LESN Ancillary Meeting
2019 National Forum on Education Policy

Denver, CO
July 9-10
New to LESN?

Your Support Team

Lauren

Adrienne

Your Supports

Heads Up
Listserv
ECS and NCSL research assistance
Seminars and webinars
30 STATES!
Getting to Know You

Bingo!
Agenda: Day 1

9:45 a.m.  Education Commission of the States’ Services and Supports
10:00 a.m. Trending Topics in State Education Policy 2019
11:15 a.m. Break
11:30 a.m. Why do Bills Fail? A look at failed school finance legislation in the 2019 legislative sessions
12:30 p.m. Lunch
1:15 p.m.  Talent Development: Exploring Connections Between Education and Work
2:15 p.m.  Break
2:30 p.m.  Ethics and Civility
3:30 p.m.  Early Learning
6:00 p.m.  Dinner at Gallery Room at Union Station
Agenda: Day 2

8:30 a.m. Networking Breakfast With GEPAs and EDs
9:00 a.m. State Story
9:45 a.m. Break
10:00 a.m. School Safety
11:00 a.m. Concise Analysis Writing
12:00 p.m. Break and boxed lunches
1:00 p.m. National Forum on Education Policy Kickoff
Education Commission of the States’ Services and Supports

Lauren Sisneros
Who we are.

The essential, indispensable member of any team addressing education policy.
What we do.

We believe in the power of learning from experience and we know informed policymakers create better education policy.
How we do it.

We research, report, convene and counsel.
Core Services

- State education policy tracking
- Testimony, meetings, & connections
- Requests for Information
- Reports, blogs, & other resources
Research: State Policy Tracking

ECS State Policy Database

[Image of a database interface with bills and their statuses, priorities, and positions.]
Request assistance.

E-mail your state relations liaison.

Chat box on website.
The Every Student Succeeds Act (ESSA), signed into law in December 2015, is the latest reauthorization of one of the most influential pieces of federal education legislation, the Elementary and Secondary Education Act (ESEA). The law had not been substantially updated since 2001 when the No Child Left Behind Act (NCLB) took effect and required a significant expenditure effort from policymakers. The new law brings about a number of changes and updates, including a focus on evidence-based policy-making and accountability. These reforms require an examination of the states’ specific flexibility and capacity. Many questions remain before the law addresses the areas of interest to States has found the most likely and policymakers.

**50-STATE REVIEW**

**State Education Governance Structures: 2017 update**

Governments are policymakers and leaders in the states’ work of ensuring that their states are achieving the highest results for all students. The education governance structures of most states, including those with the highest-performing schools, are categorized into one of four models:

1. **Assessment First:** States that place a high emphasis on assessment and accountability policies, including high-stakes testing and the use of data to inform decisions about educational policies.
2. **Assessment First and Fourth:** States that place a high emphasis on assessment and accountability policies, including high-stakes testing and the use of data to inform decisions about educational policies, but also have a strong emphasis on teacher evaluation and professional development.
3. **Innovative Approaches:** States that are exploring innovative approaches to education governance, such as charter schools, vouchers, and other alternative models.
4. **English Learners:** States that are focusing on the needs of English learner populations, including providing language support and ensuring access to high-quality education.

**Understanding the distribution of authority in state education governance:**

Models vary widely in terms of their structure and the role of each level of government. For example, some states have a tradition of decentralized governance, with local districts retaining significant control over educational policy, while others have a more centralized model with strong state-level oversight. The distribution of authority can impact the effectiveness of policies and the ability of states to respond to local needs.

**What is Governance? Why Does It Matter?**

Governance systems at the local, state, and national levels are critical to the success of the education system. They provide the framework for making decisions about educational policies and resources, and they ensure that these decisions are aligned with the goals of improving educational outcomes for all students. Effective governance systems can help to ensure that resources are allocated efficiently and that policies are implemented effectively.

**Understanding governance structures and their impact:**

Governance structures can create additional questions and considerations for policymakers as they pursue education objectives.

**Education Savings Accounts**

Education Savings Accounts (ESAs) are private savings accounts funded by a deposit from the state government, and/or other sources. The deposit amount varies from state to state, but generally ranges from $1,000 to $5,000. These accounts are designed to provide parents with flexibility in funding their children’s education. Funds can be used to purchase specific educational services, such as tuition, online courses, or private tutoring. Some states also allow parents to use ESA funds to purchase textbooks, computer equipment, and other educational materials.
Your education policy **team members** are available to provide testimony, presentations and facilitation.

**Meetings:**
- National Forum.
- Winter Commissioners Meeting.
- Policy Academies & Thinkers Meetings.

**Connect with other states and experts.**
Keep in touch!

- Sign up for newsletters.
- Read the blog (and be a guest author!).
- Watch a webinar.
- E-mail, call, chat, text.
Session 1
Trending Topics in State Education Policy 2019

Sharmila Mann
Access to high-quality pre-K can have a strong positive impact on future educational attainment.
EARLY CHILDHOOD EDUCATION
2019 TRENDS

- Increasing cost of pre-K
- Shifting demographics
- Multiple state agencies
EARLY CHILDHOOD EDUCATION

WHAT ARE STATES DOING?

- Increasing state funding
- Reducing governance complexity
- Addressing social-emotional learning in early education
EARLY CHILDHOOD EDUCATION
SELECTED RESOURCES

• 50-State Comparison: State Kindergarten-Through-Third-Grade-Policies
• Initiatives from Preschool to Third Grade: A Policymaker’s Guide
• Governance in Early Childhood Education
• Transitions and Alignment from Preschool to Kindergarten
• How States Fund Pre-K: A Primer for Policymakers
Additional funding for high-need student populations is linked to increased academic success.
K-12 FUNDING
2019 TRENDS

- State-funded full-day Kindergarten
- Funding equity and innovation for high need student populations
- ESSA funding transparency requirement
K-12 FUNDING
WHAT ARE STATES DOING?

- Fully funded full-day kindergarten
- High-need funding distribution
- Stabilized funding in the context of highly mobile student populations
- School-based financial reporting
K-12 FUNDING
SELECTED RESOURCES

• State vs. Local Revenue for Public Education
• Outcomes-Based, K-12 Funding Formulas
• Funding Transparency Under ESSA
• The Importance of At-Risk Funding
• Full-Day Kindergarten: A look across the states
Improving school climate can lead to reduced teacher turnover and increased student achievement.
SCHOOL CLIMATE AND CULTURE
2019 TRENDS

- ESSA School Quality metric
- Rescinded Federal guidance
- School Shootings
- Opioid Crisis
School Climate and Culture

What Are States Doing?

- School Safety Task Forces
- Opioid Education and Antagonists
- Alternatives to Discipline
- Social-Emotional Learning
The Status of School Discipline in State Policy
50-State Comparison: State Policies on School Discipline
School Discipline Policy Snapshots
State Policy Responses to School Violence
50-State Comparison on School Safety (in development)
Effective teachers are the most important factor contributing to student achievement.
TEACHER PAY AND CAREER LADDERS
2019 TRENDS

- Teacher strikes
- Teacher shortages
- Teacher leadership
- Relevant professional development
Teacher Pay and Career Ladders

What Are States Doing?

