summer meal options, maintaining and strengthening access to nutritional opportunities for students and providers, improving data collection on child nutrition, and more. The Child Nutrition Reauthorization is a key opportunity for advancing equity and addressing our nation's hunger crisis.

Ed Trust looks forward to helping to get the Build Back Better Act across the finish line and continuing to advocate for federal policies that will make all the nation's school systems function better for the country's most underserved students.

REVVED UP TO CLOSE OPPORTUNITY GAPS IN P-12 SCHOOLS



As Districts Face Teacher Shortages, Black and Latino Students Are More Likely to Have Novice Teachers Than Their White Peers

When even one teacher leaves the classroom, the consequences can be massive for a school and the students it serves. With the pandemic imposing more burdens on teachers, the number of retirements and pandemic- and burnout-related exits from the teaching field is expected to increase, heightening an already urgent need to hire and train new educators. Two new reports from EdTrust, "[Getting Black Students Better Access to Non-Novice Teachers](#)" and "[Getting Latino Students Better Access to Non-Novice Teachers](#)," reveal that Black and Latino students are already more likely than other groups of students to be in classrooms with teachers who are in their first years of teaching. In the reports, we strongly urge state and district leaders to address teacher shortages with equity in mind.

The reports note that, on average, schools serving the most Black students employ more novice teachers and more uncertified teachers than schools with the least. In schools with the largest Black student enrollment, 15% of teachers are novice teachers. In schools with the smallest enrollment of Black students, 10% of teachers are novices. The picture is similar for Latino students in many states. In over half of all states, schools with more Latino students also have more novice teachers.

This [Education Week article](#) got to the heart of the issue, noting that when newer teachers are unevenly distributed in this way, students of color lose out. Sarah Mehrotra, Ed.M., an EdTrust P-12 data and policy analyst who was quoted in the article, emphasized that "This is a racial justice issue. These disparities have been happening for way too long. Addressing them should be a priority for states and districts, especially now as we're facing these labor shortages and as we're looking to pandemic recovery."

Our analysis follows several years of federal initiatives to fix these disparities, because the patterns aren't new: Analyses of 2011-12 data from the Education Department's Office of Civil Rights found that Black, Latino, American Indian, and Native Alaskan students were more likely than White students to attend schools with a higher concentration of novice teachers. Black students faced the sharpest inequities.

"The pattern of Black and Latino students getting assigned to brand new teachers year after year after year — attending schools with a majority of teachers who haven't had the time to master their craft and need more support — is at its heart a racial justice issue."



"If we care about equity in education, we have to pay attention to who is teaching our Black and Brown students, and what we can be doing differently to support them," — Sarah Mehrotra, Ed.M., Ed Trust's P-12 data and policy analyst, as quoted in [The 74](#)





FundED – A Tool to Help Understand Who Is Getting State Funding Right

Policymakers are interested in examining funding structures in other states and often ask: **Who is doing it right?** The answer is that no state is doing it right — at least, not entirely. But every state has at least one strong policy element, and there are exemplary states in every key area of school funding policy.

[FundEd](#) is a database and web tool that aggregates information about K-12 education funding policies in each state. Information related to common elements of state funding formulas is organized by core area and displayed on national maps and state pages, so users can make state-to-state comparisons. The database includes detailed snapshots of state policies related to core equity issues, such as access to local tax dollars; state support for student groups, including students from low-income backgrounds, those learning English, and those with disabilities; and consideration of community characteristics such as rurality and the concentrated poverty rate.

The Ed Trust team updated this tool and is aggressively pushing it out to state advocates to ensure that they are aware of the latest approaches states are using to fund K-12 education and whether those approaches are likely to improve or hinder fiscal equity. Our key focus states include: Michigan, Tennessee, Delaware, and other states that are currently engaged in efforts to reform their funding formulas.



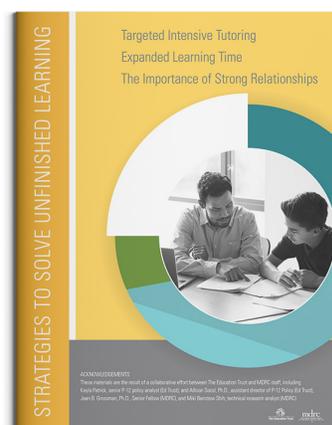
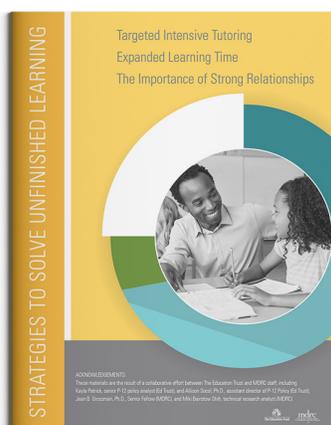
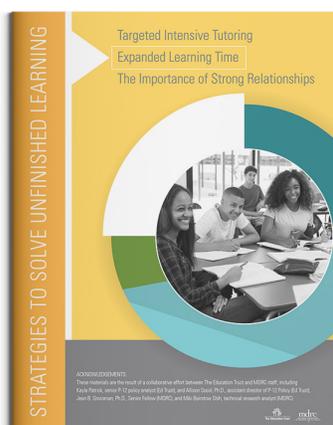
The tool has long been used by state officials and advocates to understand how states are funding their schools and to help them look at and consider viable alternatives for creating more equitable state funding formulas. It's also a valuable tool for journalists seeking to understand the funding and resource landscape in particular states.

