



PURSuing EQUITY THROUGH POLICIES, PRACTICES, AND PARTNERSHIPS



ALLIANCE FOR EXCELLENT EDUCATION
2018 ANNUAL REPORT

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“

In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education.”

— U.S. Supreme Court Chief Justice Earl Warren
writing for a unanimous court in
Brown vs. Board of Education, May 17, 1954

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The Alliance for Excellent Education (All4Ed) is a Washington, DC–based national policy, practice, and advocacy organization dedicated to ensuring that all students, particularly those underperforming and those historically underserved, graduate from high school ready for success in college, work, and citizenship. all4ed.org



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MESSAGE FROM THE PRESIDENT

May 17, 2019, marks the sixty-fifth anniversary of the Supreme Court’s decision in *Brown v. Board of Education*, which declared segregated public schools unconstitutional. In many ways, the United States has made great progress since the *Brown* decision; regretfully, in many ways, it has not.

In the *Brown* opinion, on behalf of a unanimous court, Chief Justice Earl Warren wrote that education is “a principal instrument in awakening the child to cultural values, in preparing him for later professional training, and in helping him to adjust normally to his environment. In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education.”

Those poignant words are even truer today. The good news is the United States is doing a better job of graduating students from high school than at any point in its history, as evidenced by the record 84.6 percent graduation rate for the Class of 2017. In the last five years, high school graduation rates have increased by 10 percent for African American students and 6 percent for Latino students. However, that is only part of the story. In some states, large graduation rate gaps—as much as 10 percentage points—continue to exist between white students and students of color. Additionally, roughly 2,000 high schools nationwide graduate fewer than 67 percent of their students. These schools disproportionately enroll students from low-income families, students of color, and other historically underserved students. Even among students who earn a diploma, nearly 40 percent take a remedial course in college, delaying—and often permanently stopping—the degree they seek.

As the new chief executive officer (CEO) and president of the Alliance for Excellent Education (All4Ed), I look forward to addressing these issues head-on while building on the organization’s rich history of high school transformation and deepening its work in middle schools, higher education, and internationally.

In my more than forty years as a teacher, principal, district superintendent, state superintendent, and assistant secretary of elementary and secondary education at the U.S. Department of Education, I have seen firsthand what it takes to provide an excellent education to every student.

The positions I have held span local, state, federal, and international levels and have allowed me to gain a breadth of experience and knowledge grounded in research and demonstrated through practical applications. If you knew me in one of my previous roles, you know that nothing is more important to me than prioritizing actions that focus strategically on every child in America, especially those who routinely are underserved. My collective work has sought to change policies, advocate for our most vulnerable youth, transfer research into practice, and transform schools so that every student has the resources, support, and structures necessary to lead a productive and fulfilling life in an increasingly global environment.

All4Ed’s mission of transforming schools that prepare students to assume that productive and fulfilling life is not only essential to the future of our country; it also sings to my heart. That is why All4Ed’s focus on policy, practice, and research, combined with its focus on equity, diversity, and inclusion, makes it an appropriate culmination of my previous work.

From strengthening high school graduation requirements in New Mexico, to supporting teachers’ professional learning in Sioux City, Iowa, to collaborating with the National Urban League, All4Ed spent 2018 working to ensure that more



students of color, students from low-income families, and other historically underserved students graduate from high school with the skills needed to succeed in the next phase of their lives.

As I take the helm of All4Ed, I look back in admiration and appreciation for the course charted by Governor Bob Wise. For fourteen years, he worked tirelessly to give a voice to those without one and championed actions on behalf of those facing the greatest need. I am excited and energized to build on Governor Wise’s work and forge a path toward an excellent education for our nation’s most vulnerable students in 2019 and beyond. After all, it should not take a significant anniversary such as sixty-five to remind all Americans that the United States still has a long way to go to fulfill the promise that Chief Justice Warren outlined so long ago.

Deborah S. Delisle, President and CEO

“
Deb is the perfect leader to guide All4Ed in its next chapter to help advance U.S. secondary education. She has excelled at every level of the U.S. public education system from classroom teacher to U.S. assistant secretary of elementary and secondary education. She has a bold vision for All4Ed that is grounded in equity, informed by experience, and fueled by a relentless drive to tap the potential of every child.”
– Dan Leeds, Chairman, All4Ed Governing Board

ALL4ED’S MISSION AND COMMITMENT TO DIVERSITY, EQUITY, AND INCLUSION

Our **mission** is to promote high school transformation to make it possible for every child to graduate prepared for postsecondary learning and success in life. For more than fifteen years, we have worked tirelessly on behalf of America’s students.