- Teacher Compensation
- Recruitment & Retention
- License Reciprocity
- Teacher Leadership
- Teacher Diversity
SELECTED RESOURCES

- 50-State Comparison: Teacher Leadership and Licensure Advancement
- 50-State Comparison: Teacher License Reciprocity
- Teacher Policy Snapshots
- Mitigating Teacher Shortages: Policy Briefs Series
- School Leadership: A Primer for State Policymakers
Quality high school CTE programs can help students prepare for both postsecondary education and careers.
CAREER & TECHNICAL EDUCATION
2019 TRENDS

- Growing skills gap
- Meeting workforce needs
- High-quality CTE options for all
Career & Technical Education

What Are States Doing?

- Student Awareness & Support
- Agency & Industry Collaboration
- HS Graduation Requirements
- Work-Based Learning
- Financial Support
CAREER & TECHNICAL EDUCATION
SELECTED RESOURCES

• Policy Snapshot: Career and Technical Education
• STEM Dual Enrollment: Model Policy Components
• Work-Based Learning: Model Policy Components
• Five Steps to Expand Access to High-Quality CTE in Rural Schools
• Making high school CTE policy count
The typical college graduate now has about $25,000 in student debt.
COLLEGE AFFORDABILITY
2019 TRENDS

- Barriers to free college
- Balancing access and affordability
- Engaging adult students in postsecondary education
- Re-connecting students to education and work
COLLEGE AFFORDABILITY
WHAT ARE STATES DOING?

- Free College
- First-Dollar Awarding
- Rethinking Award Timing
- Adult-Focused Aid
COLLEGE AFFORDABILITY
SELECTED RESOURCES

- Redesigning State Financial Aid: Principles to guide state aid policymaking
- Tuition-Setting in Postsecondary Education
- 50-State Comparison: Adult Inclusion in State Financial Aid Policies
- Free Community College: An approach to increase adult student success in postsecondary education
- Need-Based State Financial Aid
World Economic Forum analyzed 1,000 jobs that account for 96% of US employment; only 2% of workers could transition to new jobs with a matched skillset.
WORKFORCE READINESS
2019 TRENDS

- Changing workforce needs
- Localized value of degrees
- Perkins reauthorization
- Non-degree options
WORKFORCE READINESS
WHAT ARE STATES DOING?

- Career readiness in middle school
- Funding for adult training
- Workforce needs assessment
- Stakeholder coordination
WORKFORCE READINESS
SELECTED RESOURCES

• Approaches to State Workforce Development Systems
• Leveraging Community Colleges in the Workforce Innovation and Opportunity Act: A blueprint for state policymakers
• Aligning K-12 and Postsecondary Career Pathways with Workforce Needs
• Perkins V Blog Series
Well-designed state data systems allow schools, districts, and the public access to much more useful, timely information.
DATA USE AND GOVERNANCE
2019 TRENDS

- Education accountability
- Data-informed interventions for students and schools
- Return on investments in education
- Student data privacy
DATA USE AND GOVERNANCE
WHAT ARE STATES DOING?

- School Accountability
- Postsecondary ROI
- Linking data systems
- Improving transitions
- Data Privacy
- Student Safety
DATA USE AND GOVERNANCE

SELECTED RESOURCES

- Using State Data Systems to Report Information on Arts Education
- Policy Snapshot: Statewide Longitudinal Data Systems
- Examining SLDS Development and Utility
- Guiding Questions for State School Improvement Effort
- 50-State Comparison: States’ School Accountability Systems
Session 2
Why do Bills Fail? A look at failed school finance legislation in the 2019 legislative sessions

Emily Parker
Why do Bills Fail?

A look at failed school finance legislation in the 2019 legislative sessions.
45 / 703

Enacted bills    Total bills
Trends in Education Finance Legislation

Four Trends.
Trends in Education Finance Legislation

1. Changes to the funding formula.
2. Sources of revenue.
3. Funding for high-need student populations.
Trends in Education Finance Legislation

4. Changes to teacher compensation.
1. What were the policy shortcomings of the bills?

2. What were the political shortcomings of the bill?

3. Did the bill have a champion? Was it the bill sponsor?

4. Is someone in your state going to try to run the bill again? If so, do you think the outcome will be the same or different?
1. What were the policy shortcomings of the bills?

2. What were the political shortcomings of the bill?

3. Did the bill have a champion? Was it the bill sponsor?

4. Is someone in your state going to try to run the bill again? If so, do you think the outcome will be the same or different?
1. What were the policy shortcomings of the bills?

2. What were the political shortcomings of the bill?

3. Did the bill have a champion? Was it the bill sponsor?

4. Is someone in your state going to try to run the bill again? If so, do you think the outcome will be the same or different?
1. What were the policy shortcomings of the bills?

2. What were the political shortcomings of the bill?

3. Did the bill have a champion? Was it the bill sponsor?

4. Is someone in your state going to try to run the bill again? If so, do you think the outcome will be the same or different?
1. What were the policy shortcomings of the bills?

2. What were the political shortcomings of the bill?

3. Did the bill have a champion? Was it the bill sponsor?

4. Is someone in your state going to try to run the bill again? If so, do you think the outcome will be the same or different?
Questions?

Emily Parker
eparker@ecs.org
@emilyparker121
Session 3
Talent Development: Exploring Connections Between Education and Work

Sarah Pingel
Talent Development

Exploring Connections Between Education and Work

Sarah Pingel

July 9, 2019
Agenda

- Overview of Talent Development and Retention Policies
- Diversity of Perspectives
- Listening to Students & Potential Students
- Q & A
Postsecondary Access

- Pricing strategies
  - Tuition capping/freezing
- Cost-end (student financial aid)
- Course delivery/geography
- Connections with high schools
- Connections to adult learners
Postsecondary Completion

- Use money to incent completion
- Provide consequences, i.e. repayment of state financial aid
- Policies to support positive and efficient credit accumulation, i.e. transfer, credit capping, advising, degree pathways
Talent Retention

- Tax incentives (business and student facing)
- Loan forgiveness policies
- Post-receipt residency requirements
Talent Development

Postsecondary Access

Postsecondary Completion

Talent Retention
Perspectives

TALENT DEVELOPMENT

- Workforce Development
- Industry
- Higher Education
- Demography
Education Consumer Survey

- 330,000+ responses
- 350 daily – 10,000 monthly – 122,500 annually
- All demographics
- All states & D.C.
How's my presentation so far?

- A
  - It's amazing.

- B
  - It's incredibly amazing!

- C
  - It's aw'right

Respond at PollEv.com/presenterpete
Text PRESENTERPETE to 22333 once to join, then A, B, or C
Your highest level of education was worth the cost.

Yes  No
Your highest level of education was worth the cost.

<table>
<thead>
<tr>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
</tr>
</tbody>
</table>
If you had to do it all over again, would you obtain the same degree or take the same courses?

<table>
<thead>
<tr>
<th>Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voc. or Tech. Ed.</td>
<td>82%</td>
</tr>
<tr>
<td>Some college</td>
<td>85%</td>
</tr>
<tr>
<td>Associate</td>
<td>76%</td>
</tr>
<tr>
<td>Bachelor</td>
<td>91%</td>
</tr>
<tr>
<td>Graduate or Professional</td>
<td>92%</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

Your educational experiences make you an attractive candidate to potential employers.
Your educational experiences make you an attractive candidate to potential employers.

The courses you took are directly relevant to what you do at work.

Yes

No
Courses are directly relevant to what you do at work.