Unfinished Learning Workshop Series



We kicked off our inaugural workshop series, “Strategies to Solve Unfinished Learning,” based on the [briefs](#) of the same name released in April 2021. In October, we held the first session of the series, “[Setting the Stage](#),” which focused on helping district advocates and practitioners understand the depth of the unfinished learning problem and what might be done to solve it.

In the second session, held in December, we invited various advocates and practitioners from throughout the education system ([Eyal Bergman](#), Ed.L.D.; [Tia Hatchett](#); [Stephanie Parra](#); [Keri Randolph](#), Ed.L.D.; and [Lakisha Young](#)) to share real-time examples of how [schools, families, and communities are working together](#) to respond to unfinished learning. More than 300 participants — representing 35 states — participated in the series.





Pushing to Teach Students the Truth About American History

Since January 2021, 37 states have introduced bills or taken other steps to restrict how teachers can talk about race and systemic racism with their students. The spread of these harmful policies across the nation threatens to undo educational gains made by equity advocates pushing for a more culturally diverse curriculum and teaching that addresses the role of systemic racism in our country. This deliberate assault on historical accuracy and honest conversations about racial injustice in the U.S. is an organized, strategic, and well-funded effort that's sowing distrust in public education and our democracy.

EdTrust states — Texas, Tennessee, and Kentucky among them — are grappling with attacks at the state and local levels. We and our partner organizations are ramping up communications and state-based tactical planning to support advocates fighting this battle on the local level — at school board meetings and in their communities — as well as in statehouses. Through our continued partnership with the Learn from History coalition, for example, we are sharing resources and key messages with local, state, and national advocates — including students — and lifting stories of impacted individuals to combat the dangerous rhetoric from these attacks. A recently released [National Teacher Survey](#) suggests that efforts to ban the teaching of honest history are leading more teachers to leave the classroom and exacerbating current teacher shortages.

This January, Karin Chenoweth, Ed Trust's writer-in-residence, wrote a blog post, "[Federal Law Requires Equity Conversations. Anti-CRT Laws Ban Them. Now What?](#)" on what's fueling the controversy around so-called critical race theory. Karin notes that 20 years ago this January, federal law began requiring schools to report students' academic achievement, not only overall but by student group, and that data overwhelmingly showed that schools were not teaching Black, Latino, and Native American students to read or do math at the same levels as their White and Asian counterparts. This led educators to consider other factors in the education system that play a role in these disparities, as well as the need to create teaching environments that serve and represent all students. Today, however, people working for right-wing think tanks have manufactured a wave of outrage using disinformation about an obscure academic concept, which is not even taught in schools, and a few scary-sounding anecdotes to justify 'anti-critical race theory' laws, legislation, and regulations in more than half the states, she warns, and it's important to know why:

"We as a nation — White people in particular — should recognize that anti-CRT panic for what it is: an attempt to bully people into once again staying quiet about our nation's history and practice of ignoring and exacerbating inequities."

Which States Are Getting Social, Emotional, and Academic Development (SEAD) Right?



As the pandemic persists, many educators report that students are experiencing academic and behavioral challenges resulting in an increase in school suspensions, expulsions, and other disciplinary actions that are disproportionately aimed at Black, Latino, and students from families with low-incomes. [Is Your State Prioritizing SEAD?](#) highlights how states are supporting student needs by prioritizing social, educational, and academic development (SEAD) and where state policies threaten equity and diversity, including state efforts to limit the accurate teaching of history and current events.

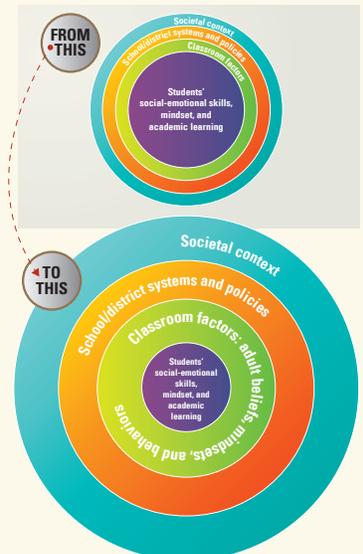
Supporting the social, emotional, and academic development of students is important. Yet, in too many places, public schools and districts — particularly those that serve large populations of students of color and students from families with low incomes — are more focused on changing student behavior than implementing practices that build relationships and learning environments that support positive social and emotional growth. That narrow focus could do more harm than good.

The SEAD Scan examines six policy areas to determine if state policies meet national benchmarks for transparency and best practices. The scans cover Discipline; Professional Development;

Rigorous & Culturally Sustainable Curriculum; Student, Family, & Community Engagement; Teacher Diversity; and Wraparound Services.

The curriculum scan looks at whether states are mandating that students have access to rigorous, deeper learning and culturally sustaining curricula. The Education Trust strongly believes that students who see themselves in the work and see that schools are challenging them are more likely to believe in themselves and their ability to reach their goals and more likely to develop more positive social, emotional, and academic skills.

By highlighting each state's strengths and weaknesses, we hope this tool will not only let advocates and policymakers see how their states are doing, but help them push for improvements.