We stand for **diversity, equity, and inclusion** and advocate on behalf of all students who are underperforming, historically underserved, or discriminated against because of their race, ethnicity, culture, class, sexual orientation, gender identity, or mental or physical abilities. This includes students of color, economically disadvantaged students in urban and rural areas, homeless students, students learning to speak English, students with learning differences, and others who frequently slip through the cracks of education systems.

Currently, the potential of too many of these students goes unrecognized and unrealized. Because these students make up more than half of the nation’s K–12 population, focusing attention on their educational needs provides tremendous opportunities to improve individual lives and reinvigorate local communities, break the cycles of intergenerational poverty and the school-to-prison pipeline, promote social mobility, and close significant opportunity gaps dividing too many Americans.

Our mission has brought together a staff of individuals who have devoted some—or all—of their professional lives to creating a more equitable education system and society. Yet there still is much more work to be done to address the full range of inequities that exist. That is why our staff works collaboratively to enhance our knowledge, skills, and expertise in the areas of diversity, equity, and inclusion. This effort strengthens All4Ed’s ability to work with and on behalf of students and communities who do not have the opportunities and support necessary to meet their goals, ensuring that all students receive an excellent education that equips them with the skills they need for productivity and success.

SHAPING FEDERAL AND STATE POLICIES

Whether they are monitoring state implementation of the nation’s main education law, the Every Student Succeeds Act (ESSA), or crafting legislation to support high-quality career and technical education (CTE), federal and state policymakers regularly consult our organization for research, data, guidance, and technical assistance. In 2018, policymakers solicited our feedback on policy proposals, invited our experts to conduct formal presentations and workshops, and tapped our organization’s long-standing policy and advocacy expertise to ensure that federal and state policies promote equity and excellence for the nation’s students.

Supporting the Implementation of ESSA

Under ESSA, states must focus resources on their low-performing schools and students. As the U.S. Department of Education (ED) concluded its approval of [states’ ESSA plans](#) in 2018, states began implementing their systems for holding schools accountable for the performance of historically underserved students and those who are underperforming. With this shift from planning to implementation, ten states and the District of Columbia turned to All4Ed for assistance in developing their statewide visions to improve low-performing schools, build state and district capacity to execute those visions, and support the needs of historically underserved students.

During a day-long October convening that we organized, several state education agencies examined ways to improve their states’ lowest-performing schools that disproportionately enroll students of color. Leaders, who represented departments of education in **Colorado, District of Columbia, Louisiana, Maryland, Massachusetts, Nevada, New Jersey, New Mexico, Ohio, Rhode Island, and Tennessee**, shared their strategies for identifying students’ needs, selecting and implementing evidence-based interventions, and advancing school improvement strategies that develop students’ abilities to think critically and solve complex problems. They also received candid feedback, support, and guidance from our state policy specialists and national partners from **Achieve, Inc.; Bellwether Education Partners; Collaborative for Student Success; Council of Chief State School Officers; EducationCounsel; Education Reform Strategies, LLC; HCM Strategists; Johns Hopkins University**; and the **National Association of State Boards**

of Education on crafting effective systems for school improvement within the new federal requirements under ESSA. Education leaders in **Louisiana, New Mexico, and Tennessee** also worked with our staff to solicit feedback from leading civil rights organizations about their states’ ESSA plans to ensure their accountability systems and school improvement strategies safeguard the interests of historically underserved students.

State and federal legislators likewise turned to our organization for expert advice on how most effectively to monitor implementation of state ESSA plans. Approximately fifty state legislators learned about ESSA’s provisions

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Preparing students for education beyond high school and success in the modern economy should be a fundamental part of the K–12 school system. All4Ed provides essential recommendations to help lawmakers craft policy that strengthens these efforts.”

– **Senator Tim Kaine (D-VA)**

for supporting equitable educational opportunities for historically underserved students when our policy experts presented to members of the **National Conference of State Legislatures** and **NewDEAL (Developing Exceptional American Leaders)**. To support congressional oversight of



Student Amin Robinson describes the college and career pathways in his high school during congressional office visits organized by All4Ed.

