

EDUCATION

2020



About Us

Education 2020 (ED2020) is a coalition of organizations representing educators, parents, children and youth, people of color, people with disabilities, and more spanning the sectors from early childhood through post-secondary education. We have come together to advocate for a shared vision to advance a comprehensive education agenda that promotes universal inclusion and access to ongoing learning opportunities for everyone living in America.

Our coalition members include:

[American Federation of Teachers](#)

[Alliance for Excellent Education](#)

[Center for American Progress](#)

[Children's Defense Fund](#)

[Community Change Action](#)

[Consortium for Citizens with Disabilities Education Task Force](#)

[The Education Trust](#)

[The Institute for College Access & Success](#)

[Institute for Educational Leadership](#)

[Learning Policy Institute](#)

[National Association for the Advancement of Colored People](#)

[National Education Association](#)

[National Public Education Support Fund](#)

[National Women's Law Center](#)

[The Partnership for the Future of Learning](#)

[Reach Higher](#)

[Save the Children](#)

[Save the Children Action Network](#)

[Teach Plus](#)

[UnidosUS](#)

[The United State of Women](#)

[Young Invincibles](#)

[ZERO TO THREE](#)

Education 2020 is a coalition housed and supported by the National Public Education Support Fund. The mission of the National Public Education Support Fund (NPESF) is to promote equitable opportunities for all children to receive a high-quality education from birth through college and career. NPESF is a network hub for education philanthropy, policy, advocacy and practice focused on equitable systems change.



Why Now?

Times have changed. Education is increasingly essential to ensure our country's economic prosperity, national security, and democracy. A good public education is the one promise we make to all Americans, but inadequate and inconsistent funding, substantial inequities across communities, and a failure to comprehensively prioritize education across the country have limited our progress.

As a result, we have a patchwork system for early childhood, K-12, and post-secondary education - where the opportunities, supports, services, and funding vary considerably across different ages, different populations, and different localities. With this current system, we are not sufficiently preparing students, and our country, for success in the future.

We have the opportunity to change this, and it starts with the people vying to be President of the United States.

Public opinion shows a large and growing support for public education. About 87% of Americans, both Democrats and Republicans, say increasing spending for education should be an important or top priority for the federal government.

We also know more about what children and youth need to thrive. Based on the learning sciences, we know our system needs to ensure high-quality early learning opportunities, integrated student support services, and engaging instruction focused on developing deeper learning skills. We know that all children and youth - regardless of their background - must have access to high-quality learning.

Creating a just, inclusive, healthy, and prosperous society demands a comprehensive system of public education that is universally accessible to everyone living in America. Lifelong learning should no longer be a personal aspiration, but rather a national imperative necessary to strengthen our democracy, economy, and society.

As we embark on the 2020 election, presidential candidates across the country are highlighting their vision for the future of America. Education 2020 calls all presidential candidates - Republican and Democrat - to recognize education as central to building a secure future, harness public opinion, and offer actionable proposals to comprehensively advance our education system - birth through lifelong learning.



Education Principles

Education 2020 (ED2020) represents diverse perspectives with organizations representing educators, parents, children and youth, people of color, people with disabilities, and more. We span the sectors of child well-being, early childhood education, K-12 education, and higher education. To advance education across the country for all students, we believe the Education President of 2020 will:

- **Comprehensive System:** Recognize that the needs of a democratic society and global economy demand universal inclusion and access to ongoing learning opportunities for everyone living in America from birth through career;
 - **Equity:** Advance equity and a just future, at every level, ensuring that any student can access and benefit from high-quality early, K12, and post-secondary education regardless of income, race, ethnicity, national origin, disability status, gender (including gender identity), sexual orientation, immigration status or ability to speak English;
 - **Early Childhood Education:** Ensure equal opportunity for all children, especially those in historically underrepresented families and communities, by guaranteeing access to quality and affordable early care and learning programs that support children's comprehensive developmental needs from birth to school entry, and provide sufficient resources to accomplish this goal, including investments in the early childhood workforce and infrastructure;
 - **K through 12 Education:** Revamp and strengthen the public K-12 system so it prepares all youth for their future by significantly increasing investment, enhancing the capacity for schools to focus on student-centered approaches that meet the social, emotional, and academic needs of students, and providing integrated supports for students (including through family engagement), particularly focused on the needs of historically underrepresented students and under-resourced schools;
 - **Post-Secondary Education:** Improve access, quality, and affordability for post-secondary education and workforce programs so that all students, and in particular historically underrepresented students, have the opportunity to enter and graduate from post-secondary learning and workforce training, be prepared for the workforce without being burdened by student debt, and fully participate in our democracy and global economy; and
 - **Educator Workforce and Capacity Building:** Invest in the educator workforce, including preparation, financial support, and development, and physical infrastructure in every community to ensure that our educational institutions from early childhood through higher education are equipped to meet the needs of every learner and our nation's educators and educational institutions are supported as builders of the future.
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A Union of Professionals

We care. We fight. We show up. We vote.

For a Better Life, and a Voice at Work and in Our Democracy

All Americans want a better life and a better future for our families—namely good jobs; quality, affordable healthcare; a secure retirement; affordable college; great public schools; a healthy democracy; and justice for all. The AFT's 1.7 million members fight for all of this by ensuring we have a voice at work and in our democracy—through politics, collective bargaining and collective action. Together, through our union and with community, we accomplish what would be impossible to achieve alone.

We live in a perilous era of extreme economic inequality, existential threats to our democracy, and dangerous and growing ethnic and racial divisions. So we cannot rest—not simply because our opponents aren't going away, but because we are the change agents, the movement builders, the dreamers and the fighters for a better life, a better world and the soul of America. Together, we will win a better life and a better future for all.

That's why our union fights for:

- Safe and welcoming environments in our schools, our hospitals and our communities;
- The investments in public schools, colleges and services necessary to fund our future;
- The freedom to teach and the freedom to care so we can meet our students' and patients' needs; and
- The freedom to live securely on one job's wages, with a decent retirement and the right to join a union, and without catastrophic healthcare costs or crushing student debt.

The **American Federation of Teachers** is a union of professionals that champions fairness; democracy; economic opportunity; and high-quality public education, healthcare and public services for our students, their families and our communities. We are committed to advancing these principles through community engagement, organizing, collective bargaining and political activism, and especially through the work our members do.

Randi Weingarten
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Destroying the predictive power of historical advantage. This must be the aim and achievement of America's public education system. The Alliance for Excellent Education ([All4Ed](#)) encourages presidential candidates to consider the following policy recommendations to ensure all children have equitable opportunities to thrive and be well prepared to assume a productive role in an increasingly global economy. The future of our country rests on what we offer to our students and our actions tell our students what it is we value.

Transforming High School into A Relevant and Meaningful Experience

Economic reality and academic preparation are at an impasse. [Eighty percent](#) of good paying jobs require postsecondary education, but only [40 percent](#) of first-time college freshman graduate in 4-years. Evidence demonstrates that students with early college experiences are [five to seven times](#) more likely than their peers to earn a postsecondary credential. While opportunities have grown for high school students to earn college credits, they have yet to be systemically embedded into the high school experience, particularly for historically underserved students.

The demands of the modern economy call for high school to be transformed and restructured. Rather than maintaining high school and higher education as distinct entities, presidential candidates should consider ways to restructure secondary and postsecondary education so that high school culminates in a degree/certificate with labor market value or substantial transferable credits toward a bachelor's degree, in addition to a high school diploma. Policy recommendations include:

- **Align high school graduation requirements** with college admissions requirements;
- **Redesign 12th grade** by allowing academically prepared high school seniors to either graduate early with a scholarship or enroll in a full-slate of dual enrollment (or AP/IB) courses that constitute the equivalent of the freshman year in college and replace seat time with demonstrated mastery of core competencies;
- Create a federal program to support the **expansion of early college high school programs** and require multiple dual enrollment courses, AP/IB, etc. in all high schools at no cost to the student or the student's family;
- Design **High School to College and Career pathways**, including pathways that incorporate real work experiences with statewide articulation agreements that culminate in meaningful postsecondary credentials; and
- Implement reporting and accountability systems to **ensure equitable access and success** in college-level coursework enrollment, credit attainment, and completion of High School to College and Career pathways.

