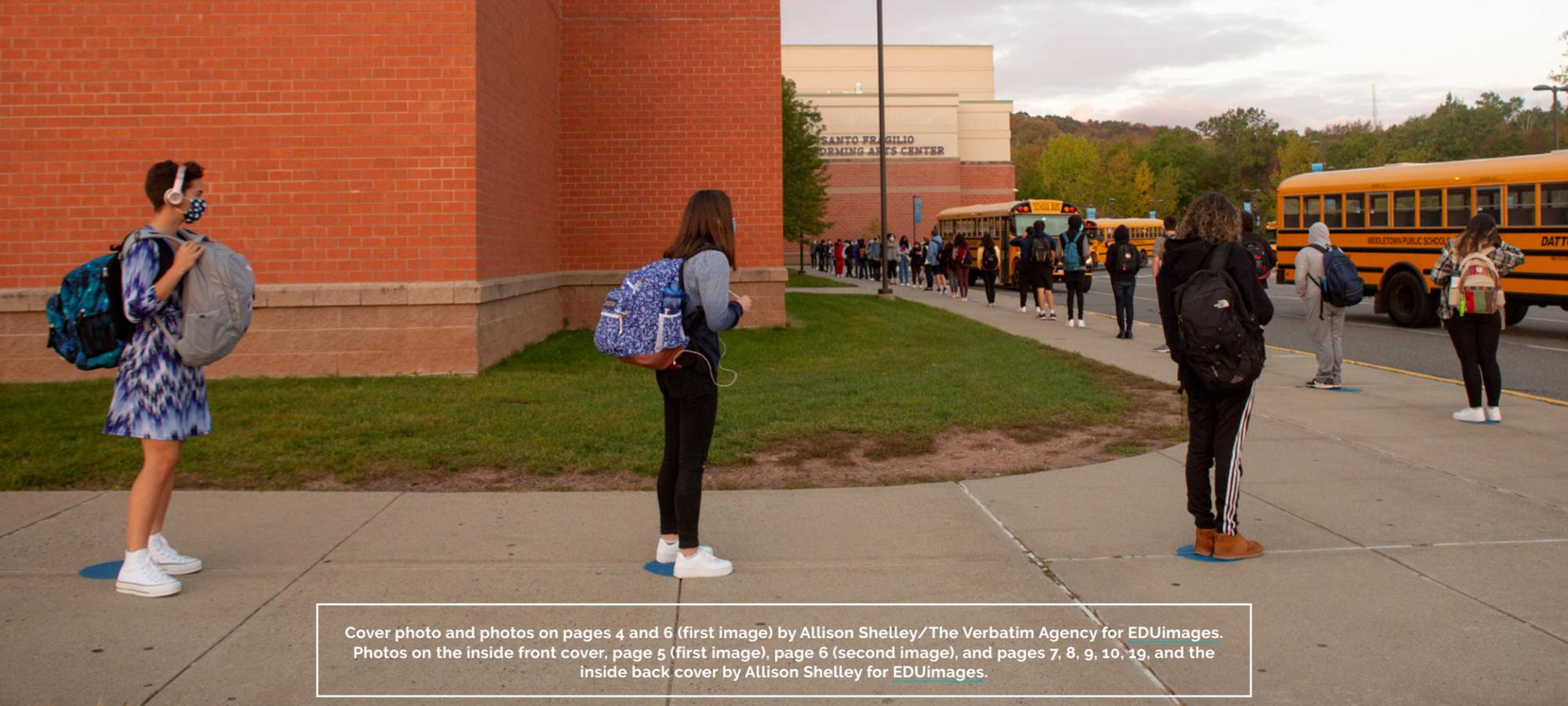




All4Ed

2020 Annual Report

20 Years of Impact



Cover photo and photos on pages 4 and 6 (first image) by Allison Shelley/The Verbatim Agency for EDUimages. Photos on the inside front cover, page 5 (first image), page 6 (second image), and pages 7, 8, 9, 10, 19, and the inside back cover by Allison Shelley for EDUimages.

## Mission

All4Ed advances equitable policies and practices so all students, especially those from underserved communities—particularly students of color and those from low-income families—graduate from high school prepared to complete postsecondary education and achieve success in a rapidly changing world.

## Vision

All4Ed envisions a nation in which every student has access to an excellent education as a fundamental human right. Our country's future depends on all graduates being able to exercise the intellectual, social, and emotional competencies necessary to succeed in our democratic society.