Photo by All4Ed

ESSA implementation and prepare for committee hearings in both chambers, members of the U.S. Congress requested technical assistance and briefings from our policy team to understand better how states identify and support schools with low-performing groups of students. **Sen. Maggie Hassan (D-NH)** referenced findings from [our analysis of state ESSA plans](#) during the Senate Health, Education, Labor, and Pension Committee’s September hearing, “The Every Student Succeeds Act: States Leading the Way.”

Ensuring a College- and Career-Ready High School Experience for All Students

We recognize that in order to succeed after high school, students must understand how to apply knowledge to challenging, real-world situations and be able to think deeply, communicate clearly, work collaboratively, and learn independently. To develop these skills, students need exposure to a rigorous, relevant, and engaging curriculum aligned with college-ready standards and career-related expectations.

Members of Congress and senior officials at ED heard firsthand how high-quality college and career pathways provide students with these engaging learning experiences when they met with education leaders from California’s Oakland Unified School District and Alameda County. During congressional and ED office visits that we organized and led in May, the delegation of educators, employers, and a student highlighted how their schools and communities benefit from high school instructional programs that combine rigorous academics with high-quality CTE and work-based learning.

Congress formally acknowledged the value of these types of college and career pathways when it passed the **Strengthening Career and Technical Education for the 21st Century Act (Perkins V)**, which President Donald Trump signed into law in July. As a result of our advocacy efforts, the final law allows states to allocate funding available under Perkins V to create partnerships across school districts, employers, and institutions of higher education to implement instructional pathways integrating rigorous CTE and academic instruction and providing postsecondary credit. We also championed and secured a provision that allows joint professional development between academic and CTE educators. Additionally, Perkins V requires states and districts

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The value All4Ed provides is immeasurable. How much do you value the voice and opinion of the world’s future leaders? All4Ed cares about our aspirations. They advocate for us to have specialized opportunities that will make us successful. I got the opportunity to travel somewhere I’d never been and help advocate for my peers. My experience was great, and I can’t thank [All4Ed] enough for the opportunity.”

– **Amin Robinson, 2018 Graduate**
Oakland (CA) High School’s Visual Arts Academy Magnet Program

to improve the performance of historically underserved students in CTE course work and annually report the percentage of high school graduates who earn recognized postsecondary credentials and credits, new requirements we supported.



State education leaders meet with All4Ed Policy Director Lindsay Dworkin (third from left) during a session on school improvement.

Photo by All4Ed

FEATURE STORY 1: STRENGTHENING HIGH SCHOOL GRADUATION REQUIREMENTS IN NEW MEXICO

In 2018, leaders at the New Mexico Public Education Department (NMPED) began to reevaluate the strength and rigor of the state’s high school graduation requirements. To graduate from high school, students in New Mexico must complete course requirements prescribed by the state; earn at least twenty-four credits; and demonstrate competency in math, reading, writing, social studies, and science. Students typically demonstrate competency by passing an exam in each subject, but the state also allows students to complete alternative demonstrations of competency (ADCs), since many students do not pass all five required competency exams.

Concerned that these ADCs were not true measures of college and career readiness, leaders at NMPED contacted our organization for technical assistance.

“[All4Ed has] a lot of in-house expertise around high schools, so anytime we do anything with high schools, [All4Ed] is our first call,” says Ashley Eden, who served as New Mexico’s deputy secretary of school transformation in 2018. “I don’t think there are any better subject-matter experts out there.”

NMPED leaders wanted the state’s ADCs to be rigorous and promote high expectations for all students. At the same time, they did not want to enact new requirements that required teachers to gain additional training to implement well or that might unfairly preclude students from graduating.

With our guidance, NMPED revised the state’s ADC policy to allow students to graduate with college- and career-readiness options as long as they attempt the subject-specific exam once, rather than twice as previously mandated. The state also developed more rigorous standards for the standards-based portfolios students can submit in place of passing a subject competency exam and added additional ADC options that recognize credits earned through dual-enrollment courses and industry credentials. Finally, based on our recommendations, New Mexico plans to disaggregate by student subgroup the data on students who graduate with one or more ADCs to monitor graduation patterns and ensure that historically underserved students do not pursue the ADC options at disproportionate rates.