Five Point Equity Agenda for Education

Educational equity is the civil rights issue of our time. Presidential candidates should issue a multi-point equity agenda for education to reverse Trump/DeVos policies and close opportunity gaps that have led to persistent achievement gaps. Items on the agenda should consider:

1. Providing a **pathway to citizenship** for undocumented young people brought to the U.S. by their parents.
2. **Increasing investments** in core education programs (Title I) in tandem with formula changes to ensure resources are equitably targeted to communities and students most in need. (Note: it is essential to ensure students have support systems to increase literacy and numeracy achievement so that success in rigorous coursework is achievable);
3. Advance **resource equity** (beyond funding) to ensure historically underserved students have equitable access to rigorous coursework, excellent educators, modern school facilities and technology (including internet access), school counselors, social workers, etc. (Note: the ratio of support staff, such as students to counselors and social workers ratios, must be altered dramatically);
4. Promote **school integration** through new federal funding to combat the trend toward [increasing school segregation](#) evident in recent research and to realize the promise of Brown V. Board of Education;
5. Ensure **schools are safe/inclusive environments** for all students, including protecting the rights of transgender students, expanded funding for the U.S. Department of Education's Office for Civil Rights, Title IX enforcement, addressing significant disproportionality under IDEA, expanding the role of Safe and Healthy Schools programs, and banning the use of federal education funding for firearms in schools and firearms training for educators.

For additional information, please contact Phillip Lovell, Vice President for Government Relations (plovell@all4ed.org).



Early Childhood

Support public investments in child care and early education: It is essential that any incoming administration work to address the child care crisis. Funding increases have support across the political spectrum and comprehensive legislation, like the Child Care for Working Families Act, has already seen large support in Congress. Investments must not only expand access to preschool, but also focus on the needs of infants and toddlers – a time of significant brain development but when care is most expensive and parents are least likely to have the financial support and means to afford it.

Investing in child care infrastructure: Infrastructure investments enjoy bipartisan support, and just like roads, bridges and public schools, child care facilities are a critical part of the infrastructure needed to support the workforce and grow our nation's economy. Investments are needed to ensure high-quality child care programs are available in all neighborhoods, and to support upgrades to current child care facilities to ensure all young children are learning in a safe and healthy environment with developmentally appropriate classrooms and family child care homes.

K-12 Education

Apply an explicit race equity lens to policy development: Intentionally applying an explicit race and resource equity lens to all policies is critical to improving opportunities and outcomes for students from historically marginalized communities. The next administration should incentivize state education agencies to conduct deep racial equity audits that will identify and address disparate racial impacts resulting from gaps in educational opportunity.

Prepare all students for college and the future workforce: The education system must provide every child with the skills and knowledge needed to be successful after high school. The next administration should create a new federal-state-industry partnership to give every student the opportunity to graduate high school with college credit and a meaningful workforce credential, with a focus on the entire K-12 continuum.

Modernize and elevate the teaching profession: Teachers are underpaid and undervalued, and too many teachers must learn on the job without much support. The next administration should develop a comprehensive agenda to raise the prestige of teaching and improve teachers' pay and working conditions, which would address improving teacher preparation, diversifying the profession, raising salaries, and defining career pathways.

Dramatically increase investments in public schools and improve the equity of existing investments: Money matters in education. Unfortunately, there are wide racial and socio-economic disparities in investment and opportunities. The next administration should provide states with significant new funding to ensure that districts serving students from families with low incomes are providing schools and students with the resources they need, while also pushing states to adjust their funding formulas to be more equitable.

Bring a balanced approach to charter school policy: High-quality charter schools are a valuable strategy to increase the number of good public school seats for students. But the growth of charter schools should not be an end in itself, and there are legitimate critiques of the sector that must be addressed. The next administration should take a nuanced approach to charters that includes both the expansion of good school options and the coordination across the traditional district and charter sectors to avoid potentially negative impacts.

Postsecondary Education

Address affordability, especially with an equity lens: Never-ending increases in the price of college have threatened the ability of low- and middle-income families to access and complete college and an explosion of student debt. The rise of borrowing has had particularly pernicious effects on traditionally underrepresented students, particularly Black or African American students and students who are also parents. The next administration should take steps to affordability for future students by working with Congress to create a federal-state partnership that allows students to cover the full suite of college expenses without resorting to debt. But such efforts must also include policies to ensure improvements in college access and closing equity gaps in attainment. And the administration must find ways to address the existing \$1.5 trillion in student debt, particularly to address the negative effects on equity from this debt.

Improve accountability: The federal government spends roughly \$120 billion a year in federal financial aid benefits for college but demands relatively little for this investment. As a result, 1 million borrowers default a year while fewer than a dozen colleges face any potential loss of aid for poor loan performance. The next administration should work to improve the postsecondary accountability system by taking actions such as closing loopholes in key measures like the cohort default rate, placing a greater focus on completion, and exercising greater oversight in the Office of Federal Student Aid. It should also restore key consumer protections related to career-training programs and strengthen the accreditation system.



Consortium for Citizens with Disabilities Education Task Force

1) SPECIAL EDUCATION FUNDING

Issue. When the Individuals with Disabilities Education Act (IDEA) was first enacted in 1975, Congress authorized Federal funds to assist states with the excess costs of educating children with disabilities to reach 40 percent of the national average per pupil expenditure (APPE). In the past two decades alone, the number of students receiving special education have increased by 25 percent. Yet, the IDEA state grant program was funded at just over [\\$12 billion in 2019](#), which is only 14% of the Federal authorization, a shortfall of more than \$21 billion. In fact, the federal share of special education has never reached half of the share authorized by Congress. This shortfall [places considerable pressure on state and local budgets](#), resulting in a range of actions including one state placing an illegal cap on IDEA identification rates, districts and schools limiting hiring of qualified personnel and providers, restricting service hours, and reducing or eliminating other general education programs. Too often, this results in students effectively being denied the IDEA's mandate of a free appropriate public education in the least restrictive environment.

Proposal. Support Federal funding for IDEA education by providing funds equal to 40 percent of the national average per pupil expenditure (APPE), often referred to as “full funding.” Such a proposal has been introduced in legislative form for many years, most recently, in the 116th Congress as [S. 866](#) and [H.R 1878](#), which would create a ten-year glide path to full funding.

2) SPECIAL EDUCATION TEACHER SHORTAGE CRISIS

Issue. Students with disabilities need qualified general and special teachers as well as trained specialized instructional support personnel to help them reach their full educational potential. Both general and special education are facing a teacher shortage crisis with 48 states and DC reporting shortages specifically in special education staff. Teacher preparation program enrollment is down a [full 35 percent in the last 5 years](#). Those prepared through alternate pathways with less coursework and student teaching are 25 percent more likely to leave their schools and the profession than those who are well prepared.

Proposal. Strengthen and fully fund key provisions in the Higher Education Act – 1) Teacher Quality Partnership grants that have a focus on residency preparation, principal preparation and shortage areas such as special education; and professional development; 2) TEACH Grants to attract more teacher candidates to serve in high need fields in high need schools; and 3) Teacher Loan Forgiveness Programs.

3) SCHOOL CLIMATE

Issue. Concerns over school climate and safety have been growing in recent years. The recent spate of school shootings has highlighted the need for safe and supportive schools for all students, but data continues to point to the unfair policies and practices that lead to students with disabilities and students of color being restrained and secluded, suspended, expelled, and referred to the justice system at a higher rate than their peers. Policy responses to improve school safety have ranged from evidence-based practices, such as calling for positive behavioral interventions for all students, to those that are not, such as allowing teachers to be armed, to filling the school with resource officers who are not trained to work with students with disabilities. Each of these are known to contribute to the overuse of harsh disciplinary practices including secluding or restraining students.

Proposal. Provide federal support to implement evidence-based practices, including positive behavior intervention and supports, restorative justice, trauma-informed care, social-emotional learning, mental health counseling, peer mentoring, and family engagement.

Creating Opportunities for All Children

Giving every child the chance to reach their full potential requires transformations inside and outside the classroom. Creating high-quality learning environments is essential but not sufficient to ensure our children's success. Poverty, hunger, homelessness, and violence impact children's ability to learn, regardless of the quality of their schooling. At the same time, discriminatory policies, inequitable school funding, and a system unresponsive to the needs of vulnerable populations put many children at a lifelong disadvantage, especially poor children and children of color. An effective education agenda must address the needs of the whole child while dismantling discriminatory and inequitable systems that harm our children and weaken our country.

End Child Poverty

The Challenge: One in five children in America—12.8 million—live in poverty. Child poverty leads to gaps in cognitive skills for babies and toddlers, puts children at risk of hunger and homelessness, and jeopardizes their ability to learn.

The Opportunity: [We already know how to lift children out of poverty](#)—we just need to invest the policies that work. We must make sure children's basic needs are met by increasing access to healthy food, stable housing, and quality child care, while also making it possible for families to support their children by creating transitional jobs, raising the minimum wage, and improving key tax credits.

