



LESN Ancillary Meeting 2019 National Forum on Education Policy

Denver, CO
July 9-10

New to LESN?

Your Support Team



Your Supports

Heads Up
Listserv
ECS and NCSL research assistance
Seminars and webinars

2018-19 Steering Committee



Scott Fuji
Hawaii



Pad
McCracken
Montana



Tanya
Lieberman
California



Jennifer
Sturm Nevada



Pierce McNair
South
Carolina



Alethia Miller
Oregon

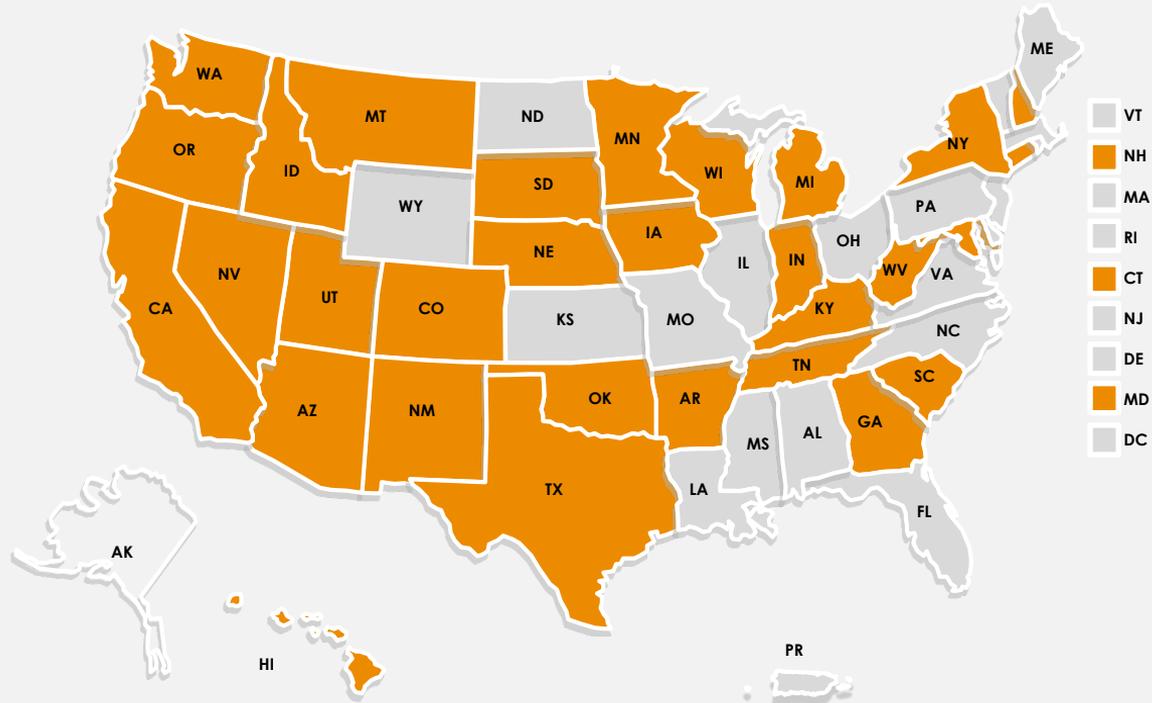


Steven
Hernandez
Connecticut



Lamont
Rainey
Nebraska

30 STATES!



Getting to Know You



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



Research: State Policy Tracking

ECS State Policy Database



Bills (Current Session) Last Action Desc

0 Selected Watch Export Set Priority/Position

8 Total Bill(s)

Microbeads 8 Bill(s)

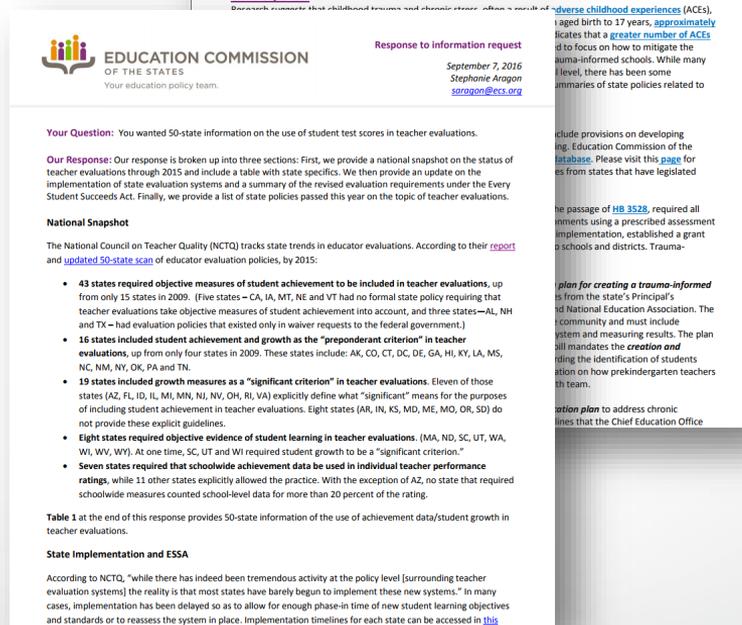
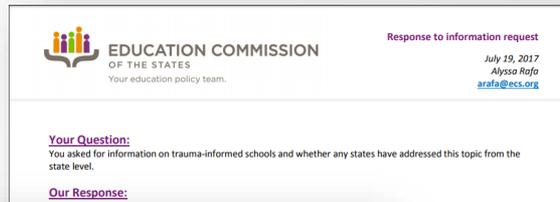
BILL NUMBER	SESSION	FN FORECAST	
CA SB 625	2015-2016 Regular...	5.7% 82.7%	
TITLE Waste management: synthetic plastic microbeads.			
DESCRIPTION The Safe Drinking Water and Toxic Enforcement Act of 1986 (Proposition 65) prohibits any person, in the course of doing busin...			
LAST ACTION	STATUS	PRIORITY	POSITION
Feb 1, 2016	Introduced / Prefiled	↑	➡

BILL NUMBER	SESSION	PRIORITY	POSITION
WA SB 5431	2015-2016 Regular...	↑ High	➡
TITLE Concerning synthetic plastic microbeads.			
LAST ACTION	STATUS	PRIORITY	POSITION
Jan 11, 2016	Introduced / Prefiled	↑ High	➡



Research: Information Requests

- Request assistance.
- E-mail your state relations liaison.
- Chat box on website.



Report: Publications



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 reauthorized since 2001 when the No Child Left Behind Act (NCLB) significant bipartisan effort to provisions. The new law meant past iterations, such as state p also responds to many of the states greater flexibility and c

50-STATE REVIEW

- 1 Assessment Flexi
- 2 Assessment Part
- 3 Innovative Assess
- 4 Indicators of Sch
- 5 English Learners
- 6 Supporting Low-
- 7 Teachers and Sch
- 8 Title I's Supplem

State Education Governance Structures: 2017 update

HUNTER RILEY

Governance requires policymakers to engage in the intricate work of coordinating across various state and local agencies to provide public goods, services and support to diverse populations. This report is designed to help policymakers conceptualize the governance structure changes by creating, implementing and administering state education policies.

The education governance structures of most states — capturing the relationships of governors, state boards and state chiefs — can be categorized into one of four models.

This report provides four core governance structure models along with insight into how the associated structures and relationships shape state policy interactions — including both the priorities guiding policy development

and the processes for creating concrete education objectives. For each model, a visual representation of its structural framework is provided and how that framework might influence policymaking dynamics in associated states is discussed. Additionally, how each of the models may influence the distribution of authority and accountability in the state is examined. The report concludes with questions and policy considerations for addressing issues of state education governance.

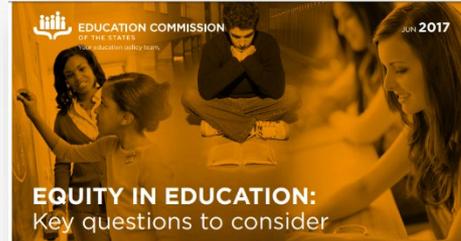
What is Governance? Why Does it Matter?

Systems of governance are extremely complex. They require a set of component institutions, processes and norms to guide collective decision-making. Further, these components must work cohesively — government leaders are to effectively oversee public goods and services.

For states, governance means the ability to make and enforce rules, and to deliver services while reinforcing

Understanding the distribution of authority in state education governance models may prove insightful to understanding how education issues are prioritized and resolved in each state.

Understanding governance structures and their impact creates additional questions and considerations for policy leaders as they pursue education objectives.



EQUITY IN EDUCATION: Key questions to consider

BRUCE ATCHISON, LOUISA DIFFE

Along with a commitment to red their power to make equity-focused develop the knowledge and skills system continue to strive, those students receive equal access for leveling the field is not enough, all students with the unique sus

A focus on equity takes into car impact students' educational c disability, family background or understand that diverse student equity by targeting resources ar

Education Commission of the S together thought partners acro decisions that improve opporto Education Commission of the development across four pillars and improving, and financing. Is of these target areas is include education leaders as they evalu

SCHOOL CHOICE GLOSSARY

MICAH ANN WIXOM

School choice has become a permanent fixture in many state's public school systems. State policies range from increasing the public school options available to parents to more recent — and more controversial — efforts to allow parents to use public dollars to pay for private school. School choice advocates contend that without more school options for parent, the public school system has little reason to change and improve. Critics contend that when students are allowed to leave their assigned public schools, there is a risk that the most talented and most difficult students to educate will be left behind while steering away funding from those who need it most.

This glossary provides a brief overview of the multiple school choice options available to state policymakers. States may structure some choice programs — particularly vouchers, education savings accounts and the credit scholarship programs — quite similarly, or give them similar names, potentially creating confusion around terms.

Charter Schools

Charter schools are semi-autonomous public schools that receive public funding and operate under a written contract — or charter — with an authorizer (sometimes called a sponsor). A school's charter exempts it from most state laws and regulations affecting other public schools in exchange for increased accountability. The charter also details how the school will be organized and managed, what students will be expected to achieve and how success will be measured.

Authorizers are organizations that provide charter school oversight. They generally grant or deny charters, monitor existing charter schools, evaluate charter school performance and, when necessary, revoke charters. Authorizing organizations vary by state and most states have multiple authorizers. Common authorizers include local school boards, state chartering boards and higher education institutions.

Charter schools generally have an enrollment application process. Most states require charter schools to give enrollment priority to certain students — such as at-risk students or siblings of current students — and hold a lottery if applications exceed capacity. Virtual charter schools, sometimes known as cyber charters, are public schools that function under the same state rules and regulations as traditional charter schools, but deliver all of their courses online.

Education Savings Accounts

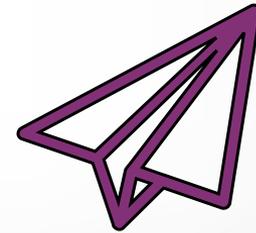
Education Savings Accounts (ESAs) are private savings accounts funded by a deposit from the state government and managed by a parent. The deposit amount varies from state to state and is typically based on the state's per-pupil amount. After withdrawing their child from the public school system, parents use the funds to purchase specified educational services, such as tutoring, online courses or private school tuition. Most states restrict their programs primarily to students with a disability, although a few states include other student groups, such as students attending a low-performing school or other universal eligibility.

Convene & Counsel

- 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



EARLY CHILDHOOD EDUCATION

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](#)



K-12 FUNDING

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](#)



SCHOOL CLIMATE AND CULTURE

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

SCHOOL CLIMATE AND CULTURE

SELECTED RESOURCES

- [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)



TEACHER PAY AND CAREER LADDERS

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

TEACHER PAY AND CAREER LADDERS

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](#)



CAREER & TECHNICAL EDUCATION



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](#)



COLLEGE AFFORDABILITY

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

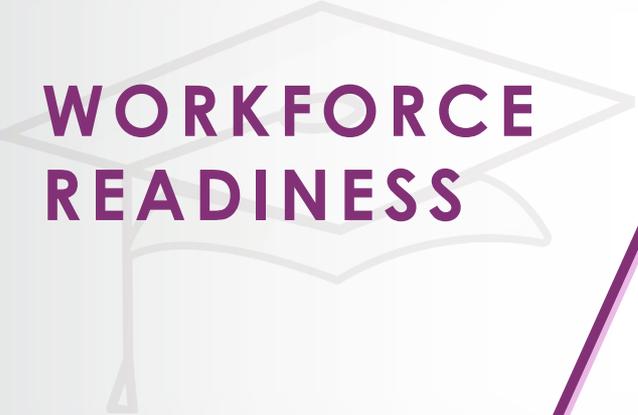
WHAT ARE STATES DOING?

