# Governors' Education Policy Advisors Institute

September 27, 2019

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# Welcome

**Beth Caron**
Director, NGA Education
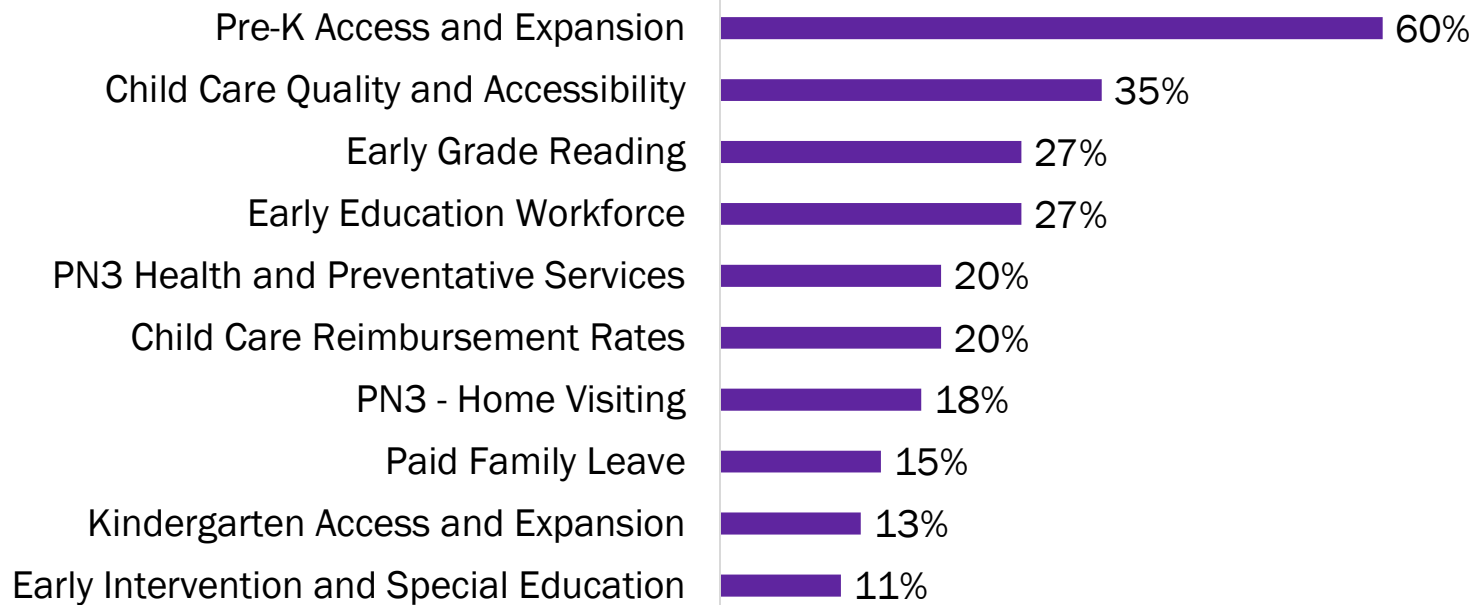NGA Solutions: The Center for Best Practices

**Amanda Winters**
Program Director, NGA Economic Opportunity
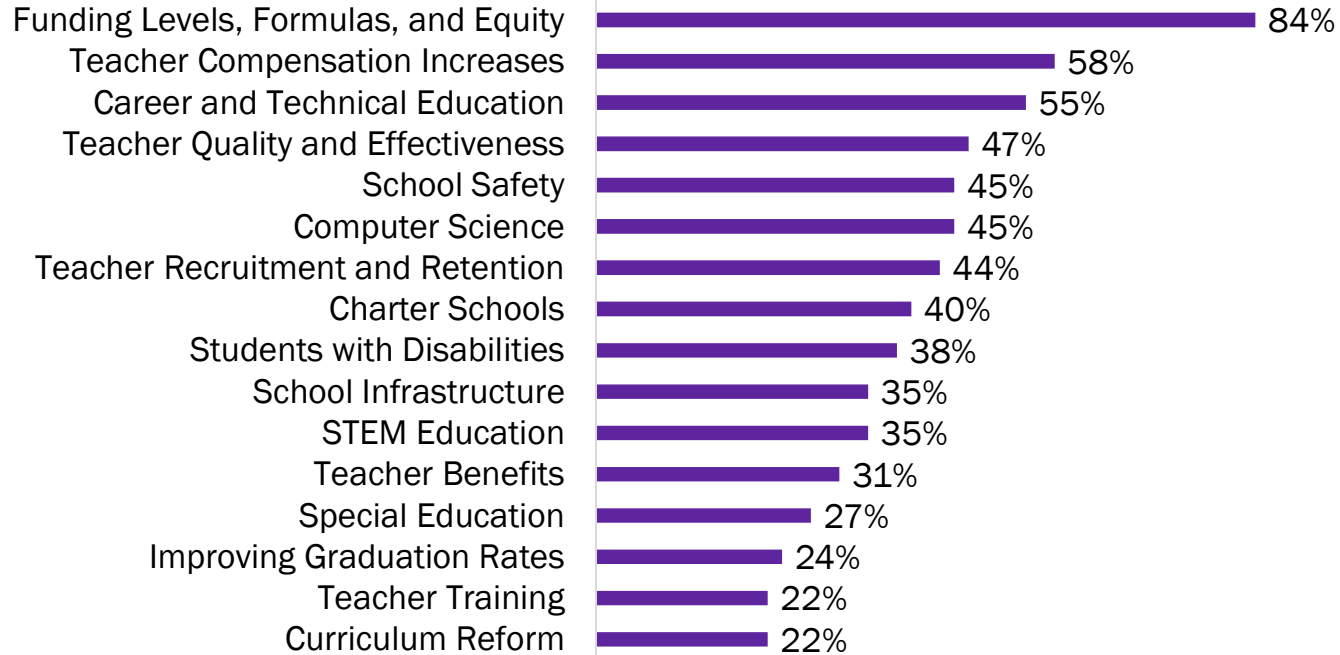NGA Solutions: The Center for Best Practices

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# Governors' Education Priorities