“The Alliance for Excellent Education has been an essential partner for New Mexico. Their thought leadership and expertise were instrumental in shaping the state’s top-rated state plan under ESSA and in reshaping our high school graduation requirements to ensure our students’ diplomas of excellence were not ‘paper thin,’” says Christopher Ruszkowski, who served as New Mexico’s education secretary under Republican Governor Susana Martinez from June 2017 to December 2018. “As a result of All4Ed’s ongoing advocacy, research, and resources, New Mexico is well positioned to continue its upward trajectory as we head into this next decade.”



Education leaders in New Mexico worked with All4Ed to revise the state’s high school graduation requirements.

Photos provided by NMPED



BRIDGING POLICIES, PRACTICES, AND RESEARCH

ESSA transfers greater responsibility for student outcomes to states, districts, and schools but also grants them greater flexibility in determining how best to achieve those outcomes. Consequently, district and school leaders have an opportunity to implement new approaches to teaching and learning that better prepare students for the twenty-first-century workplace.

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Through our collaboration with the Future Ready Schools® initiative, we've seen firsthand the powerful role technology can play in personalizing learning and improving student outcomes. The new Digital Equity Program will bring that power to even more underserved students and help us identify and scale best practices across the country.”

– Nicole Anderson, Assistant Vice President of Corporate Social Responsibility, AT&T

To support their work in 2018, superintendents, district and school administrators, and other educators turned to us for information about innovative research-based school improvement practices, guidance on reimagining their learning environments and implementing evidence-based approaches, and resources to support equitable opportunities that enable historically underserved students and those who are underperforming to achieve academic excellence.

Future Ready Schools®
Our **Future Ready Schools®** (FRS) network helps district and school leaders leverage their technology investments to improve learning outcomes for students. FRS offers evidence-based strategies to increase innovation and student-centered learning practices in schools. Education professionals from more than 3,300 school districts—representing nearly 19.1 million students—participate in our FRS network, which offers district and school leaders ongoing professional learning opportunities to realize the potential of their technology purchases with research-based innovative teaching and learning strategies. In 2018, FRS continued to grow and engage district leaders, principals,



Attendees at a FRS institute in Ohio collaborate on their district's plan for student-centered learning.

Photo by All4Ed



Participants in the FRS Digital Equity Program gather with All4Ed's FRS team during the program's launch event.

Photo by All4Ed

instructional coaches, technology leaders, and librarians through programming tailored to each group's unique role in supporting a district's transition to student-centered learning.

Teams of district and school-based leaders from 236 school districts in twenty-seven states received customized professional learning through FRS's five national institutes. During the institutes, district teams used the **Future Ready Framework** to examine their approaches to teaching and learning holistically and shape a vision for student-centered learning in their districts. Breakout sessions focused on innovative instructional practices, professional learning policies, and collaborative leadership and provided school and district leaders with improved strategies affecting classroom activities. The teams built capacity to transform their district's culture and expand leadership, learned how to progress through the **FRS five-step process** for digital transition planning, and created action plans to support their district's digital transformation. Most importantly, participants connected with like-minded colleagues to develop a community of practitioners committed to innovation and supporting one another.

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I viewed the [FRS "I'm Charged"] webinar ... and it was one of the best forty-five minutes I've spent as an educator. In fact, I plan to watch the webinar again and take copious notes. Very grateful and appreciative! Hopefully, All4Ed/Future Ready will plan additional webinars similar to this one.”

– Dana Castine, Director of Math, Science, and Technology
Florida Union Free School District (NY)

Outside the institutes, members of the FRS network continued their professional learning with multiple webinars, case studies, guidebooks, and other resources aligned to the Future Ready Framework. In 2018, more than 20,000 district leaders, school administrators, and educators accessed the **FRS Interactive Planning Dashboard** for research-based strategies and practitioner-recommended resources aligned to their specific needs. Meanwhile, more than 37,000 innovation-focused educators followed the FRS personalized learning networks on Facebook and Twitter, allowing for greater collaboration, expert advice, and the exchange of ideas.



All4Ed Research and Engagement Manager Avril Smart Goggans interviews Superintendent Jerry Almendarez about his school district's involvement in the FRS Digital Equity Program.