- ◆ 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](#)



WORKFORCE READINESS



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](#)

A faint, light gray illustration of a lightbulb with several short lines radiating from it, suggesting an idea or insight. It is positioned behind the main title text.

DATA USE AND GOVERNANCE

A thick, vibrant green diagonal line that starts near the bottom left and extends towards the top right, separating the title area from the main text.

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](#)



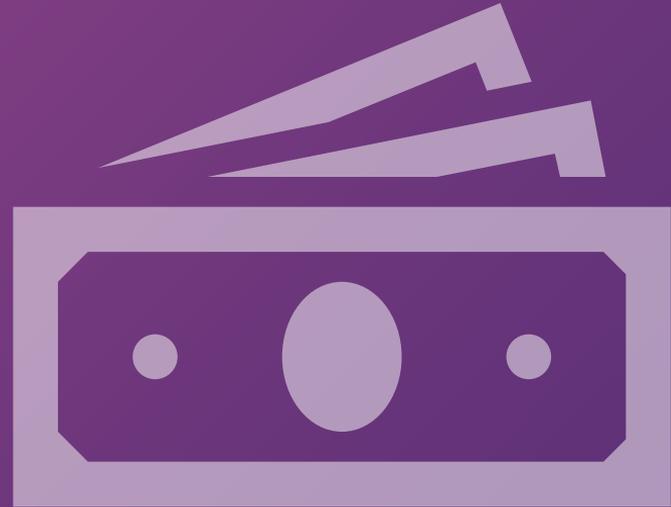
Session 2

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.



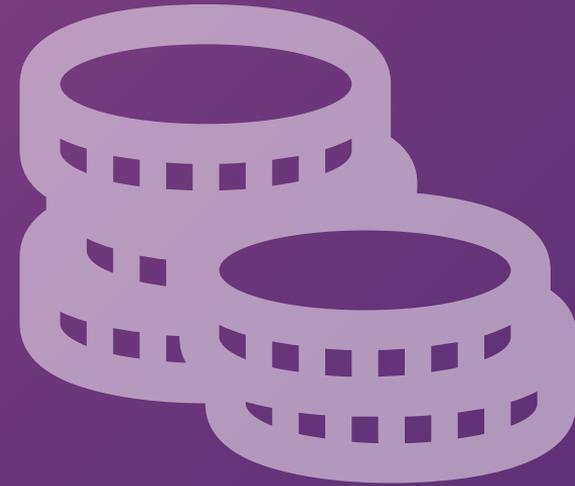
45 / 703

Enacted bills

Total bills

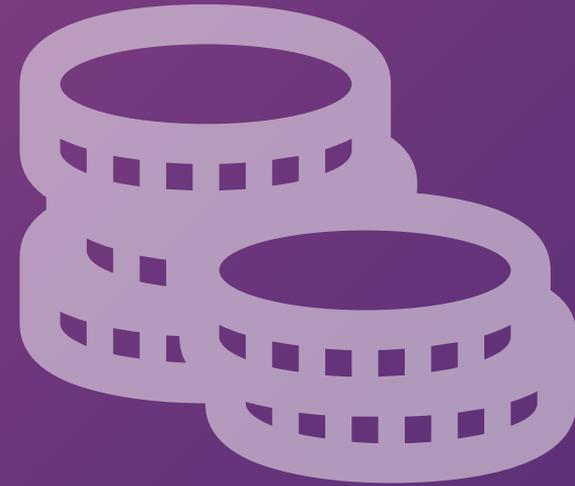
Trends in Education Finance Legislation

Four Trends.



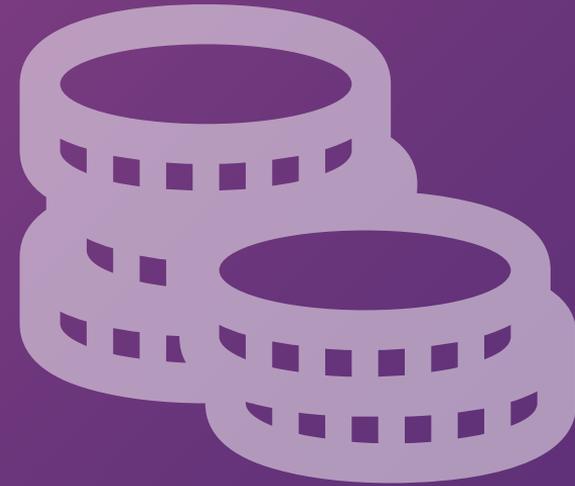
Trends in Education Finance Legislation

1. Changes to the funding formula.



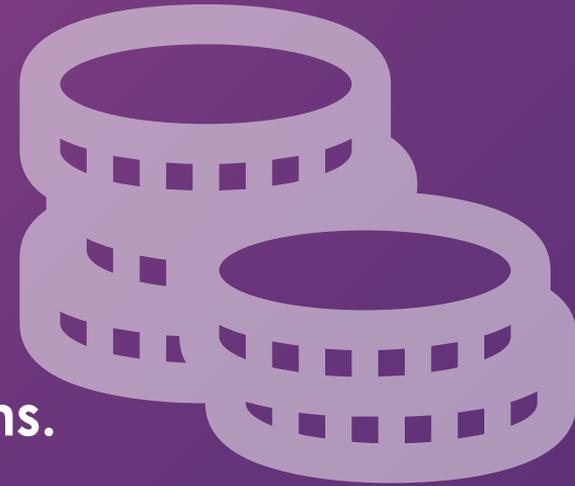
Trends in Education Finance Legislation

2. Sources of revenue.



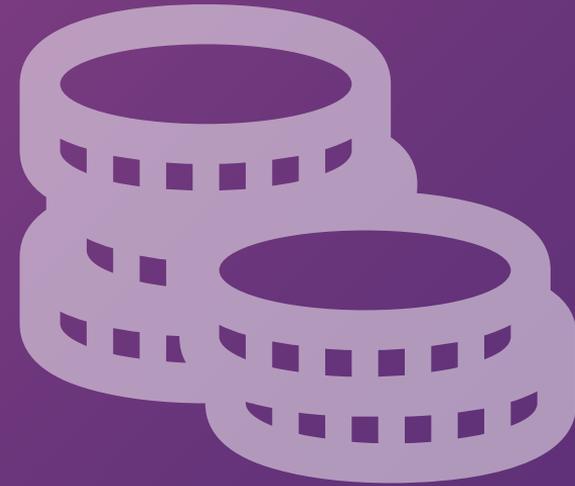
Trends in Education Finance Legislation

3. Funding for high-need student populations.



Trends in Education Finance Legislation

4. Changes to teacher compensation.



Discussion Questions

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?



Discussion Questions

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?



Discussion Questions

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?



Discussion Questions

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?



Discussion Questions

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



**EDUCATION
COMMISSION
OF THE STATES**

Your education policy team.

Agenda

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



Talent Development

Postsecondary
Access



Postsecondary
Completion



Talent
Retention



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

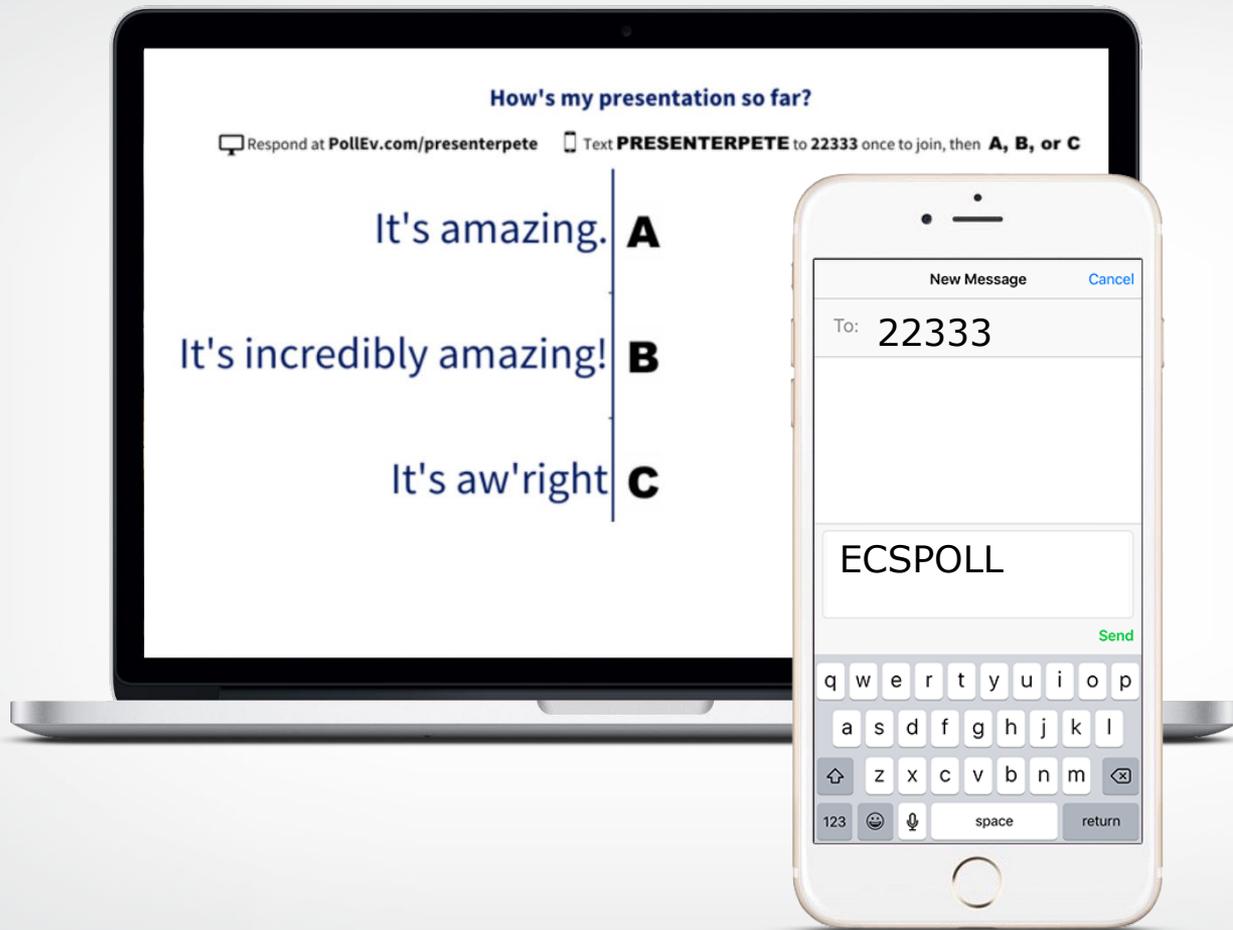


Education Consumer Survey

- 330,000+ responses
- 350 daily – 10,000 monthly – 122,500 annually
- All demographics
- All states & D.C.



