



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

HAWAII EMERGING TRENDS IN STATE EDUCATION POLICY

Jan. 25, 2017

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ASSISTANT DIRECTOR OF STATE RELATIONS



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



RESEARCH



REPORT



COUNSEL



CONVENE



State Education Leadership Turnover



Changes in education leadership across the country

2016 Elections: Changes in State Education Leadership – Governors Races

GOVERNORS

12

STATES

held governors races



REPUBLICAN

5 New

1 Incumbent

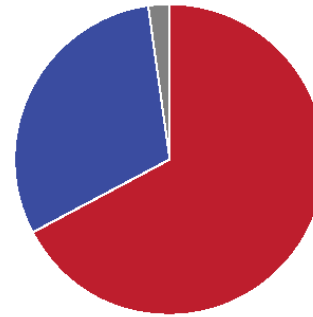


DEMOCRAT

3 New

3 Incumbent

50 STATE GOVERNORS



33 Republican

16 Democrat

1 Independent

Republicans increased their number of top leadership posts.

2016 Elections: Changes in State Education Leadership – State Legislatures

LEGISLATIVE CHAMBERS

Of the **98** Partisan Chambers

86

held
elections

NE is unicameral.



now control **66**



now control **31**

CT Senate is tied.

Republicans gained **3** chambers



Kentucky
House



Iowa
Senate



Minnesota
Senate

Democrats gained **4** chambers



New Mexico
House



Nevada
Assembly



Nevada
Senate



Washington
Senate

Republicans are now in control of **all 30** state chambers in the South.

2016 Elections: Changes in State Education Leadership – Chief State School Officers

CHIEF STATE SCHOOL OFFICERS

13 States **ELECT** their Chief State School Officer

5 held elections

 **Indiana**
New

 **Montana**
New

 **North Carolina**
New

 **North Dakota**
Incumbent

 **Washington**
Non-partisan

3 newly elected governors (DE, NH, VT) have the authority to **APPOINT** a new chief state school officer.

2016 Elections: Changes in State Education Leadership – State Board of Education

STATE BOARDS
OF EDUCATION

**11 states
ELECT**
state school
board members

10 states
voted on state school board members

of
which

46 seats
were up for election



There are **24** new state board members.

2016 Elections: Changes in State Education Leadership

GOVERNORS



36

GOVERNORS RACES

BETWEEN NOW 2017 AND NOV 2018 2018

A horizontal timeline with a grey line. Three orange dots are placed on the line at the years 2016, 2017, and 2018. Vertical lines connect the 2017 and 2018 dots to their respective year labels above the line.

18

of those Governors are **term limited** and **not able to run** for re-election.

2016 Elections: Changes in State Education Leadership

LOOKING AHEAD: GOVERNORS RACES



36 GOVERNORS RACES

BETWEEN NOW 2017 AND NOV 2018 2018

18 of those Governors are **term limited** and **not able to run** for re-election.

8 + **18** = **26** New Governors, Minimum.

New in 2016 New in 2017 & 2018

18 of those Governors appoint the **Chief State School Officer**.

Teacher Shortages

environment. We are affected by our environment, but we also affect it by our actions and changing it.

Teacher shortages are more acute in certain subject areas and in schools with specific characteristics

Teacher Shortages

Hawaii:

- S.R. 54 (2015) Study to Improve Teacher Retention
- DOE/BOE Strategic Plan: 90% of teacher positions filled by 2020 & retain at least 60% of teachers after 5 years
- Hawaii's Blueprint for Public Education

Nationally:

- Financial Incentives
- Teacher Induction and Mentoring
- Pathways for Teacher Leadership
- Marketing/Outreach Campaigns



Teacher Shortages

ECS Work and Resources

Work:

- **ECS** tracks legislation in all 50 states around teacher issues

Reports:

- Mitigating teacher shortages (series)
- State teacher salary schedules



Dual Credit



Creating more seamless transitions from high school to college and the workforce for students



Dual Credit



- **Hawaii:** Offers dual credit programs
- **Nationally:** Every state offers dual enrollment programs, but policies vary by state



Dual Credit

ECS Work and Resources

Work:

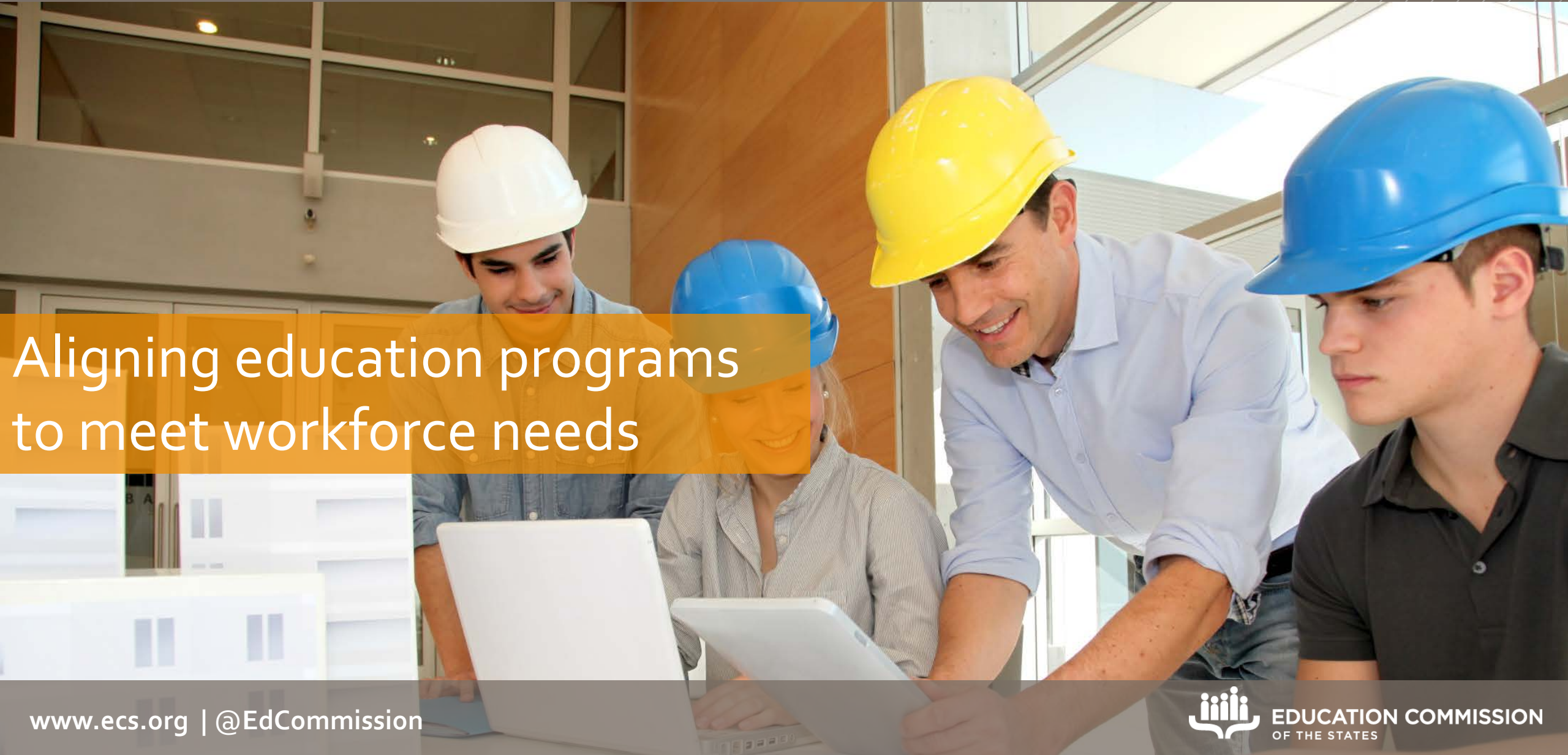
- ECS created 13 model state-level policy components

Reports:

- State approaches to funding dual enrollment
- Dual Enrollment Course Content and Instructor Quality
- 50-State Comparison: Dual / Concurrent Enrollment Policies
- Increasing Student Success in Dual Enrollment Programs: 13 Model State-Level Policy Components



Career and Technical Education



Aligning education programs
to meet workforce needs

Career and Technical Education

Hawaii:

- DOE/BOE Strategic Plan: 50% of 12th graders complete CTE programs by 2020.
- Hawaii's Blueprint for Public Education

Nationally:

Since 2013, many states have continued to work to align programs with workforce needs



Career and Technical Education

ECS Work and Resources

Work:

- **ECS** identified 10 key aspects of an approach to high school CTE policy

Report:

- Aligning K-12 and Postsecondary Career Pathways with Workforce Needs
- Targeted programs and career pathways within workforce development policies
- The Progress of Education Reform: Career and Technical Education: States Aligning Programs to Meet Workforce Needs

Achievement Gap

The achievement gap exists in every state across the country.



Achievement Gap

Hawaii:

- DOE/BOE Strategic Plan: Achievement Gap Indicator
- Hawaii's Blueprint for Public Education

Nationally:

- Targeted professional development
- Teacher recruitment and retention
- Dual credit programs
- Early Childhood programs

Achievement Gap

ECS Work and Resources

Work:

- **ECS** covers education policy areas across the P-20 spectrum

Report:

- Closing the Achievement Gap: Four States' Efforts



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EARLY LEARNING SYSTEMS: IMPROVING ACHIEVEMENT IN THE EARLY YEARS

Jan. 25, 2017

BRUCE ATCHISON
DIRECTOR EARLY LEARNING INSTITUTE



Early Childhood Education

- Why Early Learning?
- Pre-K
- Full-Day Kindergarten
- K-3
- Early-Learning Governance
- Q and A