Photo by All4Ed

Recognizing that many students—especially students of color and those from low-income families—do not receive necessary supports to achieve and succeed after high school, FRS launched the **Digital Equity Program** in 2018 to ensure that historically underserved students have equitable access

BRIDGING POLICIES, PRACTICES, AND RESEARCH (CONTINUED)



All4Ed Policy Associates Robyn Harper (far left) and Hans Hermann (second from right) meet with members of All4Ed’s High School Advisory Group.
Photo by All4Ed

to opportunities that digital learning can provide. Through this program, leaders from twelve school districts that enroll high percentages of students of color and/or students from low-income families developed and implemented customized digital learning strategies designed to raise learning outcomes for all students and meet each district’s individual improvement needs. The districts—located in **Arkansas, California, Colorado, Iowa, Maryland, Mississippi, New Jersey, New York, and Washington**—received in-person and virtual technical assistance from our FRS team, access to FRS’s suite of resources, and connections with leaders from similar high-need districts to share school improvement and innovation practices.

District leaders beyond those involved in the Digital Equity Program soon will be able to connect with peers for personalized guidance through the **FRS Mentoring Program**. In 2018, FRS selected fifty-two district leaders who successfully are implementing student-centered digital learning strategies to mentor other district leaders seeking additional support with their digital transformation. When FRS pilots the mentoring program in 2019, school and district administrators and their teams will be able to network with mentors and access practitioner-friendly implementation guides for eighty-two strategies aligned with eight research-based core areas essential to the school modernization and improvement process.

Science of Adolescent Learning

Redesigning educational environments also means aligning education policies and practices with scientific research about how students learn and develop. Students experience a variety of rapid physical, neurological, cognitive, and social-emotional changes during adolescence that make this period a critical window for development. Such changes affect how students learn and, likewise, should influence how educators work. By understanding the **science of adolescent learning** (SAL), educators, school and district leaders, parents, community members, and policymakers can create learning environments tailored to adolescents’ unique developmental needs.

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The science of adolescent learning work being done by All4Ed not only brings evidence-based practices into our classrooms, it is the mechanism that will ensure that all students, regardless of race, ethnicity, or social status, are best prepared for a productive life beyond school.”

– **David Patterson Silver Wolf, PhD, Associate Professor**
Washington University in St. Louis

To support this work in 2018, our organization synthesized key SAL research into a set of twenty essential findings or principles of adolescent learning and development. These guiding SAL principles—developed with a team of **twenty-two leading experts and researchers** from disciplines such as neuroscience, cognitive science, psychology, sociology, cultural studies, and medicine—address various topics related to adolescent body, brain, social, emotional, and identity development. Educators and policymakers also can access a series of reports, webinars, and podcasts that our staff created in 2018 that examine the research supporting the principles, discuss implications for school and district leaders to guide their decisionmaking, and offer applications to support school improvement strategies. Our multiple SAL resources received more than 2,800 views and downloads in 2018.

Additionally, approximately sixty principals, teachers, and superintendents who focus on middle school programming heard firsthand about the relevance of SAL research to their school environments when our SAL experts presented to members of the **Association for Middle Level Education**



All4Ed Vice President Winsome Waite explains All4Ed’s SAL work during the IMBES symposium.
Photo by All4Ed

in October. Meanwhile, approximately forty-five SAL researchers learned about the role they can play in translating their research and supporting practitioners and policymakers in implementing SAL principles during our September presentation at the **International Mind, Brain, and Education Society** (IMBES) symposium.

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The time has arrived to bridge the gap between practitioners, researchers, and policymakers. The stakes at hand have never been higher in terms of a need for students to be college and career ready. Therefore, the work that is being led by the Alliance for Excellent Education in the science of adolescent learning is critical.”

– **Hector Garcia, PhD, Superintendent**
Community Consolidated School District 181 (IL)

All4Ed By the Numbers

10,970 Webinar Registrants
3.5 million Organic Impressions/Views of Tweets
50,000 Twitter Engagements (Retweets, Likes, Clicks, Etc.)

All4Ed’s FRS Network

3,300+ School Districts
19.1 million Students
1.1+ million Teachers

FEATURE STORY 2: SUPPORTING TEACHERS' PROFESSIONAL LEARNING IN SIOUX CITY (IA) COMMUNITY SCHOOL DISTRICT

Sioux City Community School District (SCCSD), a small city district located in Woodbury County, Iowa, has a progressive history of supporting student success through innovative curricula and technology-enhanced learning environments. Trends in student performance, as well as challenges with attendance, forced the district to think differently about the ways it approaches student learning. State assessment data from 2016 showed significant gaps in student achievement for Native Americans, African Americans, Latinos, students from low-income families, and English language learners. Of the district's 14,600 students, 51 percent are students of color and 63 percent receive free or reduced-price meals. Nearly 20 percent of students are English language learners, and international students from African, South American, and Asian countries enroll in SCCSD at high rates.