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“ We owe it to our students to ensure that the challenges they overcame in 2020 were not in vain.”

—Deborah S. Delisle, All4Ed President, and Dan Leeds, Chairman, All4Ed Governing Board

2020 showed us how ubiquitous technology has become in our lives for work, education, and social connections. During the past year, our iPhones became a lifeline to the outside world. Amazon Prime’s two-day delivery service provided us with all our household goods with a simple click of the mouse. We connected with friends over Zoom, followed their lives on Facebook, and entertained ourselves with viral YouTube videos and our favorite streaming services.

Twenty years ago, none of these things existed. Since the last half of the 20th century, our national economy has shifted from one based primarily on manufacturing industries to one driven by knowledge-intensive activities that support technological advancements. This transition has accelerated during the last two decades, accompanied by a growing need for a highly educated workforce. We have transitioned from a nation supported primarily by high school-educated labor to one in which postsecondary education or training has become a prerequisite for most good-paying jobs.

When our founders, Gerard and Lilo Leeds, created All4Ed in 2001 they understood the vital role education plays in an evolving

economy. They also recognized that deep systemic inequities prevent students in marginalized communities from accessing the high-quality learning and opportunities necessary to succeed in our new knowledge-based culture. It became All4Ed’s mission to ensure that *all* students, particularly those of color and those from low-income families, receive an excellent education and graduate from high school prepared to succeed in our rapidly changing world.

**As we celebrate All4Ed’s 20th anniversary, several key accomplishments come to mind:**

- In 2004, the U.S. Congress appropriated \$25 million to support programs focused on improving the reading skills of middle and high school students, thanks to our advocacy efforts.
- A decade later, we led a campaign to expand broadband internet service in schools.

As a result of our work with the Obama administration and a coalition of advocacy groups, the Federal Communications Commission (FCC) approved a \$1.5 billion increase in E-rate funding and the number of students with access to high-speed internet service in school nearly doubled between 2015 and 2019.

- In 2014, we launched our [Future Ready Schools®](#) (FRS) network, in partnership with the U.S. Department of Education, to help school district leaders nationwide develop and implement sustainable, forward-thinking plans for pairing effective technology and quality instruction. What started as a coalition of national partners and a series of regional summits quickly grew into a network of more than 31,000 district and school leaders.
- For decades, federal education policy focused mainly on elementary schools.

Thanks largely to All4Ed’s work, the 2015 Every Student Succeeds Act (ESSA) highlighted high schools by ensuring states report accurate high school graduation rates and support high schools with graduation rates below 67%.

- Then, throughout 2020, we successfully advocated for critical federal funding for states and districts and provided educators with the professional support they needed to keep students learning during the COVID-19 pandemic.

2020 was not only a milestone year for us. It was a monumental year for our nation and the world as the pandemic ravaged our communities and shuttered schools. In many ways it was a year of losses—lost lives, lost connections, lost learning. Yet, we also must

acknowledge how much our students *gained* during the past year. Many students learned valuable lessons in resilience, perseverance, flexibility, and time management. Some became self-directed learners empowered by a newfound sense of agency and ownership for their learning. The pandemic forced schools to educate students in new, innovative, and personal ways and to support their social and emotional needs in addition to their academic ones. As the pandemic subsides and students return to in-person school, we must carry these student-centered approaches with us. We have an opportunity to reimagine education, and we owe it to our students to ensure that the challenges they overcame in 2020 were not in vain.

Looking ahead, 2021 marks a transition for our schools and for us as an organization. Soon

we will unveil our new branding, new website, and new name—All4Ed. Our commitment to equity for students, though, remains. In the coming months, we will strengthen our existing federal advocacy, accelerate our state policy work, and expand our capacity to influence local policy. Student engagement will be central to our work as we identify ways to organize and empower youth to develop student agency and build their capacity to influence effective policies. Additionally, we will continue to grow our FRS network and expand its reach to new locations and audiences.

Education should offer hope to students every single day. We are proud to lead All4Ed in this enhanced phase of its work and invite you to join us on the next leg of our journey.



**Deborah S. Delisle,  
President and CEO**



**Dan Leeds, Chairperson,  
All4Ed Governing Board**

# 20 Years of **Impact**

## 2001..... Gerard and Lilo Leeds establish the Alliance for Excellent Education (All4Ed).

When Gerard and Lilo Leeds created All4Ed they believed every student had the right to an excellent education, and they charged us with ensuring that this right becomes national policy. During our past 20 years, we have worked to fulfill this vision by advocating for federal and state policies and by supporting school districts directly.

