



 TOWARD EQUITABLE
EDUCATION



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ACKNOWLEDGMENTS

Grantmakers for Education (GFE) appreciates the guidance and participation of more than 40 of our members in designing our place-based programs, as well as the input from dozens of grantmakers who participated in the advisory committee and research for our *Educating English Learners* report.

Grantmakers for Education wishes to thank Jennifer O'Day from the American Institutes for Research for supporting the Urban Education Study Tour programming in El Paso, Newark, and Oakland with expertise in planning, research, and facilitation. GFE also thanks Erika Gregory from Collective Invention for her leadership in designing and facilitating the early learning program in Minneapolis, and Rafael Otto for authoring this report.

GFE recognizes that this programming would not have been possible without generosity from the following foundations in supporting components of the learning action series:

- East Bay Community Foundation
- Greater Texas Foundation
- W.K. Kellogg Foundation
- M. Brian & Sandra Maher Foundation
- Prudential Foundation
- Rogers Family Foundation
- The San Francisco Foundation
- Target Foundation
- TG

■ INTRODUCTION



Since 2011, Grantmakers for Education has offered a series of investigative programs designed to examine the role grantmakers can play in creating more equitable systems of education. GFE's programming included place-based programs in El Paso, Texas, Newark, New Jersey, Oakland, California, and Minneapolis, Minnesota. During this time, Grantmakers for Education also produced a report called *Educating English Language Learners: Grantmaking Strategies for Closing America's Other Achievement Gap* based on surveys of education grantmakers who had a history of making grants in support of English learners or immigrants. Combined, the place-based programming and research effectively elevated key issues related to access, opportunity, and achievement for our nation's historically underserved and disconnected children. These efforts also allowed Grantmakers for Education to draw attention to the need for strategies, investments, and collaborative efforts that support education equity, and begin to highlight effective practices and initiatives from the field.



This report offers a cumulative review of Grantmakers for Education’s programming and research in the learning action series from the past two years and underscores the urgency of tackling the issue of equity in our communities, our schools, and within our social and democratic systems. It also provides an opportunity to reflect on this moment in history. America today finds itself struggling to sustain an education system where children of all backgrounds and demographic conditions have access to high-quality instruction, opportunity, the ability to discover and utilize their potential, and the chance to build the foundation for lifelong learning and a rewarding career.

An increasingly large body of research details the benefits of equitable education at the community level and for the nation as a whole. Simultaneously, presented with the fact that America’s school systems will soon shift to a nonwhite majority¹, the country has an honest opportunity to recast its relationship with communities of color, with the concept of education as the path toward opportunity for all, and to shape the future of education with equity-focused strategies. Grantmakers are particularly well-positioned to address disparities in student opportunity, outcomes, learning environments, resources, and achievement. There is a unique opportunity to seize the current reform climate to transform the process of education for each and every learner.

In *The Flat World and Education*, Linda Darling-Hammond writes about the nation’s historical sources of inequity that stemmed from “institutionally sanctioned discrimination” underscored by a structured ideology of race inferiority.² As late as the 1920s, the belief in “differential intelligence” among groups of people according to race, class, and immigrant status undermined the possibility of educational equity.³

WHY EQUITY IN EDUCATION MATTERS



**TODAY, AMERICA'S
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TO PRODUCE
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OF ACHIEVEMENT**

Since the historic 1954 desegregation ruling in *Brown v. Board of Education*, the United States (US) has made significant progress in opening the doors of opportunity through education. Segregation, however, remains problematic and widespread across the country, and minority schools are still connected to living situations defined by limited opportunities and poor education.⁴ Today, a typical Latino student attends school with a Latino majority, white students attend schools where 75 percent of other students are also white, and 15 percent of black students attend “apartheid schools” with white students comprising less than one percent of the student body.⁵ Additionally, Latino and black students increasingly attend schools with low-income students, a percentage that has grown by approximately 20 percent in the past decade.⁶ Research indicates that segregated schools result in unequal education, particularly for low-income communities of color.⁷ Meanwhile, the benefits of desegregated

schools are increasingly clear for all learners and have a positive impact on education outcomes on a broad scale.⁸