GALLUP



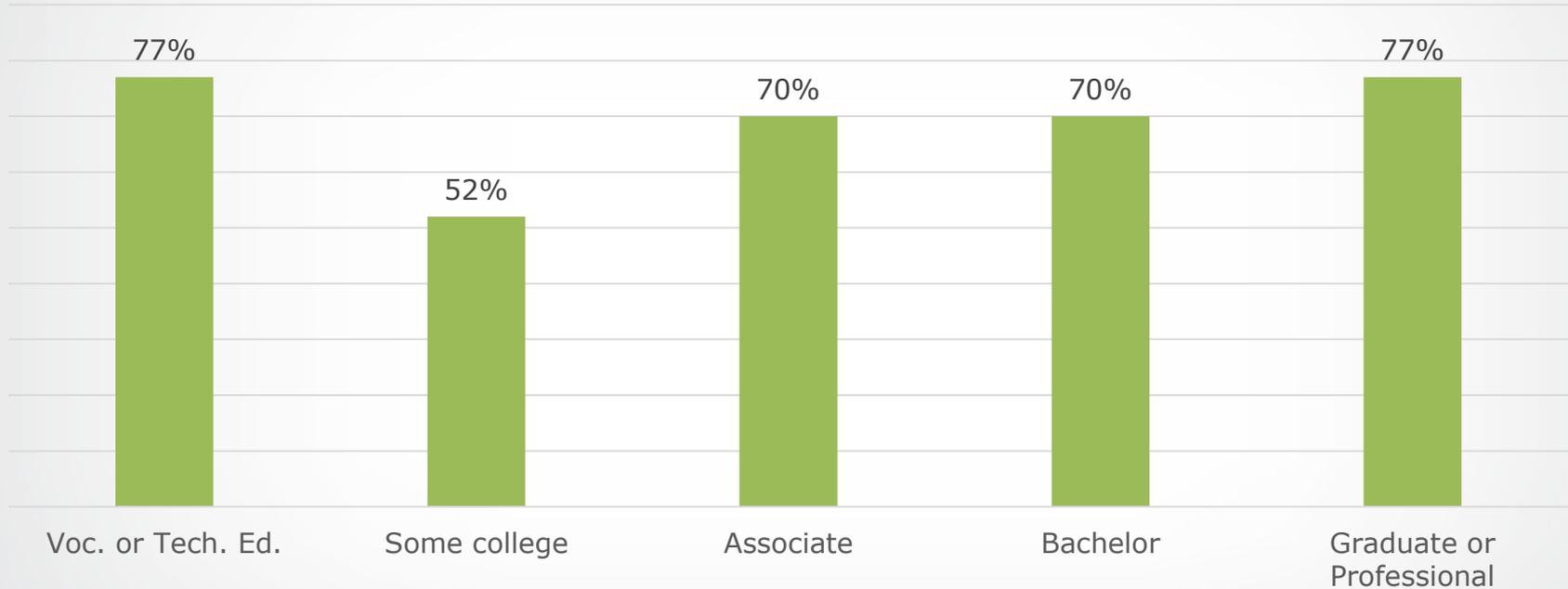
Your highest level of education was worth the cost.



Yes

No

Your highest level of education was worth the cost.



Source: Strada-Gallup Education Consumer Survey. Responses recorded through end of January, 2019. Analysis by Education Commission of the States.

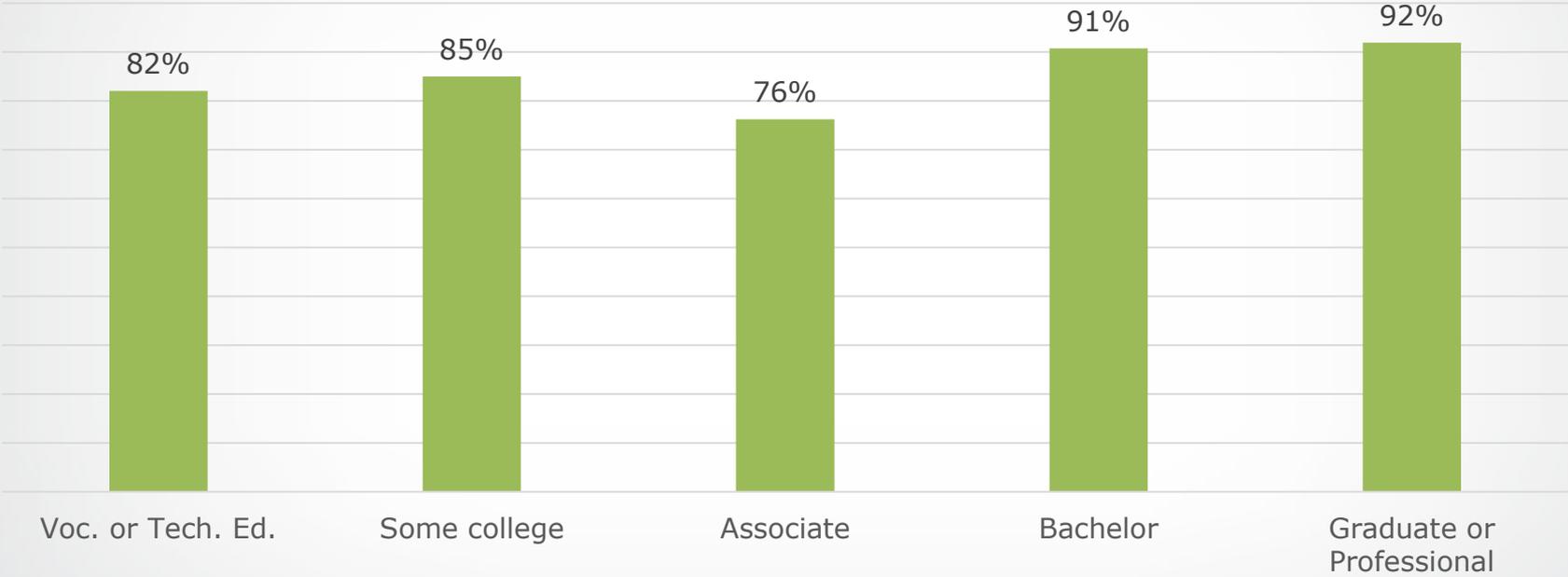
If you had to do it all over again, would you obtain the same degree or take the same courses?

Yes

No

Start the presentation to see live content. Still no live content? Install the app or get help at PollEv.com/app

If you had to do it all over again, would you obtain the same degree or take the same courses?



Source: Strada-Gallup Education Consumer Survey. Responses recorded through end of January, 2019. Analysis by Education Commission of the States.

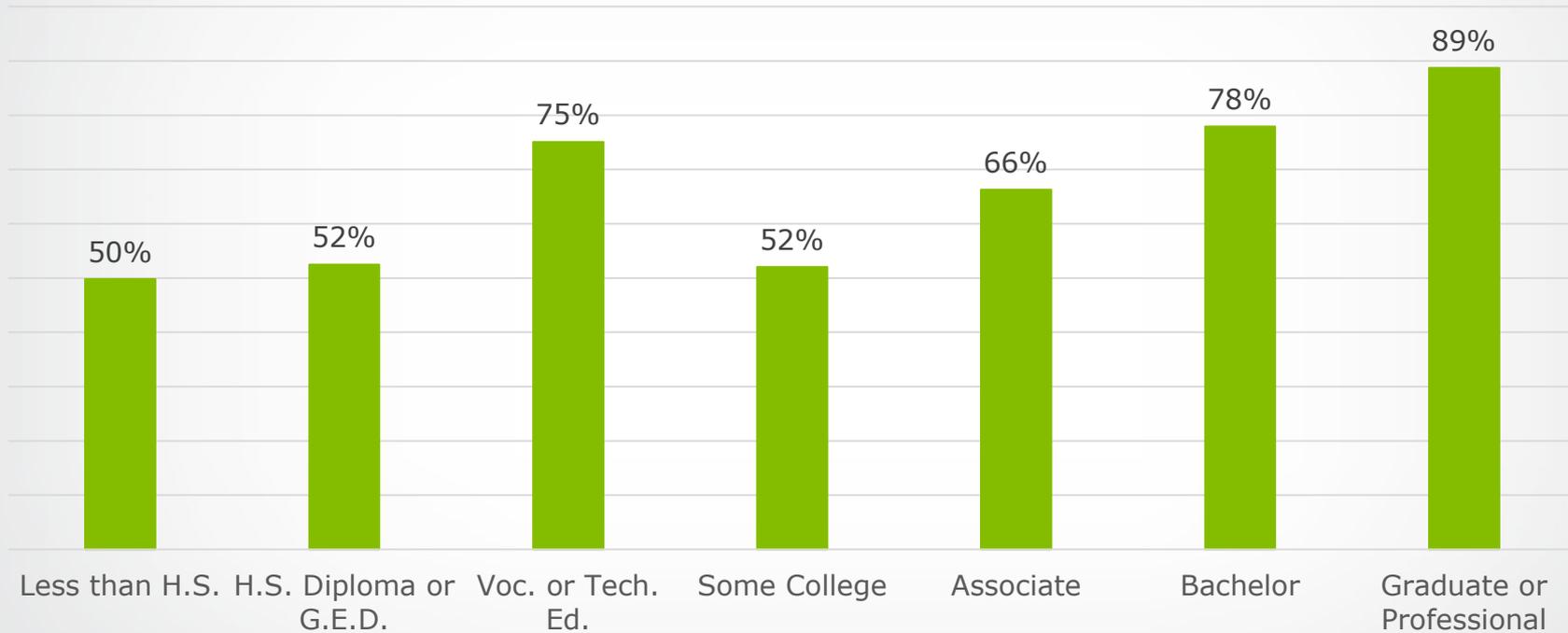
Your educational experiences make you an attractive candidate to potential employers.

Yes

No

Start the presentation to see live content. Still no live content? Install the app or get help at PollEv.com/app

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



Source: Strada-Gallup Education Consumer Survey. Responses recorded through end of January, 2019. Analysis by Education Commission of the States.

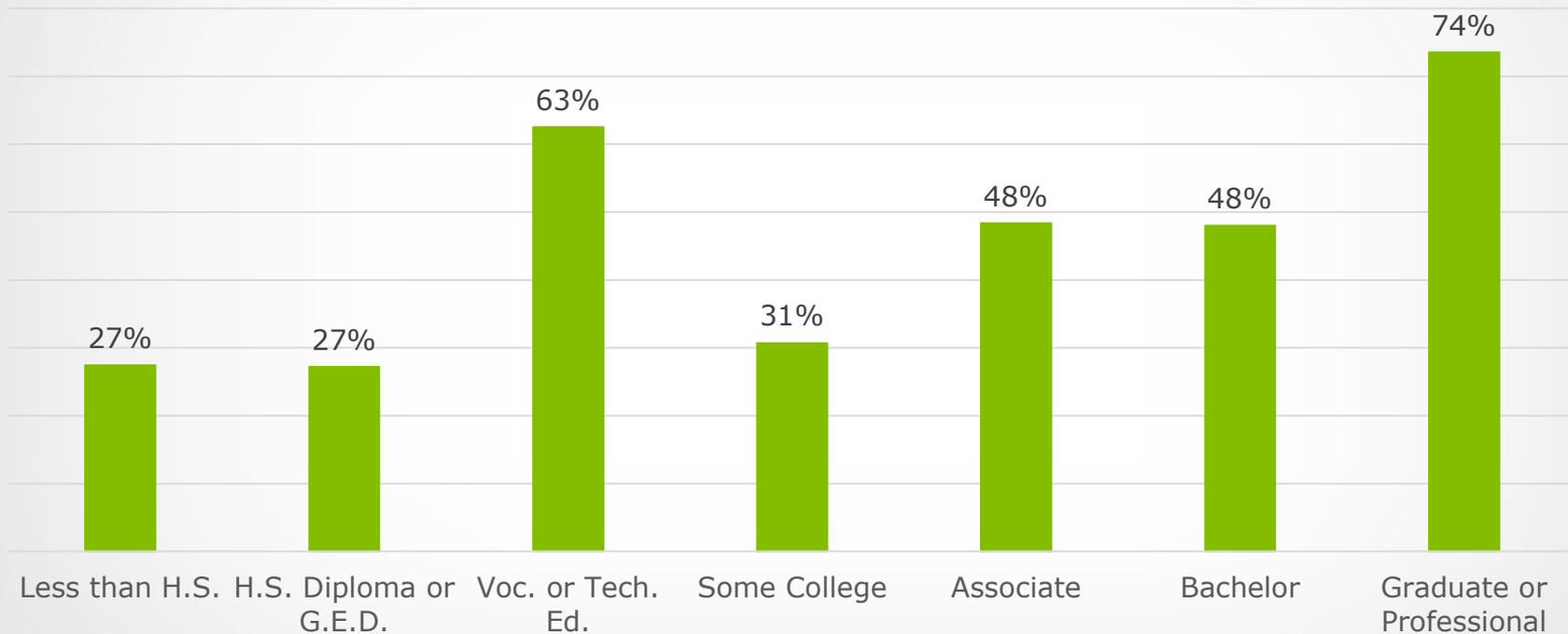
The courses you took are directly relevant to what you do at work.