Build a Quality Continuum of Care from Birth to Five

The Challenge: Children's early experiences and environments build the foundation for future success. But the odds are stacked against the 3.8 million children under five living in poverty who face unsafe and stressful environments that can damage or delay their development.

The Opportunity: We must build a high-quality continuum of early childhood education and opportunities for every child that includes: paid family leave; voluntary home visiting; quality affordable child care; Early Head Start and Head Start; quality pre-school; and full-day kindergarten.

Ensure All Children Access the Coverage and Care They Need to Be Healthy and Ready to Learn

The Challenge: Children need access to affordable health coverage and quality health care to stay healthy and excel in school. Despite tremendous progress expanding health coverage to children across America, nearly 4 million children remain uninsured, many of whom are eligible for coverage, but not enrolled. Millions more children are at risk as Medicaid, CHIP, and the Affordable Care Act face continued attacks.

The Opportunity: We must ensure all children in America—regardless of income, zip code, place of birth, or immigration status—have access to health and mental health coverage and care that is comprehensive, affordable, and easy to get and keep. We must protect the progress we have made, finish the job of enrolling all eligible children, and improve children's access to coverage and care.

Eliminate Discrimination in Education Policies, Practices, and Funding

The Challenge: Poor children and children of color often begin school behind their peers. They are more likely to attend under-resourced schools with less access to high-quality teachers and programming. At the same time, hostile school environments and exclusionary discipline policies disproportionately deny children of color and children with disabilities opportunities for success and funnel them into the school-to-prison pipeline.

The Opportunity: We must eliminate discriminatory education policies and practices as well as the inequitable distribution of resources that undermines equal educational opportunities for all students—especially poor children, children of color, children with disabilities, English language learners, children who are homeless, children in foster care, and those returning from juvenile detention.

Meet the Unique Educational Needs of Our Most Vulnerable Children

The Challenge: Children within vulnerable populations have educational needs that require special attention. Homeless students, students in foster care, youth involved in the criminal justice system and others face unique challenges, and often struggle within an education system unequipped to support them.

The Opportunity: For these vulnerable populations, we must ensure educational stability, support seamless transitions for those who change schools, provide high quality educational experiences and expectations, and create a stronger national focus on the disparate educational outcomes of these students.

Our nation's leaders should be informed not only by the issues children face, but by the voices of children themselves. Our [2018 Parent and Child Trends survey](#) showed school-age children worry about school shootings, bullying, and family finances.

Design Principles for a National Early Care and Education System

Federal funding should provide comprehensive access to high quality early care and education for all children in the United States

- The current patchwork of federal programs, which serve only a small portion of the children in need, should be replaced by a comprehensive national system which assures that all families can provide their children with a strong start.
- Shifting the basis of eligibility to children (following the model of Head Start and Early Head Start) rather than the employment or immigration status of parents would focus the system on the primary objectives of early learning and care and reduce racial, ethnic and income-based disparities.
- While the system should be designed to provide support for all children, implementation should prioritize lower income families and historically underserved communities.

Federal investments should deliberately and comprehensively support the early care and education workforce.

- Federal funding should assure a living wage of no less than \$15 an hour and advanced compensation based on a wage and career ladder that achieves parity with comparable educators in the K-12 system.
- Standards to promote high quality care and equitable outcomes for children must be accompanied by investments in training and education to promote the professional qualifications and advancement of the current early care and education workforce. In particular, a range of work supports should be provided to ensure that providers of color and rural providers are included in early care delivery networks, and receive the assistance they need to deliver high quality care.

Federal funding should be used to create a national system of directly-contracted early care and education in a range of modes defined by state and local preferences.

- A direct contract system would support a range of care options for parents based on community needs while making the application and placement process more predictable and reliable for parents, providers, and the government. It would also promote the financial stability of providers and encourage longer-term investment in the early education workforce, facilities, and curriculum.
- Child care vouchers would continue to be used to provide flexibility in circumstances where the demand or supply of early care and education is exceptionally thin (e.g. for care during non-standard hours or in rural areas)
- Replacing the current block grant structure with a universal system driven by strong national standards and robust incentives for participation will help overcome state government hostility and geographic disparities in access, quality of care, and workforce investments.

Biggest Challenges and Policy Solutions to Address Them

Child and family poverty: More than half of children and youth in our public education system live in low-income/poor families. About forty million households have incomes below the median household income. By 2020, white American households are projected to own 86 times more wealth than African American households, and 68 times more wealth than Latino households. Earnings inequality is at a historic high. Possible solutions include:

- Expansion of eligibility criteria for the Earned Income Tax Credit.
- Design and implement an earnings supplement program to close the gap between household income and basic economic self-sufficiency.

Opportunity gaps in the cradle to career continuum. There are 4.1 million four-year olds but 6 out of 10 are not enrolled in publicly funded early learning programs through state pre-school, Head Start, or special education pre-school services. Thirty-six million adults have literacy, numeracy, and problem solving skills that prevent them from getting ahead. Thirty-seven million adults have some college credits but no degree. 49.7 million people have a disability or roughly 1 out of every 5 people older than five. Only 18.7% of people with disabilities are employed compared to a 65.7 employment to population ratio for people without a disability. Fifty-nine million adults have only a high school diploma or less. These data make it clear that we do not have an eco-system of opportunity from cradle to career. This perpetuates intergenerational poverty and race-, ethnicity- and ability-based disparities and inequities. Possible solutions include:

- Provide federal incentives to states to create universal early learning opportunities.
- Make two years of post-secondary education free and pardon student loan debt of those in the bottom quartile of household income.
- Increase the authorization and appropriation levels for federal domestic programs that support transition and pathway programs along the cradle to career continuum.

Fiscal inequity. In *Public Education Funding Inequity: In An Era of Increasing Concentration of Poverty and Resegregation*, the U.S. Civil Rights Commission concluded schools are “profoundly unequal.” Without greater fiscal equity, schools in under-resourced communities cannot provide a high-quality public education. Without greater fiscal equity, none of the reforms – even if temporarily effective – can be sustained. Possible solutions derived from the Commission’s recommendations include:

- Enact federal legislation that would provide incentives to states to adopt equitable public school finance systems that provide that would promote student opportunity/access and achievement for all students with adequate funding for students with disabilities.
- Increase federal funding to supplement state funding to ensure opportunity on an equitable basis to all students in the nation’s public schools;
- Change the “spending narrative” to an “investment narrative.” Develop ways to publicly share fiscal inequities within and between states, districts, and schools and monitor and evaluate school expenditure data.

Immigration integration policies, practices, and enforcements. Immigrants and refugees make significant social, cultural, and economic contributions to communities all across the country. At the same time, there are important inequities and inequalities affecting the immigrant and refugee populations. While there appears parity in employment rates compared to native-born rates, immigrants and refugees do not receive comparable wage premiums due to education, skills, and language proficiency and other reasons just as occupational sorting and discrimination. Among children and youth, both opportunity and achievement gaps exist. Current immigration policies and enforcement policies have increased fear and concerns in many communities due to deportations and ICE actions. Possible solutions include:

- Pass a comprehensive immigration reform package that combines family reunion and skills, provides “amnesty” for all those present in the United States, and offers and supports pathways to citizenship including English language development and civic engagement supports.

National Policy Priorities for Reducing the Burden of Student Debt

Federal student loans provide millions of students the opportunity to obtain a certificate or degree they would otherwise not be able to pursue. While the debt incurred to cover college costs enables most borrowers to realize the economic benefits of higher education, student loan borrowing is at the same time a heavy reality negatively affecting millions of current, former, and future students. A quarter of all federal Direct Loan borrowers were either delinquent or in default at the end of 2018. The burden of student debt is also not borne equally. The same students who are most vulnerable when they enter school, including Pell Grant recipients and Black students, are also most vulnerable to default when they leave school. Defaulted borrowers are also more likely to have left school prior to completing their program, and to have attended a for-profit school. Even for students who are able to keep up with their payments, student debt – even small amounts of debt when paired with low earnings – can hold borrowers back from starting a family, buying a home, saving for retirement, starting a business, or saving for their children’s education.