You learned important skills that you use in your day-to-day life.

Yes

No
You learned important skills that you use in day-to-day life.

Why didn’t you finish?

- 10% financial
- 9% life event
- 8% couldn’t balance work and school
Perceived Need for Additional Education

Do you need additional education to advance your current career?

Half have their own dependents

- Of those who say they need more education and have at least 1 dependent under the age of 18:
  - 52% are women
  - 48% are men

Main reason you aren’t taking courses

- 23% working or already employed
- 18% financial cost of attending
- 15% don’t have time
- 11% not interested

Future Project Activities

- Thinkers Meeting + Principles of Policy Design
- 50-state database of state policies
- Technical Assistance cohort opening on Thursday
Questions?

Sarah Pingel, Ed.D.
Senior Policy Analyst
303-299-3695
spingel@ecs.org
Professional Development Breakout 1: Ethics and Civility

Mark Quiner
Today’s headlines…

- Warren Buffett – interview for intelligence, energy and integrity; if no integrity, don’t bother
- New drones will decide who to kill on their own (they can now recognize people vs. machines)
- Facebook’s scandal forces marketers to examine their ethics
Double Disney Point

- Disney employees are prohibited from using one finger to point or give directions
- They must use 2 fingers to give directions or point
- Known as the Double Disney Point
- History: Walt Disney would walk through Disneyland with a cigarette and so used 2 fingers to give directions or point
Quick Exercise

Write down 1 quality a mentor taught you
Ethics

- Principles: integrity, trust & honesty; doing the right thing
- Professional and personal standards of conduct
- A system of moral principles
Making Ethical Choices Involves:

- Moral judgment and ethical decisions
- Mismatched duties & conflicting claims
- Ethical, legal, practical considerations
- Motive
- Seriousness of issue/offense
- Price tag: career, cost, courage
How Do I Make Ethical Choices?

- Do what is best for the most people.
- Follow your highest sense of principle.
- Do what you want others to do to you.
- Pit of your stomach?
Your Work Environment

- Identify top ethical value as a Staffer
- Identify top ethical value for your Legislative Staff Office
- How do you apply these values in your job?
- Are these values ever in conflict?
- Character vs. Reputation
Ethical Choices

- Law-based ethics ("little e")
  - Right versus wrong
  - Laws, rules, policies, guidelines
  - What must we do?
  - Why do good people still make bad choices?

- Value-based ethics ("Big E")
  - Right versus right
  - No formal guidance - values or principles
  - What should we do?
  - Gray areas - can be confusing
How do you know if you have a dilemma?

- What “should” I do? – moral compass
- “Mom” or “child” test
- “Headline” test
- Seek colleague’s advice
- Reflect
- Use common sense and experience
Legislative Values (examples from states)

- “High moral and ethical standards among public servants are essential to assure the trust, respect, confidence of the people of the state.”

- “No code of conduct, however comprehensive can anticipate all situations ....”

- “Laws and regulations regarding ethical responsibilities cannot legislate morality.”
Getting Guidance

- Apply legal and rule guidelines.
- Know your personal and legislative values.
- Get advice from a trusted advisor: staff attorney, colleague, spouse, friend.
- Look for on-the-job lessons.
- Anticipate ethical hot spots.
When Faced with an Ethical Dilemma...

- Recognize there is an ethical issue.
- Gather facts and define the problem.
- Can rules or laws solve it?
- If not, what values conflict?
- Analyze your options.
- Act.
- Reflect.
Civility has reached crisis levels

70%
Civility

- NBC just reported a poll which indicated what we thought of 2017? (Rep. vs. Dem.)
  - 79% of Republicans thought 2017 was one of the best years!
  - 81% of Democrats thought 2017 was one of the worst years!
- We are a deeply divided nation!
“Civility is about more than politeness, although politeness is a necessary first step. It is about disagreeing without disrespect, seeking common ground as a starting point for dialogue about differences, listening past one’s preconceptions, and teaching others to do the same. Civility is the hard work of staying present even with those with whom we have a deep-rooted and fierce agreements.”

Institute for Civility in Government
An Unlikely Friendship

- https://www.youtube.com/watch?v=4dMMCVfKP9s
“What surprised me was his humanity”
“Disagree without being disagreeable”
“We can fight the good fight in the court of public opinion without hurting each other; when we hurt each other, we hurt ourselves”
“Didn’t change my beliefs, but did change my approach”
Your Thoughts?

- Think of someone or some group with whom you have a strong disagreement. (who’s your Donna or Bob?)
- Write down 2 things you can do to “bridge the gap”
- When will you do that?
- Good luck!
Rules of Civil Engagement

- Do not interrupt or speak over a colleague when speaking.
- Do not allow legitimate critique of policy and practice to become a personal attack.
- Recognize that your colleagues were also hired just like you and deserve respect.
- Do not ridicule or belittle someone simply because they disagree with you on an issue.
Suggestions from NCSL's Center for Ethics in Government

- Protect the **integrity** of the institution.
- Be **prudent**.
- Be **responsible** for what you say.
- **Respect** the audience.
- Be **authentic**.
Mentor role

- Think of one person you can mentor and teach values, civility, ethics

- Who is that person?

- When will this happen?
"I am sure that in estimating every man's value either in private or public life, a pure integrity is the quality we take first into calculation, and that learning and talents are only the second." --Thomas Jefferson
Civility....pass it on

A house divided against itself cannot stand.

Abraham Lincoln
Do values matter?
Life goes on....
Thank you!

NCSL is committed to the success of all legislators and staff.

Contact us at Ncsl.org

– Mark.quiner@ncsl.org
Session 4
Early Learning

Bruce Atchison
Early Learning Trends

Legislative Education Staff Network

National Forum, Ancillary Meeting

Bruce Atchison
and
Matt Weyer

July 9th, 2019
Outline:

- National statistics
- The education continuum and early childhood
- Early childhood governance
- A P-3 approach
- Pre-K and Quality
- Transitions and alignment
- Full-day-kindergarten
- Equity
National Facts

- 52% of 3 and 4 year olds are not in school, 4.3 M children.
- 19% of children live in poverty (30% for blacks and Latinos, 5% for Anglos)
- 13% of children live in areas of concentrated poverty
- 35% of children live in single parent households
- 14% live in households headed by an adult without a high school diploma
- 65% of third graders reading below proficient
- 67% of 8th graders not proficient in math
P-20 Continuum: The Bookends

Early Childhood  K-12  Postsecondary
Birth to 3rd Grade: The Bookends and P-3
States continue to work through funding and administrative challenges of intergovernmental cooperation to address gaps in quality, equity, and educational alignment.

- Three states, Alabama, Massachusetts, and New Mexico have Secretary level departments of early childhood.
  - Colorado – is the only state to have established an Office of P-3 Education within the state department of education. Charged with fostering an integrated system that connects a quality pre-K experience with K-12 education.
Establishes vision-setting entities to align state goals
Increases efficiency
 Increases public/private partnerships, federal-state-local coordination and the alignment of early childhood services across government entities, child care, and K-12
Initiates supports and infrastructure that improve outcomes for young children
Reduces duplication of efforts
Maximizes fiscal and human capital resources
A P-3 Approach?

- Disconnect between 0-5 and K-3 components of the 0-8 continuum. Alignment of data, transitions, standards, curriculum, PD, coaching, and family support.