Yes

No

Start the presentation to see live content. Still no live content? Install the app or get help at PollEv.com/app

Courses are directly relevant to what you do at work.



Source: Strada-Gallup Education Consumer Survey. Responses recorded through end of January, 2019. Analysis by Education Commission of the States.

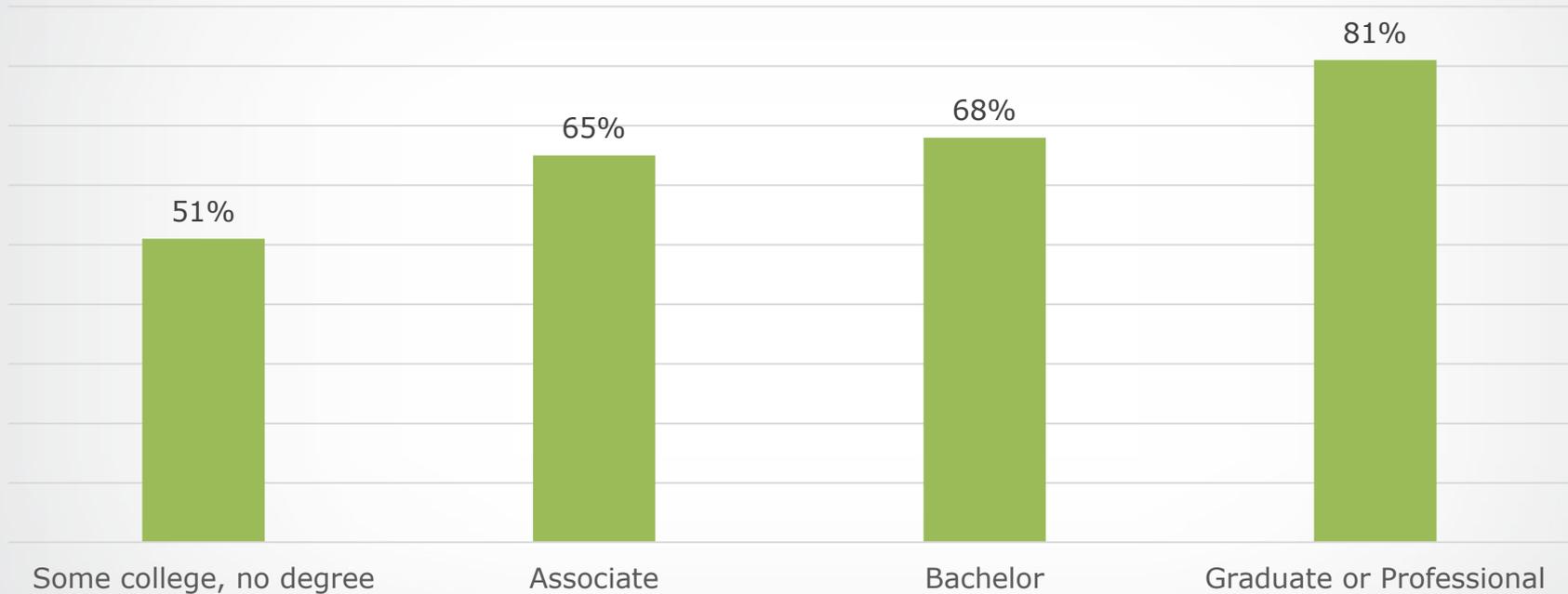
You learned important skills that you use in your day-to-day life.

Yes

No

Start the presentation to see live content. Still no live content? Install the app or get help at PollEv.com/app

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

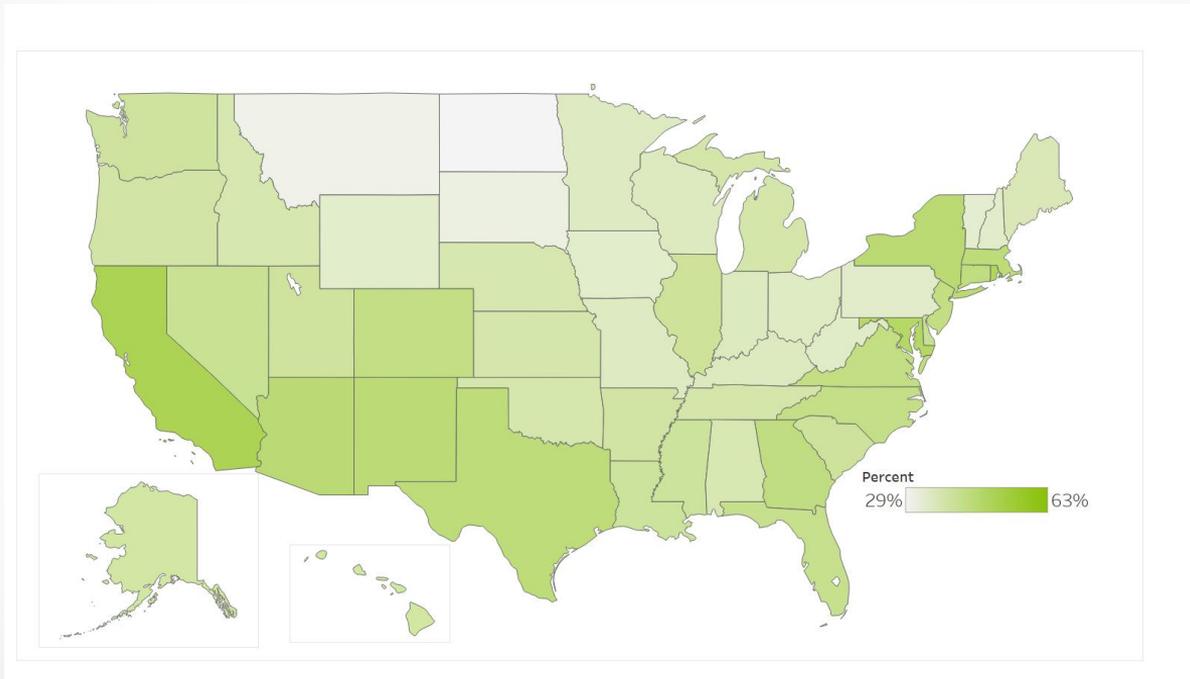


Source: Strada-Gallup Education Consumer Survey. Responses recorded through end of January, 2019. Analysis by Education Commission of the States.

Why didn't you finish?

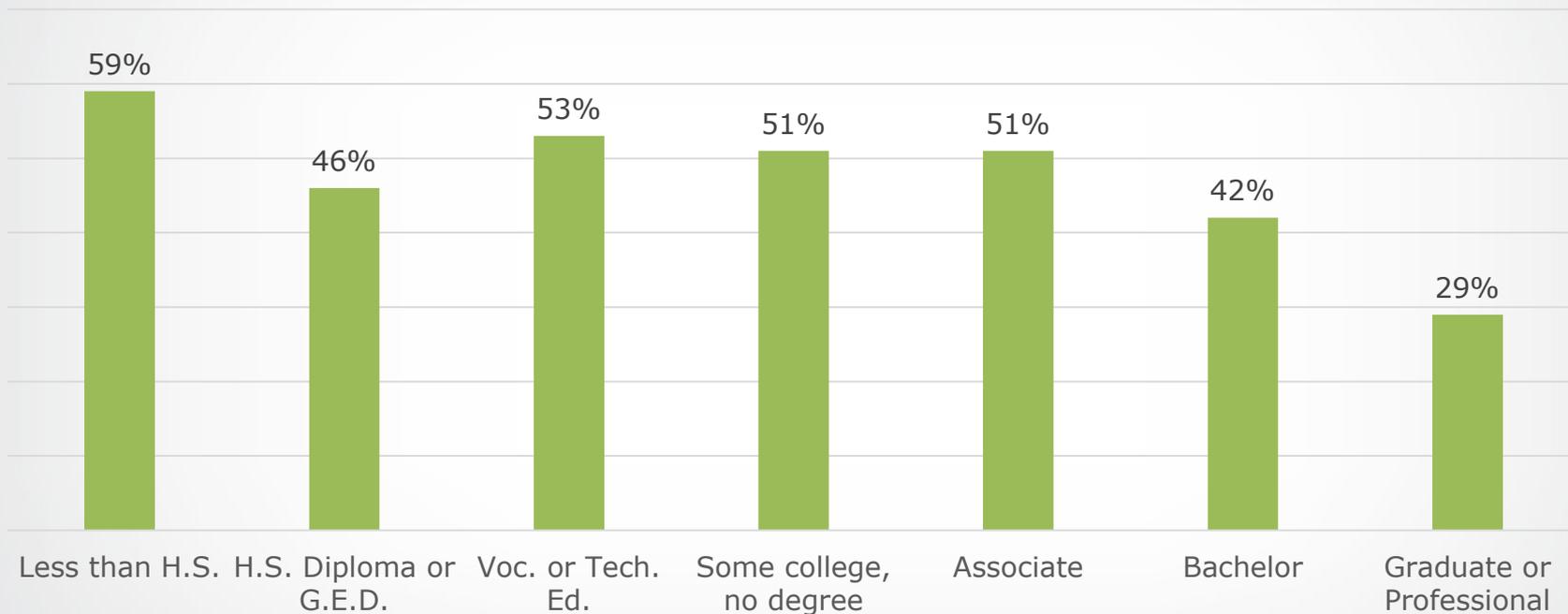
- 10% financial
- 9% life event
- 8% couldn't balance work and school

Perceived Need for Additional Education



Source: Strada-Gallup Education Consumer Survey. Responses recorded through end of January, 2019. Analysis by Education Commission of the States.

Do you need additional education to advance your current career?



Source: Strada-Gallup Education Consumer Survey. Responses recorded through end of January, 2019. Analysis by Education Commission of the States.

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

Source: Strada-Gallup Education Consumer Survey. Responses recorded through end of January, 2019. Analysis by Education Commission of the States.

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

Source: Strada-Gallup Education Consumer Survey. Responses recorded through end of January, 2019. Analysis by Education Commission of the States.

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



NCSL

NATIONAL CONFERENCE *of* STATE LEGISLATURES

The Forum for America's Ideas

Ethics & Civility

Legislative Education Staff Network

Mark Quiner, Director, NCSL Center for Ethics in Government

July 9, 2019





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



NCSL

NATIONAL CONFERENCE *of* STATE LEGISLATURES

The Forum for America's Ideas

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





NCSL

NATIONAL CONFERENCE *of* STATE LEGISLATURES

The Forum for America's Ideas

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





NCSL

NATIONAL CONFERENCE *of* STATE LEGISLATURES

The Forum for America's Ideas

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.



NCSL

NATIONAL CONFERENCE *of* STATE LEGISLATURES

The Forum for America's Ideas

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.



NCSL

NATIONAL CONFERENCE *of* STATE LEGISLATURES

The Forum for America's Ideas

Civility

70%

Civility has reached crisis levels



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!



One definition...

“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 disagreements.”

Institute for Civility in Government



An Unlikely Friendship

- <https://www.youtube.com/watch?v=4dMMCVfKP9s>



NCSL

NATIONAL CONFERENCE *of* STATE LEGISLATURES

The Forum for America's Ideas

Video Quotes

- “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”



NCSL

NATIONAL CONFERENCE *of* STATE LEGISLATURES

The Forum for America's Ideas

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



NCSL

NATIONAL CONFERENCE *of* STATE LEGISLATURES

The Forum for America's Ideas

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?