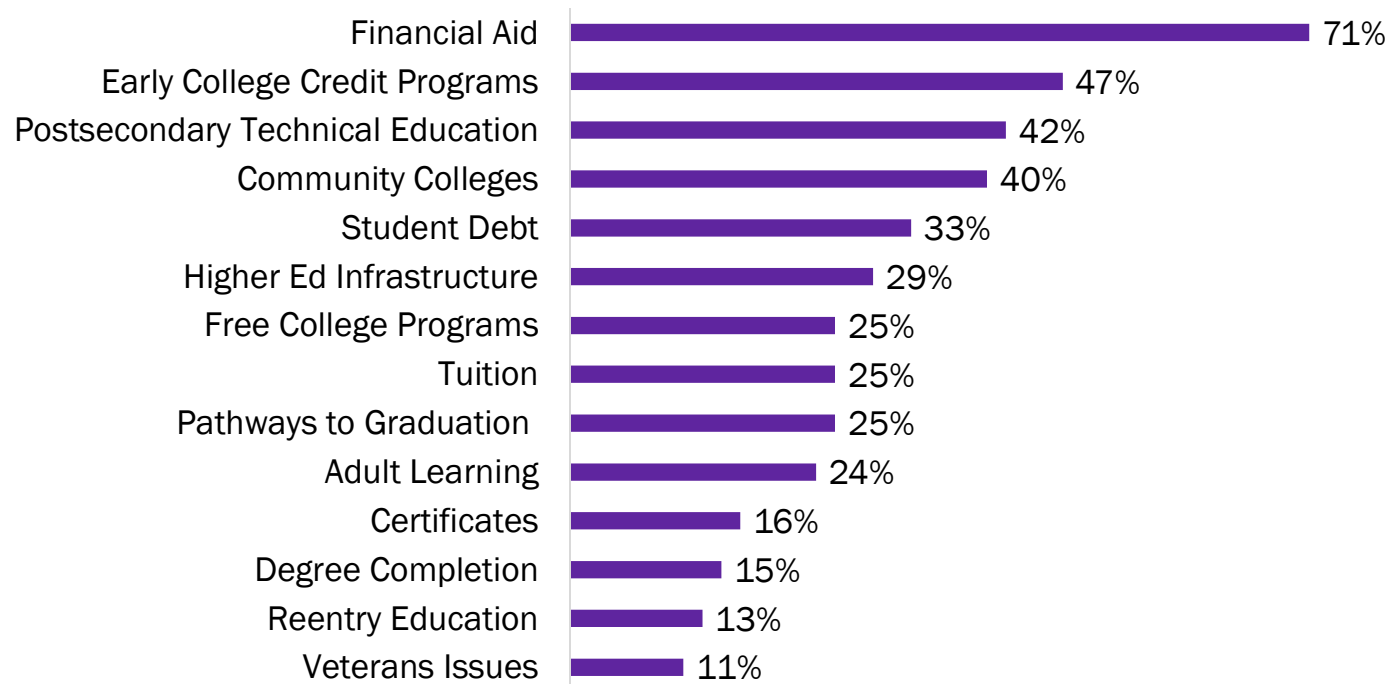**2019 Early Education Top Issues Prioritization
Percentage of Governors**

| Issue | Percentage |
|---|---|
| Pre-K Access and Expansion | 60% |
| Child Care Quality and Accessibility | 35% |
| Early Grade Reading | 27% |
| Early Education Workforce | 27% |
| PN3 Health and Preventative Services | 20% |
| Child Care Reimbursement Rates | 20% |
| PN3 - Home Visiting | 18% |
| Paid Family Leave | 15% |
| Kindergarten Access and Expansion | 13% |
| Early Intervention and Special Education | 11% |

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# Governors' Education Priorities

## 2019 K-12 Education Top Issues Prioritization
## Percentage of Governors

| Issue | Percentage |
|---|---|
| Funding Levels, Formulas, and Equity | 84% |
| Teacher Compensation Increases | 58% |
| Career and Technical Education | 55% |
| Teacher Quality and Effectiveness | 47% |
| School Safety | 45% |
| Computer Science | 45% |
| Teacher Recruitment and Retention | 44% |
| Charter Schools | 40% |
| Students with Disabilities | 38% |
| School Infrastructure | 35% |
| STEM Education | 35% |
| Teacher Benefits | 31% |
| Special Education | 27% |
| Improving Graduation Rates | 24% |
| Teacher Training | 22% |
| Curriculum Reform | 22% |

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# Governors' Education Priorities

**2019 Postsecondary Education Issues Prioritization
Percentage of Governors**

| Issue | Percentage |
|---|---|
| Financial Aid | 71% |
| Early College Credit Programs | 47% |
| Postsecondary Technical Education | 42% |
| Community Colleges | 40% |
| Student Debt | 33% |
| Higher Ed Infrastructure | 29% |
| Free College Programs | 25% |
| Tuition | 25% |
| Pathways to Graduation | 25% |
| Adult Learning | 24% |
| Certificates | 16% |
| Degree Completion | 15% |
| Reentry Education | 13% |
| Veterans Issues | 11% |

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# NGA Education Current Projects

**Human Capital**
- Early Care and Education Workforce
- Human Capital Policy Playbook
- School Leadership

**Whole Child**
- Social Emotional Learning
- School Safety and Prevention (in collaboration with NGA Health and NGA Homeland Security and Public Safety)

**Standards, Assessment and Accountability**
- Work-based Learning (in collaboration with NGA Economic Opportunity)

**Governance and Finance**
- Gubernatorial Education Priorities
- Pre-K to Third Grade System Alignment
- Prenatal to Age Three Policies

**Personalized Education**
- Charter Schools

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# NGA Economic Opportunity Current Projects

Educate for Opportunity

Work-Based Learning

Quality Assurance

Occupational Licensure

Community College Apprenticeship

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# Social-Emotional Learning and Whole Child Initiatives
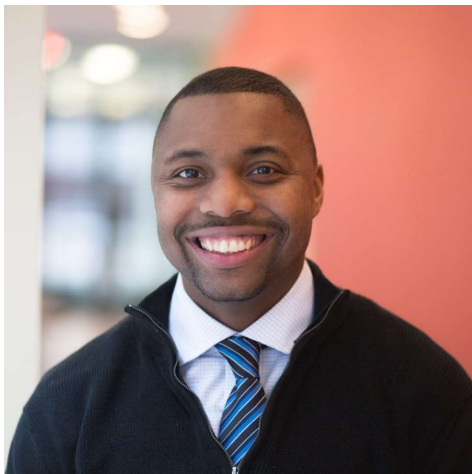
**David Adams**
Director of Social-Emotional Learning
The Urban Assembly

**Perry Plummer**
Assistant Commissioner
New Hampshire Department of Safety

**Stephan Turnipseed**
Executive Vice President and Chief
Strategy Officer
Pitsco Education

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- Participants will understand the processes that support social emotional development

- Participants will link social emotional development to societal and workplace outcomes.