- Risk of losing gains made in a high-quality pre-K experience if what follows does not continue developmentally appropriate practices.

- Of the 2.5 million students who dropped out of high school last year, 1.6 million were set on that trajectory when they were 8 years old.

- 20 percent of the American labor force is functionally illiterate or innumerate.

- A qualified workforce, principals, and EC infrastructure are key.
Benefits outweigh costs for children from middle-income and those from low-income families. However, children from low-income backgrounds benefit more.

Research shows quality Pre-K improves language, pre-literacy and math skills, self-regulation, executive function, and health outcomes.

Quality early education has high economic returns and raising quality requires high standards, continuous improvement, coordination, and adequate funding.
Across the US state funding for pre-K programs increased in 2017-2018 by $256 million, or 3.42 percent.

The common way states fund pre-K is through legislative appropriations.

In 2017-2018, four states – Idaho, New Hampshire, South Dakota, and Wyoming – did not provide state funding for pre-K programs.
High-quality pre-K can set children up for future success and help shrink the achievement gap.

Georgetown University and University of West Virginia research found that benefits of high-quality pre-K stretch beyond school entry, reaching into middle school years. Students who experienced the pre-K program were more likely to enroll in honors courses, less likely to be held back and more likely to perform better on reading assessments.

Additionally, students are more likely to graduate from high school, experience better overall health, and less likely to be incarcerated than their peers who did not experience high-quality pre-K.
The National Institute for Early Education Research (NIEER) releases an annual report tracking state-funded preschool access, resources and quality where you can access the data from your state.

NIEER assesses state preschool policies using an updated set of 10 minimum quality standards. They rank states primarily on quality criterion met, and % of children served.
1. Comprehensive Early Learning and Developmental Standards that are horizontally and vertically aligned, supported, and culturally sensitive
2. Supports for Curriculum Implementation
3. Lead Teacher Degree (BA)
4. Lead Teacher Specialized Training in ECE/CD
5. Assistance Teacher Degree (CDA)
6. 15 hours/year of professional development, annual individualized plans, professional development plans, and coaching for lead and assistant teachers
7. Maximum Class Size (20)
8. Staff-Child Ratio (1:10)
9. Screenings & Referrals
10. Continuous Quality Improvement System
Universal Pre-K

• Three states, Vermont, Washington and Florida, plus D.C. have voluntary universal Pre-K programs.
• These state pre-K programs are not capped by funding, enrollment, or enrollment deadlines.
• Seven additional states offer pre-K with varying levels of “universality”, Oklahoma, West Virginia, Georgia, Illinois, Iowa, New York and Wisconsin.
• All of these states have policies in place that many consider to be universal. However, in some states pre-K is not offered in all districts or there is a cap on funding.
“Too often government officials design programs for children as if they lived their lives in silos, as if each stage of a child’s life were independent of the other, unconnected to what came before or what lies ahead.”

Dr. James Heckman
Transition refers to the process of a child moving from one program to another.

• Birth to 5 years of age
• Pre-K to kindergarten
• Kindergarten thru lower grades

• Six states reference early transitions in statute
• 14 states, plus DC, reference transitions in code

When a young child transitions successfully, she or he is more likely to enjoy school, show steady growth in academic and social skills, and have families who are more actively engaged.
WEST VIRGINIA – established county collaborative early childhood teams to ensure transition plans are informed by best practices, including the requirement to have a written plan for transitioning children into state pre-K and then out of pre-K into kindergarten.

- A chance for families and children to visit the setting into which the child is transitioning.
- A written document that includes registration information and what to expect from pre-k or kindergarten.
- An opportunity for the pre-K and kindergarten providers and teachers to meet at least once a year to plan for successful transitions and the supports kindergarten readiness requires.
- A county system with the purpose of transferring assessment data between pre-K and kindergarten.
- Policies and procedures for transitioning children with individualized education plans.
**Alignment** here is the continuous interrelated nature of education programs and practices in early learning settings and early grades.

<table>
<thead>
<tr>
<th><strong>STANDARDS</strong></th>
<th>Standards are set by states and describe the skills and competencies students should develop by the end of each grade.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CURRICULA</strong></td>
<td>Classroom experiences that support state standards and the state's early learning developmental guidelines.</td>
</tr>
<tr>
<td><strong>INSTRUCTION</strong></td>
<td>Teachers at every level who are trained in child development and prepared to provide experiences that meet children's developmental needs.</td>
</tr>
<tr>
<td><strong>ASSESSMENTS</strong></td>
<td>Assessments that inform instruction and are based on standards that measure what children have been taught.</td>
</tr>
</tbody>
</table>
Early Learning Alignment

- When curricula, instruction and assessments are aligned; high-quality standards are in place; and there is communication and transference of data and records from one year to the next, children are more likely to perform better academically.

- Massachusetts – In 2005, the Department of Early Education and Care was created by consolidating the office of child care services and the early learning services unit. In doing so, the state aimed to better align services/supports along the P-20 continuum.
  - It works in conjunction with the Department of Elementary and Secondary Education’s early learning team to align early learning services, initiatives, core competencies, and transitions across departments and within the LEAs.
87 percent of parents in the US favor full-day kindergarten (FDK).

Research studies confirm that attendance in FDK results in academic and social benefits for students.

Children in FDK programs gain 12.8 percent more than children in half-day programs on reading assessments between the fall and spring.

Children in FDK gain 10.3 percent more than children in half-day programs on math assessments between the fall and spring.

Low-income children show lasting academic and behavioral benefits including increased graduation rates.
• 30 states, plus the District of Columbia, fund FDK through the school funding formula.

• In the majority of these states it is a district option.

• The length of day varies across the states

• This legislative session the Colorado general assembly passed CO HB 19-1262, which fully funds universal full-day kindergarten. An additional 30M was appropriated for start-up cost, if needed by a local district.
Arkansas:
• State requires the district to offer FDK.
• State requires children to attend kindergarten.
• Opt-out available through parental waiver.

Oklahoma:
• FDK with a ½ day kindergarten option.
• FDK must run for 6 hours per day, same as other grades – 1080 hours per year.
Some children and their families have fewer opportunities when it comes to high-quality education, including access to experienced and effective teachers and adequate school resources. These gaps can be considered a significant contributor to the achievement gap.

- 19 percent of low-income families enroll in high-quality early childhood education.

- Low-income, African-American, Hispanic/Latino children enter kindergarten, on average, significantly behind in reading and math skills, and vocabulary (3M word gap).