As a means of addressing the district's inequities in academic achievement, SCCSD worked with our FRS network to develop a teacher professional learning program known as the Future Ready Cohort. The program, which began in 2017, provides teachers with training on instructional approaches that highlight the use of technology to personalize student learning. In 2018, SCCSD joined the FRS Digital Equity Program for additional support to expand the professional learning initiative to reach teachers in SCCSD's lowest-performing schools specifically.

"The most beneficial thing [about working with FRS] has been the well-run and well-organized workshops that caused us to take the next steps in our journey," says Associate Superintendent Kim Buryanek. "Other school districts should know [that All4Ed] is an organization that has great resources, great training opportunities, and provides a lot of support to districts working with them."

In addition to participating in the FRS summits, institutes, and webinars, SCCSD formed a network with other FRS districts and the various presenters and experts from FRS events whom the district contacts for ongoing support and expertise, Buryanek adds. Additionally, Buryanek appreciates how the Future Ready Framework provides strategic and organized steps districts can follow easily during their digital learning planning and implementation. She credits FRS with helping the district's leaders reimagine the educational environment for students.

"I'm really proud of the Future Ready Cohort that has been developed in Sioux City Community School District," says Buryanek. "Teachers are doing great things in the classroom with kids and students are making academic gains because of it. I recognize that Future Ready Schools® was a key partner in making that happen, so thanks for the opportunity to be involved. We're very grateful."



SCCSD worked with All4Ed's FRS program to train teachers on instructional approaches that use technology to personalize student learning.
Photos provided by SCCSD

FORGING STRONG PARTNERSHIPS

Improving the educational outcomes of historically underserved students requires a comprehensive, multifaceted, and systemic approach to school improvement. Such transformation requires a collective effort from district, state, and federal policymakers; educators, school leaders, and other practitioners; researchers; and civil rights and advocacy organizations.

In 2018, we leveraged our existing connections with policymakers, practitioners, researchers, and advocates and nurtured new relationships to build active partnerships and networks designed to move from linear to exponential gains for students and increase our overall impact.

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The Alliance for Excellent Education (All4Ed) has been a key partner in planning the Global Science of Learning Network. The collaboration of the proficient and innovative team at All4Ed has accelerated the initiative into the space of policy and philanthropy, providing opportunity for an integrated global movement for impact.”

– **Andrea Chiba, Codirector**, Temporal Dynamics of Learning Center, University of California–San Diego

Leveraging a Global Network

Maximizing worldwide implementation of science-based strategies to meet the learning needs of students requires a global collaborative of scientists, practitioners, policymakers, and philanthropists. To begin planning this Global Science of Learning Network (GSLN), leaders from the **Temporal Dynamics of Learning Center** at the University of California–San Diego and the **National Public Education Support Fund** partnered with our organization to convene forty-seven participants representing the scientific, practice, policy, and philanthropic communities in September. The participants, representing **Argentina, Australia, Brazil, China, India, Switzerland, the United Kingdom, and the United States**, crafted a shared vision for the GSLN and outlined a series of recommendations for proceeding with the global effort in 2019.

The **Salzburg Global Seminar** (Salzburg Global) also tapped our expertise on SAL in 2018. Fifty-six educators, researchers, advocates, and leaders from universities, nonprofits, businesses, and the ministries of education in twenty-nine countries learned how SAL research can support the development of adolescents’ social and emotional skills during our presentation and participation at Salzburg Global’s December program “Social and Emotional Learning: A Global Synthesis.”

Building State Capacity

Thirty states and the District of Columbia partnered with us in 2018 to leverage our FRS resources to support their districts with planning and implementing digital learning strategies. Eleven of these states—**California, Illinois, Indiana, Massachusetts, Nebraska, New Hampshire, New Jersey, Ohio, Utah, Wisconsin, and Wyoming**—also collaborated with us to create state-specific workshops and customized plans to support individual statewide initiatives and build their internal capacity to support districts implementing personalized digital learning strategies.

Meanwhile, forty-five national organizations and thirty-one regional partners regularly collaborate with us to align our Future Ready Framework with state-specific conferences and support states and districts implementing student-centered learning strategies as part of their participation in the FRS network.