To reduce the burden of student debt, the federal government should:

1. **Strengthen Pell Grants.** The Pell Grant currently covers the lowest share of the cost of college in the program’s history. We recommend that Congress work toward doubling the maximum federal Pell Grant to restore its purchasing power, and permanently restore its prior automatic annual inflation adjustment in order to maintain the grant’s value going forward.
2. **Create a New Federal/State Partnership.** A new partnership between the federal government and states should deliver new federal investments contingent on a maintenance or increase in state support for public higher education. By increasing resources available to schools where most underrepresented students of color (77%) attend and where completion rates are low, a well-designed federal-state partnership offers not only a more affordable education for all but also a workable path forward to reducing racial inequities in college access and success.
3. **Make Loan Repayment Simple, Manageable, and Fair.** To simplify and improve student loan repayment as well as reduce delinquency and default, we must automate the annual income recertification process for income-driven repayment (IDR) using IRS data, automatically enroll distressed borrowers in IDR, and streamline the multiple IDR plans into a single, improved plan. This single IDR plan, paired with the option of a fixed payment plan, would let any borrower choose the assurance of payments capped at 10 percent of income and provide tax-free forgiveness of remaining debt, if any, after 20 years of payments.
4. **Bring postsecondary data into the 21st century.** To support more useful, comprehensive, accurate and comparable postsecondary data, we urge the implementation of holistic postsecondary data infrastructure reform by creating a national student level data network, including strong protocols for protecting both student privacy and data security. Without such progress, key outcome metrics will remain out of reach of both students and policymakers, and public data will continue to fall short of reflecting all students.
5. **Strengthen College Accountability.** Critical, proven protections for both students and taxpayers include the cohort default rate, the 90-10 rule, and the gainful employment rule. Removing these guardrails puts students and taxpayers at greater risk of unaffordable debt, higher rates of defaults, and wasted time and money.

Learning Policy Institute: 2020 Policy Recommendations

The Learning Policy Institute (LPI) conducts independent, high-quality research to improve education policy and practice. Working with policymakers, researchers, educators, community groups, and others, LPI seeks to advance evidence-based policies that support empowering and equitable learning for each and every child. Nonprofit and nonpartisan, LPI connects policymakers and stakeholders with the evidence, ideas, and actions needed to strengthen the education system from preschool through college and career readiness.

Investing in a Well-Prepared and Diverse Educator Workforce

Problem: The United States is experiencing a national teacher shortage. In 2017–18, more than 100,000 classrooms were staffed by instructors who were unqualified for their jobs. These classrooms predominantly serve students of color and students from low-income families. Research shows that high-quality teacher preparation increases teacher retention and effectiveness. However, college affordability can be a barrier for those seeking to enter the profession and to enter it through a high-quality pathway. It is also a barrier to states' efforts to diversify the educator workforce. With **two thirds** of those entering the profession taking on student debt, it is not surprising that a lack of competitive compensation in the teaching profession, particularly in underresourced communities, also contributes to teacher shortages.

To Address This Problem an Administration Can:

- Enact the Educator Tax Credit for Equity Program, providing educators and leaders in high-poverty schools and early childhood settings with a \$12,500 yearly tax credit and those in less needy settings with a credit on a sliding scale.
- Significantly increase the reach and award amount for the Teacher Education Assistance for College and Higher Education (TEACH) Grant Program, expand it to early childhood educators, and address administrative issues.
- Create a federal–state partnership that guarantees a debt-free undergraduate education for all students at public institutions of higher education, with the deepest subsidies going to those with the most financial need.
- Significantly increase funding for the Teacher Quality Partnership Grant Program to support **high-retention** pathways such as teacher residencies, and create the Educator Academies Grant Program to support teacher preparation programs at Historically Black Colleges and Universities and other Minority Serving Institutions.

Supporting State and Local Efforts to Close Educational Opportunity Gaps

Problem: **Research clearly shows** that, in education, the level and allocation of funds matter. Yet in k–12, the wealthiest districts spend at **least two to three times** what the poorest districts spend per pupil, translating into dramatically different salaries for educators and learning conditions for students. Early childhood investments are also lacking. The nation's main investment in child care reaches only **15%** of children from eligible low-income families, and only **16% of 3-year-olds and 44% of 4-year-olds** are enrolled in publicly funded preschool. Racial segregation also contributes to gaps in educational opportunity and outcomes—racially segregated, high-poverty schools have a strong negative association with students'

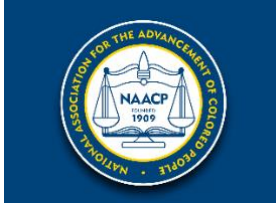
academic achievement. Yet we are in a period of resegregation in which the share of intensely segregated schools **has more than tripled** from the high point of integration in 1988. Current federal and state investments are not sufficient to close the gaps caused by differences in local property values.

To Address This Problem an Administration Can:

- Require states receiving federal funds to monitor and show progress toward equitable access across schools to key school resources (funding, teachers, curriculum) as those states monitor and support progress toward increased and equitable achievement outcomes.
- Create the Equity in School Funding Competitive Grant Program to support state efforts to equitably restructure their school finance systems and implement the district-level weighted student funding flexibility under ESSA.
- Monitor, support, and enforce ESSA's equity provisions. Key indicators of opportunity and outcomes can be used to inform "equity audits" for low-performing schools to support improvement and effective targeting of resources.
- Fully fund key Title programs in ESSA and the Individuals with Disabilities Education Act starting with an allocation of at least \$27 and \$43.3 billion for FY22, respectively.
- Create an initiative to address the out-of-school barriers to learning that children growing up in poverty face by funding the health and social services and supports and extended learning programs that comprise **the pillars of community schools**.
- Implement universal preschool for all children from age 3 to kindergarten entry and guarantee affordable child care for non-school-age children.
- Provide federal funding to support state and district efforts to create greater socioeconomic and racial school diversity and fund the Magnet School Assistance Program at a minimum at parity with the Charter School Program, currently funded at \$440 million.
- Direct the Department of Education to reissue and update guidance on creating safe and inclusive schools for all students and increasing school diversity.

The federal government has a history of making these types of investments. After the passage of the Civil Rights Act of 1965, the federal government made similar investments that paid off in measurable ways. By the mid-1970s, urban schools spent as much as suburban schools and paid their teachers as well, perennial teacher shortages had nearly ended, and gaps in educational attainment had closed substantially. Financial aid for higher education was sharply increased, especially for need-based scholarships and loans. For a brief period in the mid-1970s, Black and Latino/a students attended college at the same rate as Whites, the only time this has occurred. To see similar results, we need similar investments in programs proven to work.

For details regarding LPI's 2020 recommendations, the underlying research, and federal levers for advancing these policies, please contact Jessica Cardichon at jcardichon@learningpolicyinstitute.org and Michael DiNapoli at mdinapoli@learningpolicyinstitute.org.



The NAACP Education Game Changer

The National Association for the Advancement of Colored People (NAACP) works to make certain that all disadvantaged students and students of color are on the path to college or a successful career by advocating for access to great teaching, equitable resources, and a challenging curriculum. We use three kinds of engagement processes to create conditions necessary to achieve the essential elements for quality public education for all: internal engagement; external engagement; and mobilization. We are dedicated to eliminating the severe racial inequities that continue to plague our education system. Although overall high school graduation rates are increasing across the country according to the [National Center for Education Statistics](#), African American children, are graduating at 13% points lower than their white counterparts. Our ultimate goal is that every student, in particular children of color receive a quality public education that prepares him or her to be a contributing member of a democracy. This is accomplished through a four prong strategy of our Education Game Changer which is focused on; increasing resource equity by targeting funds to neediest children; ensuring a path to success after graduation by promoting college & career readiness; improved teacher quality by promoting adequate training and professional development for great teachers in underserved communities; common sense discipline policies by improving school climate and eliminating zero tolerance policies; and improving parent engagement by equipping them with the tools to advocate for a quality education for their children.