Task

- Given 10 minutes, utilizing one pen and one pad, team members must develop and present a list of the top three best action movies of all time.
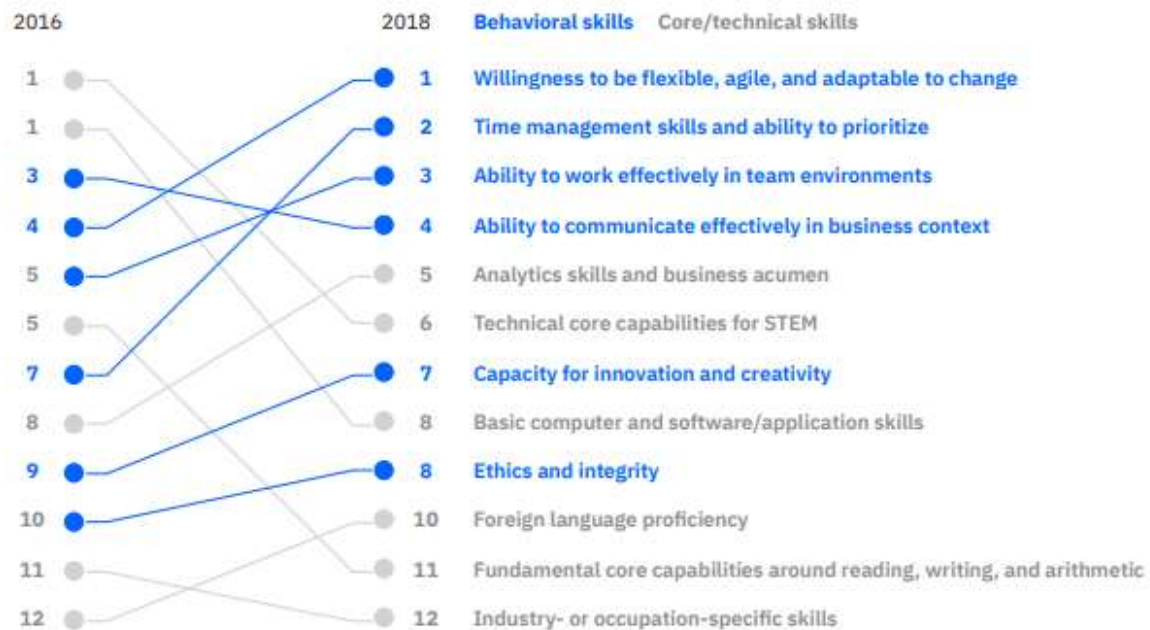
Conditions

- Classroom environment

Standard

- Teams will be able to articulate the criteria they used to define best.

- All team members must sign on to ranking by signing paper.

- Presentation is one minute long.

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# How did you learn them?

## Figure 1

Executives now point to behavioral skills as the most critical for members of the workforce today



| 2016 | 2018 | **Behavioral skills**   Core/technical skills |
|---|---|---|
| 1 | 1 | **Willingness to be flexible, agile, and adaptable to change** |
| 1 | 2 | **Time management skills and ability to prioritize** |
| 3 | 3 | **Ability to work effectively in team environments** |
| 4 | 4 | **Ability to communicate effectively in business context** |
| 5 | 5 | Analytics skills and business acumen |
| 5 | 6 | Technical core capabilities for STEM |
| 7 | 7 | **Capacity for innovation and creativity** |
| 8 | 8 | Basic computer and software/application skills |
| 9 | 8 | **Ethics and integrity** |
| 10 | 10 | Foreign language proficiency |
| 11 | 11 | Fundamental core capabilities around reading, writing, and arithmetic |
| 12 | 12 | Industry- or occupation-specific skills |

Sources: 2016 IBM Institute for Business Value Global Skills Survey; 2018 IBM Institute for Business Value Global Country Survey.

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# SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

## SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- IDENTIFYING EMOTIONS
- ACCURATE SELF-PERCEPTION
- RECOGNIZING STRENGTHS
- SELF-CONFIDENCE
- SELF-EFFICACY

## SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- PERSPECTIVE-TAKING
- EMPATHY
- APPRECIATING DIVERSITY
- RESPECT FOR OTHERS

## RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- IDENTIFYING PROBLEMS
- ANALYZING SITUATIONS
- SOLVING PROBLEMS
- EVALUATING
- REFLECTING
- ETHICAL RESPONSIBILITY

## SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- IMPULSE CONTROL
- STRESS MANAGEMENT
- SELF-DISCIPLINE
- SELF-MOTIVATION
- GOAL SETTING
- ORGANIZATIONAL SKILLS

## RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- COMMUNICATION
- SOCIAL ENGAGEMENT
- RELATIONSHIP BUILDING
- TEAMWORK



© CASEL 2017

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- A 2015 national study published in the American Journal of Public Health found **statistically significant associations between SEL skills in kindergarten and key outcomes for young adults years later in education, employment, criminal activity, substance use, and mental health.**

- The study concluded that **early pro-social skills decreased the likelihood of living in or being on a waiting list for public housing, receiving public assistance, having any involvement with police before adulthood, and ever spending time in a detention facility.**

- Students who have had exposure to high quality SEL **improve academically, increase pro-social behaviors and attitudes, are less likely to experience mental health needs, engage in less risky behaviors like drugs, alcohol and unprotected sex, and are less likely to be involved in the criminal justice system.**
https://casel.org/2017-meta-analysis

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- Social Emotional Learning (SEL) is the process through which children and adults **develop the skills, attitudes, and values necessary to understand and manage life tasks** such as cognitive learning, forming relationships, and the **flexibility to adapt** to challenges and expectations of complex society (Elias et al., 1997).