Today, America’s education system is increasingly nonwhite and continues to produce unequal rates of achievement. As of 2010, 45 percent of the US K-12 system is comprised of students of color: 16 percent black, 23 percent Latino, 5 percent Asian, and 1 percent Native American.⁹ Projections indicate that by 2016, the white student population in public elementary and secondary schools will fall below 50 percent for the first time in the nation’s history.¹⁰ At the same time, since the 1970s, data from the National Assessment of Education Progress (NAEP) indicates that the achievement gap between white students and blacks and Latinos has gradually narrowed over four decades, but significant gaps persist.¹¹ For nine-year-olds in 2013, the white-Latino gap in reading remains at 25 points and the white-black gap persists at 26 points.¹²



These changing demographics for America's public schools, combined with persistent achievement gaps for nonwhite learners, translate into lackluster student performance on a national scale according to international benchmarks. For 2012, according to the Programme for International Student Assessment (PISA) administered by the Organisation for Economic Co-operation and Development, US 15-year-olds ranked average among 65 countries in reading and science and below average in math.¹³ PISA scores for the US have remained unchanged for nearly 15 years where comparisons in each of the three subjects can be made.¹⁴ In its February 2013 report, the congressionally chartered Equity and Excellence Commission suggests that a higher skilled workforce would support a stronger economy, with a 40-point gain on the PISA test in the next 20 years translating into GDP growth over the next 80 years of \$70 trillion.¹⁵ Further, reaching a 90 percent graduation rate for students of color would create thousands of jobs, grow the GDP over the career span of graduates, and increase annual earnings to the economy of more than \$6 billion.¹⁶ In addition to championing the economic impact of an

equitably prepared workforce, the commission also underscores that the nation's commitment to equal opportunity is in stark contradiction to the persistent issues of segregation, discrimination, and inequality in our education systems.

These challenges for the country create opportunities for action in the philanthropic sector. Grantmakers for Education's recent programming examined and highlighted best practices that support learners of color in low-income communities throughout the preK-16 education system while also considering a full range of learning pathways including traditional college options, expanded learning time strategies, vocational training, and community college opportunities. It also engaged the education grantmaking field in exploring a wide range of strategies from policy to implementation. By focusing on effective grantmaking intended to drive, support, and sustain reforms, GFE hopes to strengthen efforts that help the nation move toward equity in education.

Pedro Noguera, in The Trouble with Black Boys, writes that assumptions about black males have resulted in marginalization and social isolation.¹⁷ In order to mitigate these cultural conditions, he calls for "a complete interrogation of the thinking that has allowed such practices to operate without challenge."¹⁸

■ EQUITY AND STUDENTS OF COLOR



80 PERCENT OF THE EL PASO POPULATION IS LATINO, 33 PERCENT OF CHILDREN LIVE IN POVERTY, AND 71 PERCENT OF FAMILIES REPORT SPANISH AS THE PREFERRED HOME LANGUAGE

Given America's changing demographics, persistent achievement gaps, disparities in graduation rates, and continued segregation within school systems, the needs of students of color are increasingly apparent and urgent. School reforms in the 1960s and 1970s led to finance and desegregation policies that were effectively closing the achievement gap.¹⁹ By the 1980s, however, policy changes at the federal level undercut historic gains in student achievement.²⁰ Today, the national call to action from the 1983 report, *A Nation at Risk*, has been repeated in the Equity and Excellence Commission's 2013 report, *For Each and Every Child*. While no cohesive national strategies are in place yielding improved achievement, desegregation, and balanced resource allocation, many communities are moving in the right direction, and philanthropy's role in driving and supporting education reform is significant.

To highlight and explore these issues, Grantmakers for Education's 2012 Urban Education Study Tour visited three cities deeply engaged in the work of improving education for chronically underserved communities: El Paso, Texas, Newark, New Jersey, and Oakland, California. The work of local educators, elected officials, administrators, and community-based organizations has been supported in a variety of ways by education grantmakers. While there have been many successes, it is evident that there are no quick fixes. Improving education

systems and outcomes requires a commitment to continuous improvement and persistence.