P-20 Continuum: The Bookends



Early Childhood

K-12

Postsecondary & Workforce



Spotlight on K-3



Hawaii Kids

- Children living @ 100% of Federal Poverty level - 43,000 kids or 14%
- 4th grade reading achievement levels - 71% below proficient
- Children living in single parent families - 90,000 kids or 31%
- Children in households where the head of household is not a
- High school graduate - 24,000 kids or 8%
- High school graduation rate - 81.6%
- NIEER Quality Standards Check list for providing quality Pre-K, Hawaii meets 9 out of 10 Standards
- Hawaii serves 2% of 4 year olds in state funded pre-K programs

Why High-Quality Pre-K

- Benefits outweigh costs for children from middle-income as well as those from low-income families. However, children from low-income backgrounds benefit more.
- Reductions in Opportunity Gap:
 - Math: 45% for African-Americans and 78% for Hispanic/Latinos
 - Reading: 98% for African-Americans and 106% for Hispanic/Latinos
- Improves language, pre-literacy and math skills, self-regulation, executive function and health outcomes.
- Especially beneficial for Dual Language Learners (DLLs).
- Long-term benefits occur, despite convergence of test scores.
- Quality early education has high economic returns and raising quality requires high standards, continuous improvement and adequate funding.



Why High Quality Pre-K

- One summary of the research literature found that without a high-quality early childhood education intervention, an at-risk child is:
- 25% more likely to drop out of high school.
- 40 % more likely to become a teen parent.
- 50% more likely to be placed in special education.
- 60% more likely never to attend college.
- 70% more likely to be arrested for a violent crime.



Pre-K

Pre-K funding in the nation:

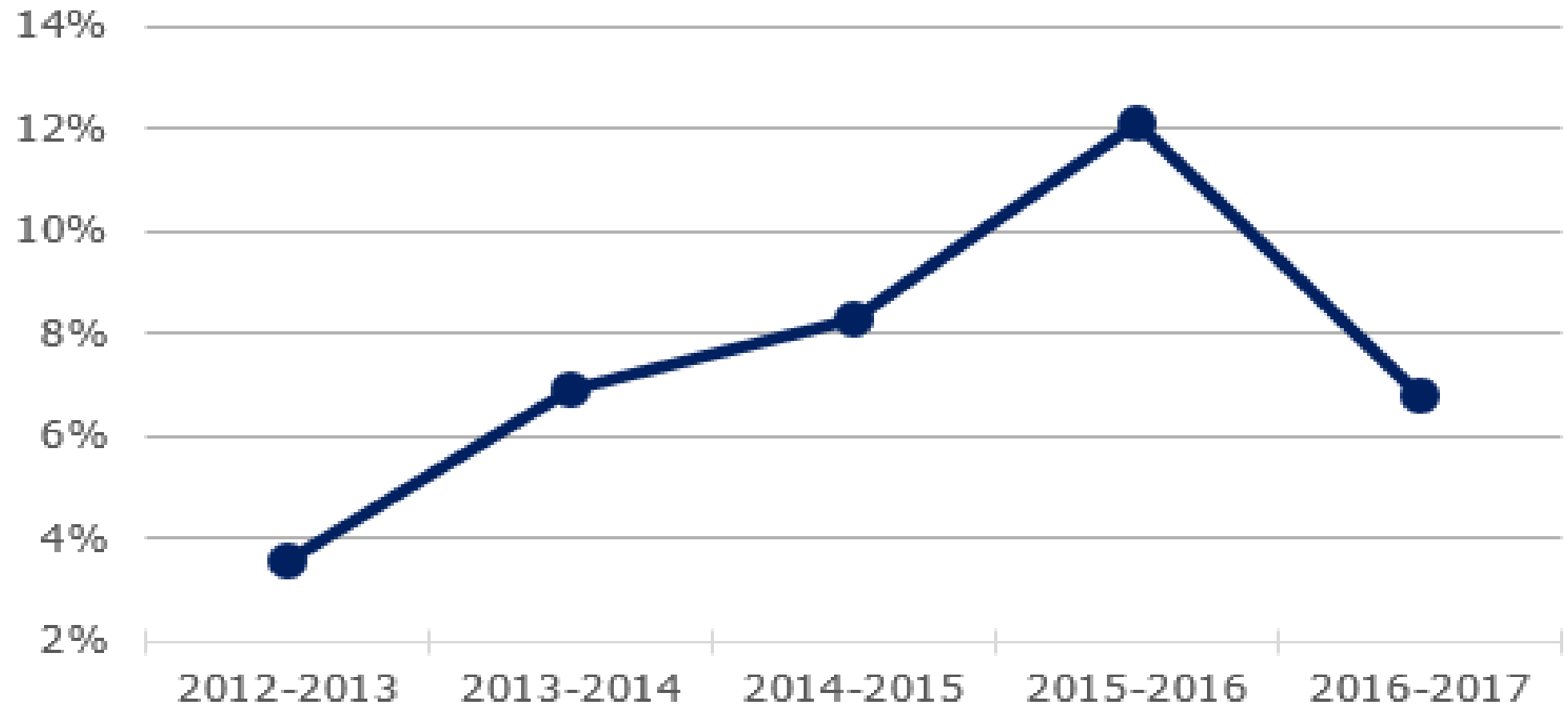
- 12 percent increase nationwide
- Only six states do not invest state funds into preschool programs