> **66** Much of what predicts your ability to engage with academics or any other work is the ability to focus your attention, to manage your emotions, to be resilient when you run into problems, to be resourceful and engage with others to get and give information. **99**

THE ASPEN INSTITUTE
NATIONAL COMMISSION ON SOCIAL, EMOTIONAL, & ACADEMIC DEVELOPMENT

**Linda Darling-Hammond**
National Commission Co-Chair

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1) Use the framework of SEL to promote cross sector priorities. (March 27th SEL Day)
2) Align existing initiatives under the umbrella of social emotional development.
3) Prioritize comprehensive approaches vs specific programs.

- Participants will understand the processes that support social emotional development.

- Participants will link social emotional development to societal and workplace outcomes.

The Following Presentation has been approved
By S.E.L (Social Emotional Learning) for
APPROPRIATE AUDIENCES
in association with THE URBAN ASSEMBLY

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# Thank you!

David Adams
Director of Social Emotional Learning
dadams@urbanassembly.org
212.299.0937

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Source: NH Journal

# Keeping Our Students Safe in Today's Environment

New Hampshire Department of Safety • Division of Homeland Security & Emergency Management

# School Emergency Readiness Program



- **School Emergency Operations Plans**
  - **Technical Assistance**
  - **Template**
  - **100% Submission to HSEM/DOE**
- **Exercises**
- **All Hazards Training (ICS)**
- **Facility maps for Police & Fire Departments**
- **School Early Notification Systems Grant**
- **Door & Window Labeling Recommendations**
- **Warm Zone Grant – Tgn, Exercises, Equipment**

**HOMELAND SECURITY EMERGENCY MANAGEMENT**
ENSURING SAFETY. PROTECTING COMMUNITIES.

- **A free voluntary program**
- **Self assessment**
- **In person team assessment**

  - **Surveillance**
  - **Access Control**
  - **Emergency Alerting**

# Public School Infrastructure Fund

- **Money Allocated for School Security Improvements**
  - **$ 20,000,000**
    - **Over subscribed**
  - **$ 10,000,000**
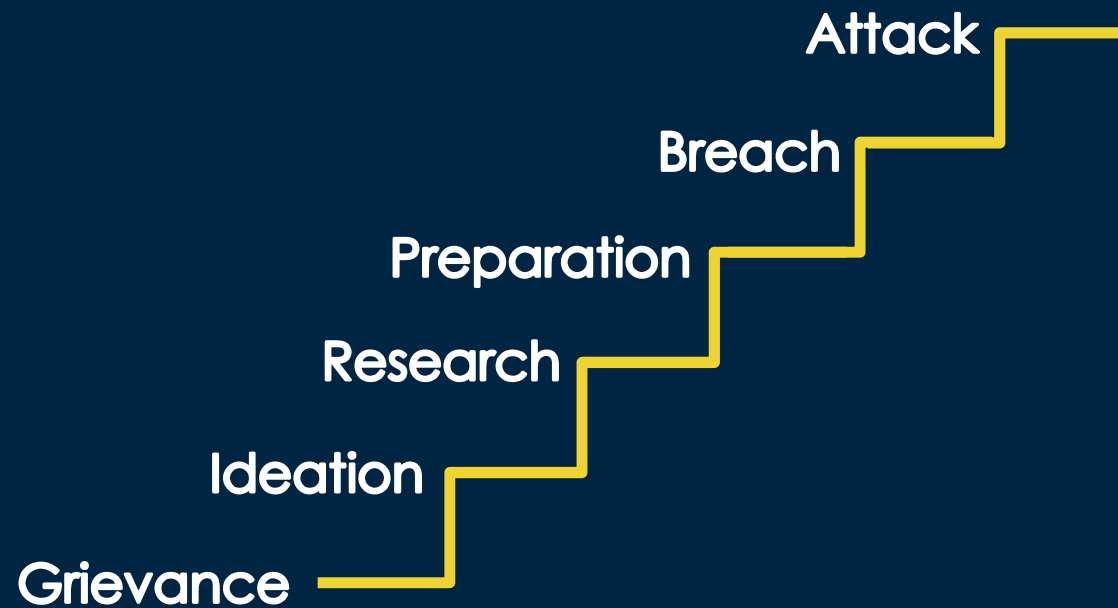
  *90% of Public Schools will receive upgrades*
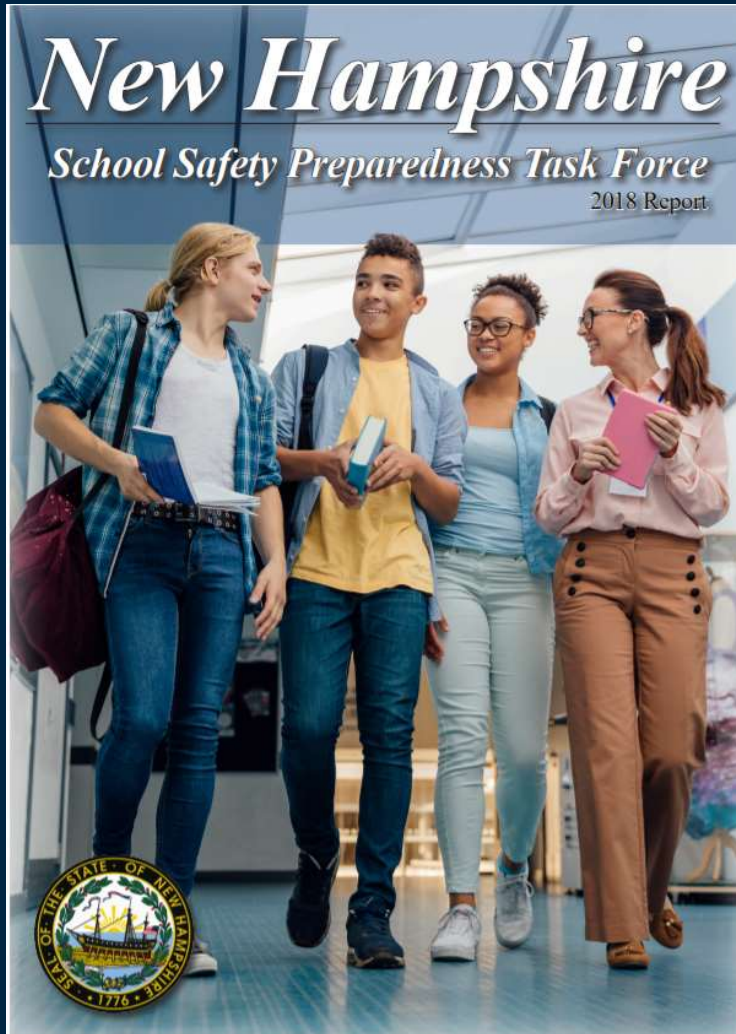
# NH School Safety Preparedness Task Force