As we highlight 20 years of our impact on the following pages, we honor the legacy of our founders and recognize the accomplishments we have made to reduce the historic barriers that have deprived far too many students of their right to a high-quality education.

"We think education is primary," Mr. Leeds told *The New York Times* in 1998. "Education can change the world."

We couldn't agree more.



## 2004.....

The U.S. Congress appropriates \$25 million for the Striving Readers Program to improve the reading skills of middle and high school students.



## 2007.....

Both chambers of Congress introduce the Graduation Promise Act, which calls for dedicated funding to support low-performing high schools.

All4Ed raises awareness about monitoring the academic performance of U.S. students against their international peers through the Programme for International Student Assessment (PISA) and the importance of creating a globally competitive workforce.



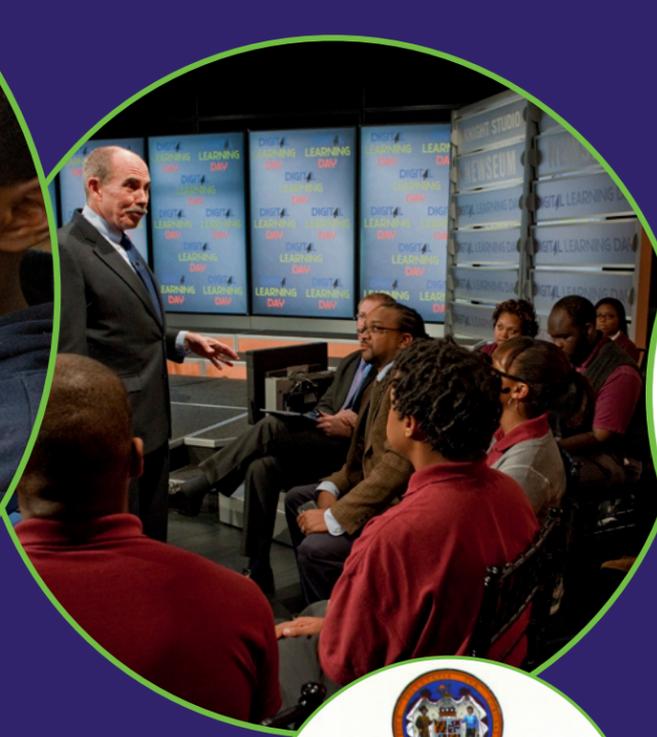
## 2008.....

The U.S. Department of Education issues regulations requiring all states to calculate their high school graduation rates in a uniform way, ensuring states do not obscure the performance of certain student groups.

All4Ed examines and elevates how improved high school graduation rates benefit local, state, and national economies. The annual research engages community and business leaders in local and state efforts to improve student outcomes.

## 2009.....

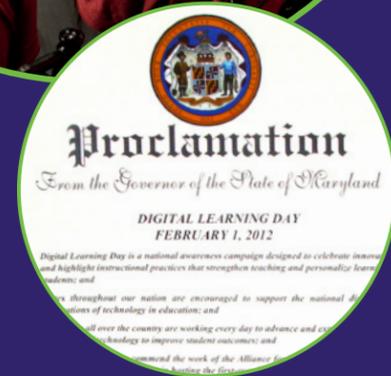
All4Ed supports state leaders in their efforts to develop college- and career-ready learning standards for students.



## 2011

All4Ed creates the Center for Digital Learning to promote policies and practices that advance student-centered learning strategies supported by technology.

The U.S. Department of Education allows states to waive certain provisions of the No Child Left Behind Act if they adopt specific education reforms, including ones focused on improving low-performing high schools.



## 2012

Thirty-nine states, 19,000 teachers, and 1.7 million students participate in All4Ed's first Digital Learning Day. The celebration becomes an annual event that showcases how technology can elevate and personalize student learning.

## 2014

More than 1,000 districts join All4Ed's new FRS network, launched in partnership with the U.S. Department of Education.

The FCC approves a \$1.5 billion increase in E-rate funding and the number of students with access to high-speed internet service in school nearly doubles between 2015 and 2019.

## 2015

ESSA becomes law and includes key provisions requiring states to identify and support low-performing groups of students and high schools with low graduation rates.