Pre-K Nationally

Growth in State Pre-K Funding

Year-Over-Year, %



Hawaii Pre-K Funding

Year	2012-13	2013-14	2014-15	2015-16	2016-17
State Funding	\$0	\$0	\$3,000,000	\$2,764,000	\$3,021,810

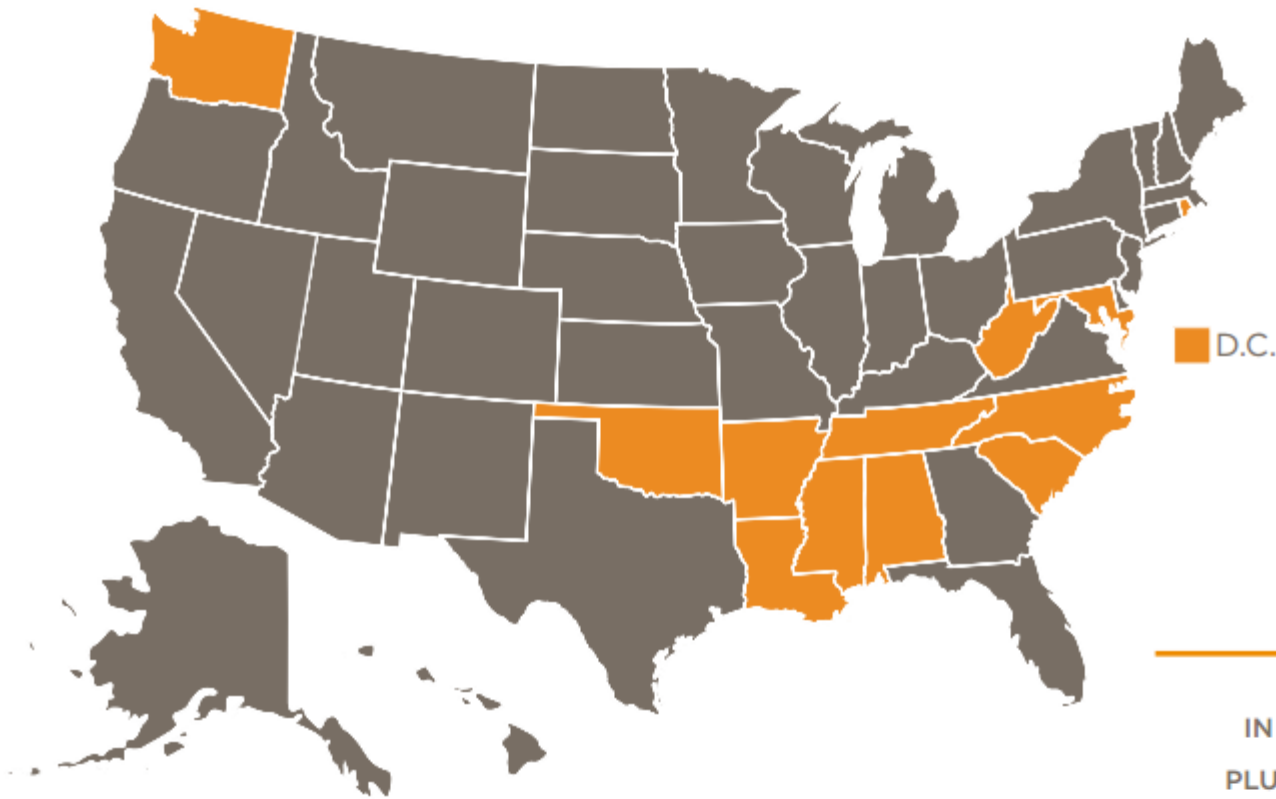
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- \$437,810 or 16% increase from 2015-16 to 2016-17

Why Full-Day Kindergarten

- 87% of parents favor a full-day kindergarten (FDK) program
- Research studies confirm that attendance in FDK results in academic and social benefits for students
- Children in FDK programs gain 12.8 % more than children in half-day programs on reading assessments between fall and spring
- Children in FDK gain 10.3% more than children in half day programs on math assessments between fall and spring
- Low-income children show lasting academic and behavioral benefits including increased graduation rates.
- Teachers have more time for in depth lessons that give children academic foundations, time to reinforce proper behavior, and time for hands on exploration.

Full-Day Kindergarten: A look across the states

FIGURE 1: WHERE IS FULL-DAY KINDERGARTEN REQUIRED?