Achieving equity in early childhood education ensures all children have the resources to be successful in school.
Questions
Professional Development Breakout 2:
State Story

TBD
Session 5
School Safety

Heidi Macdonald and Jennifer Thomsen
School Safety

Jennifer Thomsen & Heidi Macdonald
Legislative Education Staff Network Ancillary Meeting
July 10, 2019
Prevalence of School Violence

VIOLENT DEATHS AT SCHOOL

Source: Indicators of School Crime and Safety reports
Prevalence of School Violence

THREATS AND INJURIES WITH WEAPONS ON SCHOOL PROPERTY

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Total percent of all students</th>
<th>Total percent of male students</th>
<th>Total percent of female students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td>10</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>2001</td>
<td>12</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>2003</td>
<td>12</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>2005</td>
<td>10</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>2007</td>
<td>10</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>2009</td>
<td>10</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>2011</td>
<td>10</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>2013</td>
<td>8</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>2015</td>
<td>7</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>2017</td>
<td>8</td>
<td>6</td>
<td>4</td>
</tr>
</tbody>
</table>

Source: Indicators of School Crime and Safety reports
Prevalence of School Violence

Education Week’s School Shooting Tracker

2018 Totals
• 24 school shootings with injuries or deaths
• 28 students killed
• 7 school employees or other adults killed
• 79 people injured

2019 Totals*
• 14 school shootings with injuries or deaths
• 2 students killed
• 21 people injured

*As of June 14, 2019
Federal Initiatives In the Wake of School Violence

1990: Gun-Free School Zones Act
1994: Gun-Free Schools Act
1999: Columbine
Late 1990s to the early 2000s: Height of Zero Tolerance Policies
2012: Sandy Hook
2015: Studies Show Zero Tolerance Policies Have Adverse Effects
2018: Parkland
2018: Federal Commission on School Safety
2018: STOP Act
Federal Legislation

• 1990: Gun-Free School Zones Act
  ▪ Prohibits any individual from knowingly bringing a firearm into a school or school zone, yet makes some exceptions
Federal Legislation

• 1994: Gun-Free Schools Act

  ▪ Mandated that states receiving federal education funds enact zero-tolerance policies requiring at least a one-year expulsion for students carrying weapons in school
A New Focus on School Safety After Columbine

Zero-Tolerance Policies

• Between the late 1990s and early 2000s, school discipline legislation (zero-tolerance polices) at its peak

• By the late 1990s, 79 percent of U.S. schools had instituted zero-tolerance policies

• The annual number of student suspensions doubled by 2001
A New Focus on School Safety After Columbine

Emergency Preparedness

• Comprehensive school safety plans

• Focus on new emergency drills (lockdown and active shooter drills, etc.), metal detectors and security guards
Moving Away from Zero Tolerance Policies

• Zero tolerance policies increased suspension and expulsion rates nationwide

• National data shows these policies disproportionately affect certain student populations

• Alternatives to zero tolerance polices
Federal Initiative

2018: Federal Commission on School Safety

• U.S. Education Secretary Betsy DeVos was appointed to lead the Commission

• Commission released its report, with recommendations, in December 2018
Federal Legislation

• 2018: Students, Teachers, and Officers Preventing (STOP) School Violence Act
  ▪ Authorizes $1 billion in grant funding to support evidence-based violence prevention programs in schools
  ▪ U.S. DOJ awarded more than $70 million in grant funding in October 2018
School Safety Across the States

50-State Comparison: K-12 School Safety (February 2019)

• School Safety Plans
• School Safety Audits
• School Safety Drills
• School Resource Officers
• Weapons in Schools
86% of States Require a school safety plan in statute or regulation.
50-SC: School Safety Plans
27% of States Require a school safety audit in statute or regulation.
50-SC: School Safety Audits
82% of States

Require a safety or security drill in statute or regulation.
50-SC: Safety or Security Drills
59% of States

Define school resource officers in statute or regulation.
50-SC: School Resource Officers

[Map of the United States showing states with School Resource Officers in orange.]
50-SC: Weapons in School

- 30 states and D.C. allow school security personnel to possess weapons in school
- 8 states allow other school employees to possess in schools, typically only if they meet certain criteria
- 11 states allow concealed carry permit holders to possess weapons in schools
- 24 states give school districts or school boards the authority to decide whether they will allow weapons in school
Weapons in Schools

• As of May 2019, seven states enacted legislation related to guns in schools during the 2019 legislative sessions.

• In 2018, some states asked the U.S. Department of Education if certain funds under ESSA could be utilized to purchase firearms.

• Federal School Safety Commission recommendation
Weapons in Schools Debate

A 2015 CBS News/New York Times poll found that 57 percent of all respondents opposed allowing teachers and staff to carry guns in schools.

According to recent surveys:

• Teach Plus – nearly 80 percent of teachers strongly oppose arming teachers in school.

• National Education Association – 82 percent of respondents would not carry a gun to school.

• Gallup poll - less than 30 percent of teachers think arming teachers would be very or somewhat effective in limiting the number of victims in a school shooting.
Questions?
Thank You!

Jennifer Thomsen
jthomsen@ecs.org

Heidi Macdonald
hmacdonald@ecs.org
Professional Development Breakout 3: Concise Analysis Writing

Curt Stedron
WRITING WORKSHOP
Curt Stedron

LESN
July 10, 2019
SHARE WITH A PARTNER

Who is a writer you admire, and WHY?
“Form Follows Function”
Design Your Writing to Fit the Needs of Your Audience
Extremely Busy
Often “Task Switching”
Reluctant Readers
MODELS OF THOUGHT
Organizational Structure

Inquiry Based
Topic BG
Pose Question
Present Research
Answer Question

Argument Based
Topic BG
Assert Thesis
Evidence/Support
Reaffirm Thesis
PRIMACY and RECENTENCY EFFECT

- Opening PRIMACY
- Closing RECENTENCY

Retention vs. Time
Community Policing

“Community policing” is an approach to law enforcement that uses community partnerships and problem-solving techniques to proactively address public safety concerns, according to the U.S. Department of Justice. Community policing proponents assert that by building strong relationships, communities and police are better able to respond to and communicate during crisis situations. Rather than a specific set of policies, community-policing is a philosophy that may look different in every locality based on the needs of the police and the people in each jurisdiction. Recent evaluations of community policing practices have occurred at the state and federal level. President Barrack Obama created a Task Force on 21st Century Policing to identify and recommend best practices for “fostering strong, collaborative relationships between local law enforcement and the communities they protect.” The Task Force released its final report in May 2015. In April 2016, Washington (HB 2908) (2016) became the most recent state to initiate a formal review of policing practices. The legislature created the joint legislative task force on the use of deadly force in community policing. The task force is charged with reviewing laws, practices, and training programs regarding deadly force and making recommendations to reduce the number of violent interactions between law enforcement officers and members of the public by December 2016. Also in 2016, the Oregon legislature (SB 5701) appropriated $959,000 for developing and disseminating research-based community policing skills through the Oregon Center for Policing Excellence. Utah lawmakers similarly empowered (HB 355) the state’s attorney general to establish a training center and provide resources regarding law enforcement use of force. Under the law, the attorney general will provide statewide training and informational materials regarding investigating use of force, tactical disengagement, sanctity and preservation of life and stress management in life threatening situations. Last year, Ohio created a Task Force on Community-Police Relations to explore causes of, and potential solutions to, damaged relationships between police officers and communities.
“CHUNKING”
Rule of QUARTERS
THE RULE OF FOUR

- restraint
- precision
- creativity
- panic
Principle One: Equity

Educational equity is the assurance that every student has access to the resources and educational rigor they need during their education despite race, gender, ethnicity, language, disability, family background or family income. This access ideally prepares all students to be active, healthy and contributing members of society. Equity is meant to underlie every principle in the SPREE framework and to be a fundamental part of policy discussions when addressing P-3 education.

Research has demonstrated that supporting the learning and development of young children matters greatly, yet significant gaps exist in opportunity and school readiness, especially for low-income students and students of color. For a prosperous economic and social future in the United States, all children should have an equitable place at the starting line. Three strategies are presented within the equity principle to provide readers with actionable steps to begin moving the needle on educational equity. These strategies are followed by state legislative examples to illustrate how these strategies map onto policy.