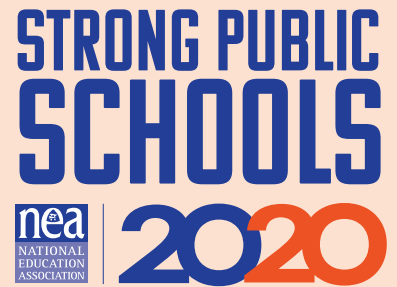
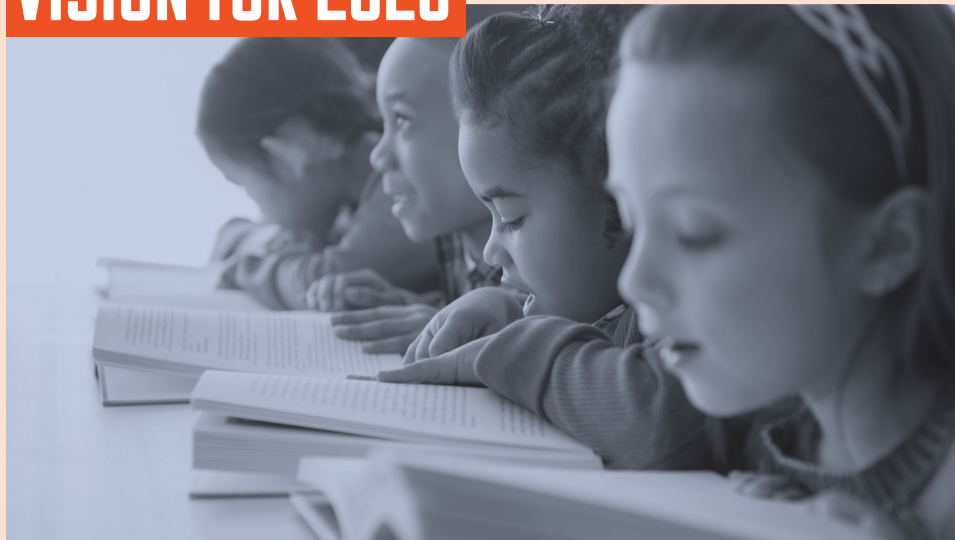
We focus our efforts on federal, state and local policy changes in the following areas:

1. Decreasing the funding gap for under resourced schools by advocating for states to rethink their funding formula to improve financial equity so that students can have access to better education supports to improve their overall quality education. School districts with the highest rates of poverty receive about \$1,000 less per student in state and local funding than those with the lowest rates of poverty, according to a [report released by The Education Trust](#).
2. [Improved teacher quality](#) by promoting policies and programs that bring academically talented and diverse recruits into teaching and help them to succeed. Additionally, we need policies and programs to retain and reward effective early career teachers.
3. Eliminating [zero tolerance policies](#) that disproportionately suspend and expel black and brown children thereby increasing the days that they are not in the classroom and in some cases linking children to the criminal justice system through fines and fees.
4. Acknowledging the realistic barrier of [student loan debt](#) as pathway to college and technical training by advocating for common sense policies that are associated with financing higher education.
5. Providing tools and education to parents in order for them to engage in policy and systems change impacting their child's education from Pre-K through 12th grade.

Founded February 12, 1909, the National Association for the Advancement of Colored people is the nation's foremost, largest, and most widely recognized civil rights organization. It's more than half-million members and supporters throughout the United States and the world are the premier advocates for civil rights in their communities, leading grassroots campaigns for equal opportunity and conducting voter mobilization. The **mission** of the NAACP is to secure the political, educational, social, and economic equality of rights in order to eliminate race-based discrimination and ensure the health and well-being of all persons. Our **vision** is to ensure a society in which all individuals have equal rights without discrimination based on race.

NATIONAL EDUCATION ASSOCIATION:

VISION FOR 2020



The National Education Association works to ensure that public education is the cornerstone of our democracy, where education professionals have a respected and valued voice and all people are prepared to take their places as powerful decision-makers in a just, diverse, and interdependent world.

Our union's power is its members and their presence in every congressional district in this nation. With more than 3 million members, the NEA is the largest labor union in the United States and the world's largest professional association of educators.

One in 100 Americans is an NEA member, and 1 in 39 voters reside in an NEA household. This election is our country's high-stakes test, and we intend to do our part in choosing the next president of the United States. It's our responsibility to ensure that our students and their well-being are a priority for all candidates and for all voters.

▶ We need a president who understands the concerted effort that has been made to discredit our public schools and turn them over to profiteers.

▶ We need a president who knows that we, as educators, don't just go to work every day; we answer a call to serve.

▶ We need a president who recognizes and honors all professionals who work in public schools and on campuses across the country.

▶ We need a president who is committed to improving our public schools instead of abandoning them.

▶ We need a president who will fight for all students to have access to higher education.

▶ We need a president who will acknowledge the pervasive systemic and structural racism in our institutions built around a culture of assumptions of white supremacy.

▶ We need a president who not only understands that our country is comprised of people with fundamental differences but also welcomes and celebrates that diversity.

▶ We need a president who truly believes that public education is the cornerstone of this democracy and an educated citizenry is critical to this nation's survival and success.

▶ We need a president who values our partnership.



National Women's Law Center Education 2020

Needs and Challenges

All children and families should get the help they need to succeed in school and life, from high-quality, affordable child care to ensuring women and girls have safe, quality schools and workplaces.

High-quality, affordable child care and early learning is fundamental to America's children, families, and economy. But the nation is facing a crisis that is leaving families, children, and workers behind. The high cost of child care is crushing families and forcing them to face the impossible dilemma of choosing between a paycheck and their child's care. Yet, child care funding currently provides help for only a fraction of those who need it. Moreover, child care workers – most of whom are women and disproportionately women of color and immigrant women – who provide this crucial service earn very low wages, undermining their own economic security and their ability to provide high-quality care.

For students in K-12, too often a punitive approach to school climate makes students at the intersection of race and gender—such as Black girls—feel unwelcome in school. For example, discipline practices informed by race and sex stereotypes push Black and Brown kids out of the classroom—undermining their potential for success, and in some cases, trapping them in the juvenile and criminal justice system. In response to school shootings, some lawmakers have called for more police in schools and a return to zero-tolerance policies. These proposals make schools look more like prisons than places of learning and could lead to real harm for Black, Native American, undocumented and LGBTQ students. At the same time, extremists opposed to the #MeToo movement seek to undermine strong protections against sexual harassment and assault in elementary, secondary and post-secondary schools. And expectant and parenting students continue to face bias and institutional barriers in high school and higher education.

Policy Priorities

1. All families can access high-quality, affordable child care.

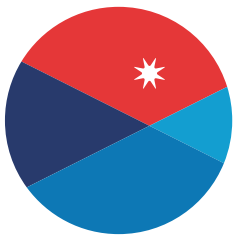
All families should have equitable access to high-quality, affordable child care. However, the cost of financing this system cannot be borne by parents or providers. Instead, we need substantial federal investments to fill this gap, reflecting a shared responsibility for giving our nation's children a strong start in life. Any proposal will need to comprehensively address four key pillars of an effective, equitable child care system:

- *Affordability* – families should get the upfront support they need to afford high-quality child care, with more financial support provided to low- and middle-income families, as well as parents pursuing post-secondary degrees.
- *Access* – families should be able to choose the type of care they want and care should meet their scheduling, linguistic, or other needs. It should be easy, convenient, and accessible for families to apply for assistance.
- *Quality* – all children should have the opportunity to receive high-quality care that fosters their healthy development and learning.
- *Support for early educators* – early educators should receive the support, resources, and compensation they need to provide high-quality care and support their own families.

2. Every student can learn and thrive in a safe, supportive and inclusive environment.

Student safety starts by creating a learning environment where everyone feels valued, included and supported. This means that schools must reverse the school-to-prison pipeline, while also addressing bias, harassment and violence that targets students at the intersection of various identities. A comprehensive approach includes:

- *Student resources* – schools should replace SROs with mental health professionals trained in youth behavior who can spot and address trauma that may be underlying misbehavior.
- *Preventing and addressing harassment* – students should receive comprehensive, non-stigmatizing, age-appropriate sex and consent education, and know that their schools will take effective measures to address and prevent harassment while creating a culture of respect in the classroom and on campus.
- *Limiting exclusionary discipline* – schools should adopt alternatives to suspensions and expulsions for minor and subjective offenses, while using practices that teach positive behavior and social-emotional skills.
- *Data transparency* – students and parents deserve access to accurate measures of school safety and climate, including data on harassment, suspensions, and arrests, and results from school and campus climate surveys.



PARTNERSHIP
FOR THE
**FUTURE of
LEARNING**

CREATING THE FUTURE OF LEARNING TOGETHER, FOR ALL OF US.

The [Partnership for the Future of Learning](#) has spent **five years building engagement and alignment** on a shared vision and set of values among education and social justice field leaders from over 80 organizations and 17 foundations. We exist to protect, strengthen, and advance public education for a more meaningful and equitable future for learning.

Public education is a vital institution—for our communities, for our economy, for our democracy, and for our future. Public systems and schools are the most effective way to educate each and every child in America. We are in the early days of a much needed and important renovation.



Take Action

- Resource the Future System We Need** → **Begin by resourcing IDEA and Title I**
- Elevate the Teaching Profession** → **Enforce ESSA's provisions for funding and teacher equity**
- Renovate the Right Way** → **Support Community Schools**
- Build Racial Equity** → **Start by Restoring School Discipline Guidance**

Ensure equitable and adequate public education funding for the future system we need

Despite its promise, our public education system has rarely served students equitably. Inadequate public education funding has been a perpetual and devastating problem, particularly for students of color and in areas of concentrated poverty.

Support community schools strategies with federal funding, research, and technical assistance

We have access to a growing body of research about how children learn and how to create learning environments that help them thrive. [Community schools](#) are a powerful, evidence-based strategy for creating excellent schools that provide more equitable opportunities and prepare students for success in life and as citizens.

