20 Years of Impact

2020 Annual Report

20 Years of Impact
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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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.
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.
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.

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.

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 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.

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 law-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.

26,970 Educators engaged in FRS online communities

40 States and U.S. territories supported by All4Ed’s work
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 $300 billion in federal funding to support COVID-19 relief efforts. The relief bill, signed into law in December 2020, included $12 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 CEO Tom Udall; 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. Elona 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
Stories of Impact

Closing the Homework Gap in Middletown City (Ohio) 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 Marion 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 leader, you look at all parts of the Future Ready Framework,” Styles says. “They don’t operate in isolation. They are pieces that work with each other 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.”

“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 Marion Styles, Jr., Middletown City School District

Photos provided by Middletown City School District
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.”
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

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
Communicate
Visit 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 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

Gerry House, Ed.D., Secretary
Former President, Institute for Student Achievement; a Division of Educational Testing Services (ETS)

Juan Sepúlveda, Vice Chairperson
Ron Colglaz Distinguished Visiting Professor of Practice, Trinity University

Leslie Cornfeld
Former Special Advisor to U.S. Secretary of Education

Mark Strickland, Treasurer
Founder and Managing Partner, Schoolhouse Partners, LLC

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

Robert J. Rodriguez
President and Chief Executive Officer, Teach Plus

Charles P. Rose
Shareholder, Hogan Marren Babko & Rose, Ltd.

These individuals served on All4Ed’s governing board as of December 31, 2020.
## 2020 Revenue

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<thead>
<tr>
<th>Source</th>
<th>Amount ($)</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Foundations</td>
<td>$4,595,846</td>
<td>73.92%</td>
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<tr>
<td>Corporations</td>
<td>$272,632</td>
<td>4.39%</td>
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<tr>
<td>Individuals</td>
<td>$283,626</td>
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<tr>
<td>Paycheck Protection Program Loan</td>
<td>$535,700</td>
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<tr>
<td>Investment Income</td>
<td>$517,225</td>
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<tr>
<td>Rental Income</td>
<td>$5,100</td>
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</tr>
<tr>
<td>Other</td>
<td>$6,992</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>$6,217,120</strong></td>
<td><strong>100.00%</strong></td>
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## 2020 Expenses

<table>
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<tr>
<th>Category</th>
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<th>Percentage</th>
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<tbody>
<tr>
<td>Program</td>
<td>$3,041,783</td>
<td>54.26%</td>
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<tr>
<td>Management and General</td>
<td>$1,518,059</td>
<td>27.08%</td>
</tr>
<tr>
<td>Development</td>
<td>$324,785</td>
<td>5.79%</td>
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<tr>
<td>Communications</td>
<td>$458,753</td>
<td>8.15%</td>
</tr>
<tr>
<td>One-Time Lease Buyout Costs</td>
<td>$564,629</td>
<td>4.72%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$5,606,010</strong></td>
<td><strong>100.00%</strong></td>
</tr>
</tbody>
</table>
The Alliance for Excellent Education is now All4Ed.

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

—All4Ed Founder Gerard Leeds