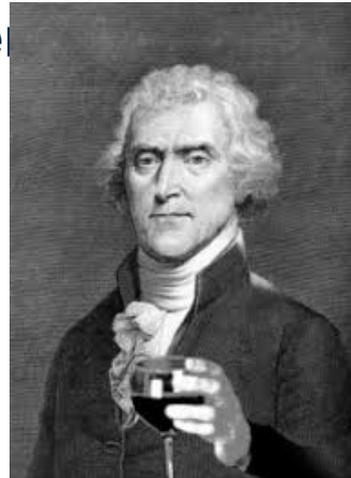


NCSL

NATIONAL CONFERENCE *of* STATE LEGISLATURES

The Forum for America's Ideas

- "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**





NCSL

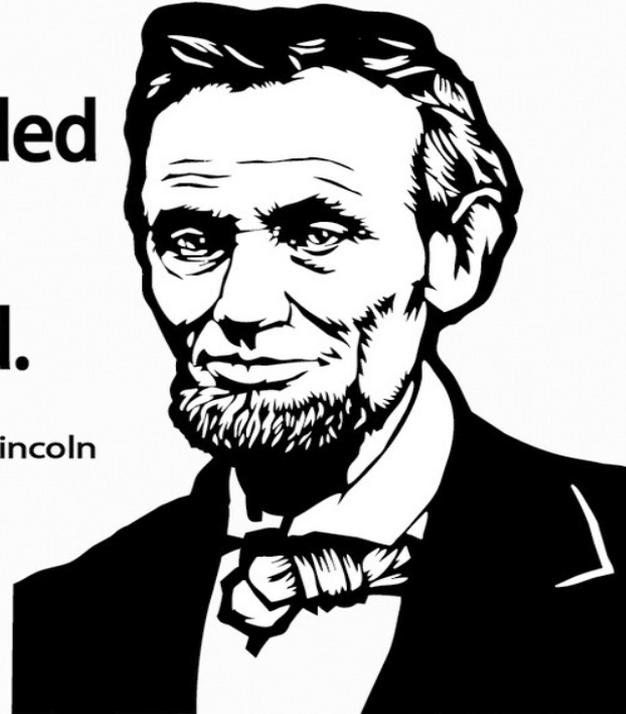
NATIONAL CONFERENCE *of* STATE LEGISLATURES

The Forum for America's Ideas

Civility...pass it on

**A house divided
against itself
cannot stand.**

Abraham Lincoln





NCSL

NATIONAL CONFERENCE *of* STATE LEGISLATURES

The Forum for America's Ideas

Do values matter?





Life goes on....





NCSL

NATIONAL CONFERENCE *of* STATE LEGISLATURES

The Forum for America's Ideas

- 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



**EDUCATION
COMMISSION
OF THE STATES**
Your education policy team.

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

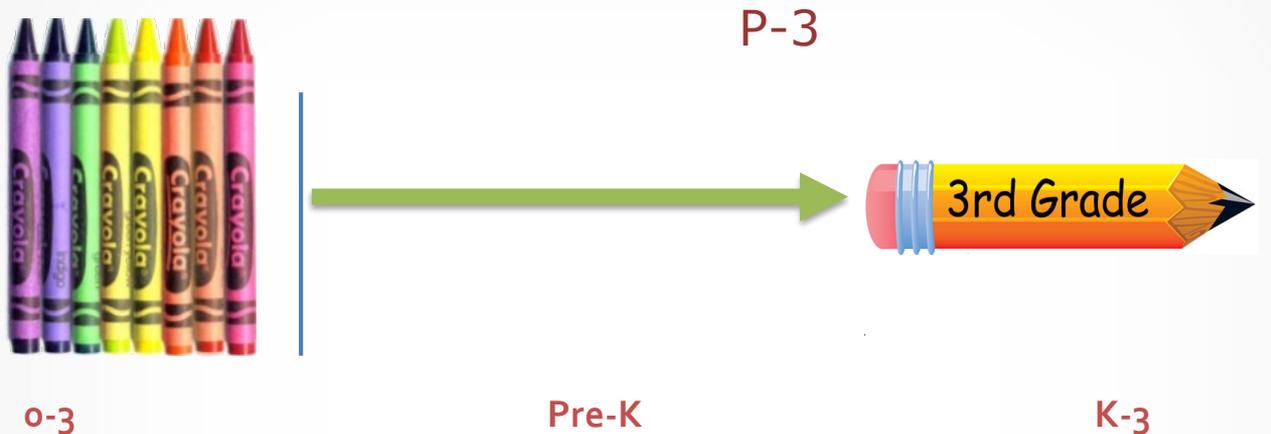


K-12



Postsecondary

Birth to 3rd Grade: The Bookends and P-3



Early Learning Governance

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.

Effective Early Learning Governance/Coordination

- 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.

Pre-K in P-3

- ◆ 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.

Pre-K 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

- 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.

NIEER Quality Standard Benchmarks

- 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.

10 NIEER Quality Standard Benchmarks

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.

Transitions and Alignment

“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

Early Learning Transitions

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.

Early Learning Transitions

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.

Early Learning Alignment

Alignment here is the continuous interrelated nature of education programs and practices in early learning settings and early grades.

STANDARDS

What children are expected to know and do.

Standards are set by states and describe the skills and competencies students should develop by the end of each grade.

CURRICULA

What children are taught.

Classroom experiences that support state standards and the state's early learning developmental guidelines.

INSTRUCTION

How children are taught.

Teachers at every level who are trained in child development and prepared to provide experiences that meet children's developmental needs.

ASSESSMENTS

What and how children's progress is measured.

Assessments that inform instruction and are based on standards that measure what children have been taught.

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.

Full Day Kindergarten

- 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

Full Day Kindergarten

- 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.

Full Day Kindergarten – State Examples

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.

Equity

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



Bruce Atchison

Principal
Education Commission of the states
batchison@ecs.org

Matt Weyer

Senior Policy Analyst
Education Commission of the States
mweyer@ecs.org



Professional Development Breakout 2: State Story

TBD



Session 5 School Safety

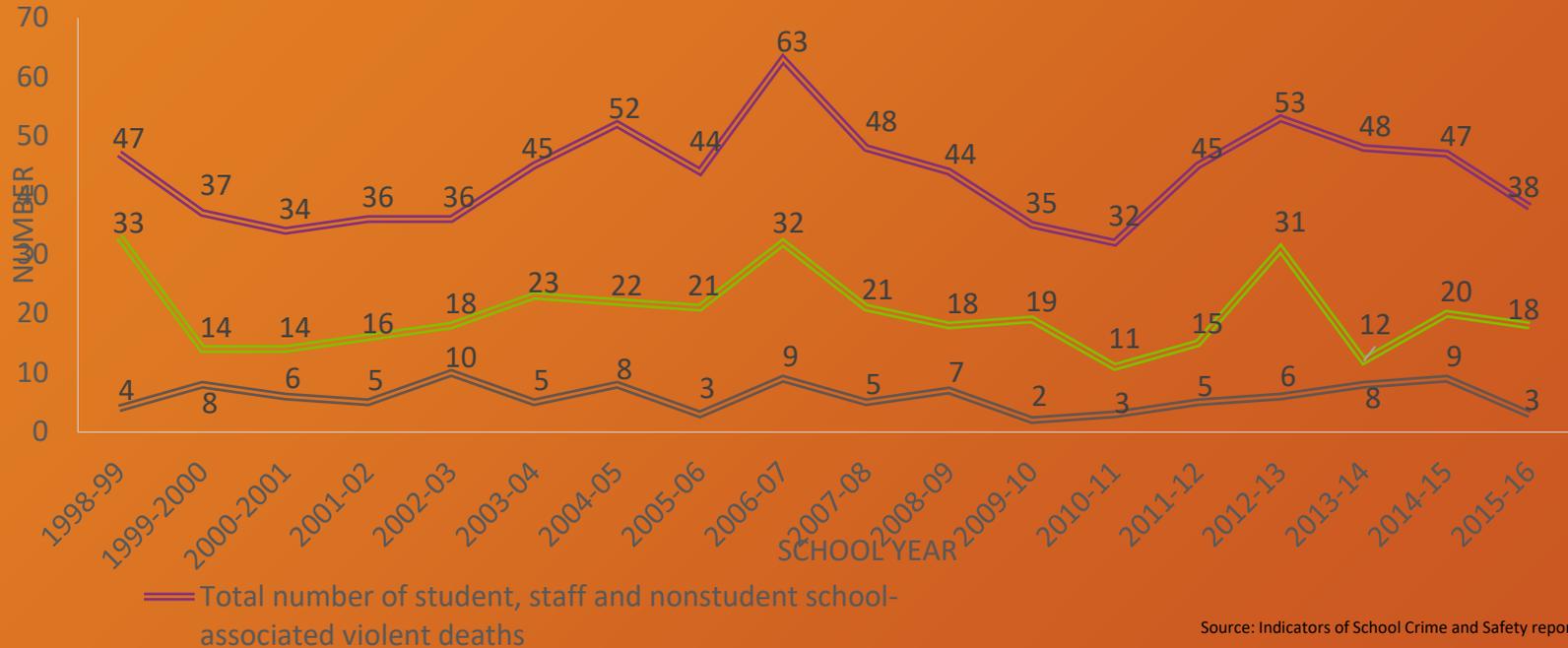
Heidi Macdonald and Jennifer Thomsen

School Safety

Jennifer Thomsen & Heidi Macdonald
Legislative Education Staff Network Ancillary Meeting
July 10, 2019