REVVED UP TO EXPAND OPPORTUNITY AND EXCELLENCE IN HIGHER EDUCATION

ENGAGE

How to End the Hunger and Homelessness Crisis Among College Students



The rising costs of college attendance have forced many students, especially the most underserved, to choose between paying for tuition or paying for rent and food. In this Equity Line post on "[How to End the Hunger and Homelessness Crisis Among College Students](#)," Jessie Hernández-Reyes, a higher education policy analyst at EdTrust, and Brittani Williams, a senior higher education policy analyst with the organization, highlight the plight of college students who are food and shelter insecure. They note that nearly one-third of college students have missed a meal at least once a week since the start of the pandemic. And hunger and housing instability can have a direct impact on student performance and success in the college classroom, Jessie and Brittani go on to explain, adding that students who lack enough to eat or stable housing are less likely to graduate from college and pursue a graduate degree.

The two offered permanent policy solutions to address food and housing insecurities for students:

DOUBLE THE PELL GRANT

- Raising the Pell Grant to \$13,000 would help more students go to college, reduce the financial burden on students from low- and middle-income backgrounds and their families, and allow them to cover other expenses like food and housing

ENACT FREE COLLEGE

- Federal policymakers should enact a large-scale, equity-driven federal-state partnership for debt-free college that includes all students and goes beyond tuition to eliminate barriers that contribute to hunger and homelessness among college students

PERMANENTLY EXTEND STUDENT SNAP ELIGIBILITY AND EXPAND SNAP TO COVER JUSTICE-IMPACTED AND UNDOCUMENTED STUDENTS

- Given the high prevalence of food insecurity among these populations, the imposition of strict eligibility requirements seems harsh and unjust, not to mention counterproductive. Federal policymakers would be wise to expand SNAP benefits to include justice-impacted and undocumented college students who are pursuing a higher education.

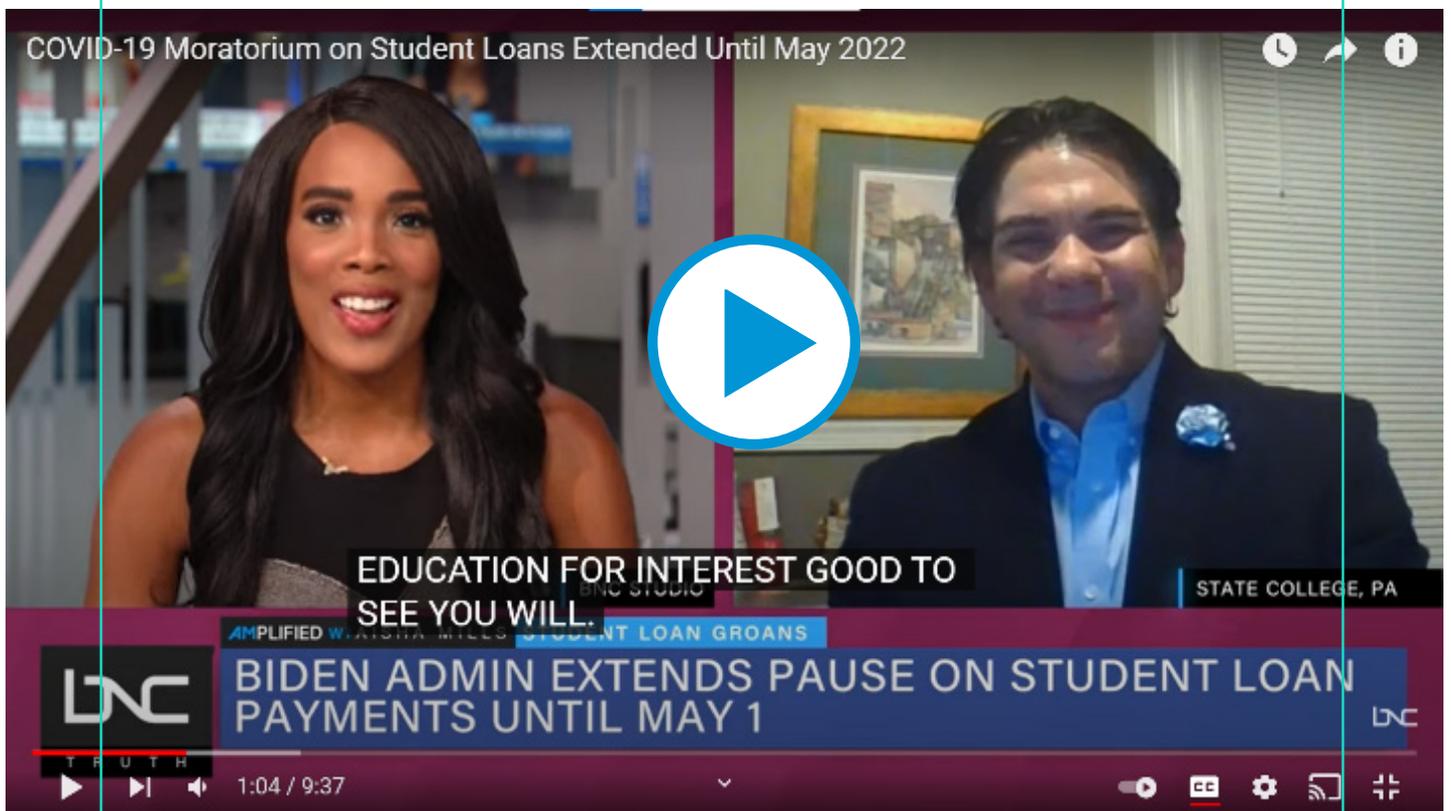




Speaking Out About the Student Loan Moratorium Extension

Amid the still ongoing pandemic-induced economic and public health crisis, Wil Del Pilar, Ph.D., Ed Trust's vice president of higher education policy and practice, joined Ameshia Cross, a special guest host of BNC's "Amplified," and Ed Trust's newest assistant director of higher education, to discuss the impact on students of temporarily extending the student loan payment moratorium. Wil highlighted the unique experiences of Black and Latino borrowers and talked about policy initiatives, like those below, which could help repair a broken college affordability system:

- Comprehensive debt cancellation of at least \$50,000
- Doubling the Pell Grant
- Two to four years of free college



You can watch the full interview [here](#).