IN 13 STATES
PLUS THE DISTRICT OF
COLUMBIA, DISTRICTS ARE
REQUIRED TO OFFER FULL-
DAY KINDERGARTEN.

In **28 STATES**, the length of full-day kindergarten (whether it is required or optional) is equal to that of first grade length of day.

The **DEFINITION** of full-day, and the level at which the program is funded, varies considerably from state to state.

Why K-3

- Disconnect between 0-5 and K-3 components of the 0-8 continuum.
- Risk of losing gains made in a high-quality pre-K if the K-3 experience that 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% of the American labor force is functionally illiterate or innumerate!
- Over 25 states have passed legislation geared towards improving 3rd grade reading (interventions, extended learning time, retention, etc.).
- A qualified workforce and principal leadership armed with the skills needed to provide age appropriate learning opportunities is key.
- Organizational challenge is systemic. Governance and infrastructure.

The Goal

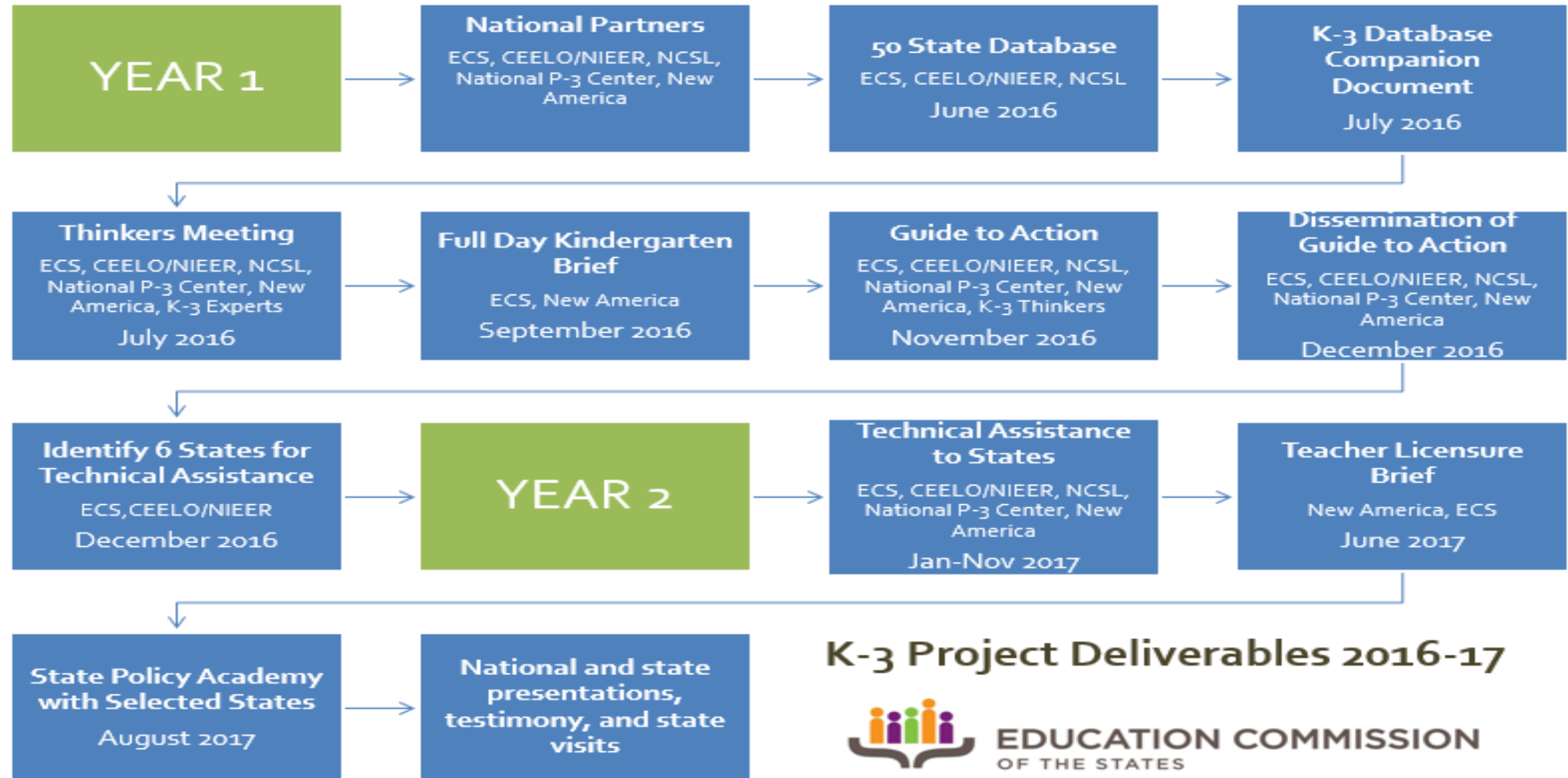
To address quality in Kindergarten through third grade by identifying areas states can consider for improvement, and highlighting policies that create a seamless and high-quality P-3 system that better serves students.