In El Paso, Texas, 20 years of collaboration focused on systemic educational improvement has enriched educational opportunities, improved access, and significantly improved outcomes for low-income students and students of color. In order to give structure to the process of education reform, the University of Texas at El Paso has engaged education and community partners to establish and grow the El Paso Collaborative for Academic Excellence. The Collaborative structures its work around closing achievement gaps, supporting academic success for all students in the K-16 pipeline, and ensuring college preparedness for high school graduates. Collection and use of data has been a central feature of reform and alignment efforts in El Paso since the early 1990s. Structured methods of data sharing have led to investments in the community resulting in targeted programs and initiatives for students most in need. Importantly, the work in El Paso underscores what can be achieved when supportive learning environments, leadership commitment, well-matched instructional staff, and targeted resources are in place and operating in sync. The El Paso community has demonstrated that students with multiple barriers to achievement can achieve high levels of academic success when the education systems are designed with student needs at the core.



PolicyLink’s recent report, [America’s Tomorrow: Equity is the Superior Growth Model](#), supports the link between education equity and an equitable economy. But it also calls for a new story, a new American narrative, and a real social movement that reinforces “why inclusion matters for the US economy as well as for our democracy and moral constitution.”²¹

FOR EDUCATION GRANTMAKERS

In a region with few local education funders, El Paso has received support from an array of state and national philanthropic partners. Significant funding has been secured by the **El Paso Collaborative for Academic Excellence**, including a total of \$55 million from the **National Science Foundation**. The **Lumina Foundation’s** Achieving the Dream strengthened data collection and strategic program development. **Educate Texas** mentored El Paso Community College during the development of early college high schools. A network of foundations, including the **Greater Texas Foundation**, the **Houston Endowment**, and the **Meadows Foundation** supported research to develop Regional Action Plans targeting underserved regions in Texas, including high-poverty colonias (underdeveloped border communities) in the El Paso area. National and state-based funders have engaged collaboratively with El Paso’s leadership and other grantmakers and have engaged as thought partners and advisors with long-term goals shaping investment strategies.

► [Read more](#) *2012 Urban Education Study Tour: El Paso, Texas*

Newark, New Jersey faces a complex array of challenges on the path toward systemic education reform, but the potential to effect positive change for the community is strong. Newark’s leaders have built collaborative relationships within the community to implement reforms to the school district such as closing underperforming schools and opening an early college high school. The legacy of New Jersey’s *Abbott v. Burke* case mandating universal preschool for all three- and four-year-olds has resulted in a 90 percent enrollment rate for preschool-age children in Newark. Governor Chris Christie (who retains

formal authority over the district) and former mayor Cory Booker, unlikely allies during their tenure, successfully secured a \$100 million challenge grant from Facebook CEO Mark Zuckerberg to support the district, resulting in the creation of the Foundation for Newark’s Future (FNF). Recent breakthroughs related to union negotiations, supported by the work of FNF and other philanthropic partners, include a teacher’s contract containing teacher buyouts, payment of outstanding merit pay, and the development of a new teacher evaluation system.



NEARLY 56 PERCENT OF STUDENTS IN THE NEWARK PUBLIC SCHOOL DISTRICT ARE AFRICAN AMERICAN AND 36 PERCENT ARE LATINO.

35 PERCENT OF NEWARK'S CHILDREN LIVE BELOW THE POVERTY LINE.

FOR EDUCATION GRANTMAKERS

The **Schumann Fund for New Jersey** has supported early childhood education in Newark for more than a decade, using its convening power to engage community partners, educators, philanthropic organizations, and researchers from Rutgers University to help drive the implementation of universal preschool. Local education grantmakers such as the **Nicholson Foundation**, the **Victoria Foundation**, and the **Prudential Foundation** support schools and community-based organizations and often serve as informal, but crucial, liaisons between the community and the district while also funding programs like literacy initiatives, online distance learning, and high-school completion programs for at-risk youth. The city created a philanthropic liaison position to engage philanthropy, government, and community-based organizations to coordinate and align strategies across multiple sectors. The **Newark Funders Group** created an education subcommittee to explore links between education and workforce development. The work of the **Foundation for Newark's Future**—established to operate for only five years—simultaneously created tension in the community, a sense of increased urgency for education reform, and attention to issues of long-term, sustainable change. Within this environment, philanthropic leaders recognize an opportunity to play a more significant role in maintaining the city's vision for education. Key activities include engaging the community in change processes, supporting collective investment and collaboration, preserving effective initiatives, and insulating against changing politics.