- Working Groups:
  - Emergency Response Working Group
  - Mental Health Working Group
  - School Stakeholders Working Group
  - Technology and Innovation Working Group
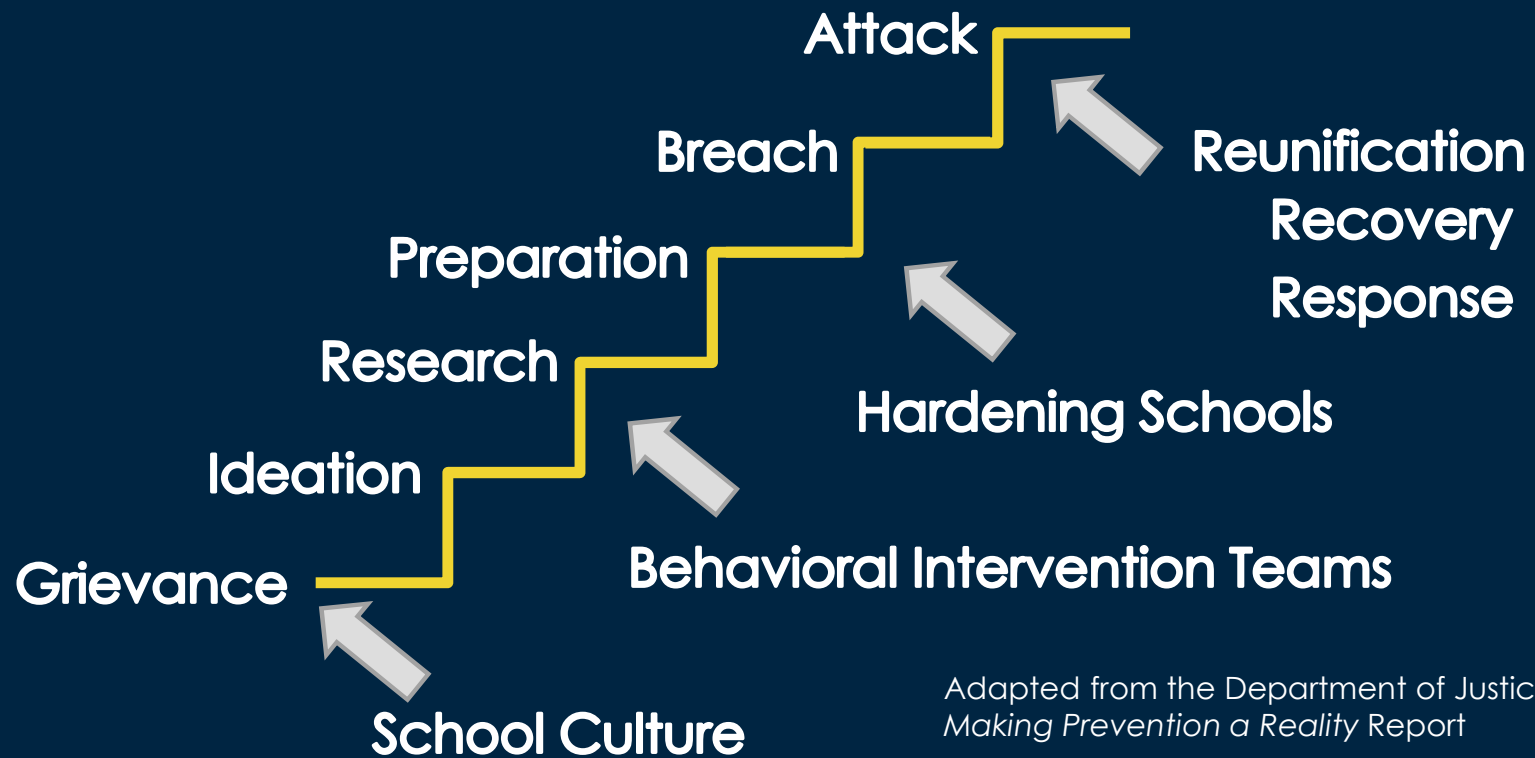
# Many Pieces of the Puzzle