ADDRESS POVERTY AND THE ECOSYSTEM

SPREEE members acknowledge that to produce effective outcomes, policies should account for the unique backgrounds, contexts and ecosystems affecting children. This means addressing the variables that deeply impact children’s ability to develop and learn: poverty, mental health, hunger/nutrition, self-regulation and social-emotional skills. Policies need to be flexible to account for differences in context, population, language, concentration of poverty and underserved populations (e.g., DLLs, who also may live in poverty). Knowledge of the sometimes traumatic and challenging environments in which some students live is also important when considering educational policy solutions. Recognizing these variables increases the likelihood that policies will equitably and effectively serve young students who are most in need.

INCREASE ACCESS AND REMOVE BARRIERS

Accessing high-quality programs can often be a challenge for families: a lack of awareness of the benefits of early learning, difficulty navigating the early learning system and lack of affordable options all create barriers. Once a child has entered pre-K, early screening provides important information on their language and literacy skills, cognition and motor skills, and their social-emotional development, allowing teachers and school leaders to better differentiate instruction and assessment. Needs assessments and coordination activities required under the federal Every Student Succeeds Act (ESSA) enhance policymakers’ abilities to effectively identify barriers, increase access to high-quality programs and improve transitions from pre-K to elementary school.

USE DATA AND REPORTING TO TARGET SERVICES AND SHINE A SPOTLIGHT ON EQUITY

The ESSA requires states to gather data on the performance of all students and to disaggregate the data to discover gaps in achievement. Each state is also required to create report cards so that policymakers, parents, educators and the community can clearly see the performance of each subgroup of students. This creates an opportunity for states to bring early education to the forefront of improvement efforts. Potential areas for additional reporting include using early learning indicators (e.g., access to high quality pre-K, suspensions and expulsions, climate, chronic absenteeism, school readiness).
Liability protection. The federal Bill Emerson Good Samaritan Act shields donors and recovery organizations from criminal and civil liability arising from the age, packaging or condition of donated food. All 50 states have passed their own liability laws, many of which include greater protections. Eighteen states protect food banks that charge fees to recipients. Eight states—Arizona, California, Louisiana, Massachusetts, Minnesota, New Hampshire, New Mexico and Vermont—protect donations directly to people in need. Three states—California, Nevada and Oregon—provide protection regardless of compliance with certain labeling requirements. California and Massachusetts protect the donation of food that has passed its expiration date.

Tax incentives. Small farmers and businesses bear a significant expense to harvest, prepare and store food for donation that would otherwise be discarded. Though federal tax incentives exist, they can be difficult to claim. State tax incentives can help offset costs for donors of all sizes.

Ten states—Arizona, California, Colorado, Iowa, Kentucky, Minnesota, Oregon, South Carolina, Virginia and West Virginia—and the District of Columbia offer a tax incentive for food donations. Arizona offers a deduction, others provide credits between 16 percent and 50 percent of the value of the donated food. States can also fund food banks directly. Minnesota’s Farm-to-School program received $1.1 million appropriation from the Legislature this year.

Date labeling. The labels on food products—sell by, use by, best by, enjoy by—are generally indica-
tors of quality, not safety, still, many consumers are understandably confused by the dizzying variety of labels, resulting in more food thrown in the trash.

Aside from infant formula, the federal government does not regulate food date labels. States have filled the void with laws that often create more confusion, not less, and some are considering ways to simplify labels and educate the public about what these dates mean. California enacted legislation this year (AB 954) requiring the state department of food and agriculture to promote the terms “food buy” and “use by” to communicate quality and safety dates, respectively.

Organic waste bans. Organic waste bans prohibit entities that generate large quantities of food waste from sending it to landfills. A ban compels food waste generators to reduce their output and better handle the waste they are unable to eliminate, either by donation, composting or anaerobic digestion (the process of turning food waste into biogas).

Five states—California, Connecticut, Massachusetts, Rhode Island and Vermont—have passed laws to keep food out of landfills. Maryland lawmakers approved a study this year (HB 171) on methods to improve composting infrastructure and divert food waste from landfills.

In 2012, the Vermont legislature unanimously passed the Universal Recycling Law, which bans disposal of food waste, in addition to “blue bin” recyclables and yard debris. The law phases in requirements for both residents and businesses, culminating in a full ban by 2020. Food donations have grown by 40 percent, according to the Vermont Foodbank.

Massachusetts’ ban applies to businesses that generate 1 ton or more of food waste per week.

A 2016 study found the ban has generated $1.75 million in economic activity and created more than 900 jobs for food waste haulers, processors and recovery organizations.

California’s law mandates recycling. This is part of the state’s commitment to divert 50 percent of food waste by 2020 and 75 percent by 2025. California has also pledged to recover 20 percent of edible food waste for human consumption.

Federal Action

In 2015, the U.S. Department of Agriculture (USDA) and the U.S. Environmental Protection Agency (EPA) set a goal to cut food waste by half by 2030. The EPA’s Food Recovery Hierarchy prioritizes actions with the most benefit. Source reduction is first, followed by donations, feeding animals, industrial uses such as anaerobic digestion, and composting.

An executive order in 2016 and the Food Recovery Act (HR. 3446/S. 1680) were introduced earlier this year.

The federal government also supports private sector initiatives. The U.S. Food Loss and Waste 2030 Champions group includes corporations such as General Mills, Sodexo, Unilever and Walmart, all of which have made a sizable commitment to reduce food waste.
Use Clear and Specific Headings

**Vegetables of the World**

- **Brassicas**
  - Turnip green, yarrow, riebe, rutabaga, endive, cauliflower, sea lettuce, kohlrabi, amaranth, water spinach, avocado, daikon, Napa cabbage, asparagus, winter purslane, kale.
  - Celery, potato, scallion, dill, raisin, horseradish, spinach, carrot, Soko, Lotus root, water spinach, fennel, kombu, maize, bamboo shoot, green bean, Swiss chard, seakale, pumpkin, onion, chickpea, gram, corn, pea.

- **Tubers**
  - Sprout, coriander, water chestnut, gourd, Swiss chard, wakame, kohlrabi, beetroot, carrot, watercress, corn, amaranth, salal, bunya nuts, nori, adzuki bean, chickweed, potato, bell pepper, artichoke.

- **Leafy greens**
  - Spinach, silver beet, broccoli, kombu, beet greens, fava, bean, potato, quandong, celery, waratah, black-eyed pea, prairie turnip, leek, lentil, turnip, greens, parsnip, sea lettuce, water chestnut, eggplant, winter purslane, fennel, adzuki bean, earthnut, pea, sierra, leone, boloki, leek, Soko, chicory, celery, lettuce, parsley, jicama, salsify.

- **Fungi**
  - Water spinach, okra, water chestnut, rice, bean, catsear, courgette, summer purslane, water spinach, arugula, pea, tatsoi, aubergine, spring onion, bush.
TWO METHODS

Ask a QUESTION that the passage answers

State the CONCLUSION of the passage
“What is the legal standard for determining cannabis DUI?”

(QUESTION)

“Most drivers and passengers killed in crashes are unrestrained.”