## 2017

Advocates and leaders from 16 states and the District of Columbia turn to All4Ed for guidance and support with their state ESSA plans.

## 2018

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) becomes law and includes new provisions championed by All4Ed to prepare more young people for high-skill, high-wage careers.

All4Ed integrates emerging research on human learning and development into its FRS offerings to help schools and districts design effective learning environments grounded in the learning sciences.

## 2019

All4Ed's state policy assistance expands and the FRS network continues to grow.



40

States and U.S. territories supported by All4Ed's work



26,970

Educators engaged in FRS online communities

# Impact in 2020



3,500

FRS districts



20+ million

Students represented



31,261

Educators engaged in  
FRS online communities

The COVID-19 pandemic caused a near-total shutdown of the U.S. school system in 2020 and forced more than 55 million students to transition to home-based remote learning practically overnight.

As school and district leaders adjusted to this new, and unexpected, type of instruction, we advocated for critical federal resources for states and districts and provided educators with the professional support they needed to keep students learning.

Through our advocacy efforts with our partners, the U.S. Congress passed the Coronavirus Aid, Relief, and Economic Security (CARES) Act without harmful waivers to students' civil rights as well as legislation that provided [\\$900 billion in federal funding to support COVID-19 relief efforts](#). The relief bill, signed into law in December 2020, included \$82 billion specifically for K-12 schools, districts, and postsecondary institutions.

The legislation also included \$3.2 billion to provide low-income households with discounts on home internet access and subsidies to purchase a computer or other device. This victory and our ongoing advocacy provided a critical

foundation for an additional [\\$1.9 trillion relief package](#) signed into law in 2021 on the one-year anniversary of the COVID-19 pandemic.

**“A high-quality K-12 education provides students with the skills and resources they need to navigate the modern economy. All4Ed is a crucial partner in the effort to create a more equitable educational system and expand the opportunities available to all students as they look toward their futures.”**

—Georgia State Sen. Elena Parent

Meanwhile, superintendents, principals, instructional coaches, technology leaders, and librarians turned to our FRS network



for real-time professional learning about transitioning to [remote learning](#) and supporting students effectively in this new environment. Nearly 6,400 educators received guidance at FRS' 14 [virtual workshops and summits](#).

Additionally, school-based educators, district leaders, and other advocates accessed on-demand training through our [podcasts](#), [webinars](#), and other [resources](#) nearly 25,000 times.

In addition to helping states and districts with their pandemic responses, we continued to monitor state implementation of ESSA. Our [When Equity Is Optional](#) series highlighted results from the first year of ESSA implementation in 10 states and exposed the wildly varied approaches states have taken to school ratings and school improvement. Our [virtual release event](#) featured All4Ed President Deb Delisle and CEOs from The Education Trust, National Urban League, and UnidosUS and *New York Times* education correspondent Erica Green. The event examined the implications of ESSA's implementation for students of color and students from low-income families.

We also continued to support state and local policymakers in the [NewDEAL Forum Education Policy Group](#) as they explored ways to align educational opportunities with workforce expectations in their states and communities. With our support, the group—led by Georgia State Sen. Elena Parent, Montgomery (Alabama) Mayor Steven Reed, and former Sacramento (California) Mayor Christopher Cabaldon—released [recommendations](#) for building high-quality college and career pathways for students.

“Because of the COVID-19 pandemic, it is an American imperative that we create equitable systems for students, which I am proud to call Future Ready Schools® a partner in this work. The team at Future Ready Schools® challenges me to be a better educator every day for my parents, students, and community.”

—Michael T. Conner, Ed.D. Superintendent, Middletown (Connecticut) Public Schools

“The last year has demonstrated just how important it is for 100% of us to be connected to broadband. That's especially true when it comes to students caught in the homework gap. We must make sure that no student is left offline. This effort starts with good data so kudos to All4Ed for its smart contributions to inform policymaking about the homework gap.”