Invest in diverse and prepared pre-K-12 educators as the backbone of student-centered, deeper learning

We need policies to support and develop a diverse educator workforce with the knowledge and skills to help all students achieve their full potential. Many communities and states are showing that valuing and investing in teachers is the most powerful and scalable way to assure that every child experiences truly meaningful and engaging learning.

It takes all of us. Together, we can create a public education system that reflects our changing world, advances equity and justice, and ensures a vibrant, representative democracy—one that fully realizes the role of public education as an indispensable public institution.



Do's and don'ts when talking about public education.¹

Don't get caught in the trap of using frames that vilify teachers or ignite public cynicism, such as “broken” or “failing” schools, or “bad teachers.”

Do restore public confidence by talking about how we can remodel public schools that need improvements and why our future depends on the learning conditions we create for our children and teachers today.

Don't use “choice” as a catch-all for freedom or defend market-solutions that are designed for individuals instead of collective benefit.

Do uplift the role of communities and states to ensure and see the collective benefit of every child getting a high-quality education in their neighborhood.

Don't be fragile in speaking about the history of racism and inequity that weakens our education system and society.

Do talk about how we must advance a racially just future for learning that will improve educational outcomes for every student while ending the school-to-prison pipeline.

¹ [Research shows](#) that how we talk about public education affects public support for it.

Save the Children Action Network

Save the Children Action Network believes that every child deserves the best possible start in life. As the political advocacy arm of Save the Children, our mission is to build bipartisan will and broad public support for universal access to high-quality early learning and care.

In the pursuit of equal opportunity for every child, our guiding principle is that all kids should have access to high-quality, affordable child care and early childhood education. To realize this objective, all levels of government must work together—in concert with the private sector—to craft policy, allocate the necessary resources, and provide the appropriate regulatory environment for such programs to flourish. The President plays a critical leadership role through federal funding requests, proposed changes to the tax code and providing incentives for state and local agencies to work together.

We are aware of many proposals that would affect large-scale change to the child care system. While we are supportive of any plan that seeks to make progress on our guiding principle, on a day-to-day basis we work tirelessly in a bipartisan manner, recognizing that the political realities in Washington, DC and in legislatures across the country require buy-in from both sides of the partisan divide.

At a fundamental level, SCAN believes that any proposals relative to early childhood education and care must address the following priorities:

Access

Early learning and care options must be available to all families with children ages zero to five regardless of their zip code or work schedule. Significant new investments need to be made to ensure there is child care and early learning infrastructure in all communities across the country. Access to pre-kindergarten should be universal. Additionally, access needs to be increased to critical early childhood interventions, such as child care centers, home visiting programs, and family, friend, and neighbor care. Efforts should be taken to ensure that existing facilities can be improved or expanded and new programs can be built in underserved communities so parents have flexible options for care.

Affordability

Ensuring better access to child care programs is only beneficial if parents can afford them. The rising cost of high-quality programs coupled with current public spending levels has resulted in children from many low- and middle-income families shutout from care and instead placed on waitlists for assistance. There must be a significant increase in direct subsidies to families who need help affording high-quality early care and education. At the same time, innovative finance methods such as public-private partnerships, changes to the tax code, and successful state programs should be expanded.

Quality

In order for children, families, and society to realize the full benefits of investments in access and affordability, early learning and child care programs must be high-quality. This means children are in a safe, nurturing, and engaging environment. The early childhood educators must have access to professional development opportunities and research-based best practices and curriculum. In addition, parents should be provided to the resources necessary to make informed decisions about the programs that are right for their family and receive the assistance they need to enroll their child. The challenges facing our children and country have never been greater, but with the proper investments and policy improvements, together we can ensure that today's children are ready to be tomorrow's leaders and that all children truly have an equal opportunity to succeed in America.



Save the Children®



Save the Children®

Our Mission

Since 1932, Save the Children has helped rural communities across America invest in the greatest resource they have to create a better future: their children.

Science shows us that the first five years of a child's development sets the course of life, with 85% of a child's brain developed by age three. Investing in that development provides a 13% return on every dollar. Our on-the-ground experience shows that focusing on the early development and education of America's children creates lasting change throughout their lives, their families, their communities and our nation. That's why we concentrate on the important milestones of school readiness and third grade reading and math proficiency.

Save the Children works in more than 100 rural communities. Together with local partners, we help build, staff and deliver early childhood education and family engagement programs. Our programs improve children's development, prepare them for success in school, boost their early literacy and math skills, and put them on the path to a productive future. Best of all, the way we serve rural communities includes the training and employment of a local workforce, where neighbors are empowered to deliver results for each other.

Innovative Solutions

Starting with the youngest children, our **Early Steps to School Success** program works with parents before and following birth to build essential social and emotional, language, literacy and numeracy skills in their children through home visits, book exchanges and parent support groups. A recent, robust quasi-experimental study shows the power of this program in rural communities. Children who participate in Early Steps have significantly better pre-literacy skills as compared to similar children who are not enrolled. We are proud to be a **Head Start** and **Early Head Start** provider, where we deliver high-quality early education to fit local needs, employ a local workforce and grow expertise in the community. **KinderBoost™** supports young children's successful transition to kindergarten.

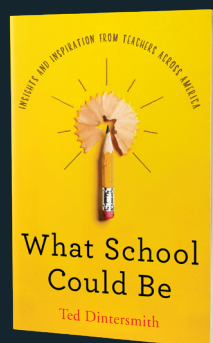
For children in **kindergarten through third grade**, our literacy and math programs strengthen foundational skills to propel children to greater academic achievement. Third grade is the critical year that children transition from learning to read to reading to learn. Save the Children's social and emotional learning programs build resilience and strength in children who face daily adversity.

SummerBoost Camp™ helps children from low-income rural families maintain the gains they made in the classroom when school isn't in session. And, our **Rural Collective Impact Approach** brings local leaders together and empowers them to work across sectors to create a successful cradle to career pipeline that strengthens communities.

Together, we can make a difference in rural areas where one in four children grows up in poverty and relative isolation. When we resource rural communities, we grow stronger children, families and communities.

TED DINTERSMITH

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www.teddintersmith.com



Ted Dintersmith's career spans innovation (top-performing U.S. venture capitalist for 1995-1999), public policy, and education. He knows what competencies are needed for the jobs of the future, and what education policies will get us there. He has visited schools in all fifty U.S. states, produced acclaimed documentaries, and his books include the past year's top-selling education book **What School Could Be**. He's working at the state level in Hawai'i, North Dakota, and Virginia helping to effect change with an Innovation-Playlist model that's the antithesis of failed top-down NCLB/RTTT policies. In 2018, Ted received NEA's prestigious Friend of Education Award. His book WSCB finishes with the speech below, something he'd love to hear from a presidential candidate. If it resonates, he'd be enthused to help your campaign.

My fellow Americans. Our country has never been more divided—in outlook, in financial means, in life prospects. While our GDP is growing, gains are concentrated among our wealthiest. For the rest, median wages are flat, millions live paycheck-to-paycheck, and record numbers have given up looking for work. America in the twenty-first century: “The best of times for a few. The worst of times for the many.”

With Americans suffering, it's easy to blame immigrants, or trade deals, or terrorists. These ignorant words fire people up but lead us astray. We need to understand how our world is being shaped by innovation, automation, and machine intelligence. Low-skilled jobs aren't going to Mexico or China or immigrants—they're just plain going away. While our roads and trains need repair, it's our crumbling education infrastructure that jeopardizes our futures. We need schools to prepare Americans—rich and poor, young and old—for the future, not the past.

Founded as the land of equal opportunity, our nation leads the developed world in childhood poverty. In America today, a child's prospects depend more on birth circumstance than character. Education further tilts the imbalance. We can change this. Our babies and toddlers need high-quality early care and education. Our K–12 schools, particularly in our low-income neighborhoods, need the resources to educate their students. We can make the high school diploma stand for something important—graduates equipped with real career and citizenship skills. Our education system can regain its historic role in helping level America's playing field.

Our teachers can lead the way in transforming our schools, but they can't do it alone. Education is a community's responsibility. I'm asking adults to volunteer time and expertise to help our children, especially those in

challenging circumstances. Support preschool programs. Connect students to internships, summer jobs, mentors, and real-world problems. Trust and respect our teachers. Listen and learn from them.

We need to rethink the role of college. Each year, online resources make it easier and easier to learn on your own, yet we push kids to spend more and more years in costly formal education. This doesn't make sense. I respect the contributions of our Ivory Tower academicians, but they've taken over U.S. education. Colleges charge exorbitant tuition levels and cater to the affluent. We've turned K–12 education into thirteen years of preparing kids for college, not life. This needs to end.