(CONCLUSION)
Direct Their Attention: Use Highlighted Text Boxes
Addressing Sexual Harassment in the Workplace

BY MELENE HULIT

The recent wave of sexual harassment allegations against media, sports moguls, politicians and people of power over the past year has prompted many state legislatures to address how they are protecting their state’s workers. According to the U.S. Equal Employment Opportunity Commission (EEOC), “unwelcome sexual advances, requests for sexual favors, and other verbal or physical harassment of a sexual nature constitute sexual harassment.” Title VII of the Civil Rights Act of 1964 recognizes sexual harassment as a form of sex discrimination and applies to private employers with 15 or more employees, as well as government and labor organizations.

Sexual harassment can occur in a variety of ways, according to the EEOC:

- The victim, as well as the harasser, may be a man or a woman. The victim does not have to be of the opposite sex from the harasser.
- The harasser may be the victim’s supervisor, an agent of the employer, a co-worker in another area, a co-worker or a nonemployee, such as a vendor or customer.
- The victim does not have to be the person harassed but could be anyone affected by the offensive conduct.
- Unlawful sexual harassment may occur without economic injury to or discharge of the victim.
- The harasser’s conduct must be unwelcome.

Additional Resources

- NCSL LegisBrief, Sexual Harassment: Policies and Training in State Legislatures
- NCSL webpage, Sexual Harassment Resources
- U.S. Equal Employment Opportunity Commission

Many states are considering prohibiting nondisclosure agreements as they pertain to sexual harassment claims. Nondisclosure agreements are designed to keep proprietary information secret; however, they have also been used to keep settlements of harassment undisclosed.
MAKE DATA DIGESTIBLE
Data Rule #1: Paint a Picture

Present your statistics in a visual form whenever possible
Most people killed in crashes are drivers or passengers. Passengers in vehicles and trucks account for 72% of the fatalities, pedestrians 12%, motorcyclists 13%, pedal cyclists 2%, and other or unknown causes 1%.

Seat belts have saved an estimated 255,000 lives since 1975.
“Using charts, graphs or other visually impactful representations of data is important because it’s engaging and gets the message across quickly.”

“Even extensive amounts of complicated data start to make sense when presented graphically.”

(SAS Data Visualization Report)
Economic News Release

Employment Situation Summary

Transmission of material in this news release is embargoed until 8:30 a.m. (EDT) Friday, June 1, 2018

Technical Information:
Household data: (202) 691-6378 * cpsinfo@bls.gov * www.bls.gov/cps
Establishment data: (202) 691-6555 * cesinfo@bls.gov * www.bls.gov/ces
Media contact: (202) 691-5802 * PressOffice@bls.gov

THE EMPLOYMENT SITUATION -- MAY 2018

Total nonfarm payroll employment increased by 223,000 in May, and the unemployment rate edged down to 3.6 percent, the U.S. Bureau of Labor Statistics reported today. Employment continued to trend up in several industries, including retail trade, health care, and construction.

Household Survey Data

The unemployment rate edged down to 3.6 percent in May, and the number of unemployed persons declined to 6.1 million. Over the year, the unemployment rate was down by 0.5 percentage point, and the number of unemployed persons declined by 772,000. (See table A-1.)

Among the major worker groups, the unemployment rates for adult men (3.5 percent), Blacks (5.2 percent), and Asians (4.1 percent) decreased in May. The jobless rates for adult women (3.3 percent), teenagers (12.8 percent), Whites (3.5 percent), and Hispanics (4.9 percent) changed little over the month. (See tables A-1, A-2, and A-3.)

The number of long-term unemployed (those jobless for 27 weeks or more) was little changed at 1.2 million in May and accounted for 19.4 percent of the unemployed. Over the past 12 months, the number of long-term unemployed has declined by 769,000. (See table A-12.)

Both the labor force participation rate, at 62.7 percent, and the employment-population ratio, at 60.4 percent, changed little in May. (See table A-1.)

The number of persons employed part time for economic reasons (sometimes referred to as involuntary part-time workers) was essentially unchanged at 4.5 million in May. These individuals, who would have preferred full-time employment, were working part time because their hours had been reduced or they were unable to find full-time jobs. (See table A-8.)

The number of persons marginally attached to the labor force, at 1.5 million in May, was little different from a year earlier. (The data are not seasonally adjusted.) These individuals were not in the labor force, wanted and were available for work, and had looked for a job sometime in the prior 12 months. They were not counted as unemployed because they had not searched for work in the 4 weeks preceding the survey. (See table A-10.)

Among the marginally attached, there were 378,000 discouraged workers in May, little changed from a year earlier. (The data are not seasonally adjusted.) Discouraged workers are persons not currently looking for work because they believe no jobs are available for them. The remaining 1.1 million persons marginally attached to the labor force in May had not searched for work for reasons such as school attendance or family responsibilities. (See table A-10.)

Establishment Survey Data

Total nonfarm payroll employment increased by 223,000 in May, compared with an average monthly gain of 181,000 over the prior 12 months. Over the month, employment continued to trend up in...
Transmission of material in this news release is embargoed until 8:30 a.m. (EDT) Friday, June 1, 2018

Technical information:
Household data: (202) 691-6378 • cpsinfo@bls.gov • www.bls.gov/cps
Establishment data: (202) 691-6555 • cesinfo@bls.gov • www.bls.gov/ces
Media contact: (202) 691-5902 • PressOffice@bls.gov

THE EMPLOYMENT SITUATION — MAY 2018

Total nonfarm payroll employment increased by 223,000 in May, and the unemployment rate edged down to 3.8 percent, the U.S. Bureau of Labor Statistics reported today. Employment continued to trend up in several industries, including retail trade, health care, and construction.

Household Survey Data

The unemployment rate edged down to 3.8 percent in May, and the number of unemployed persons declined to 6.1 million. Over the year, the unemployment rate was down by 0.5 percentage point, and the number of unemployed persons declined by 772,000. (See table A-1.)

Among the major worker groups, the unemployment rates for adult men (3.5 percent), Blacks (5.9 percent), and Asians (2.1 percent) decreased in May. The jobless rates for adult women (3.3 percent), teenagers (12.8 percent), Whites (3.5 percent), and Hispanics (4.9 percent) changed little over the
Data Rule #2: Don’t bury the Lede!!

If the data *must* be in the text, make your main point first, **then** follow with the statistic.
“With more than 40 points, 10 rebounds, and five assists (while hitting five 3-pointers) in Game 3, Kevin Durant became the most versatile player in NBA Finals history.”

What is the main point of the passage?
“Kevin Durant became the most versatile player in NBA Finals history in Game 3, producing more than 40 points, 10 rebounds, and five assists (while hitting five 3-pointers).”

MAIN POINT, *then* STATISTICS!!
Rule #3: whenever possible *ROUND STATISTICS OFF*

“3,976,284”

becomes...

“Almost four million”
Rule #4: PUT DATA IN CONTEXT

“One out of every four…”

“Every 16 seconds…”

“The cost of all Harry Potter films combined”
WRAP UP

*Form Follows Function:* the needs of your specific audience determines the form of your writing design.
Creating a Lean Writing Mindset
The Baroque Style
The Modern Style
“Its vanished trees, the trees that had made way for Gatsby’s house, had once pandered in whispers to the last and greatest of all human dreams; for a transitory enchanted moment man must have held his breath in the presence of this continent, compelled into an aesthetic contemplation he neither understood nor desired, face to face for the last time in history with something commensurate to his capacity for wonder.”