National K-3 Quality Partners

- Education Commission of the States
- National Institute for Early Education Research
- Center on Enhancing Early Learning Outcomes
- National Conference of State Legislatures
- New America
- National P-3 Center (University of Washington)

Other participants include; National Governors Association, Council of Chief State School Officers, National Association of Elementary School Principals, National Association for the Education of Young Children, and National Association of State Boards of Education.

Project Overview



K-3 Project Deliverables 2016-17



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50 State Comparison: K-3 Quality

50-State Comparison: K-3 Quality Highlights



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Basic Requirements

- 14 states plus D.C. require full-day kindergarten and only 11 specifically require that kindergarten programs have the same length of day as grades one through three.
- Kindergarten length-of-day requirements vary from two to seven hours per day. In grades one through three, length-of-day requirements vary from four to seven hours per day.
- 31 states provide teacher-to-student ratio requirements, ranging from 1:15 to 1:33 for kindergarten and 1:17 to 1:32 in grades one through three.

•

School Readiness and Transitions

- 32 states plus D.C. require the administration of a kindergarten entrance assessment. 18 states provide guidance around what these assessment results should inform.
- 18 states plus D.C. provide guidance for the pre-k to kindergarten transition process.
- An official statutory definition of "school readiness" exists in six states plus D.C. Many states outline their definitions in the state's Early Learning Guidelines, instead of in state statute.

Assessment, Intervention and Retention

- 39 states plus D.C. require assessments in any or all K-3 grades and 36 states provide guidance around what those assessment results should be used to inform.
- 40 states plus D.C. provide guidance around a system of interventions for struggling students.
- 18 states plus D.C. require third grade retention and 14 of those offer conditional promotion options. All states that require retention also require a system of intervention.

50 State Comparison: K-3 Quality

Instructional Quality

- Some form of teacher preparation and/or professional development in reading is required for educators in K-3 in at least 37 states. Many of these requirements include training on reading instruction, using reading assessment results and providing interventions.
- 23 states require classroom teachers to have some form of training or professional development related to instruction for ELLs. These are most often general requirements around language acquisition and cultural competency.

Family Engagement

- 13 states require their pre-k to kindergarten transition programs to engage families of future kindergarteners.
- 21 states plus D.C. require some level of parental involvement in the promotion/retention process. In most of these states, parental notification is the minimum requirement.
- 20 states plus D.C. require parental engagement for ELLs.

Social-Emotional Learning

- 36 states plus D.C. emphasize social-emotional learning in grades K-3 in statute, rules or regulations.
- At least 9 states include a measure of social-emotional development in their kindergarten entrance exams, by statute.
- At least 13 states require teachers in K-3 to have training in social-emotional development.
- Social-emotional development is included as a domain in 7 of the states with Early Learning Guidelines that include K-3.

K-3 Thinkers Meeting

Overview of the K-3 Thinkers meeting and their charge

Participants:

- WV DOE
- NAESP
- NIEER
- Boston Public Schools
- Superintendent
- Principal Leadership
- Two K-3 Teachers
- NAEYC
- NASBE
- National P-3 Center
- Higher Education

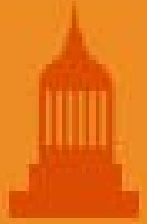
The process, 27 policy levers identified

K-3 Guide to Action and Policy Levers



- Funding: Strategic, Blended, Equitable
- Full-Day-Kindergarten and Mandatory Age Requirements
- Workforce Development : Teachers and Leaders
- Systems Alignment
- Curriculum, Pedagogy, and Assessment
- Accountability Metric (not student based)

K-3 Alignment Across the Continuum



ALIGNMENT ACROSS THE CONTINUUM:

Governance and
standards, resources
and program quality.