Our country's fifteen hundred community colleges can accelerate career prospects for adults, young and old. Unlike academic four-year colleges, they're grounded in practice. I'm calling on them to offer short-term immersive learning experiences that equip students with decisive career skills. We need tax incentives for U.S. businesses to modernize their workforce. Everyone wins if employees in dead-end jobs have the opportunity to acquire advanced skills rather than punch the clock until they're laid off.

The innovation era plays to America's strengths. We're the most creative, inventive society on the planet. We lead the world in Nobel prizes, in music, in art, in patents, in technology, in innovative start-ups, in social entrepreneurship. Our country is in the perfect position to thrive. But getting on the right side of innovation has to start with education. In 1893, America had the courage to transform schools to prepare young adults for a world of manufacturing. Let us once again have the courage to transform our schools, to launch our children into lives of purpose, to unleash their potential to create a better future for all.



Fairness and equity in education have long been core American values underlying the promise of equal opportunity in the United States. Despite some educational gains over the past decades for many students, significant barriers continue to stifle the ideal of universal quality education. One group that stands to benefit substantially from a quality education experience are Latinos, who will comprise one-third of all students within the next decade. The academic success of Latino students is critical not only for their own well-being, but for that of our nation more broadly. UnidosUS believes in access to a quality education for all students, equitable resources to support the highest need students, strong accountability measures to ensure schools are working to close achievement gaps, and inclusive schools where all children are welcome and their constitutional rights to a public education are upheld. In order to achieve this vision, the Every Student Succeeds Act (ESSA) must be reinforced as civil rights law and the role of the U.S. Department of Education must be reaffirmed in protecting students' civil rights. We provide the following education policy priorities for presidential candidates to consider:

Early Childhood Education: Expand access to high quality programs

- Latinos make up 26 percent of US children younger than 5 and will make up one-third of 3 to 4-year-olds by 2023. Latino children often enter school less ready to learn than do their non-Latino white classmates.
- In 2016, the U.S. Department of Education found that Latinos have the nation's lowest enrollment in early childhood education programs (49.5%), compared to 55.5% of white children.
- According to the Center for American Progress, there are more than five infants and toddlers for every licensed child care slot. This is more than three times the ratio for 3- through- 5-year-olds.
- **Expand the number of high-quality slots in two existing programs by increasing funding for Early Head Start (zero to 3) and change the eligibility requirements for Head Start so more families are eligible.**

K-12: Close the achievement gap for Latino students

- Latinos represent 1 in 4 of K12 students and will represent 1 in 3 by 2027, while only 9% of teachers are Latino. 5 million English Learners (ELs) are enrolled in K-12 public schools, and 77% speak Spanish.
- In 2017, 23% of Latino 8th graders scored at or above proficient in reading, compared to 45% of their White peers. In 8th grade math, 20% of Latinos scored proficient, compared to 44% of their White peers.
- While the EL population has grown 60% over the past two decades, federal funds for ELs have increased by 1% since 2009. In 2016, 32 states reported not having enough qualified teachers to teach English learners.
- **Expedite enforcement of financial transparency measure in ESSA to ensure resource equity and incentivize weighed pupil formula in states; ensure all Latino students are proficient and on track to be college and career ready by 9th grade; invest in parent engagement programs designed to reach parents who traditionally are not connected to the schools; increase grants to states to help English learners attain English proficiency and better integrate into the school system; diversify teacher workforce to represent more Latinos and reward dual language educators.**

Higher Education: Improve college completion for Latino students

- Latinos are overrepresented in institutions with low completion rates. The Latino graduation rate is 21% in two-year public institutions / 29% in four-year for-profit colleges. Latino students are also more likely to be enrolled beyond six years and less likely to transfer out of two-year college compared to their White peers.
- Latino borrowers face greater financial risk when they do not complete their degree. One analysis showed that 48% of Latino undergraduates who did not finish their program defaulted on their student loans within 12 years of initial entry into school. This is compared to 38% of White students who did not complete.
- **Provide first-generation, DACA, TPS, and undocumented students with culturally competent academic and nonacademic support services; small-dollar emergency financial aid; strengthen and expand the public loan forgiveness program.**

A postsecondary degree remains an individual’s best pathway to financial security. However, in the decade since Congress last reauthorized the Higher Education Act, states’ investment in higher education has gone down while tuition and fees have increased dramatically. The nation’s student loan debt has risen to crisis levels, with African-American students being the most acutely impacted. Meanwhile, institutions have struggled to meet the needs of their more diverse student bodies, including the growing number of adult learners, first generation students, and student parents. Notably, while racial and ethnic gaps in college enrollment rates have improved, gaps in actual degree attainment have widened. It is clear that today’s (and tomorrow’s) students need not only traditional student aid, but also a combination of academic, financial, and individualized completion supports to help them graduate. The next president must advance a pro-student higher education agenda that attacks the root causes of the increasing cost of attendance, expands the support services needed for today’s students, and addresses the longstanding student debt crisis.

THE PROBLEM	THE SOLUTION
<p>The declining value of the Pell grant and state disinvestment in higher education in the face of rising costs, means that many students can’t complete or even access higher education without taking out astronomical loans.</p>	<ul style="list-style-type: none"> ■ Increase the maximum Pell grant and ensure that it is re-indexed to inflation going forward. ■ Expand the Pell program to traditionally disenfranchised populations, like DREAMers and those incarcerated, and increase the number of semesters a student is eligible to receive a grant. ■ Create a state-federal higher education partnership that incentivizes states to reinvest in higher education and expand debt free college options for students who are most in need.
<p>Today’s students are struggling to complete their education because the system is not designed to support the increasing numbers of student-parents, first-generation college students, and working/independent students.</p>	<ul style="list-style-type: none"> ■ Incentivize adoption of proven student support models like the CUNY ASAP program which provides academic, financial, and individualized completion supports to help students complete. ■ Expand programs like the federal Child Care Access Means Parents In School (CCAMPIS) program, which provides student-parents with affordable child care.
<p>Student loan borrowers are drowning in debt and must tackle a confusing repayment system.</p>	<ul style="list-style-type: none"> ■ Make it easier to access/enroll in income-driven repayment programs. ■ Protect and expand pathways to loan forgiveness, like the Public Service Loan Forgiveness Program.

More information can be found in Young Invincibles’ 2019 policy agenda.



The science is clear. Our brains grow faster between the ages of 0-3 than any later point in life. When babies have nurturing relationships with parents and caregivers, enriching early learning experiences, and strong physical health and nutrition, they have a crucial foundation for their future success in school and in life. But when babies don't get what their growing brains need to thrive, they experience life-long developmental, educational, social, and health challenges. ZERO TO THREE is committed to making the potential of every baby our national priority, with a special focus on meeting the needs of overburdened and under-resourced (OUR) babies. An education agenda for 2020 must understand that learning happens right from the start and prioritize policies that support babies and their families.

Policy Priorities

- **Quality, affordable early care and learning:** Families need access to quality, affordable early care and learning opportunities that surround infants and toddlers with a safe environment, nurturing relationships with caring adults, and strong early learning experiences. Access to high quality early experiences, including through child care, Early Head Start, and early intervention improve early learning, cognitive and language development, social and emotional development, and school achievement. But quality care is out of reach for too many families, especially those living in low-income communities. An education agenda for 2020 must prioritize equitable access to affordable, high-quality early care and learning opportunities, including investments in strengthening the early childhood workforce that provides these crucial early learning experiences for millions of infants and toddlers.
- **Paid family and medical leave:** Families and their babies need dedicated time together after birth or adoption to develop close, nurturing relationships that set the foundation for a child's healthy development, but only 16 percent of employees in the private sector have access to paid leave through their employers. When families have time off to build these positive, consistent relationships early, children are better equipped for future success in school. But babies and families have a broad range of caregiving needs that can extend beyond the period immediately after the birth or adoption of a child. As such, an education agenda for 2020 must prioritize a robust, comprehensive paid leave program that meets the needs of America's diversity of working families.
- **Healthy emotional development:** When children grow up feeling loved and comforted, they form more healthy brain connections, which increases their ability to trust, relate, communicate, and learn. Parents and caregivers play the most important role in their baby's social, emotional, and mental health, laying the foundation for babies' healthy development and setting them up for long-term educational success. An education agenda for 2020 must prioritize policies that provide parents with services and support that help them nurture their babies and meet their social-emotional needs.
- **Strong physical health and nutrition:** Good health provides the foundation for babies to develop physically, cognitively, emotionally, and socially. Access to good nutrition and affordable maternal, pediatric health care is essential to ensure that babies have the strongest possible start and are prepared for lifelong learning and success in school. Preventive health care and screenings, as well as a healthy, nutritious diet, are vital for a baby's developing brain. An education agenda for 2020 must ensure that families have consistent access to quality health services and nutrition support programs for infants, toddlers and pregnant women.



