



# Education, Equity and NMEF

*Nick Donohue, President and CEO  
Nellie Mae Education Foundation*

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# Discussion Overview

- **Who we have been and why we made a shift?**
- **What we learned and came to believe?**
- **Where we are headed?**
- **What we are doing now and how?**

# NMEF 2010 - 2018

***Big Goal - NE Post-Secondary Readiness –  
80% by 2030***

***"Public education systems are increasingly  
characterized by rigorous, equitable student-  
centered learning for secondary school students."***

***Policy, District work, Public Demand,  
Research and Knowledge Building,  
Teacher Leadership and Advocacy***

# Our Emerging Strategy

**Mission: To champion efforts that prioritize community goals that challenge racial inequities and advance excellent, student-centered public education for all New England youth.**

**Goal 1: Capacity Building**

**Goal 2: Support Local Work**

**Goal 3: Broader Coalitions**



**Janet Phlegar**

BOARD CHAIR; FORMER ED,  
LEARNING INNOVATIONS,  
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**Allen A. Boston**

PARTNER (RETIRED), ERNST &  
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PRESIDENT, BARLOW  
PARTNERS, INC.



**Dr. John H. Jackson**

PRESIDENT & CEO, THE  
SCHOTT FOUNDATION FOR  
PUBLIC EDUCATION



Who helped...

***Open Resource Leadership/  
MP Associates***



# Equity Reflection

- **Equity Assessment**
- **History Lessons**
- **New Understandings**
- **DEI**
- **Whiteness!**
- **Resources, Policies, Narratives and People**
- **Racial Equity Principles**

# Racial Equity Lens

**Voice:** How will we engage and consider the experiences, voices, and perspectives of those most affected by inequities? How are we ensuring that those most affected by inequities have a seat at decision-making tables?

**Data:** How will we collect and analyze data about race and ethnicity (e.g., disaggregating data, identifying disparities, using qualitative data)?

**Root Cause:** What are the root causes (e.g., policies or practices) of the racial or ethnic disparity we are attempting to address?

**Solution:** How will our proposed action/strategy address the root causes of the racial or ethnic disparity we are attempting to address (e.g., changed policy that reduces or eliminates a disparity based on race or ethnicity)?

**Outcome:** If we succeed, how would things be different? What is the equity outcome we are hoping to achieve?

**Privilege:** How might our role, power, and privilege be affecting our interactions, discussions, reflections, and decisions? How might our role, power, and privilege be affecting our ability to authentically collaborate and partner?



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Change in behavior guided by principles...

How we show up?

**New Relationships**

**Community Advisory**

**Grantmaking Process**

**Using our own power when asked**

**Being transparent about our interests**

**Slowing down**

**Different measures**

**Deference vs Preference**

# Engaging Community Continuum

INFORMING	CONSULTING	INVOLVING	DECIDING	RELINQUISHING
One-way communication from grantmakers to non-grantmakers.	Non-grantmakers weigh in on issues. No guarantee their input will be incorporated into the resulting plan or process.	Two-way communication. Both parties hear, understand, and discuss different perspectives. May not result in a strong sense of direction or priorities.	Happens in any/all grantmaking stages. Leads to decisions generated, at least in part, by non-grantmakers.	The constituency a foundation seeks to support is given complete power to design and implement grant programs.

WE ARE HERE

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WHERE WE ARE MOVING

**Our emerging strategy builds on our earlier investments that were focused on developing, implementing and spreading student-centered learning.**

**Student-centered learning will remain a part of our grantmaking efforts — though what we mean by — including its fundamental tenets - is evolving. And it will not be a grant requirement.**

**We anticipate a wider array of effective practices in terms of racial equity outcomes will be included in any expanded definition.**

**When we do support student-centered learning we will emphasize racial equity outcomes. And we will focus on the cultural, structural, and policy environments that reinforce inequities within our education system and communities.**

# Questions we have

- Reciprocity?
- Intermediaries and Relationships?
- Preferred Workplace?
- Foundation Leadership?
- Partnership?
- What advice can you give?



# Thank You!

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