Ed Trust WORKING IN THE STATES



The Education Trust in Texas

On the heels of an extended biennial legislative cycle that spanned nine months, The Education Trust in Texas and partners issued recommendations for an interim study focused on the use of federal relief funds, equitable implementation of school finance legislation, strengthening the quality and diversity of our teacher workforce, and improving student engagement. We continue to monitor the impact of new laws dictating how race and history are taught, while supporting advocates with messaging resources, [informing educators about the details of Senate Bill 3](#), and sharing lessons with allies in other states.

Following the formation of the Texas Commission on Community College Finance, we are working across coalitions to [help advocates](#) ensure that this year-long process produces recommendations that expand educational opportunity and economic mobility for generations of Texans. Alongside partners, we have launched a paid fellowship program that will equip and support community college students with the knowledge and skills to [share their experiences](#) and recommendations with state leaders.

The Education Trust in Louisiana

The Education Trust in Louisiana worked with the Louisiana Board of Regents to launch a [website](#) in January that raises awareness about dual enrollment while encouraging students from underserved communities to take advantage of the program. To support this initiative, we assisted with student focus groups to get a better understanding of high-schoolers' thoughts on dual enrollment. We also created a video, which is prominently featured on the site, to get students revved up about dual enrollment. And we secured press coverage in [The Advocate](#) and on [WAFB](#).

We are also engaging with the redistricting process in Louisiana. In collaboration with the NAACP, the Urban League of Louisiana, ACLU, The Southern Poverty Law Center, and other civil rights organizations, we submitted [a letter](#) to the Legislature and the Louisiana State Board of Elementary and Secondary Education (BESE), urging it to add an additional majority minority seat within the district.

In partnership with the Urban League of Louisiana, Millennial Park, and New Schools Baton Rouge, we hosted our annual school supply drive in the fall. The drive allowed us to help meet some of the needs of students facing greater financial hardship amid the COVID-19 pandemic and engage in authentic outreach to our community. We served over 200 students and provided resources to many families and community members.



The Education Trust in Tennessee

Fall in Tennessee began with an announcement from Gov. Bill Lee about a review of the state's funding formula. In response, The Education Trust in Tennessee issued [this statement](#), hosted a [community town hall](#) to gather feedback, launched a [website](#) featuring a series of [advocacy guides](#), [fact sheets](#), and [resources](#), and hosted a half-day [TN School Funding Bootcamp](#) for advocates. We also launched a set of new initiatives, including a "Coffee and Community" series designed to connect [Tennessee Alliance for Equity in Education members](#) with policymakers in a more comfortable setting. To date, our alliance members have engaged with the [State Board of Education](#), the [Tennessee Higher Education Commission](#), the [Tennessee Board of Regents](#) and the [Tennessee Public Charter School Commission](#). We developed [#5Things](#), which is a regular series of briefs for education advocates who want to stay in the know about education policy and governance in Tennessee, and held an [Education Advocacy 101 Training](#) session to gear up for a new legislative session.

We also launched [Thrive](#), which is an initiative that aims to equip Black and Latino students and the community organizations serving them with tools and resources to identify and advance proven strategies to increase the number of Black and Latino students progressing to postsecondary education in Tennessee.



The Education Trust in Washington

The Education Trust in Washington continues to lead and support equity coalition development work in the state through co-facilitation of a collective known as the Black Joy Consortium for Reimagining Education. This collective of stakeholders champion improved education systems through community-driven policy advocacy by focusing on the experiences of Black students and families. The Black Joy Consortium centers Black leadership, community voices, and evidence-based data to inform priorities that will ensure success for Black students and improve educational outcomes for all.

Ahead of this session, the Foundation for Tacoma Students, a local community-based organization dedicated to helping youths from cradle to career, hosted their annual policy breakfast. Gray Sterling, Ed Trust's assistant director for Washington State, facilitated the panel discussion on community driven advocacy. The panel highlighted a win from the 2021 session that removed barriers to the College Bound Scholarship — an early commitment of state financial aid to eligible students who enroll in middle school. This was a great conversation about how successful community-led advocacy helped to shift public policy and how this success can be replicated in the future.

The Education Trust in Massachusetts

The last quarter of 2021 was a busy one for the Massachusetts Education Equity Partnership (MEEP) and The Education Trust in Massachusetts. We continued to advocate for strong implementation of the Student Opportunity Act (SOA), the state's landmark 2019 school funding reform law that invested significant new resources in our highest need districts and required district leaders to engage their communities in developing plans for how to use those resources. After learning that the Massachusetts Department of Elementary and Secondary Education (DESE) would be requiring districts to amend their initial SOA plans, most of which were written pre-pandemic, MEEP shared [detailed recommendations](#) with DESE on how the department could use the amendment process to strengthen district planning and deepen SOA's impact. Our recommendations drew on the experiences of partners who had engaged deeply in the first round of SOA planning, as well as our review of districts' initial plans. The planning template and guidance released by DESE in December reflect multiple MEEP recommendations.