# The Pathway of Violence

Attack

Breach

Preparation

Research

Ideation

Grievance

Adapted from the Department of Justice's
*Making Prevention a Reality* Report

# Disrupting the Pathway of Violence

**HOMELAND SECURITY EMERGENCY MANAGEMENT**
ENSURING SAFETY. PROTECTING COMMUNITIES.

Attack

Breach — Reunification Recovery Response

Preparation

Research — Hardening Schools

Ideation

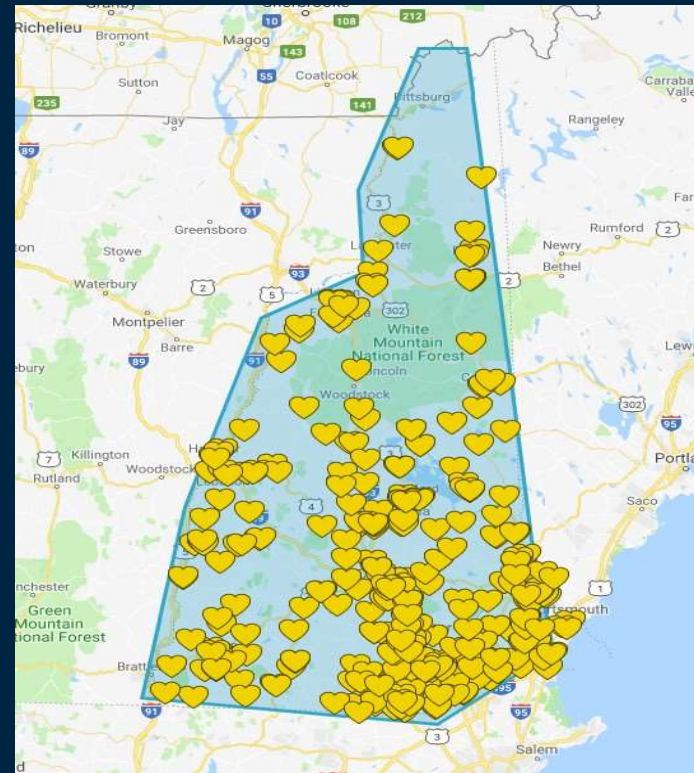Grievance — Behavioral Intervention Teams

School Culture

Adapted from the Department of Justice's *Making Prevention a Reality* Report

# SEL
# (Jesse Lewis Choose Love Program)

- **71% Schools Downloaded Program**

- **Communitywide Effort**

- **Athletes and Coaches Program**

- **At Risk Youth Facilities**

- **NH Dept Health and Human Services**

# Hot Topics: Equitable Access to High-Quality Charter Schools



**Paul O'Neill**
Co-Founder and Senior Fellow
National Center for Special Education in Charter Schools (NCSECS)

# *Networking Break*

# Feedback Survey Link

## tinyurl.com/gepa2019

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# Designing and Strengthening High-Quality K-12 Finance Systems

**Jason Willis**
Director of Strategy and Performance
WestEd

# Designing and Strengthening High-Quality K-12 Finance Systems

**National Governors Association GEPA Institute**

**September 27, 2019**

**Jason Willis, Director, Strategy & Performance**

# WestEd

**Public, not-for-profit, joint powers agency**

**Over 50 years of service in research, training, and technical assistance**

**Work on a range of topics: early childhood, K-12, and higher ed**

**Clients have included states, school districts, federal agencies, foundations, and IHEs**

Multiple federally-funded **regional & national centers**

WORKING IN **49** STATES & DC

More than a dozen regional offices

# WestEd's School Finance Practice

Works with governors, legislatures, and state education agencies (SEAs) to **assess, design, and implement state school funding formulas.**

Conducts **research and evaluation of timely school finance issues** to advance the knowledge base of policymakers, practitioners, and researchers knowledge base.

Partners with SEAs and school districts to **build and sustain effective resource allocation practices** that are implemented with high fidelity.

# Agenda

- **Introduction & Warm-up**

- **Overview of Funding Models**

- **Designing Equitable Financing Systems**

- **Managing Additional Investments**

- **Unpacking the Effective Use of Resources**

# Introduction & Warm-up

Knowing what you do about school funding formulas:

How would you rate the quality of your state's K-12 school finance system (low to high)? Why?

# Resource Allocation Framework

**Alignment:** ensuring effective use of resources

**Equity:** resource allocation aligned to student need

**Adequacy:** funding sufficient to achieve desired outcomes

# State School Funding Models:
## *Revenue Determination*

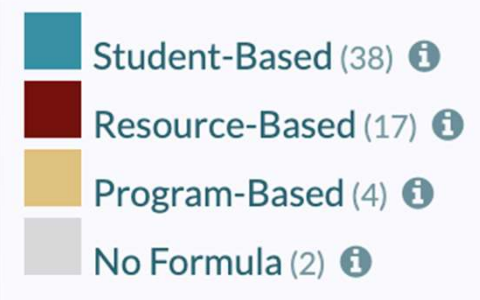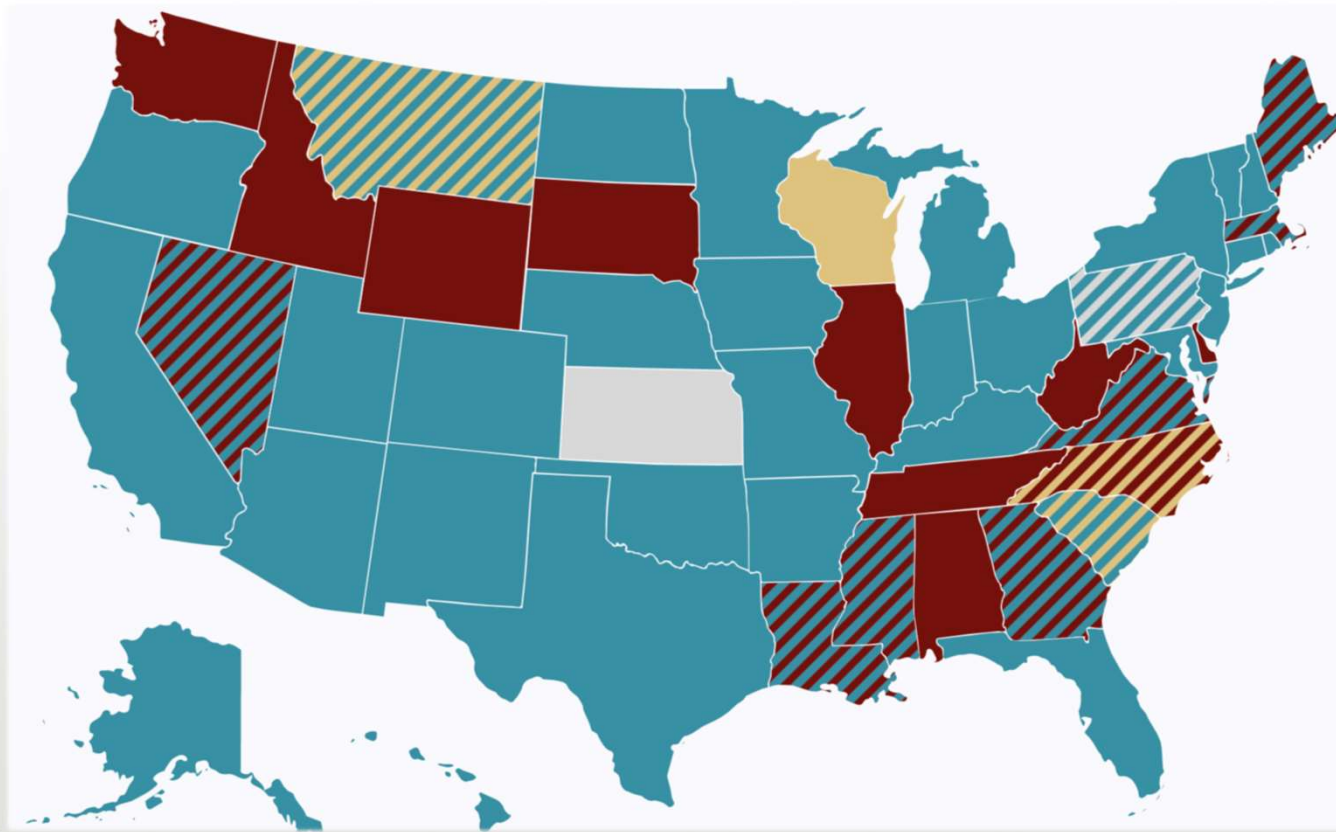| Foundation Aid | Power Equalization Guaranteed Tax Base | Centralized Funding |
|---|---|---|
| • *Most common* <br> • State sets minimum funding per student <br> • Estimates each district's ability to contribute local funds <br> • Fills gap to minimum funding per student | • *Less common* <br> • Guarantees an amount of revenue at a given tax rate <br> • Functions like foundation aid except without leeway for districts to change the tax rate | • *Least common* <br> • State assigns a standard property tax rate for all districts <br> • Guarantees roughly equal per-pupil funding across districts |