► [Read more](#) *2012 Urban Education Study Tour: Newark, New Jersey*

In 2000, driven by dedicated leadership and a network of active community-based organizations, the vision for more equitable and holistic education and achievement began with the **Oakland Unified School District's (OUSD) New Small Autonomous School Policy**. Key partners in Oakland, such as Oakland Community Organizations (OCO), embrace community organizing, building grassroots networks, and engaging families in shaping strategies and policy. OCO worked directly with OUSD to shape and implement the new small schools strategy that, between 2000 and 2007, created 49 new schools in the city. Academic achievement has improved significantly and has become more

balanced across racial groups with API scores increasing from 1999 to 2011.

In 1999, only five OUSD schools recorded an API of 800 or higher, by 2011 40 schools had done so. Today, the district is working to implement the full-service community schools model, an approach designed to address the economic, social, and educational needs of the whole child. It reinforces the idea that schools are at the center of the community and recognizes, for example, the link between educational success and student health. In the spring of 2013, OUSD opened its 15th school-based health center.



IN ONE OF THE MOST ETHNICALLY DIVERSE CITIES IN THE US, OUSD SERVES A STUDENT BODY THAT IS 39 PERCENT LATINO, 31 PERCENT BLACK, 14 PERCENT ASIAN AND 11 PERCENT WHITE.

FOR EDUCATION GRANTMAKERS

Oakland has a diverse and engaged network of grantmakers. The local efforts to solidify the small autonomous schools and the full-service community school model have shaped how funders engage with and invest in the community. The commitment to reform strategies developed by and for the community has created a funding climate structured around aligned, strategic goals that are likely to be maintained through political and staff transitions. National foundations like the **Bill & Melinda Gates Foundation**, the **Eli and Edythe Broad Foundation**, and the **Michael & Susan Dell Foundation** helped build momentum for the small schools strategy in Oakland, and local leaders such as former Superintendent Tony Smith and Oakland Community Organizations have supported and attracted local and national funders in part because of their commitment to improving the community as a whole and establishing strong local partnerships to sustain reforms. Local and state organizations continue to invest in building and improving Oakland's preK-12 system. The **Zellerbach Family Foundation** has been a partner in supporting organizing efforts in the city for more than 10 years. The **East Bay Community Foundation** focuses on early childhood success in the education system and enhancing economic opportunities for adults. The **California Endowment** provided direct support to OUSD to launch initiatives such as the Office of African American Male Achievement, and **The San Francisco Foundation** has supported OUSD's implementation of the full-service community school model with grants to the Bay Area Parent Leadership Action Network. **Kaiser Permanente** has made significant investments in the district's school-based health centers, further supporting the strategic direction of the district.

► [Read more](#) *2012 Urban Education Study Tour: Oakland, California*

Importantly, across all three cities, the narrative advocating for education equity has been integral to the efforts of leaders and grantmakers alike in supporting the success of students of color. El Paso has created the expectation that poor, Latino students can succeed and excel academically by developing a college-going culture. Newark has focused on collaboration and a commitment to transformation, recently working to brand

itself in 2013 as “a city of learning.” In Oakland, the story and promise of a better, more equitable, and stronger community is at the heart of how the community continues to evolve. In each of these cities, the social narrative is a driver for change, partnership, investment, and transformation designed to support the successful lives and careers of America's young people.