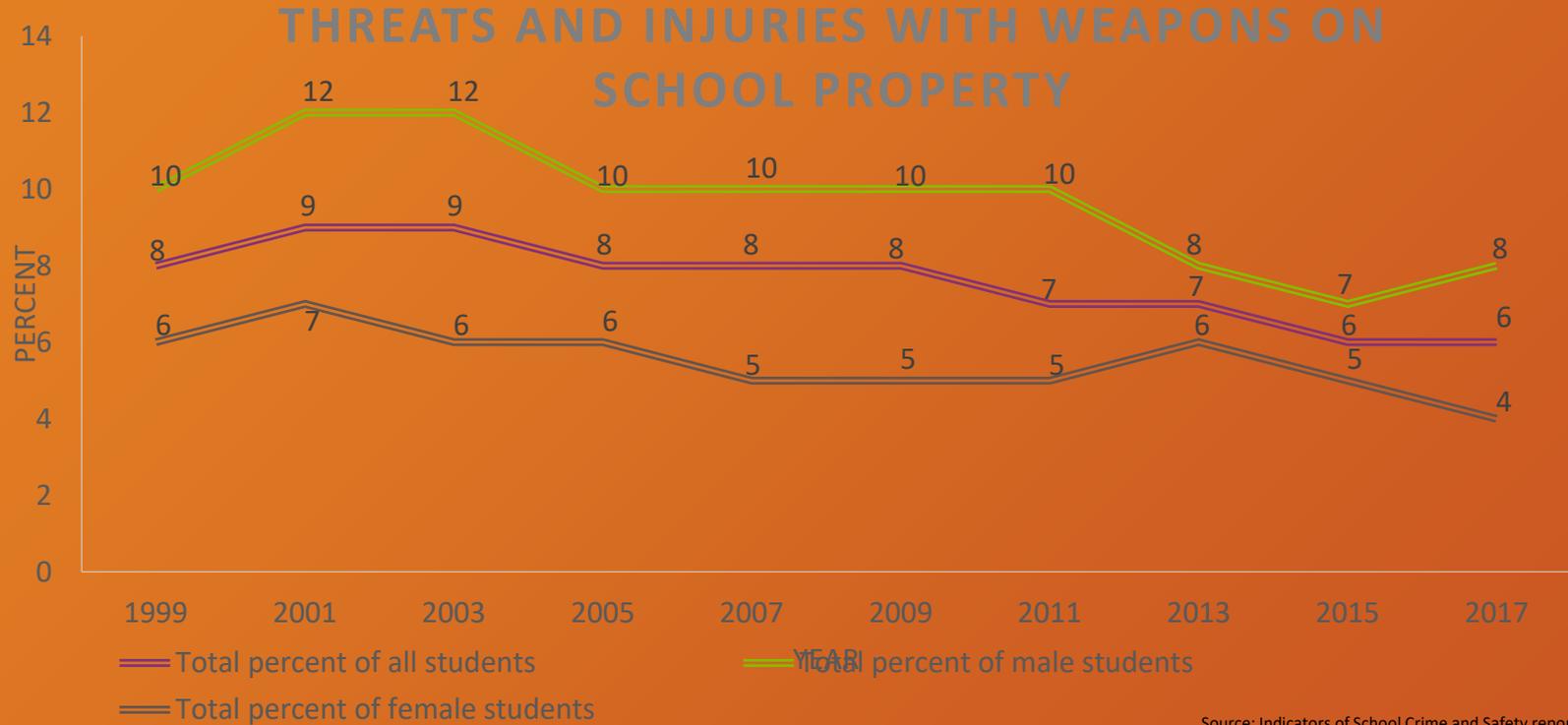
Prevalence of School Violence

VIOLENT DEATHS AT SCHOOL



Source: Indicators of School Crime and Safety reports

Prevalence of School Violence



Source: Indicators of School Crime and Safety reports

Prevalence of School Violence

Education Week's School Shooting Tracker

2018 Totals

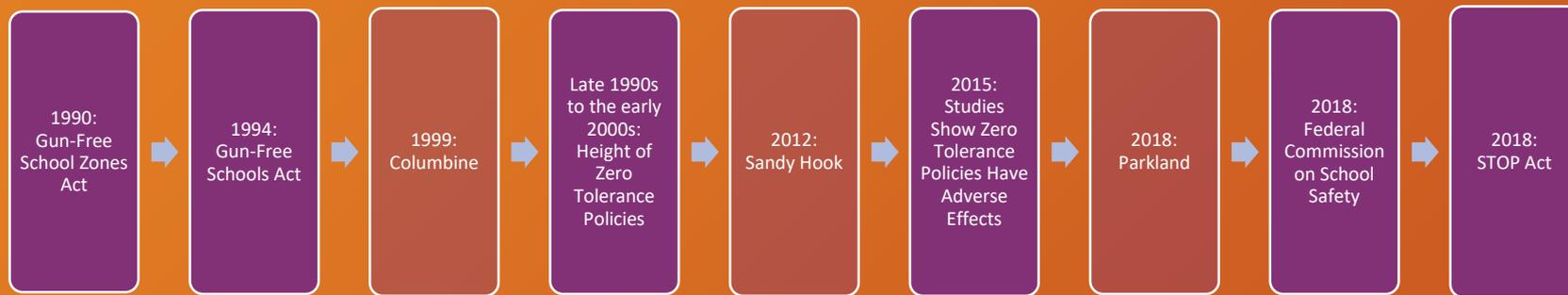
- 24 school shootings with injuries or deaths
- 28 students killed
- 7 school employees or other adults killed
- 79 people injured

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



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 policies) 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 policies

Federal Initiative

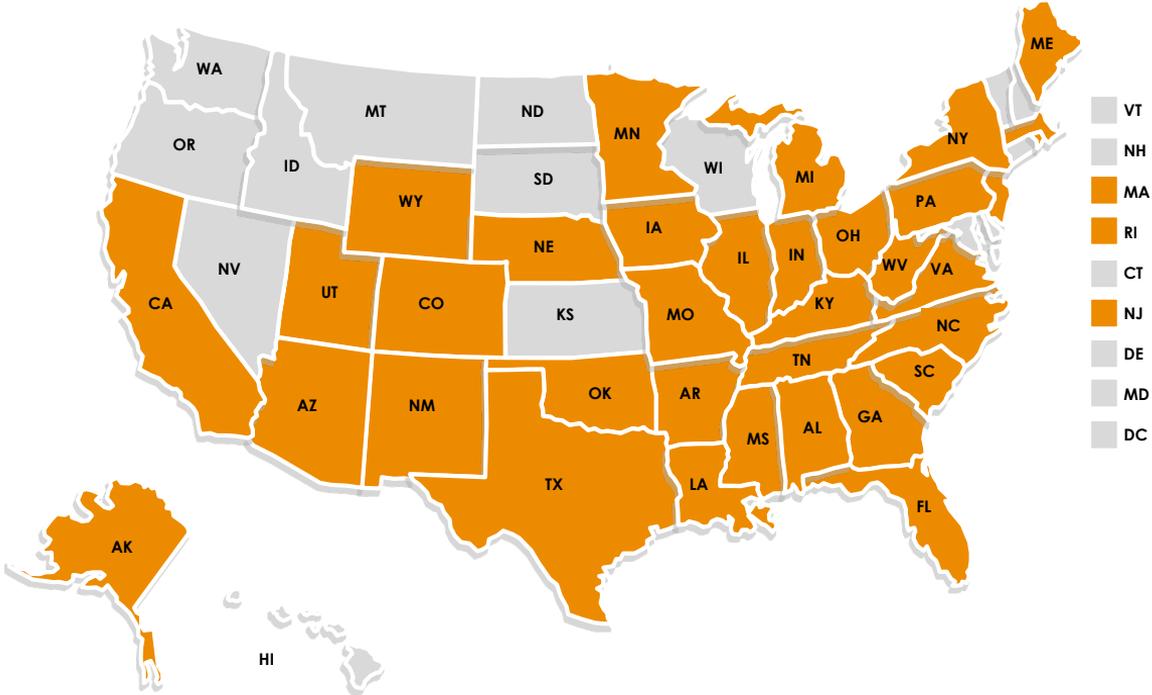
2018: Federal Commission on School Safety

- 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

STOP School Violence Act 2018 Grant Funding



School Safety Across the States

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

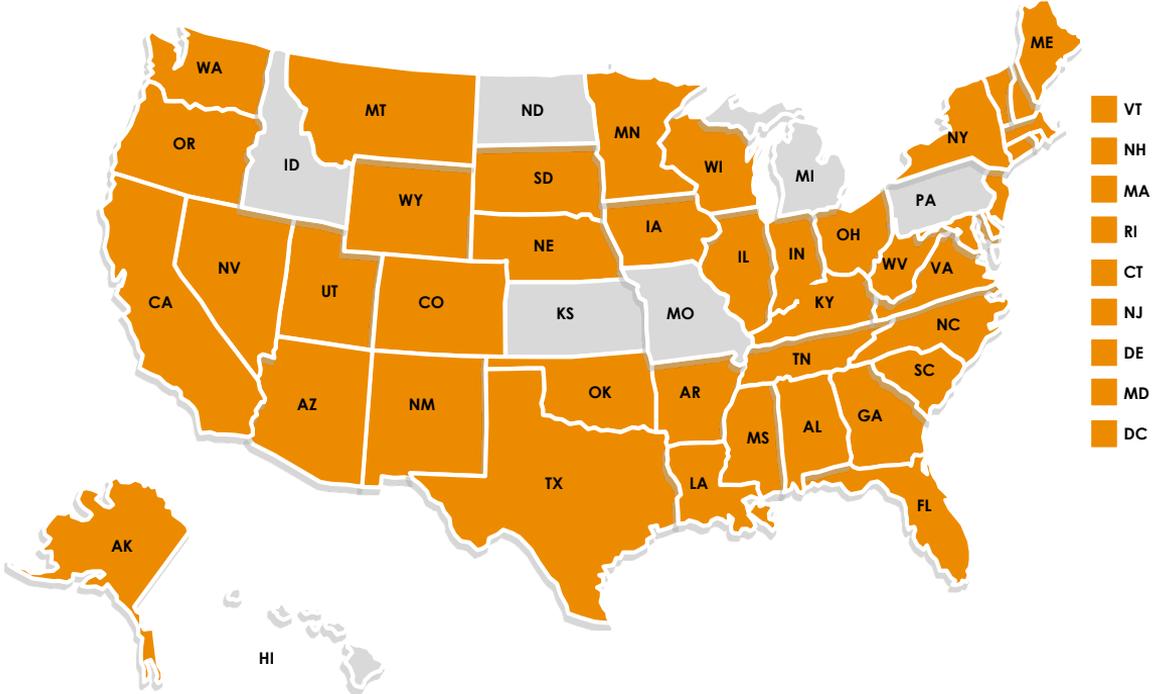
- School Safety Plans
- School Safety Audits
- School Safety Drills
- School Resource Officers
- Weapons in Schools

86% of States

Require a **school safety plan** in statute or regulation.



50-SC: School Safety Plans

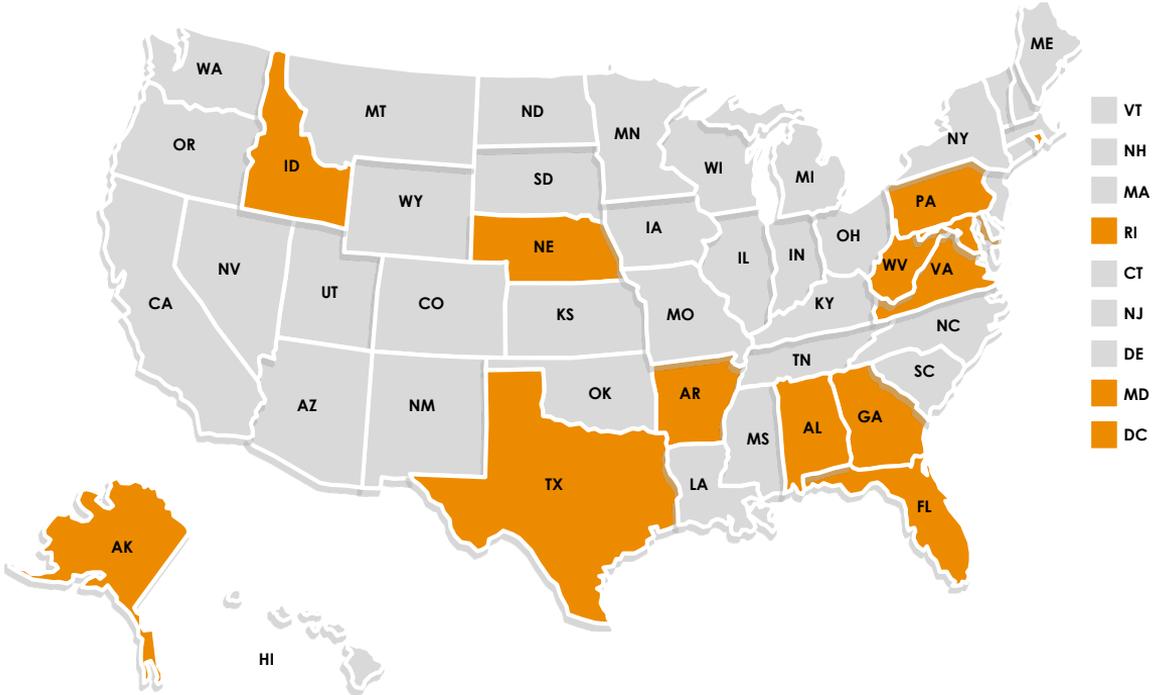


27% of States

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.

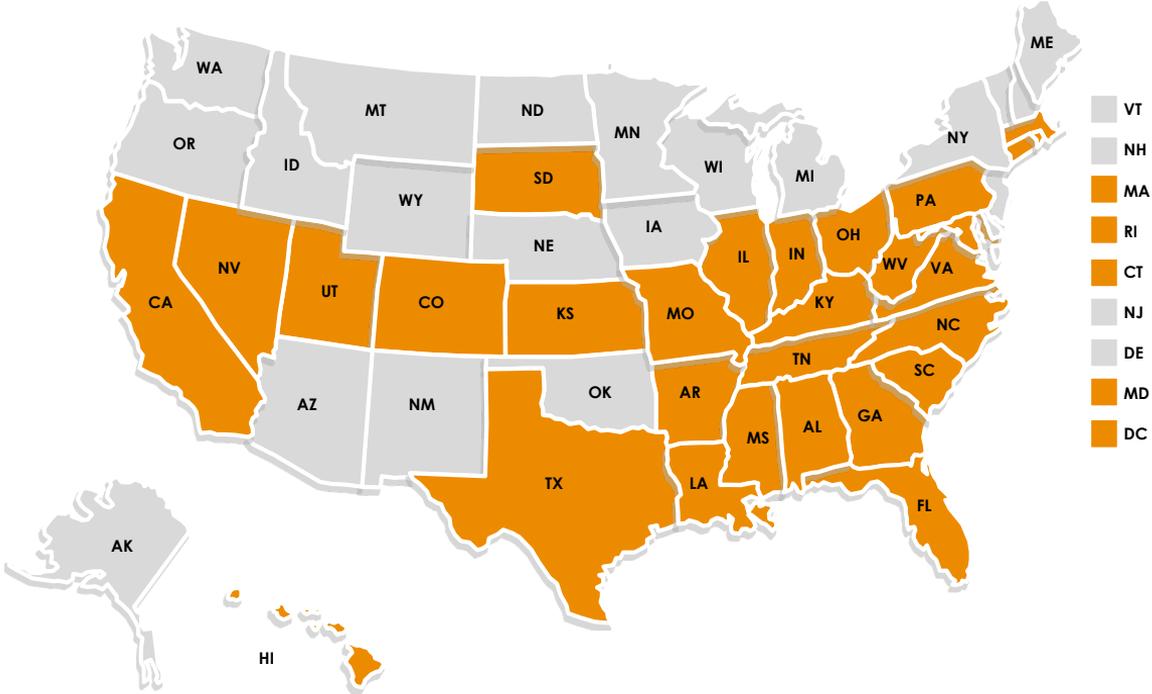


59% of States

Define **school resource officers** in statute or regulation.