We also continued to partner with the MassINC Polling Group to elevate family and community voices. The release event for MassINC's latest poll included a [MEEP partner panel](#) that helped lift key takeaways from the poll data and offered additional insights on this complex school year.

What's more, to further expand MEEP's advocacy, we launched two new working groups within the partnership, which will focus on identifying steps Massachusetts can take to diversify the educator workforce and address disparities in postsecondary access, affordability, and completion.



The Education Trust—Midwest



Ed Summit 2021: Building a Movement, Building Hope

Building a Movement, Building Hope

In November, The Education Trust—Midwest successfully launched its inaugural Ed Summit, “[Building a Movement, Building Hope](#).” This three-day virtual event brought together educators, policymakers, education experts, and advocates to inspire them to act and build knowledge about what needs to be done to improve Michigan schools for the state’s most underserved youth. The event drew 240 participants and showcased best practices from across the country.

Some of the highlights of the summit included:

- A keynote address by **Roberto Rodríguez, U.S. Department of Education Assistant Secretary for Planning, Evaluation, and Policy Development**, on “Designing Public Education to Meet the Needs of All Students.” Assistant Secretary Rodríguez was also joined by Denise Forte, interim CEO of The Education Trust.
- A talk by **John B. King Jr., president of The Education Trust and 10th U.S. Secretary of Education**, who shared the key ingredients necessary to ensure that all students — including students of color, students from low-income backgrounds, English learners, and students with disabilities — have access to high-quality educational opportunities that will prepare them for college, careers, lifelong learning, and active citizenship.



There were also informative panel discussions on topics like these:

- **Transforming Michigan’s Education System: What’s Now, What’s Next:** Amber Arellano, Ed Trust—Midwest executive director, joined key leaders to discuss Michigan’s journey to become a top 10 education state.
- **Michigan’s School Funding Crisis:** Superintendents and school leaders gathered to discuss regressive school funding policies in Michigan and possible solutions. Mary Grech, Ed Trust—Midwest’s chief of staff, presented new analyses and data on how Michigan compares to other states for equitable funding while highlighting leading states from which to learn.
 - Read more: “[School Leaders Discuss Challenges of Michigan’s Funding Crisis During ED Summit 2021](#)”
- **Building a Movement of Diverse Voices:** A coalition of diverse leaders from Michigan and other states shared how they are getting education wins for America’s most vulnerable students.
 - Read more: “[Civil Rights, Civic and Business Leaders Discuss Urgent Need to Build a Movement for Educational Equity](#)”



Building the Hope Schools

Over the past year, EdTrust–Midwest examined multiyear statewide data to identify Michigan schools demonstrating exceptional student progress and growth in serving underserved students. Schools were evaluated using five criteria:

- 1. Student Achievement:** Drive for results in student assessments and attaining racial equity in achievement data
- 2. Student Growth:** Accelerating student learning
- 3. Belief in Learning Potential:** Students of color and students from low-income backgrounds can learn at high levels
- 4. Affirming Student, Teacher & School Practices:** Positive school climate and culture, including culturally and linguistically responsive practices
- 5. Current and Future Success:** Instructional and school leadership that creates conditions for current and future success



During the summit, we presented our first-ever [Building the Hope Schools](#) awards to schools that set a standard of excellence for all students. We will share more about their strategies in a series of stories by our writer-in-residence. Our work and the Building the Hope Schools award winners garnered prominent media coverage. Through this work, we will change the narrative around what is possible for Michigan’s underserved schools and students.

Media Highlights:

- [“How to Knock Down Barriers That Get in the Way of Students of Color and Low-Income Students,”](#) WDET “Detroit Today” with Stephen Henderson
- [“Modeling the Way for Pandemic Recovery, Michigan Schools Honored for Growth,”](#) Michigan Chronicle
- [“Schools honored for helping minority, low-income students,”](#) WWJ 950 News Radio

By the Numbers:

- Ed Summit Social Media
 - Facebook: 24,999 impressions; 172 link clicks
 - Twitter: 36,055 impressions; 463 engagements
- Ed Summit Live Event Social Engagement
 - 49 Tweets sent during the summit; 57 Tweets using #EdSummit hashtag from Nov. 10-13
 - 7,326 impressions, 217 engagements

“It was an honor to participate, and I have learned so much from you and your team. Your research on data is phenomenal. Data helps to frame and give support and clarity to some of the most challenging issues. Thank you for your leadership.”

– Alice Thompson, Ed Summit Speaker
Chair of the Education Committee Detroit Branch NAACP and CEO of BFDI Educational Services

For more information, please visit [EdTrustMidwest.org](https://www.edtrustmidwest.org)



The Education Trust—West

Ensuring Equity as California Expands Early Learning Opportunities

In December, The Education Trust—West released a [set of new resources to help advocates and education leaders implement new investments in early learning equitably](#) including an equity alert, “[Maximizing Equity for Young Learners as California Implements Universal Transitional Kindergarten](#),” which outlines ways that state agencies, local school districts, and community advocates can ensure equity as the state implements the expanded transitional kindergarten programming. The alert aims to make equity and access main priorities for school districts and providers and also provides tangible guidance for each stage of the implementation process.