Diane Ravitch, in The Death and Life of the Great American School System, critiques the current US reform climate as “untethered to any genuine philosophy of education” where an underdeveloped educational vision is caused by “the lack of sound educational values.”²²

■ EQUITY AND ENGLISH LANGUAGE LEARNERS

The population of English language learners (ELLs) in America's K-12 system has increased significantly—growing by 60 percent in the past 10 years—and now equates to 5.3 million English learners enrolled in US K-12 schools, or nearly 11 percent of the student population.²³ Though there are 325 languages spoken in the US, 73 percent of ELL students speak Spanish and by 2020, 50 percent of public school students will have non-English speaking backgrounds.²⁴ These demographic shifts in America's education systems impact how the country will educate its students, create policy, and implement reforms. Disproportionately underserved and underachieving, ELLs have specific needs. Meeting these needs is critical to our nation's ability to close its achievement gaps and become an international leader in educational attainment.

The growing number of ELL students has implications for the field of education grantmaking. Currently, the level of investments targeting English learners is relatively small. Aligned with the fact that ELLs are a diverse group with community-specific needs, ELL grantmaking tends to be primarily local with engaged funders typically making long-term commitments to ELL education. ELL grantmaking also tends to be narrow, focusing on areas like early literacy

and/or grade level reading, out-of-school time programs, and parent education and engagement. While 92 percent of foundations invest in closing achievement gaps for low-income students and students of color, ELL-focused strategies lag far behind.²⁵ ELLs have unique needs that may not be met through general investments in education or programs that focus solely on low-performing students, low-income families, or immigrant and refugee populations.

Examples of successful programs involving philanthropy that support English learners can be found in communities across the US. In 2010, the W.K. Kellogg Foundation awarded \$12.6 million to AVANCE—a community-based initiative that began in 1973 and operates in more than 100 locations—to expand and replicate nationally. Designed to reach the country's most vulnerable populations, AVANCE's strategies include parent classes, early childhood education, adult literacy, home visits, and providing additional support resources. The AVANCE program has been evaluated many times and has demonstrated positive results: 94 percent of participating children graduate from high school and 64 percent of female GED graduates continue to college or technical training.



In California, several grantmaking strategies have yielded positive results for English learners. The Sobrato Family Foundation developed the Sobrato Early Academic Language (SEAL) model to support preK-3 learning in low-performing districts in Silicon Valley. In its first three years, the program demonstrated significant positive impact and attracted the attention of educators interested in replication. The SEAL model targets students with limited English proficiency, serving students that are 90 percent Latino and 70 percent English learners. The language-rich strategy is aligned with academic goals for students in grades 1-3, and SEAL students show statistically significant language and English growth, even when compared to other preschool programs such as Head Start. At the Sanger Unified School District in the San Joaquin Valley, the S.H. Cowell Foundation worked with the district's priorities of continuous improvement, data-driven decisions, and accountability for student achievement. By championing new initiatives, supporting collaboration and data collection, and connecting district leaders to researchers and statewide reform networks, the foundation ultimately positioned the district to secure additional support from the Central Valley Foundation (CVF) targeting ELLs—a full 25 percent of the district's students. CVF

supported implementation of the English Language Learner Assessment (ELLA) and invested in professional development for teachers working with ELLs. Based on the success of the new assessments, improved instruction, and shared learning among school leaders, the ELL-focused strategies have gained widespread recognition, leading to more district-to-district partnerships and continued investment in the needs of ELLs.

As awareness about the needs of America's English learners continues to build, the education grantmaking community has an opportunity to invest in programs, collaborative efforts, and policy to support their success. National efforts to close achievement gaps and improve student performance on international benchmarks will depend on the success of English learners. Investments designed to support ELLs will be important tools in helping the country address issues of equity, access, and opportunity within its education systems.

► **Read more**

Educating English Language Learners: Grantmaking Strategies for Closing America's Other Achievement Gap

THE PROMISE OF EARLY LEARNING



IN COMMUNITIES ACROSS THE COUNTRY, EARLY LEARNING INVESTMENTS ARE SUPPORTING THE DEVELOPMENT OF AMERICA'S YOUNGEST LEARNERS.