*Source:* Chingos & Blagg, 2017. *Making Sense of School Finance Policy.* Urban Institute.

# State School Funding Models:
## *Revenue Distribution*

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**Student-Based** (38) ⓘ
**Resource-Based** (17) ⓘ
**Program-Based** (4) ⓘ
**No Formula** (2) ⓘ

# Equitable Funding Systems:
## *How do you design a more equitable allocation system?*

**Predicted School-Level Spending, by the Percentage of Students Eligible for Free Lunch**
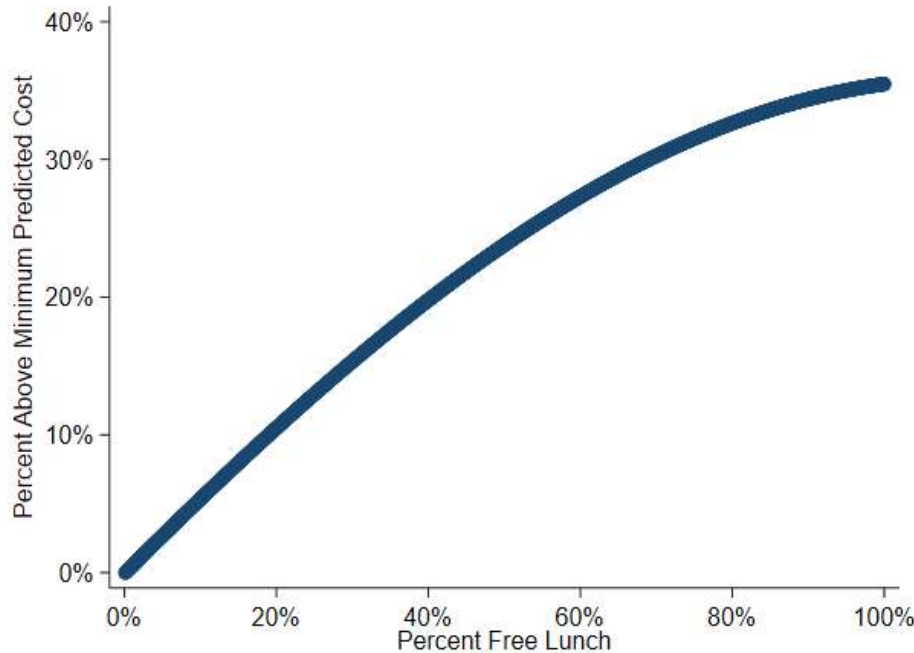


- **This pattern has been repeated in multiple states**

- **Most states' need-based weights are a single weight applied evenly to each student**

- **Emerging research and evidence suggests that <u>concentration</u> of need matters**