Accompanying the equity alert is Ed Trust—West’s original research report, “[Six Ways School Districts Can Leverage the Local Control Funding Formula for Equity in the Early Years](#).” Based on a review of hundreds of Local Control and Accountability Plans (LCAPs) and follow-up interviews with early learning leaders embedded in school districts around the state, the report identifies bright spots and provides recommendations on ways to leverage available funding to increase equity and access for the state’s youngest learners. Experts from the field joined Ed Trust—West for a [statewide webinar](#) that highlighted key findings and best practices from the report and offered tips for implementation as the state scales up early learning opportunities. Ed Trust—West’s external relations team is in the midst of translating the resources and the webinar, so they can be utilized in ongoing outreach efforts around the state.

Ramping Up College Access and Success Through Dual Enrollment

Also in December, Education Trust—West released “[Jumpstart: Setting Goals to Drive Equitable Dual Enrollment Participation in California’s Community Colleges](#)” as part of the organization’s work to advocate for using pandemic recovery funds to address longstanding — and now heightened — inequities in access to college preparation and success. “Jumpstart” takes a comprehensive look at the data on dual enrollment (i.e., early, free exposure to college coursework in high school) in the world’s largest higher education system to assess representation levels for Black, Latino, and Native students in dual enrollment programs. The report, which also includes recommendations for state, system, and campus leaders, will be the foundation for Education Trust—West’s upcoming “Jumpstart” initiative to galvanize various stakeholders around goal setting and increasing access and support for dual enrollment partnerships and programs.



Engaging With Educators and Communities

Education Trust—West’s educator engagement team continues to work directly with schools and districts to assess and expand opportunities for students of color, students from low-income families, and students learning English through our Educational Equity Audit process. Over the past few months, the team has continued to work with various school districts and high schools to examine the extent to which all of their students have access to a humanizing and equitable schooling experience that will prepare them for college and a career.

Also, in fall 2021, Education Trust—West welcomed the second cohort of the [Educator Advisory Council](#). The goal of the council is to help integrate the voices and experiences of educators of color into key discussions about the issues, policies, and politics of California’s preschool through higher education landscape, as well as offer feedback on Education Trust—West’s current and future projects, comment on our policy and legislative positions, and advocate in their respective communities for educational justice.

As school districts and higher education institutions determine how to spend federal and state COVID-19 relief funds, Education Trust—West’s external relations team worked with nearly two dozen community partners to increase urgency and advocacy around spending these funds equitably. In addition to hosting a fall webinar about the impact of the pandemic on students in higher education, the team also partnered with the College Futures Foundation to launch the [Community Engagement for College Success Network](#). Through this partnership, and through Education Trust—West’s own community partners grantee program, ETW provides thought partnership and collaborative resource sharing as partners engage in local and statewide advocacy projects designed to strengthen college-ready graduation standards, restorative practice implementation, and increased family engagement in the creation of COVID relief fund spending plans.

Connecting the Dots Through Data

California continues to work on establishing the state’s longitudinal education data system, a long-held goal for equity advocates. To provide useful data for advocates monitoring implementation of new programs around the state and to help demonstrate to state leaders the type of easily accessible data tools advocates are seeking in the new data system, Education Trust–West released a set of “Data for the People” tools in January:

- [Racial Disparities in Financial Aid Completion](#) is a first-of-its-kind tool in the state that provides high-school level FAFSA and California Dream Act application rates by race and ethnicity. On the heels of Education Trust–West’s big legislative win in 2021, this tool will be invaluable to school and district leaders and local advocates as they work to implement the new state law requiring all high schools to support students in completing a financial aid application before graduation.
- Another resource, [Mapping the Equitable Implementation of AB 705](#), looks at whether community colleges throughout the state maximize student success in transfer-level courses and utilize credit-bearing, evidence-based co-requisite courses to support student learning. The interactive map of California’s community colleges is intended to bring awareness to the disparate implementation of AB 705 across campuses and the

corresponding negative impact on Black and Latino students. The tool helps identify which colleges are making progress on eliminating the remedial courses that students of color are often tracked into and which colleges have more work to do. We also uplift bright spots of high-performing community colleges using our overall equity index. We continue to lead a coalition of organizations monitoring the implementation of Assembly Bill 705 to ensure colleges are enrolling students directly into transfer-level courses and instituting co-requisite supports in transfer-level courses.

- We also released a [Data for the People Hub](#), a new one-stop shop for California education data from preschool through college. This P-16 data tool pulls from various disparate, cumbersome data systems for early learning, K-12, and higher ed, and puts the data from all three in one central place, providing visualizations of data points to increase accessibility for advocates and educators.

The data tool serves two key purposes. First, it helps increase accessibility to crucial data, so local advocates and leaders can determine where pandemic recovery resources are needed most; and second, it may serve as a model for how to structure data reports in easy-to-understand, visual ways, as state leaders work on designing the state’s new longitudinal data system.