50-SC: School Resource Officers



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

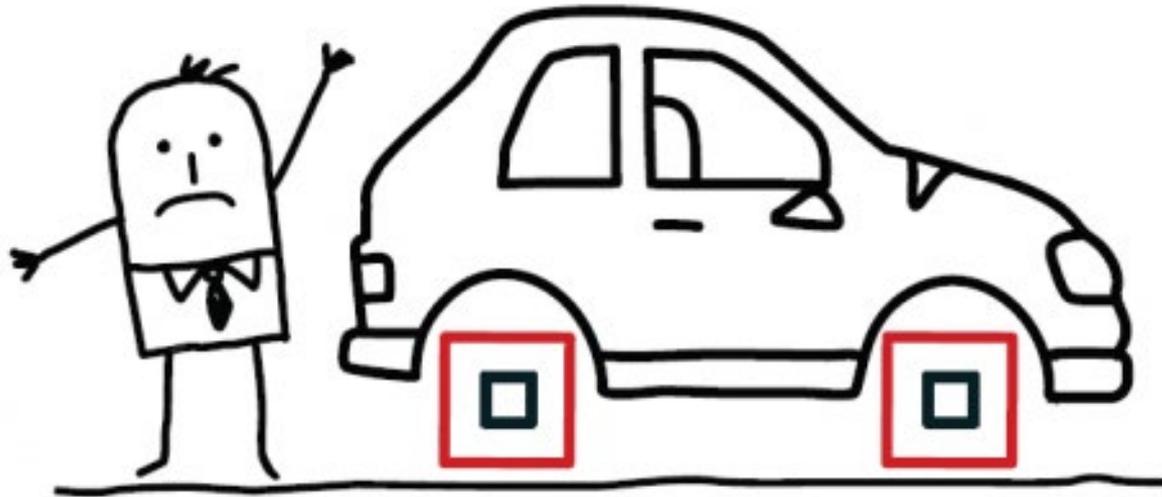




SHARE WITH A PARTNER

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

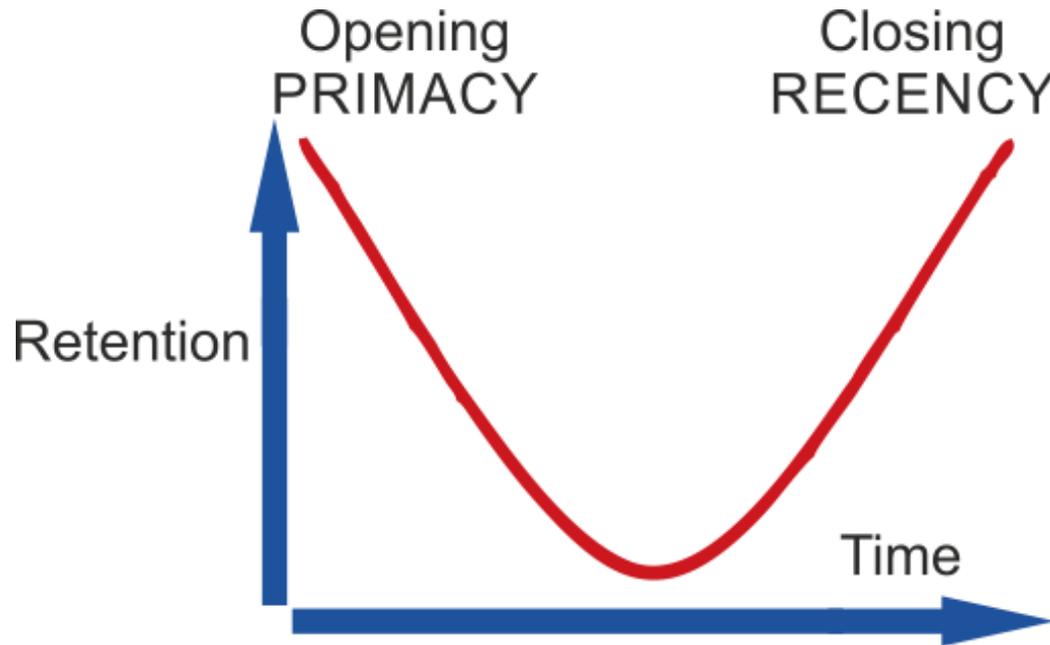
Topic BG

Assert Thesis

Evidence/Support

Reaffirm Thesis

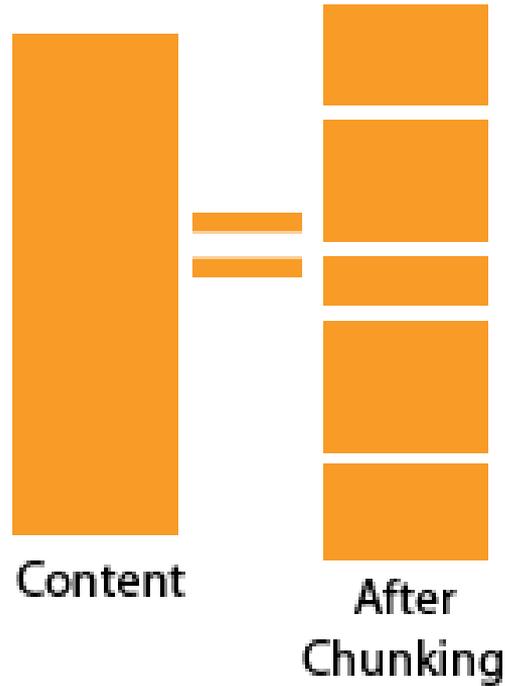
PRIMACY and RECENCY EFFECT



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

STRATEGIES

- Address poverty and the ecosystem.
- Increase access and remove barriers.
- Use data and reporting to target services and shine a spotlight on 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.¹⁵ 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

SPREE 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, suspension and expulsion, climate, chronic absenteeism, school readiness)

ESSA and Early Learning

Needs assessments, transition and other coordination and alignment activities required under ESSA will provide state legislators with valuable information:¹⁶

- Report cards must include the number and percentage of students enrolled in preschool programs.
- The state education agency must assist local districts and schools who are using Title I funds to support early learning programs and assist with transitions to elementary school.
- Local education agencies (LEAs) must ensure that their Title I preschools are complying with Head Start performance standards.
- LEAs receiving Title I funds must develop agreements and carry out coordination activities with Head Start agencies, and, if feasible, other early learning programs.

■ **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 a fee 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, Missouri, Oregon, South Carolina, Virginia and West Virginia—and the District of Columbia offer a tax incentive for food donations. Arizona offers a deduction; the others provide credits between 10 percent and 50 percent of the value of the donated food. States can also fund food banks directly. Minnesota's Farm-to-Food Shelf program received a \$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 indicators 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 “best 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 \$175 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 in 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.

Congress held the first [federal hearing](#) on food waste in 2016 and the Food Recovery Act ([H.R. 3444/S. 1680](#)) was 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.



Additional Resources

[ReFED](#)

[Food Waste Reduction Alliance](#)

[Harvard University Food Law & Policy Clinic](#)

[NCSL Hunger Partnership](#)

NCSL Contacts

[Jennifer Schultz](#)
303-856-1353

[Ann Morse](#)
202-624-8697

Use Clear and Specific Headings

Vegetables of the World

Gumbo beet greens corn Soko endive gumpo gourd. Parsley shallot courgette tatsoi pea sprouts fava bean collard greens dandelion okra wakame tomato. Dandelion cucumber earthnut pea peanut Soko zucchini.

Brassicas

Turnip greens yarrow rice bean rutabaga endive cauliflower sea lettuce kohlrabi amaranth water spinach avocado daikon Napa cabbage asparagus winter purslane kale. Celery potato scallion desert 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

Brussels sprout coriander water chestnut gourd Swiss chard wakame kohlrabi beetroot carrot watercress. Corn amaranth salsify bunya nuts nori adzuki bean chickweed potato bell pepper artichoke.

Leafy greens

Nori grape silver beet broccoli kombu beet greens fava bean potato quandong celery. Bunya nuts black-eyed pea prairie turnip leek lentil turnip greens parsnip. Sea lettuce water chestnut eggplant winter purslane fennel adzuki bean earthnut pea sierra leone bologi leek Soko chicory celtuce parsley jicama salsify.

Celery quandong Swiss chard chicory earthnut pea potato. Salsify taro catsear garlic gram celery bitterleaf wattle seed collard greens nori. Grape wattle seed kombu beetroot horseradish carrot squash Brussels sprout chard.

Pea horseradish adzuki bean lettuce avocado asparagus okra. Kohlrabi radish okra adzuki bean corn fava bean mustard tigernut jicama green bean celtuce collard greens avocado quandong fennel gumbo black-eyed pea. Grape silver beet watercress potato tigernut corn groundnut. Chickweed okra pea winter purslane coriander yarrow sweet pepper radish garlic Brussels sprout groundnut summer purslane earthnut pea tomato spring onion adzuki bean gourd. Gumbo kakadu plum komatsuna black-eyed pea green bean zucchini gourd winter purslane silver beet rock melon radish asparagus spinach.

Fungi

Beetroot water spinach okra water chestnut rice bean pea catsear courgette summer purslane. Water spinach arugula pea tatsoi aubergine spring onion bush

Heading 1

Heading 2

TWO METHODS

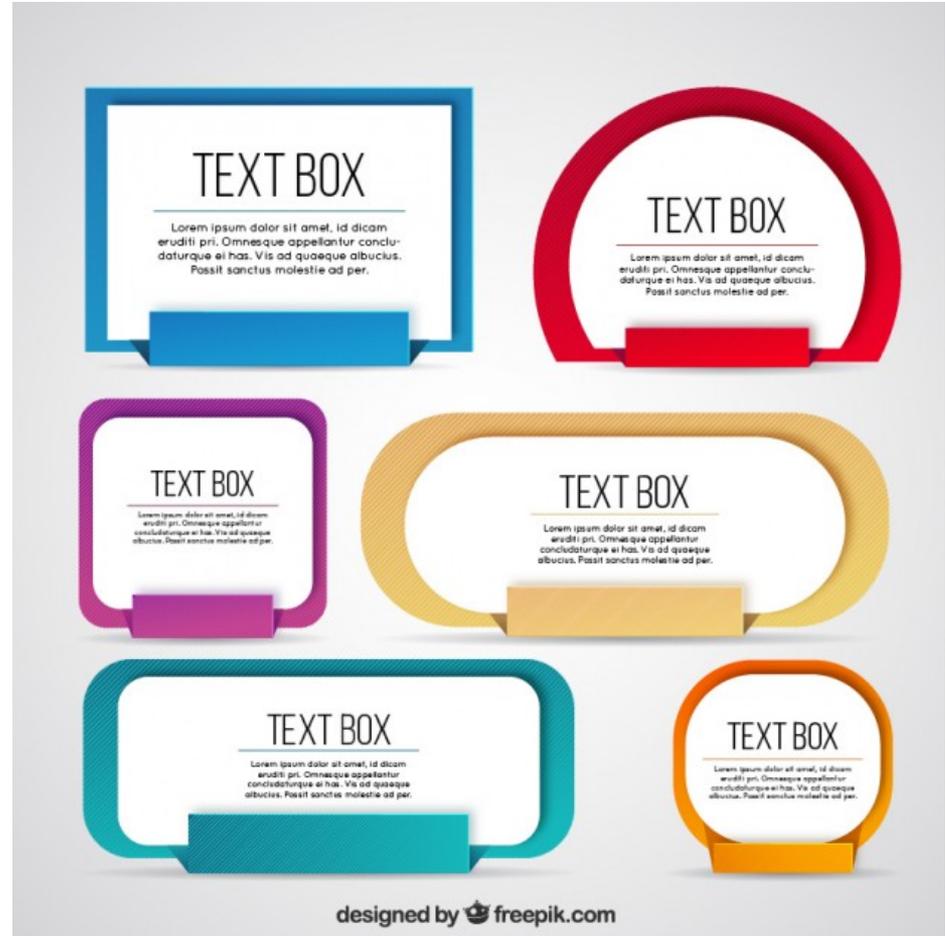
Ask a QUESTION that the passage answers

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 SUZANNE HULTIN

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 woman or a man. 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 supervisor 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.