—Jessica Rosenworcel, Acting Chairwoman, FCC



**7,500+**  
Educators, parents, and advocates joined our [home internet access](#) campaign

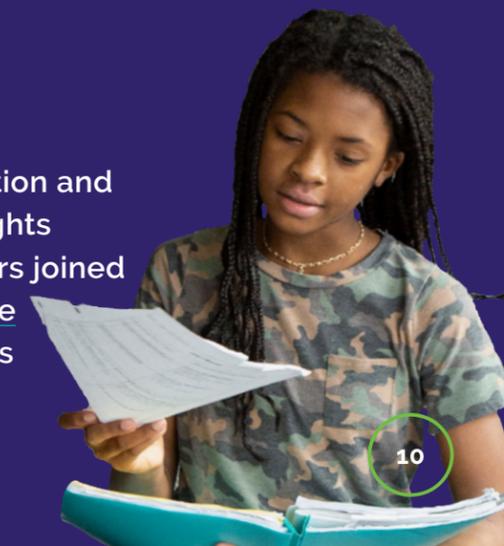


**180**  
State and local elected officials supported through the NewDEAL



**13**  
Education and civil rights partners joined

us to develop [guidance](#) on supporting students during the pandemic





### Closing the Homework Gap in Middletown City (Ohio) School District

“ The [FRS] network is second to none. ... Having access to other districts and educators who are diverse and bold in their thinking is absolutely where you want to be.”

—Superintendent Marlon Styles, Jr., Middletown City School District

On any given day, about 30% of students in Middletown City (Ohio) School District lack the home internet connectivity they need to participate in learning activities outside of school. It's a reality that Superintendent Marlon Styles, Jr., and his team have worked diligently to address since he arrived in the urban school district four years ago.

When schools closed in March 2020 in response to the COVID-19 pandemic, Styles realized his team had to accelerate its efforts. The district's first step was to leverage the culture of innovation and commitment to equity it had cultivated through its participation in our FRS network.

“The homework gap is definitely present here in Middletown City Schools,” explains Styles. “We need to be relentless in ensuring that the future ready experiences we create inside the classroom are accessible to all students when they leave our school buildings.”

As a short-term solution, the district adjusted its school-based technology infrastructure to allow students to access the district's Wi-Fi network from school parking lots. However, Styles knew that still would leave many students “logged out” from learning at their homes considering that all of Middletown City's 6,485 students receive free or reduced-price meals through the school system.

So Styles worked with a collection of community partners to develop a plan and raise funds to provide free home internet access to students in need. In fall 2020, all students in third through 12th grade also received a district-issued laptop computer to use at home and at school.

“As a Future Ready district we have to do our part to make sure our kids are connected the best we can,” Styles explains. “If we can knock that [connectivity] barrier down and send our devices home every day, then—remote

learning or not—we will be able to continue to integrate technology and extend learning beyond the school day and into homes.”

Additionally, the district's involvement with FRS provides Middletown City with access to a diverse network of like-minded educators to share innovative ideas and exchange practical resources to support the district's implementation of the Future Ready Framework, he adds.

“As a Future Ready leader, you look at all parts of the Future Ready Framework,” Styles says. “They don't operate in isolation. They are pieces that work in unison and the [district] culture is influenced by the different components of the framework. ... The Future Ready Frameworks really serve students of all backgrounds ... [and] the [FRS] network is second to none. ... Having access to other districts and educators who are diverse and bold in their thinking is absolutely where you want to be.”

Photos provided by Middletown City School District



### Val Verde (California) Unified School District Leads with “Love, Empathy, and Grace” During the COVID-19 Pandemic

Last August, the [Val Verde \(California\) Unified School District](#) began the 2020–2021 school year with all 20,000 students engaged in high-quality distance learning. Like districts nationwide, Val Verde implemented full distance learning in spring 2020 to protect the health and safety of students, staff, and families during the [COVID-19 pandemic](#).

“**The Future Ready Framework gave us something to center and focus our thinking. ... It helped us more broadly communicate the direction we were going ... The Future Ready Schools® plan was front and center for us.**”

—Superintendent Michael R. McCormick, Val Verde Unified School District

Unlike some districts, though, Val Verde already had the tools, resources, and plan in place to transition students seamlessly to a remote environment thanks to the district's preparation and participation in our FRS network.

“When COVID first hit, we were all in a panic,” Superintendent Michael R. McCormick admits. “We thought, ‘do we need to change strategy?’ But we went right back to our Future Ready plan. If we keep following this, we will be in great shape.”

Val Verde joined the FRS network about six years ago after signing the [Future Ready District Pledge](#). Almost

immediately, the district began working on its digital learning plan, analyzing its readiness in the seven key areas (called [gears](#)) of the [Future Ready Framework](#) and moving through the FRS [five-step](#) planning process.