Reconnecting Safely and Strategically

In November, the Education Trust–West team held an in-person, all-staff retreat in picturesque Monterey, California — our first face-to-face meeting as a full team in over a year on account of the COVID-19 pandemic. The team spent two days reconnecting, building camaraderie, and meeting many new team members in person. The retreat provided an opportunity to collaboratively discuss, strategize, and finalize the organization’s biannual work plan for January through June 2022, as well as engage in crucial conversations as part of our internal diversity, equity, and inclusion initiative (i.e., “Walking the Talk”).



For more information, please visit EdTrustWest.org



The Education Trust—New York

New York’s education system denies students of color access to courses that prepare them for college, careers, and active citizenship

An [analysis](#) released by the New York Equity Coalition found that across New York State the education system continues to deny many students of color access to a range of rigorous courses that will prepare them for success in college, careers, and civic life.

Updating its previously published analysis on course access disparities, the coalition found that in the 2019-20 school year, White students and students who were not from low-income backgrounds were more likely to be enrolled in a range of key advanced courses, such as physics, calculus, computer science, Advanced Placement (AP) and International Baccalaureate (IB) courses, music, and advanced foreign languages, than their Native, Black, and Latino peers as well as students from low-income backgrounds.

This new data underscores persistent issues first identified in the coalition’s 2018 “[Within Our Reach](#)” report: Students who are Black, Latino, and Native, and students from low-income

backgrounds are less likely than their peers to attend schools where advanced courses are offered. And even when they do attend schools that offer these courses, they are less likely to be given access.

That was true even before the pandemic, which has exacerbated many of the persistent inequities in our education system. Now, the state’s path to recovery will rely upon the system’s ability to ensure that all students have access to high-quality academic coursework. As the state leadership focuses its efforts on diversity, equity, and inclusion, they must ensure that all students leave high school prepared for college, careers, and active citizenship.



Ed Trust—NY focuses on education equity during new legislative session

New York Gov. Kathy Hochul’s State-of-the-State agenda and executive budget include several promising proposals to advance educational equity in New York State from birth through college and into the workforce.

During these uncertain times, and as the state continues to look for ways to help New Yorkers recover from the ongoing pandemic, we are encouraged that this administration is focused on educational equity issues.

Among the promising proposals we’ll be watching:

- Improving access to dual enrollment programs and other advanced courses
- Setting an equitable statewide attainment goal
- Expanding New York’s Tuition Assistance Program to include part-time students
- Improving access to high-quality, affordable child care

We look forward to seeing whether and how these proposals, along with other critical equity issues, advance during this year’s state legislative session.

To learn more about all of our efforts in New York, please visit, EdTrustNY.org



Analysis finds differing pathways to earning a degree drive inequitable outcomes in New York State’s higher education system

An [analysis](#) by the REACH NY network of civil rights, student-serving, veteran, and education organizations found that differing pathways to earning a degree drive inequitable outcomes in New York State’s higher education system.

A college degree not only increases graduates’ opportunities for economic mobility, it can also put them on a path toward financial security and earning a family-sustaining wage. Yet, across New York State, college students find themselves on a number of different “pathways” in college, with some far more likely to lead to a degree than others.

A student’s pathway toward their first college degree (associate or bachelor’s) is marked by key “events” that represent important steps and transitions on a student’s journey. While every student is different and, therefore, makes their own unique decisions throughout their education, there are common “events” that students may experience, including transfers and stop-outs.

Now more than ever, economic opportunity and financial security are intertwined with degree attainment. These findings highlight the need to strengthen supports around critical inflection points in a student’s higher education pathway.

Learn more at EdTrustNY.org/REACH.



WHY WE ARE REVVED UP AND READY TO GO

During turbulent times such as these, it's important to remain energized and powered up to push for change. To wrap up this Ed Trust update, our staff wanted to share with you what revs us up!

I am revved up when I see the power of a research-aligned, well-designed curriculum in the hands of teachers. It is making such a difference for the students that have been underserved and underrepresented.

Sara Melton, M. Ed.L.D., Ed.Sp., instructional specialist, The Education Trust—Midwest

I'm revved because our students know what they want. They want healthy schools, healthy teachers, rigorous learning, and support for their mental health. I'm revved because advocacy that lifts student voice can make all of that happen. I'm revved now.

Denise Forte, interim CEO,
The Education Trust

I'm revved up to get our key policy priorities, like increasing Pell and expanding child care access in the Build Back Better Act, over the finish line in 2022!

Reid Setzer, director of government affairs,
The Education Trust,
National Office

I am inspired by the tenacious advocacy of students and families across the country who, despite so much adversity, continue to fearlessly stand up and speak out for equity and justice. Our challenges may be great, but I've never felt more hopeful for our future.

Blair McClure Wriston, senior government affairs associate,
The Education Trust, National Office

I'm revved up to build power across Tennessee during our legislative session — lifting up and sharing the voices of our students, educators, and families during this important time.

Gini Pupo-Walker, state director,
The Education Trust in Tennessee

I am revved up for advocacy because the students that I advocate for remind me of myself and the community/household I grew up in. I get revved up about advocating for 'ME.' I am from a low-wealth neighborhood, living in a single-parent household, a first-generation college graduate, and a student-parent. My experiences encompass my passion for education equity and justice.

Brittani Williams, senior policy analyst for higher education, The Education Trust, National Office

I am a product of advocacy — without the bravery of generations of Black people before me advocating for civil rights and humanity, I would not be able to enjoy the freedoms that I do today. It is my duty, responsibility, and privilege to advocate for my people and all people to enjoy the opportunities that they deserve. I am reminded of that everyday working for an organization like The Education Trust.