The [#MeToo](#) and [#TimesUp](#) movements have demonstrated the prevalence of sexual harassment in all types of industries, including high-profile ones such as entertainment and government. While the extent of sexual harassment across trades is still being revealed, research has found certain occupations where sexual harassment is even more commonplace: among those in low-paying jobs.

- Nearly 7,000 charges alleging sexual harassment were filed with the Equal Employment Opportunity Commission in FY 2017.

- Low-wage workers, particularly those in the accommodations and restaurant industries, are more likely to report sexual harassment claims.

- Connecticut, Maine, Massachusetts, Rhode Island and Vermont are the only states that require or strongly encourage employers to provide sexual harassment training.

Additional Resources

- [NCSL LegisBrief, Sexual Harassment Policies and Training in State Legislatures](#)

- [NCSL webpage, Sexual Harassment Resources](#)

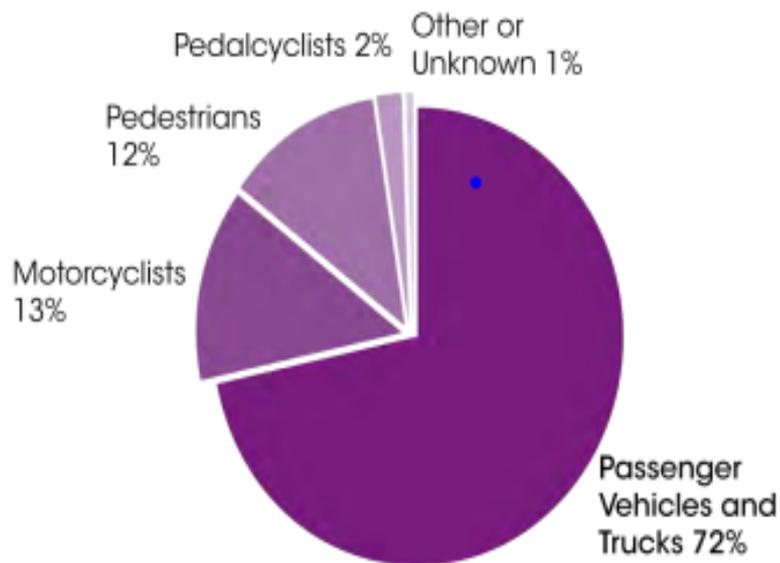
- [U.S. Equal Employment Opportunity Commission](#)

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.

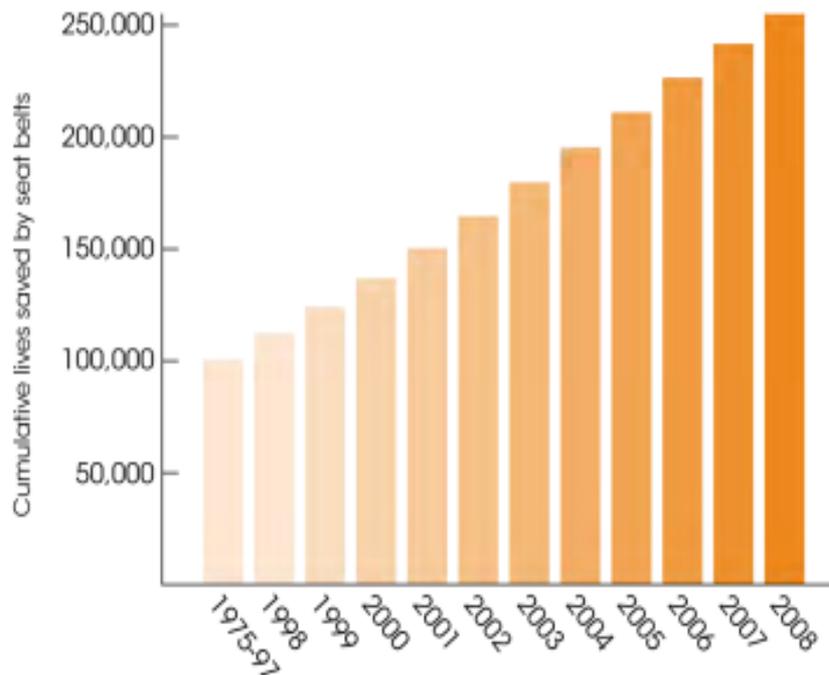
Data Rule #1: Paint a Picture

Present your statistics in a visual form whenever possible

Most people killed in crashes are drivers or passengers¹



Seat belts have saved an estimated 255,000 lives since 1975⁵





“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

USDL-18-0916

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 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 476,000. (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 4.9 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-16.)

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-16.)

Establishment Survey Data

Total nonfarm payroll employment increased by 223,000 in May, compared with an average monthly gain of 191,000 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

USDL-18-0916

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

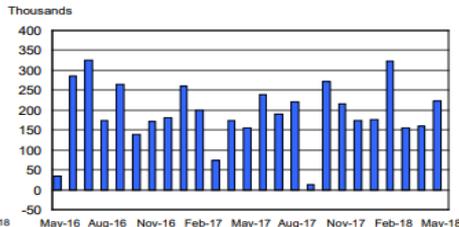
THE EMPLOYMENT SITUATION — MAY 2018

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.

Chart 1. Unemployment rate, seasonally adjusted, May 2016 – May 2018



Chart 2. Nonfarm payroll employment over-the-month change, seasonally adjusted, May 2016 – May 2018



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

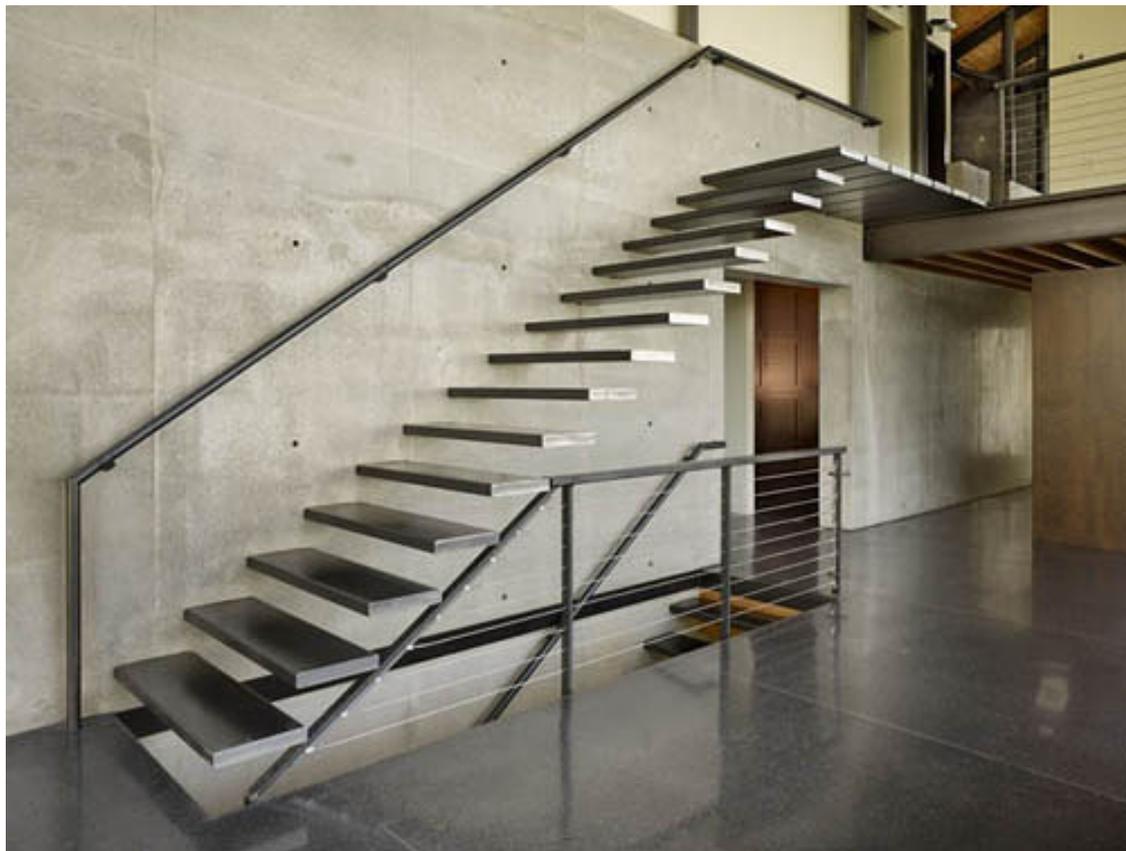


Less is more

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, /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.*

WEAK

*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 **VERB** into a **NOUN**”*

DECIDE becomes **DECISION**

GROW becomes **GROWTH**

INVESTIGATE becomes **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)

Nominalized Phrase	Succinct Revision
gave a report	reported
made a decision	decided
offered a suggestion	suggested
issued an announcement	announced
served as a catalyst	catalyzed
resulted in an increase	increased
led to the destruction of	destroyed

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.”

PRACTICE

The new legislation resulted in a decrease in the number of new incidents.

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

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)*

PRACTICE

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.

The newly proposed legislation was positively received.

(12 words become 6 words!!)

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***

PRACTICE

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
Despite the fact that
Each and every
Has the opportunity to
At this point in time
In a case in which

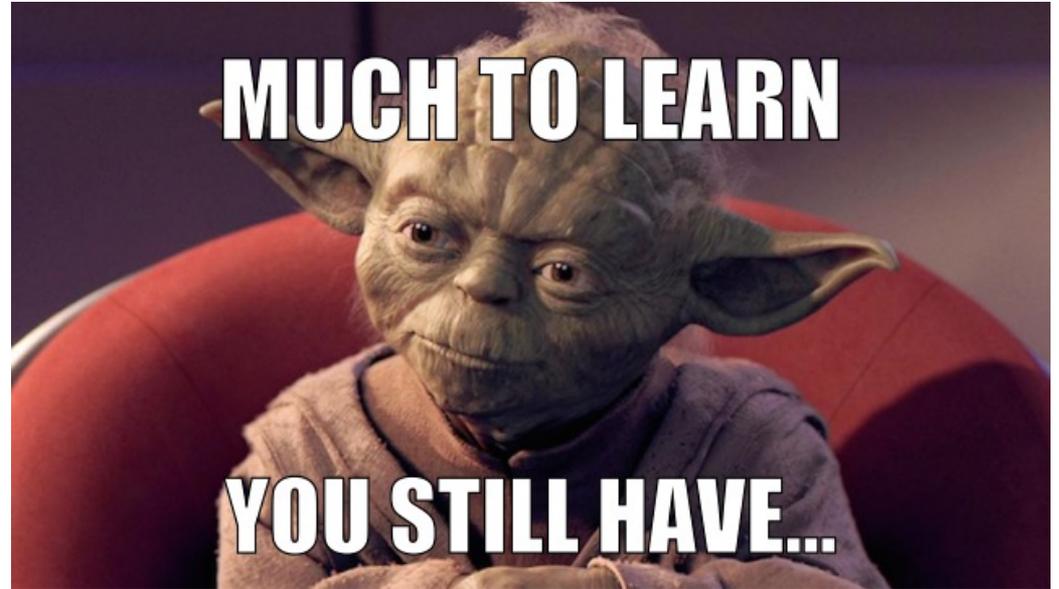
(MANY)
(ALTHOUGH)
(EACH; ALL)
(CAN; COULD)
(NOW)
(WHEN)

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



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!!