F. Scott Fitzgerald
“Oak Park: the home of broad lawns and narrow minds.”

Ernest Hemingway
“For sale: baby shoes, never worn.”

Ernest Hemingway
SIX WORD MEMOIR CHALLENGE

Looking back on the totality of your life, capture and convey it in exactly **SIX** words.
My second grade teacher was right.

Well, I thought it was funny.

I still make coffee for two.

Not as blond as I look.

Became my mother. Please shoot me.
Our Ultimate Goal

IF IT IS POSSIBLE TO CUT A WORD OUT, ALWAYS CUT IT OUT.

— GEORGE ORWELL
ACTIVATE the correct VERB
WEAK
The legislation *provided* for a definition of the new offense.

BUT WHAT IS THE REAL “ACTION” in the sentence? ACTIVATE THAT VERB and ELIMINATE the other!
WEAK
The legislation provided for a definition of the new offense.

STRONGER
The legislation defined the new offense.
An increase in heart rate occurred.

WHAT IS THE REAL “ACTION” in the sentence? ACTIVATE THAT VERB and ELIMINATE the other!
WEAK
An increase in heart rate occurred.

STRONGER
The heart rate increased.
The establishment of a different approach on the part of the committee has become a necessity. (16 words)

The committee must approach it differently. (6 words)
NOMINALIZATIONS

“Turning a \textcolor{red}{VERB} into a \textcolor{blue}{NOUN}”

\textcolor{red}{DECIDE} becomes \textcolor{blue}{DECISION}

\textcolor{red}{GROW} becomes \textcolor{blue}{GROWTH}

\textcolor{red}{INVESTIGATE} becomes \textcolor{blue}{INVESTIGATION}
Arguments over small concerns are something most families experience. (9 words)

Most families argue over small concerns. (6 words)
The applicability of the legislation exists across several key policy areas. (11 words)

The legislation applies to several key policy areas. (8 words)
<table>
<thead>
<tr>
<th>Nominalized Phrase</th>
<th>Succinct Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>gave a report</td>
<td>reported</td>
</tr>
<tr>
<td>made a decision</td>
<td>decided</td>
</tr>
<tr>
<td>offered a suggestion</td>
<td>suggested</td>
</tr>
<tr>
<td>issued an announcement</td>
<td>announced</td>
</tr>
<tr>
<td>served as a catalyst</td>
<td>catalyzed</td>
</tr>
<tr>
<td>resulted in an increase</td>
<td>increased</td>
</tr>
<tr>
<td>led to the destruction of</td>
<td>destroyed</td>
</tr>
</tbody>
</table>
HELPFUL TIP

Whenever you see a “(VERB) a/an (NOUN)” construction, convert the noun into a verb and replace the phrase with it.

“The report (gave) an (analysis) of the accident.”

“The report analyzed the accident.”
The new legislation resulted in a decrease in the number of new incidents.
WEAK

The new legislation resulted in a decrease in the number of new incidents (13 words)

STRONGER

The new legislation decreased the number of new incidents. (9 words)
The department needs to conduct a review of the situation.

WHERE IS THE NOMINALIZED PHRASE? HOW CAN WE CONVERT IT INTO A VERB AND REPLACE IT?
WEAK

The department needs to conduct a review of the situation. (10 words)

STRONGER

The department needs to review the situation. (7 words)
REDUCE EXPLETIVE CONSTRUCTIONS

THERE + (to be VERB) or IT + (to be VERB)

It is...
It was...
There are...
There is...
“TO BE” Verbs (verbs that describe our state of being):

is, are, am, was, were, has been, have been, had been, will be, will have been, being
It is inevitable that oil prices will rise.

Oil prices will inevitably rise.

There are likely to be many constituents seeking relief from this proposal.

Many constituents will likely seek relief from this proposal.
PRACTICE

There has been a strong positive reaction to this newly proposed legislation.

What is the Expletive Construction that we can cut?
There has been a strong positive reaction to this newly proposed legislation.

(12 words become 6 words!!)

The newly proposed legislation was positively received.
PUT WORDY PHRASES ON A DIET
The reason for... (Because)
Due to the fact that... (Since)
In the event that... (If)
In a situation where... (When)

ALL OF THESE WORDY PHRASES CAN BE REPLACED BY A SINGLE WORD
Replace the following with a single word:

A large number of...
Despite the fact that...
Each and every...
Has the opportunity to...
At this point in time...
In a case in which...
A large number of (MANY)
Despite the fact that (ALTHOUGH)
Each and every (EACH; ALL)
Has the opportunity to (CAN; COULD)
At this point in time (NOW)
In a case in which (WHEN)
WRAP UP

True conciseness requires a sentence by sentence awareness of word economy.

Simple grammatical trims/adjustments really add up over the length of a full document.
YODA Had it Backwards: Eliminating Passive Voice

MUCH TO LEARN
YOU STILL HAVE...
PASSIVE VOICE defined:

A passive construction occurs when you make the **OBJECT** of an action into the **SUBJECT** of a sentence.
ACTIVE
Curt (subject) threw (verb) the ball (object).

S/V/O construction

PASSIVE
The ball (object) was thrown (verb) by Curt (subject).

O/V/S construction
Talk in active voice, I do not.

www.aussieownedandread.com
WHY IS THE PASSIVE VOICE BAD?

1) It is less concise (uses more words)

“It is believed by the candidate that a ceiling must be placed on the budget by Congress.” (17 words)

“The candidate believes that Congress must place a ceiling on the budget.” (12 words)
WHY IS THE PASSIVE VOICE BAD?

2) It buries the lede!! It buries the true SUBJECT of the sentence (making it more difficult to determine main point, or the key actor, in the sentence)

“A new system of drug control laws was established.”

BY WHOM? WHAT or WHO is the KEY ACTOR?
HOW DO YOU SPOT IT?

“TO BE” verb + Past Participle = Passive Voice

“TO BE” Verb: is, are, am, was, were, has been, have been, had been, will be, will have been, being

Past Participle: form of verb with “-ed” on the end
TO BE + PAST PARTICIPLE = PASSIVE

...was eliminated from the budget.
...has been demonstrated to cause cancer.
...will be reclassified by human resources.
...were discriminated against.
...is portrayed in a negative light.
THE ZOMBIE RULE: if you can add “by zombies” after the verb, it is passive
was eliminated (by zombies)
has been demonstrated (by zombies).
will be reclassified by (by zombies).

And the all-time passive voice classic:

Mistakes were made (by zombies).
HOW DO YOU FIX IT?
QUICK TIPS

1) Locate the “by” clause to find the real subject of the sentence.

2) Rewrite the sentence so that the subject buried in the "by" clause is closer to the beginning of the sentence.

3) If the subject of the sentence is somewhat anonymous, see if you can use a general term, such as "researchers," or "the study," or "experts in this field."
PRACTICE: change passive to active

One type of air pollution is caused by hydrocarbons.
“One type of air pollution is caused by hydrocarbons.”

TIP: Locate “by” clause and move the subject to front of the sentence:

“Hydrocarbons cause one type of air pollution.”
WORKSHOP WRAP-UP

Address the Needs of *Your* Audience
Form Follows Function
Less is More: Write Clean and Lean
Passive Voice Must be Eliminated (by Zombies)

ALL OF THESE ARE CONNECTED: give them material they can/will consume!!