# Equitable Funding Systems:
## *How do you design a more equitable allocation system?*

**Cost to Achieve Equivalent Outcomes as District Enrollment Increases**
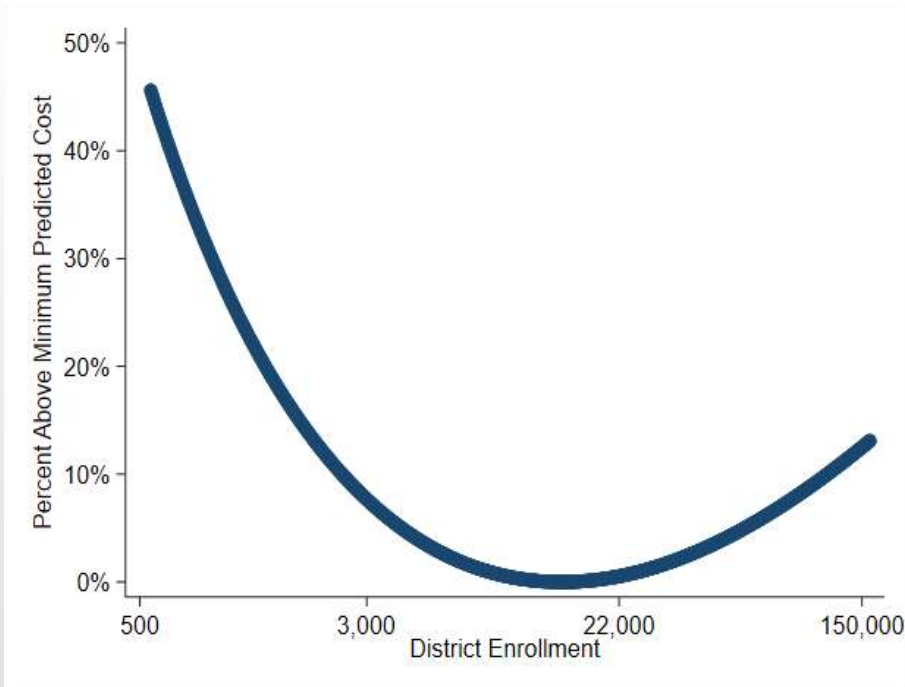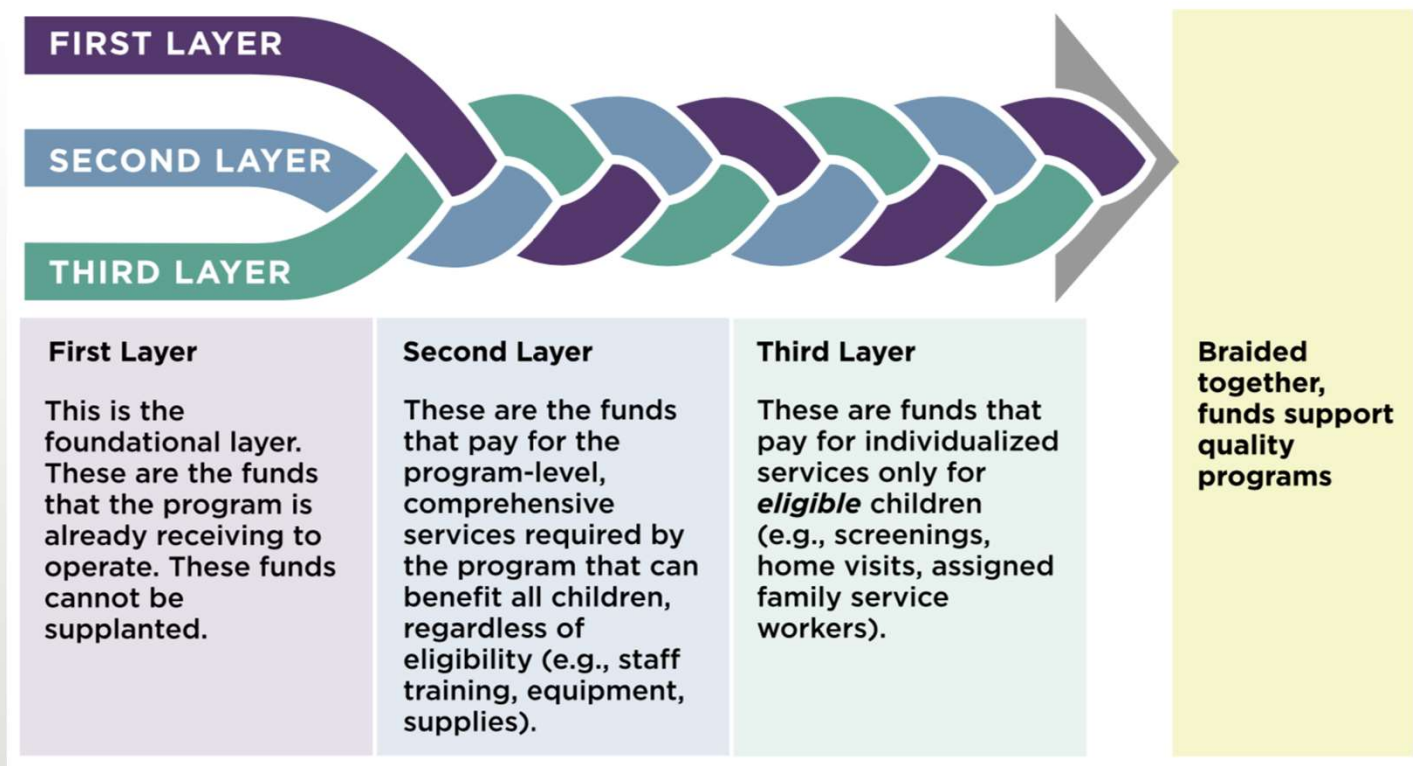


- **Most states have some form of subsidy for 'necessary small schools'; however, many use a single size cut-off with a fixed subsidy**

- **Not tending to real differences in cost due to geography undercuts efforts to provide for student needs**

# Managing Additional Investments:
*What strategies can be employed with more resources?*

WestEd
WestEd.org

- **Think long game.** Allow districts time to plan and organize for increased revenues, including engaging stakeholders.

- **Ensure alignment with existing investments.** Align investments to student outcome goals as well as current state strategic priorities.

- **Consider longer-term, economic forecast.** Attend to funding stability. Rainy day funds and paying down pension debts are other examples of how states have used additional funding with the goal of increasing district buying power over time.

# Unpacking the Effective Use of Resources:
*Are there examples at the state level?*



**FIRST LAYER**

**SECOND LAYER**

**THIRD LAYER**

**First Layer**

This is the foundational layer. These are the funds that the program is already receiving to operate. These funds cannot be supplanted.

**Second Layer**

These are the funds that pay for the program-level, comprehensive services required by the program that can benefit all children, regardless of eligibility (e.g., staff training, equipment, supplies).

**Third Layer**

These are funds that pay for individualized services only for *eligible* children (e.g., screenings, home visits, assigned family service workers).

**Braided together, funds support quality programs**

# Unpacking the Effective Use of Resources:
*Are there examples at the state level?*

# Thank you!

**Jason Willis, Director**
**510-847-5894**
jwillis@wested.org

# Hot Topics: High School Redesign



**Jenn Ellis**
Director of Policy Engagement
XQ Institute, Emerson Collective

# Closing Remarks