Eric Duncan, P-12 data and policy senior analyst – educator diversity, The Education Trust, National Office

I am revved to advocate for, and ensure that, California's record-high budget surplus is prioritizing MY PEOPLE – low-income folks, communities of color, and first-gen students. I want to ensure California lives up to its idea of being a 'progressive beacon' for the nation.

Manny Rodriguez, MPA, government affairs specialist, The Education Trust–West

I am revved up for advocacy by entering 2022 with 'positivity as my focus' as I work to ensure our office and events space is safe for Ed Trust staff and our partners to meet to strategize and push forward in our fight for equity and justice for the nation's students.

Ray Anthony Galloway, operations and events manager, The Education Trust, National Office

I'm revved up for advocacy because there is connection, purpose, and joy to be found in working with others in the fight for equity. With multiple crises underway, I see no other choice but to be in solidarity and build our collective power, especially with students, to fight for a better future. Let's go!

Sarah King, doctoral resident with national and state partnerships, The Education Trust, National Office

Why Are We Revved up and Ready to go?

Last summer, our team went public with our equity coalition, the Michigan Partnership for Equity and Opportunity. The energy and passion our members have shown gets me revved up every day. They attend all of our coalition meetings with hope and unity to improve equitable funding for Michigan's underserved students every time we meet.

Brian L. Love, director of community outreach,
The Education Trust–Midwest

I get revved up for advocacy working with our amazing and inspiring student partners across New York State who have endured so much during this pandemic, but remain committed to advancing educational equity not only for themselves but all students. Their passion, wisdom, and energy give me hope for a better tomorrow.

Tiffany Lankes, communications director, The Education Trust–New York

This quote by Frederick Douglass always has me revved up for advocacy, even when things seem hard: "If there is no struggle, there is no progress."

Allison Socol, Ph.D., assistant director
of P-12 policy, The Education Trust,
National Office

The Education Trust–West's advocacy for Black and Brown students' equitable access to coursework, instructional materials, and highly-qualified instructors that are rigorous, grade-appropriate and culturally responsive keeps me revved up!

Carol A. Hedgspeth, Ph.D., deputy director,
The Education Trust–West

I am revved up for advocacy by the amazing and dedicated team at Ed Trust, who come to work thinking about how to best support advocates in the fight for education equity.

Heather Rieman, director of P-12 policy,
The Education Trust, National Office

I draw inspiration from the students, families, and educators alongside whom we advocate, and from our partners who show up for their communities every single day.

Natasha Ushomirsky, state
director, The Education Trust in
Massachusetts

I feel revved up knowing I work with fellow passionate nerds!

Anna Hyunah Byon, senior policy analyst for higher education policy, The Education Trust, National Office

As we near the two-year anniversary of the WHO declaring COVID-19 a pandemic, it is as evident as ever that American education, like so many institutions and systems across the globe, will never be the same. Now is the time to make sure that this change in American education is ultimately positive, and I feel passionately motivated to work harder in furthering research that advances equity in education.

Hannah Ingersoll, Ph.D. candidate, communications intern, The Education Trust, National Office.

I am ELATED that true equity in the fiscal form has emerged as a priority in our state! We are pumped that more of the communities that I care about most will be able to pursue the credentials and degrees that will change the trajectory of their families! #EducationReducesPovertyIn2022.

Dia N. Bryant, Ed.L.D., executive director, The Education Trust – New York

Right now, when anti-democratic forces have gained enormous political strength, it seems important to once again point out that democracy and public schools share a common fate. Weaken one and the other will wither.

Karin Chenoweth, writer-in-residence, The Education Trust, National Office, in her book, "Districts That Succeed" (Harvard Education Press, 2021)

I'm revved up to see that New York is finally ready to adopt a postsecondary attainment goal, thanks to the hard work of committed advocates fighting to increase access to higher education.

Priyanka Kaura, senior research and policy analyst, The Education Trust–New York



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 families with low-incomes from pre-kindergarten through college. As the nation continues to go through troubling times, generous gifts from donors such as these provide the financial and moral support needed to rev up and continue to press for educational justice. We are continually thankful for your support.

Thank you!

The Education Trust

National Office

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Silver Giving Foundation
Sobrato Philanthropies
Stuart Foundation
Stupski Foundation
The Tides Center
Tipping Point Community
Walter & Elise Haas Fund
Walton Family Foundation
The Weingart Foundation
The William and Flora Hewlett Foundation
Yellow Chair Foundation

The Education Trust

New York

Bill & Melinda Gates Foundation
Carnegie Corporation of New York
The Carson Family Charitable Trust
Early Childhood Partners, NYC in the New York
The Fund for the City of New York
Heckscher Foundation for Children
Hermès of Paris
John R. Oishei Foundation
Lumina Foundation
Community Trust
Overdeck Family Foundation
Pritzker Children's Initiative
Robin Hood Foundation
Walton Family Foundation

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Midwest

Ballmer Group
Bosch Community Fund
Charles Stewart Mott Foundation
DTE Energy Foundation
Grand Rapids Community Foundation
The Kresge Foundation
PNC Bank
Steelcase Foundation
W.K. Kellogg Foundation
Zingerman's Community of Businesses





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.

To view this copy online, please visit EdTrust.org/ed-trust-updates.



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