In the United States today, 52 percent of poor children are unprepared for school at age five compared to 25 percent of their moderate or high-income peers—a difference of 27 percent.²⁶ This preparedness gap is linked to a variety of social conditions beyond poverty, including lower levels of parental education, an increase in children born into disadvantaged families, riskier health environments, and lack of access to high-quality preschool.^{27, 28} Investments in early childhood education have been shown to have long-term positive impacts on academic achievement and lifestyles, improving high school and college completion rates, supporting skill development related to future workforce success, countering harmful neighborhood and family environments, and reigning in the cost of adult-focused interventions.^{29, 30} A growing body of research also demonstrates that preschool attendance translates into lower rates of incarceration and higher earned income, and provides structured opportunities for English learners to support language development prior to age five.³¹

Additional research indicates that investments in early childhood education can yield an annual return of 7 to 10 percent to the national economy, leading to President Obama's sustained commitment to, and investment in, early learning with programs such as Head Start and the Race to the Top Early Learning

Challenge.^{32, 33} These strategies recognize that high-quality early learning programs play an important role in equitable education, improving national achievement, and alleviating systemic social problems such as crime and incarceration.

In communities across the country, early learning investments are supporting the development of America's youngest learners. Oklahoma has provided high-quality preK programming to all four-year-olds in the state since 1998 and currently has a 74 percent enrollment rate.³⁴ Research in Oklahoma demonstrates that preK participation has resulted in improved academic skills and cognitive abilities with preK participants outperforming nonparticipants regardless of other factors such as race and class.³⁵ In Union City, New Jersey, investments in high-quality preschool have been directed toward the state's poorest communities, transforming the local network of preschools from child care centers to centers of early learning.³⁶ New Jersey now ranks at the top in the country for its high-quality preschool programming that continues to demonstrate long-term gains for participating children in language, early literacy, and math.³⁷ Similar large-scale programs in Georgia and Texas have demonstrated impact, further closing the gap in preschool access for children of varying economic backgrounds.



Many opportunities exist for education grantmakers to support early childhood investments, including policy-focused efforts, public will building and communication, research, and implementation. The Pew Charitable Trusts supported longitudinal research on New Jersey’s preschool programming beginning in 2000. The Schumann Fund of New Jersey actively engaged numerous partners from the community to complete research and promote initiatives to help drive the implementation of universal preschool. In Delaware, the Rodel Foundation of Delaware helped establish a framework for the state’s educational system that included early childhood education as a core pillar of the long-term vision. This work positioned the state to receive a Race to the Top Early Learning Challenge grant of nearly \$50 million. Expansion of AVANCE’s Texas-based parent and child programming was supported by the W.K. Kellogg Foundation, leading to the development of new centers in Minnesota, New York, and New Jersey, as well as ongoing research to validate outcomes.

Grantmakers for Education’s 2013 program, *The First Eight Years*, focused on systemic efforts to fund early learning initiatives in Minneapolis, Minnesota with an emphasis on funder roles. As recently as 2009, there was no clear consensus about the vision for education and early learning investments in the region. The Start Early Funders Coalition—a collaborative network of more than 25 foundations—was created to help sustain interest and momentum in early learning initiatives and supported local research as a tool for understanding the effectiveness of local programs and the link to creating stronger public policy. The Minneapolis Foundation’s *One Minneapolis* report served as a data resource to better understand community demographics and needs. The Blandin Foundation invested in initiatives designed to reach vulnerable children under the age of five. The Greater Twin Cities United Way commissioned a report on disparities in regional kindergarten readiness that resulted

The 2013 report from the Equity and Excellence Commission, for Each and Every Child, reminds us that “we believe that fate is not fixed by the circumstances of birth.”³⁹ But when current research indicates that 50 percent of the inequality of lifetime earnings is due to factors prior to age 18,⁴⁰ the nation’s beliefs are not effectively connected to systems that support and provide equal opportunity and access to education—the building block of social, individual, and familial prosperity.

in increased awareness in the community and philanthropic sector and paved the way toward influencing public policy. Minnesota funders understood their opportunities—breaking new ground, driving attention to issues, challenging assumptions, reshaping community narratives, supporting key leadership, closing the gaps between the needs of the community and philanthropic efforts. But they also understood that philanthropic investments can be highly ineffective when directed toward challenging and shaping beliefs and ideologies, that coalitions can be fragile without sustained commitment, and that the opportunity to establish aligned goals and leverage investments is important for large-scale success.