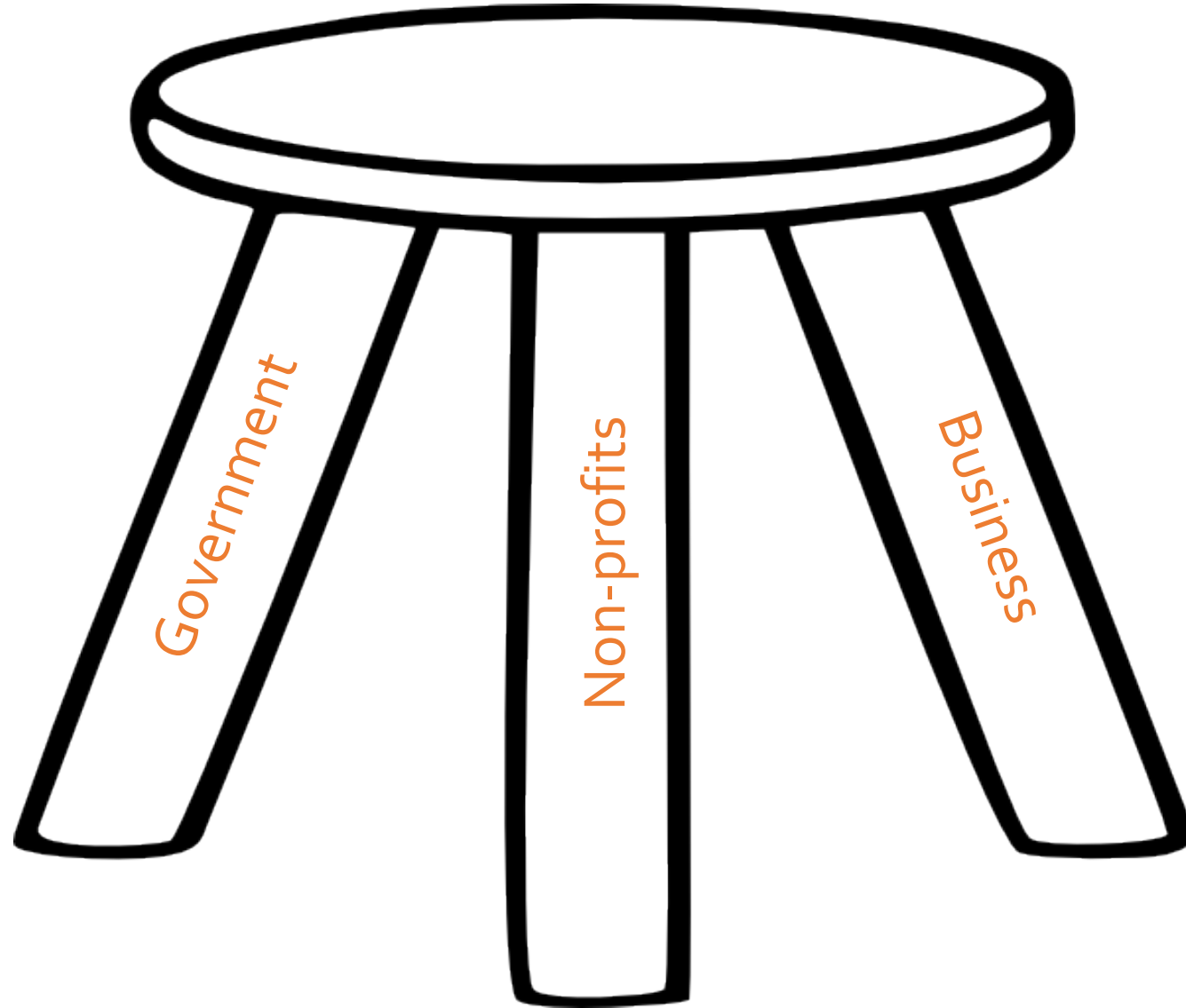
State Actions to Consider

- ✓ Create a dedicated office in the state department of education to focus on K-3 quality improvements and supports, including coordination with early learning providers and fourth-12th-grade programs.
- ✓ Encourage districts to dedicate a position to support K-3 leadership and innovation to align standards, curriculum and instruction, as well as adoption of teacher and leader competencies.
- ✓ Determine if there are multiple entities working simultaneously towards support and improvement of a quality K-3 or P-3 system, for example, state board of education, early childhood advisory council, state board for the department of human services, legislative committees, etc. and consider ways to streamline efforts by, for example, creating an office within a department that oversees pre-K through third grade.