Coalition Members

American Federation of Teachers (AFT): The American Federation of Teachers, an affiliate of the AFL-CIO, was founded in 1916 and today represents 1.7 million members in more than 3,000 local affiliates nationwide.

Alliance for Excellent Education (All4Ed): Every child a high school graduate, prepared for success. That is the bedrock principle that drives the Alliance for Excellent Education, a Washington, DC-based national nonprofit committed to improving the educational outcomes—and lives—of high school students, especially those underperforming and those historically underserved.

Center for American Progress (CAP): The Center for American Progress is an independent nonpartisan policy institute that is dedicated to improving the lives of all Americans, through bold, progressive ideas, as well as strong leadership and concerted action. Our aim is not just to change the conversation, but to change the country.

Children's Defense Fund (CDF): The Children's Defense Fund provides a strong, effective and independent voice for all the children of America who cannot vote, lobby or speak for themselves. We pay particular attention to the needs of poor children, children of color and those with disabilities. CDF educates the nation about the needs of children and encourages preventive investments before they get sick, drop out of school, get into trouble or suffer family breakdown. CDF is a 501(c)(3) non-profit child advocacy organization that has worked relentlessly for more than 40 years to ensure a level playing field for all children. We champion policies and programs that lift children out of poverty; protect them from abuse and neglect; and ensure their access to health care, quality education and a moral and spiritual foundation.

Community Change Action: The mission of Community Change Action is to build the power and capacity of low-income people, especially low-income people of color, to change their communities and public policies for the better. Right now, we're empowering the people most affected by injustice to lead movements to improve the policies that affect their lives.

Consortium for Citizens with Disabilities (CCD) Education Task Force: The Consortium for Citizens with Disabilities is the largest coalition of national organizations working together to advocate for federal public policy that ensures the self-determination, independence, empowerment, integration and inclusion of children and adults with disabilities in all aspects of society. CCD has worked to achieve federal legislation and regulations that assure that the 54 million children and adults with disabilities are fully integrated into the mainstream of society. The Education Task Force monitors federal legislation and regulations that address the educational needs of children with disabilities and their families, including the Individuals with Disabilities Education Act (IDEA) programs.





Coalition Members

The Education Trust (Ed Trust): The Education Trust is a national nonprofit that works to close opportunity gaps that disproportionately affect students of color and students from low-income families. Through our research and advocacy, Ed Trust supports efforts that expand excellence and equity in education from preschool through college, increase college access and completion particularly for historically underserved students, engage diverse communities dedicated to education equity, and increase political and public will to act on equity issues.

The Institute for College Access & Success (TICAS): The Institute for College Access & Success is a trusted source of research, design, and advocacy for student-centered public policies that promote affordability, accountability, and equity in higher education. We try to understand college opportunity through careful research and by listening to the students and those who serve them. We combine concrete, tailored policy recommendations with passionate, sophisticated advocacy, nationally and in California.

Institute for Educational Leadership (IEL): We are a 55-year old diverse national nonprofit that acts as a catalyst and capacity builder at the intersection of education and workforce development. We are an organization that values equity, inclusion, cross-sector collaboration, and impact. Our vision is one of "a society that uses all of its resources effectively to provide an equal opportunity for all children and youth to learn, develop, and become contributing citizens of our democracy." Our mission is to partner with under-resourced communities to equip leaders to better prepare children, youth, adults, and families for postsecondary education and training, rewarding careers, and civic and community engagement.

Learning Policy Institute (LPI): The Learning Policy Institute conducts and communicates independent, high-quality research to improve education policy and practice. Working with policymakers, researchers, educators, community groups, and others, the Institute seeks to advance evidence-based policies that support empowering and equitable learning for each and every child. Nonprofit and nonpartisan, the Institute connects policymakers and stakeholders at the local, state, and federal levels with the evidence, ideas, and actions needed to strengthen the education system from preschool through college and career readiness.

National Association for the Advancement of Colored People (NAACP): The mission of the National Association for the Advancement of Colored People is to secure the political, educational, social, and economic equality of rights in order to eliminate race-based discrimination and ensure the health and well-being of all persons. The vision of the National Association for the Advancement of Colored People is to ensure a society in which all individuals have equal rights without discrimination based on race.



Coalition Members

National Education Association (NEA): The National Education Association, the nation's largest professional employee organization, is committed to advancing the cause of public education. NEA's 3 million members work at every level of education—from pre-school to university graduate programs. NEA has affiliate organizations in every state and in more than 14,000 communities across the United States.

National Public Education Support Fund: The National Public Education Support Fund convenes and supports a family of networks composed of foundations, organizations, and thought leaders who share a common commitment to realizing the power of public education so that all children can receive an excellent education from birth through college and career.

National Women's Law Center (NWLC): The National Women's Law Center fights for gender justice – in the courts, in public policy, and in our society – working across the issues that are central to the lives of women and girls. We use the law in all its forms to change culture and drive solutions to the gender inequity that shapes our society and to break down the barriers that harm all of us – especially those who face multiple forms of discrimination, including women of color, LGBTQ people, and low-income women and families. For more than 45 years, we have been on the leading edge of every major legal and policy victory for women.

The Partnership for the Future of Learning: The Partnership for the Future of Learning brings together a diverse network of individuals and organizations with a deep commitment to an equitable, high-quality, public education system. Together, we promote policies to strengthen this system, and call attention to schools that are making learning rigorous, relevant, engaging, and available for every student. We are a diverse network of education and social justice field leaders from 100 organizations and 18 foundations.

Reach Higher: The Reach Higher Initiative is Former First Lady Michelle Obama's effort to inspire every student in the U.S. to take charge of their future by completing their education past high school, whether at a professional training program, a community college, or a four-year college or university.

Save the Children: Every Child Deserves a Future. For 100 years, we've been giving children in the U.S. and around the world a healthy start in life, the opportunity to learn and protection from harm. When crisis strikes, we are always among the first to respond and the last to leave. We do whatever it takes to save children, transforming their lives and the future we share.

Save the Children Action Network (SCAN): Save the Children Action Network is the political voice for kids. Founded in 2014 as the advocacy arm of Save the Children, SCAN is building bipartisan political will to invest in kids in the U.S. and abroad. We're working to ensure that all children in the U.S. have access to high-quality early childhood education and that children in conflict zones across the world are protected.



Coalition Members

Teach Plus: We believe that our most talented teachers are the key to achieving a more equitable and excellent education for students. Teach Plus' programs are designed to develop and empower teacher leaders at every level of the education system. Since our founding in 2009, Teach Plus has grown from 16 teachers to a network of more than 42,000 solutions-oriented teachers nationwide.

UnidosUS: UnidosUS, formerly the National Council of La Raza (NCLR), is the nation's largest Latino civil rights and advocacy organization. Through our unique combination of research, advocacy, programs, and a national network of nearly 300 community-based Affiliate organizations across the country, we simultaneously challenge the social, economic, and political barriers that affect Latinos in the United States. Since our founding in 1968, we have contributed to a stronger America by elevating the voice of Latinos, and defending and advancing our community's concerns. Today, we remain steadfast in our mission to realize a day where all Latinos thrive and their contributions are fully recognized.

The United State of Women (USOW): The United State of Women is a national organization for any woman who sees that we need a different America for all women to survive and thrive – and wants to work collectively to achieve it. USOW amplifies the work of organizations and individuals at the forefront of the fight for women's equality, and provides tools, access and connections that help women see and step into their power to break down the barriers that hold women back.

Young Invincibles (YI): Young Invincibles is a nonprofit organization dedicated to amplifying the voices of young adults in the political process and expanding economic opportunity for our generation. We do this through building a community of young leaders to take action for social change, sharing the stories of young adults, cutting-edge policy research and analysis, providing tools for our generation to make smart economic choices, and mission-driven social enterprise ventures.

ZERO TO THREE: ZERO TO THREE works to ensure that babies and toddlers benefit from the early connections that are critical to their well-being and development. As a membership-based organization, we take a unique approach to child development by connecting those who can truly make a difference in the life of a child with the research, resources and tools they need. The ZERO TO THREE Policy Center is an independent, non-partisan research-based voice that educates the public and political leaders about the unique developmental needs of babies and toddlers. We advance policy solutions designed to support and strengthen families, raise awareness and promote action on behalf of babies and toddlers.