All4Ed Innovation Director Tom Murray (left) connects with school leaders from Calexico Unified School District during the FRS California state workshop.

Photo by All4Ed

Supporting Fellow Advocacy Organizations

In 2018, fellow national advocacy organizations joined with us to advance policies and practices that improve outcomes for historically underserved students. In June, the **National Center for Learning Disabilities** collaborated with us on an event that focused on enhancing student self-advocacy and self-determination in personalized learning environments to give students with disabilities a greater say and more options in directing their learning. Also in June, we partnered with **UnidosUS** to urge Congress to protect the rights of undocumented immigrant students after President Trump repealed the Deferred Action for Childhood Arrivals Program (DACA).

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The Future Ready Framework, with its focus on personalized learning and technology as an accelerator for learning, aligns with the student-focused approach in Ohio. #FutureReadyOH assists districts in planning the transformation to environments that personalize learning and pathways for all students. As Ohio shifts to recognize there are multiple pathways to a successful future, being prepared for a technology-driven workforce is an essential key to any pathway.”

– **Paolo DeMaria, Superintendent of Public Instruction** Ohio Department of Education



All4Ed Governing Board Chairman Dan Leeds and All4Ed Vice President C. Lynn McNair (left) discuss the needs of the GSLN.

Photo by All4Ed



FEATURE STORY 3: ADVOCATING FOR EQUITY WITH THE NATIONAL URBAN LEAGUE

For more than a decade, the National Urban League (NUL) and All4Ed have collaborated to advocate on behalf of historically underserved students. Starting in 2007, our two organizations partnered on the Campaign for High School Equity to champion federal, state, and local reforms to align middle and high school standards, assessments, and accountability systems with college and career expectations.

Together we have led coalitions of civil rights organizations to push for federal support for historically underserved students and educate members of Congress, ED, and state leaders about the impact of state policies on underserved and underperforming students. When ED granted states waivers from provisions of the No Child Left Behind Act starting in 2011, our two organizations advocated together on Capitol Hill and in states to expose state accountability systems that overlooked or masked the performance of low-performing groups of students.

Later, during the development of ESSA, NUL and All4Ed continued to emphasize the importance of having the performance of subgroups of students truly matter in state accountability systems. Through our collective advocacy, we secured provisions in the final law that strengthened requirements for states and districts to support historically underserved groups of students and intervene when subgroups of students consistently perform below their peers.

Now, as attention for student outcomes shifts from the federal government to states, our two groups continue to share resources and expertise to track states' ESSA implementation, with an eye toward equity. Through joint analyses, NUL and All4Ed have identified state policies that fail to protect the needs of historically underserved students and worked together to help community leaders advocate on behalf of these students.

Leaders at NUL say they partner with us because of the education policy expertise our organization possesses as well as our capacity for policy research and analysis, the credibility of our work, and our willingness to share our subject-matter knowledge with fellow advocacy organizations. Meanwhile, by partnering with NUL and its affiliates, we connect with the communities where historically underserved students live and learn, broadening both our understanding of students' experiences and our ability to support changes in policy and practice. The partnership between NUL and All4Ed demonstrates the impact that collective action can have in advancing equitable educational opportunities for historically underserved students.



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Partners like All4Ed, who are content specialists, help strengthen our own capacity as thought leaders in the education reform conversation, which makes us more effective advocates; meanwhile, we can share our specific expertise gained from supporting underserved communities to ensure that policy is informed by the experiences of the practitioners and clients in the 300 communities we serve.”

– **Marc H. Morial, President and CEO**
National Urban League



Top: All4Ed Vice President Phillip Lovell discusses state ESSA implementation at an NUL conference. Bottom: Former All4Ed President Bob Wise (right) connects with NUL President and CEO Marc Morial (left) during a session about equity and ESSA.

Photos provided by NUL



DONORS

We gratefully acknowledge the generous support of the following foundations, corporations, and individuals in 2018. Through these partnerships, All4Ed influences policy and practice to ensure that all students, particularly those historically underserved and those underperforming, graduate from high school ready for success in college, work, and civic participation.