All told, the move toward investing in high-quality early childhood education as a strategy for preparing the nation’s youngest learners continues to gain momentum in systemic education reform efforts at state and federal levels. Armed with ample research demonstrating the long-term benefits of preschool, combined with the fact that 40 states have preschool programs in place,³⁸ grantmakers can be instrumental in helping their communities establish high-quality standards for early learning programs and advocate for public policy and funding that supports them.

■ IN CONCLUSION: THE CHALLENGE OF SUPPORTING EDUCATION EQUITY



Social conditions in the United States today are framed by tremendous inequities.⁴¹ Median incomes for Whites and Asians remain significantly higher than incomes for Blacks and Latinos.⁴² The gap between the wealthy and the poor is as high as it has been in the past century, exemplified by income recovery after the 2008 recession. From 2009 to 2012, incomes for the top one percent of families grew by more than 34 percent while family incomes for the rest of the country grew by 0.4 percent.⁴³ Segregation in communities and schools reinforces inequitable education and persistent achievement gaps according to race and class.⁴⁴ Despite success in some US communities closing achievement gaps and employing equity-driven education reform, success is not the norm, and the negative impact on America's social, democratic, and cultural systems is increasingly clear.

As the number of students of color and English learners continues to grow, the national debate about education reform

must begin to move toward consensus on building equitable education systems. Looking forward, equitable education can clearly help strengthen communities, the economy, and the nation's commitment to an egalitarian culture. On the other hand, increasing economic disparities and stagnant achievement gaps will continue to weaken the national ideals of equitable prosperity, access, and opportunity.

In this environment, philanthropy has many challenges and opportunities. The models of effective practices in communities around the country demonstrate that the philanthropic sector has, and can continue to play, a critical role in creating more equitable systems of education. The work of grantmakers and educators at local, regional, and national levels gives hope that change is possible—though at times incremental and arduous—and that the path forward is one that recognizes the potential within each and every learner and envisions a stronger nation because of it.



NOTES

¹ National Center for Education Statistics, Digest of Education Statistics, Table 44, http://nces.ed.gov/programs/digest/d12/tables/dt12_044.asp.

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⁶, ⁷, ⁸ *Ibid.*

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¹⁷ Pedro Noguera, *The Trouble with Black Boys...and other Reflections on Race, Equity, and the Future of Public Education*, Jossey-Bass, 2008, p.xx.

¹⁸ *Ibid.*

¹⁹ Linda Darling-Hammond, *The Flat World and Education: How America's Commitment to Equity Will Determine Our Future*. Teachers College Press, 2010, p.20.

²⁰ *Ibid.*

²¹ Sarah Treuhaft, Angela Glover Blackwell, and Manuel Pastor, "America's Tomorrow: Equity is the Superior Growth Model," PolicyLink (2011), p.20, 26.

²² Diane Ravitch, *The Death and Life of the Great American School System: How Testing and Choice are Undermining Education*, Basic Books, 2010, p.225.

²³ "Educating English Language Learners: Closing America's Other Achievement Gap," Grantmakers for Education (April 2013), http://www.edfunders.org/sites/default/files/Educating%20English%20Language%20Learners_April%202013.pdf, p.6.

²⁴ *Ibid.*

²⁵ "Benchmarking 2012," Grantmakers for Education (October 2012), http://www.edfunders.org/sites/default/files/Benchmarking_2012.pdf, p. 23.

²⁶ "Starting School at a Disadvantage: The School Readiness of Poor Children," Center on Children and Families at Brookings (March 2012), p.3.

²⁷ *Ibid.*

²⁸ James Heckman, "The Case for Investing in Disadvantaged Young Children," accessed December 19, 2013, <http://www.heckmanequation.org/content/resource/case-investing-disadvantaged-young-children>, p.1-2.

²⁹ *Ibid.*

³⁰ "For Each and Every Child," The Equity and Excellence Commission, accessed October 13, 2013, http://www.foreachandeverychild.org/The_Report.html, p.28.

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