Prioritizing equity was critical in this high-needs district where 80% of students come from economically disadvantaged families, 95% are students of color, and about 20% are learning English as a second language.

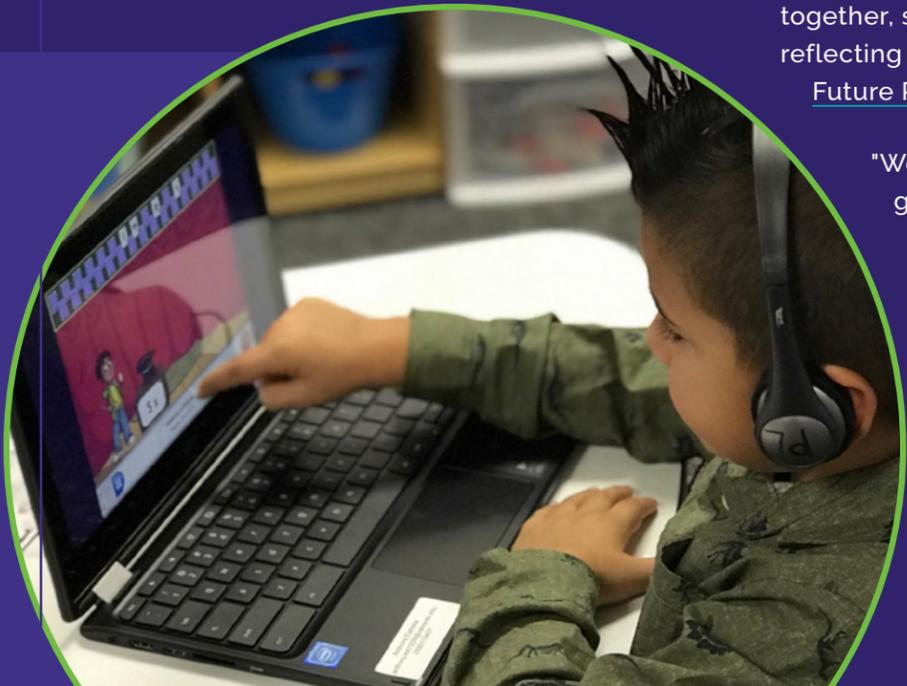
“The Future Ready Framework gave us something to center and focus our thinking,” McCormick says. “We got to work on the [framework] gears, put a team together, surveyed, and spent some time reflecting on and writing our [Future Ready plan](#).”

“Working our way through the gears created a north star for our district,” he continues. “It helped us more broadly communicate the direction we were going, realize the importance of having our

technology refresh cycle in place, provide professional development to our teachers, and [share] the vision and direction for the overall organization. The Future Ready Schools® plan was front and center for us.”

Throughout the district's journey, Val Verde has drawn on the collective expertise of FRS' 3,500 district members and also served as a mentor to new districts beginning their transition to digital learning. As districts navigate the uncertainties the pandemic still may bring, McCormick encourages his fellow [district leaders](#) to remain connected to their teams, school-based staff, [communities](#), and each other.

“This is a time to lead with love, empathy, and grace,” McCormick says. “I've learned the power of supporting people in this very difficult time. ... When you support the teachers and staff, they will show that love, empathy, and grace to the students we serve. ... One of the ways we can strengthen our connections with each other is by sharing our vulnerabilities and acknowledging that there are more questions than answers. But if we work hand in hand, we can find those solutions together.”



Photos provided by Val Verde Unified School District

# Supporters

## Foundations

AT&T Foundation

Bill & Melinda Gates Foundation

Carnegie Corporation of New York

Chan Zuckerberg Initiative

Grantmakers for Thriving Youth Policy Working Group

The James Irvine Foundation

The Joyce Foundation

Stuart Foundation

W.K. Kellogg Foundation

Walton Family Foundation

William and Flora Hewlett Foundation

“ For the past two decades, All4Ed has been at the forefront of advancing equity in education. Starting with a focus on federal policy, their impact can now be seen in states and districts as well. The organization has evolved over time; however, their commitment to equity and impact has never wavered.”

—Kent McGuire, Director, Education Program,  
William and Flora Hewlett Foundation

“ I believe education for all is integral to our best collective future. As a board member and a donor, I support All4Ed because the organization works tirelessly and effectively advocating for a better, more equitable education system across our country.”