Amazon Web Services, Inc.	Sue Levine
Jason Amos	Phillip Lovell
AT&T	McGraw-Hill Education
Bill & Melinda Gates Foundation	C. Lynn McNair
bulb Digital Studios	National Cooperative Bank
Carnegie Corporation of New York	National Public Education Support Fund
Chan Zuckerberg Initiative	Kathleen and Michael O’Keefe
Claude Worthington Benedum Foundation	Omaha Public Schools
Leslie Cornfeld	Vijay Ravindran
Discovery Education	Roberto J. Rodríguez
Follett School Solutions	Charles P. Rose
Frederick Frelow	Elizabeth Schneider
The Grable Foundation	Karen Schofield-Leca
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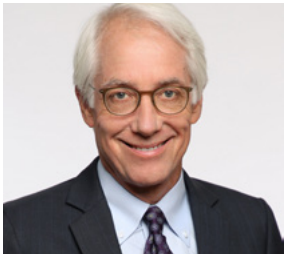
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These individuals served on All4Ed’s governing board as of December 31, 2018.



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Vice President of Practice

Caroline Waldman
Communications and Social Media Manager

These individuals served on All4Ed’s team as of February 1, 2019.

CALL TO ACTION

How can you support our vision and work?

COMMUNICATE

Visit all4ed.org to learn more about the programs, strategies, and efforts that support the needs of historically underserved students and those who are underperforming. You will find resources that communicate the benefits communities, states, and the nation can realize by increasing students’ levels of educational attainment and tools to support efforts at the local, state, and federal levels to improve the high school experience for all students, particularly those historically underserved and those underperforming.

ADVOCATE

Contact your school principal, district superintendent, school board members, chief state school officer, state legislator, governor, and members of Congress to advocate for high-quality programs (all4ed.org/High-School-Solutions/) that prepare young people for success in college and a career.

DONATE

Be a part of our mission to ensure equity for all students, especially those historically underserved. Please consider making a tax-deductible donation at all4ed.org/take-action/donate/.



All4Ed Senior Associate Monica Almond explains the new Perkins V law during a webinar in All4Ed’s studio.
Photo by All4Ed

“

Creating learning opportunities that enable all young people to develop, thrive, and succeed long term will require transformation at the school and system levels. All4Ed operates at the intersection of policy, research, and practice and is uniquely positioned to advance an equity agenda for all learners. Leveraging its role as a policy influencer with strong connections in the field, All4Ed continues to lead on issues related to high school reform and adolescent development. In its newest initiative focused on the science of adolescent learning and development, All4Ed is committed to grounding action in evidence in order to produce next-generation solutions for learners.”

— Saskia Levy Thompson
Program Director, New Designs to Advance Learning
Carnegie Corporation of New York



FINANCIAL REPORT

January 1—December 31, 2018

2018 REVENUE AND SUPPORT	PERCENTAGE	AMOUNT (\$)
Corporations	11.81%	\$807,500
Foundations	66.61%	\$4,551,463
Individuals	5.39%	\$368,816
Investment Income	1.93%	\$132,010
Other	0.82%	\$56,314
Rental Income	0.24%	\$16,850
Reserve Distribution	13.17%	\$900,000
TOTAL	100%	\$6,832,953

2018 EXPENSES	PERCENTAGE	AMOUNT (\$)
Program	62.26%	\$4,098,313
Management and General	22.99%	\$1,513,276
Development	10.88%	\$716,014
Communications	3.88%	\$255,383
TOTAL	100%	\$6,582,986

TOTAL ASSETS	AMOUNT (\$)
Cash and Receivables	\$1,150,181
Investments	\$3,643,742
Property and Equipment	\$181,567
TOTAL	\$4,975,490

TOTAL LIABILITIES AND NET ASSETS	AMOUNT (\$)
Liabilities	\$750,839
Net Assets	\$4,224,490
TOTAL	\$4,975,329

The Alliance for Excellent Education (All4Ed) is a Washington, DC–based national policy, practice, and advocacy organization dedicated to ensuring that all students, particularly those underperforming and those historically underserved, graduate from high school ready for success in college, work, and citizenship. all4ed.org

 @All4Ed  facebook.com/All4ed

Note: Figures in this financial summary have not been audited.

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“

If you knew me in one of my previous roles, you know that nothing is more important to me than prioritizing actions that focus strategically on every child in America, especially those who routinely are underserved.”

— Deborah Delisle
All4Ed President and CEO



ALLIANCE FOR EXCELLENT EDUCATION 2018 ANNUAL REPORT

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