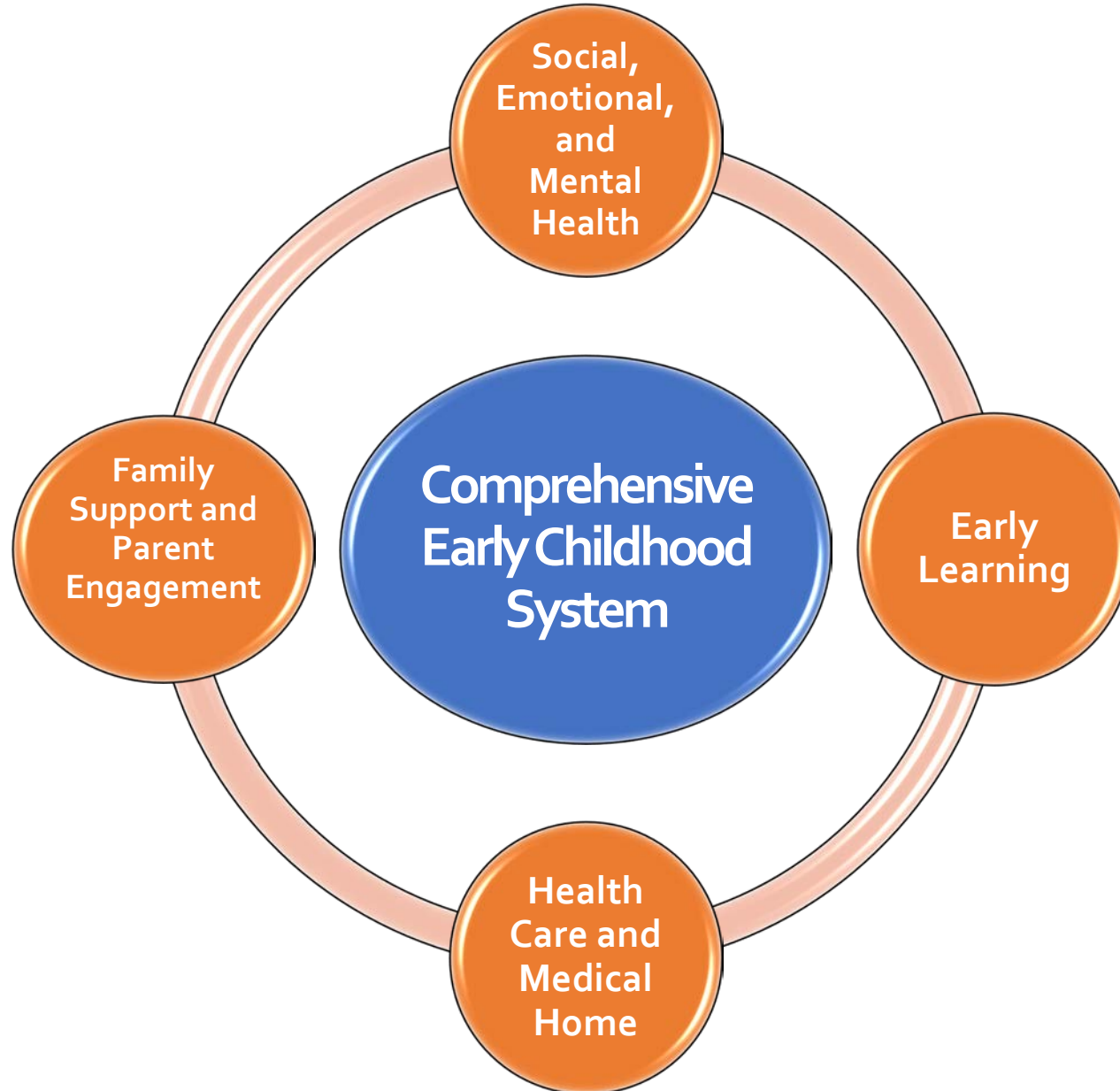
Why Early Childhood Governance

- Every state has a Commission of Higher Education, a K-12 Board of Education, and early childhood education is often a void with siloed authority and accountability across departments and programs. So what should an Early Learning Governance Board be:
- **Authority** – decisions around budgeting, managing resources, management of data, developing, implementing and managing policies, programs and regulations.
- **Accountability** – for finances, workforce, program quality and the individual child or student .
- **Visibility** – inside/outside of government. Prominence of members.
- **Durability** – across political administrations, dynamism to change and adapt
- **Interdependence** – within and across departments, public and private partners.
- **Purposeful oversight**

The Three Legged Stool in Early Learning



The Comprehensive Whole Child Approach



Fundamentals



Fundamentals

Strong Partnerships

Sufficient Investments

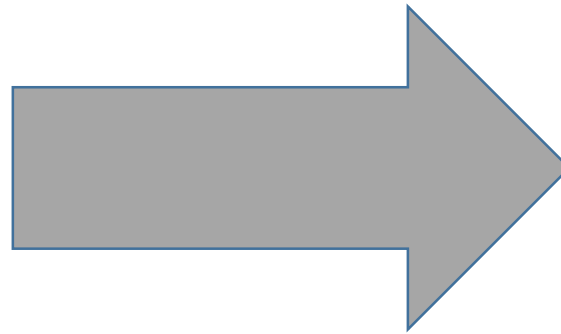
Sound Policy

Robust Public Engagement

Shared Accountability

Effective Leadership

Relevant Education Opportunities



- Access
- Quality
- Equity

Processes



Early Learning Governance Models

- Coordinated Governance – Places authority and accountability across multiple public agencies. MOUs established, Governors Office provides leadership and direction, often times a children's cabinet is established. Majority of states.
- Consolidated Governance – Placing the authority and accountability for early childhood system in one executive branch agency, usually the DOE or DHS for development, implementation, and oversight of multiple early childhood programs and services. Colorado.
- Creation of a new office of early childhood or department of early childhood – this can be an office within a department or a new department with a separate governing board. Massachusetts.

All states have formally designated an ECAC to support coordination among the states early childhood services. Most ECACs play a purely advisory role. ECACs need to find a role where it can contribute to the legislative and executive branch decision-making while not overstepping its' boundaries as an advisory body.

Questions to Consider

- What significant gaps/barriers would such a governing board address?
- What are some concrete outcomes that should be expected from an early learning governance board?
- What strategies do you suggest to address political and organizational barriers?

Questions

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