—Mark Strickland, Individual Donor and All4Ed Board Member

## Individuals

Leslie Cornfeld

Deborah Delisle

Lia Dossin

Lindsay Ellis

Akram Esmali

Frederick Frelow

Jonathan Glass

Sara White Hall

N. Gerry House

Joan Huffer

Dan and Sunita Leeds

Sue Levine

Phillip Lovell

Kathleen and Michael O'Keefe

Vijay Ravindran

Roberto Rodríguez

Charlie Rose

Juan Sepúlveda

Eliot Spitzer

Gary Stein

Mark Strickland

Dylan Tarango

Kay Thaiwadhana

Harry Wilson

## Corporations

All Covered IT Services from  
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Classcraft Studios Inc.

ClassLink, Inc.

Edgenuity Inc.

Follett School Solutions

Microsoft Corporation

Pear Deck, Inc.

R3 Collaborative (Edthena)

Zoobean, Inc.

“ The future is here. Never in history, has there been a better time for librarians to embrace the Future Ready Librarians™ framework and the powerful advocacy tools we've created. Together, Follett and All4Ed are transforming the future of education and setting librarians up for success in a post-pandemic world.”

—Britten Follett, Executive Vice President,  
Follett School Solutions

*Additional anonymous donations received through Amazon Smile and Combined Federal Campaign.*



Partner with us to ensure our nation's schools prepare students for their future—not our present.



## Communicate

Visit [all4ed.org](http://all4ed.org) to learn more about our programs, strategies, and efforts to expand equitable educational opportunities for students of color, students from low-income families, and other marginalized groups. Join our [mailing list](#) and follow us on [Twitter](#) and [Facebook](#) for updates about our work and upcoming website redesign.



## Advocate

Follow [all4ed.org/new-in-policy](http://all4ed.org/new-in-policy) for the latest information about federal education policy, our current advocacy efforts, and opportunities to support our work. Sign up to receive e-mail alerts about the newest episodes of [Federal Flash](#) to ensure you never miss the latest policy news.



## Collaborate

Join our [FRS network](#) to connect with thousands of like-minded district and school leaders committed to implementing innovative instructional practices to personalize student learning. Contact us to become one of our regional or national [partners](#) and for information about [sponsoring](#) one of our events.

# All4Ed Governing Board



### Dan Leeds, Chairperson

Co-founder and Board President, National Public Education Support Fund



### Juan Sepúlveda, Vice Chairperson

Ron Calgaard Distinguished Visiting Professor of Practice, Trinity University



### Mark Strickland, Treasurer

Founder and Managing Partner, Schoolhouse Partners, LLC



### Gerry House, Ed.D., Secretary

Former President, Institute for Student Achievement, a Division of Educational Testing Services (ETS)



### Leslie Cornfeld

Former Special Advisor to U.S. Secretary of Education



### Frederick Frelow, Ed.D.

Chief Executive Officer, Frelow & Associates



### Joan Huffer

Former Staff Member, U.S. Senate



### Michael O'Keefe

President Emeritus, Minneapolis College of Art and Design



### Vijay Ravindran

CEO, Floreo



### Roberto J. Rodríguez

President and Chief Executive Officer, Teach Plus



### Charles P. Rose

Shareholder, Hogan Marren Babbo & Rose, Ltd.

These individuals served on All4Ed's governing board as of December 31, 2020.

## Financials January 1—December 31, 2020

2020 Revenue	Amount (\$)	Percentage
Foundations	\$4,595,846	73.92%
Corporations	\$272,632	4.39%
Individuals	\$283,626	4.56%
Paycheck Protection Program Loan	\$535,700	8.62%
Investment Income	\$517,225	8.32%
Rental Income	\$5,100	0.08%
Other	\$6,992	0.11%
<b>Total</b>	<b>\$6,217,120</b>	<b>100.00%</b>

2020 Expenses	Amount (\$)	Percentage
Program	\$3,041,783	54.26%
Management and General	\$1,518,059	27.08%
Development	\$324,785	5.79%
Communications	\$456,753	8.15%
One-Time Lease Buyout Costs	\$264,629	4.72%
<b>Total</b>	<b>\$5,606,010</b>	<b>100.00%</b>



# All4Ed

1425 K Street, NW  
 Suite 700  
 Washington, DC 20005  
 Phone: 202.828.0828  
 Fax: 202.828.0821

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The Alliance for Excellent  
Education is now **All4Ed.**

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“We think education is primary.  
Education can change the world.”

—All4Ed Founder Gerard Leads

