

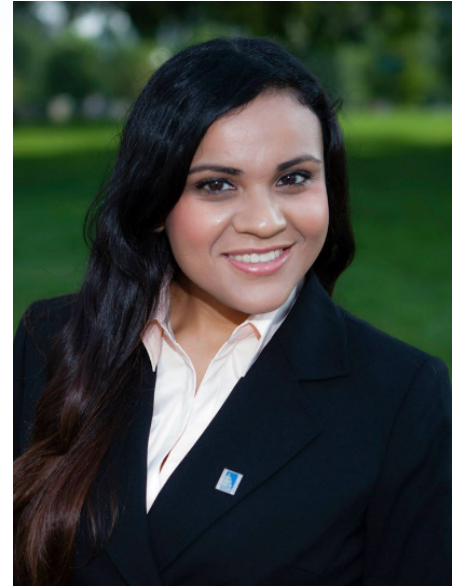


Implementing the Every Student Succeeds Act

About NCLR

National Council of La Raza is the largest national Hispanic civil rights and advocacy organization in the United States. Our mission is to improve opportunities for Hispanic Americans.

Brenda Calderon,
Education Policy Analyst



Agenda

- Policy Update- Brenda
- Engaging with Policy Makers-Danielle
- Question and Answer

Every Student Succeeds Act (ESSA)

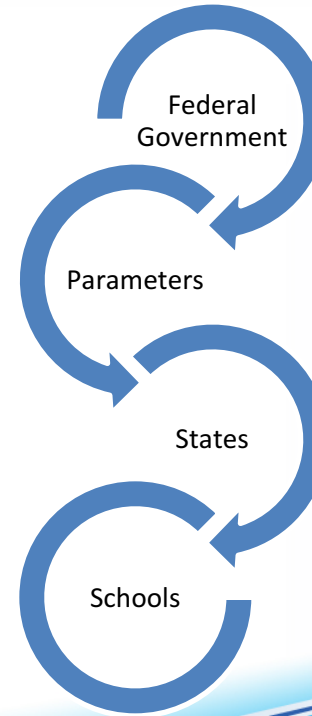
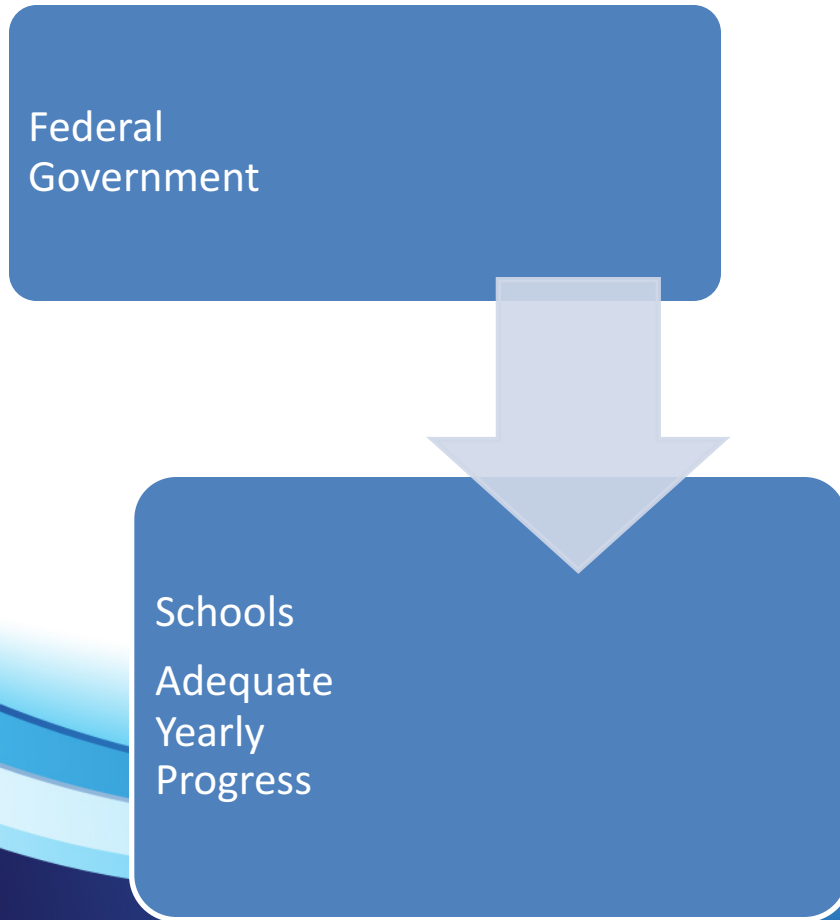
- Nations largest federal K-12 law
- Replaces the No Child Left Behind Law
- Provides targeted resources for low income school districts
- In implementation phase



School Accountability Scheme

No Child Left Behind

Every Student Succeeds Act



Engaging State Policymakers in a Changing Context

Danielle Gonzales
Assistant Director, Policy

June 15, 2016



THE ASPEN INSTITUTE

EDUCATION & SOCIETY PROGRAM

About the Aspen Education & Society Program

- District leadership networks
- Senior Congressional staff network
- Roundtable discussions and summer policy workshops
- Tools and resources
- Areas of focus: standards implementation, professional learning, ESSA and the changing role of states

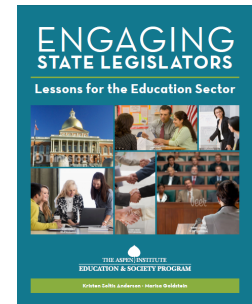
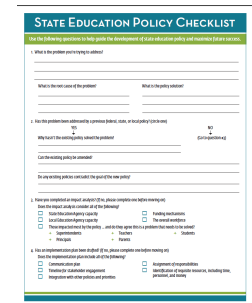
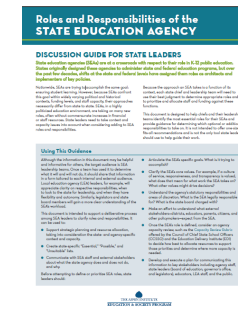
About Us



Danielle Gonzales
Assistant Director for Policy

Three resources from Aspen Education & Society

- State Education Policy Checklist
- Roles and Responsibilities of the State Education Agency
- Engaging State Legislators: Lessons for the Education Sector

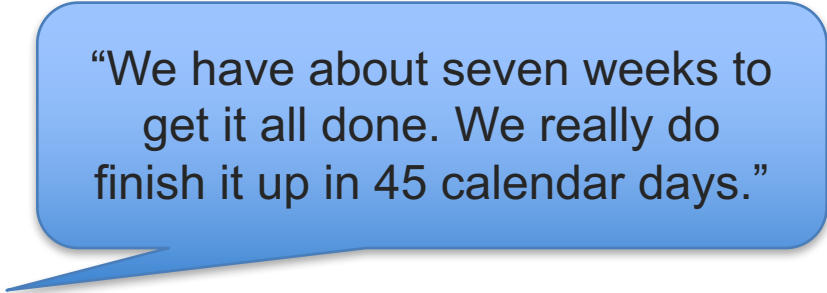


Background on *Engaging State Legislators*

- Interviews and focus groups with 50+ state legislative leaders and education chairs on K-12 education policy
- Bi-partisan and nationwide
 - How do legislators view their role in education? What are their priorities?
 - Where do legislators get information about education? What factors influence their thinking on these issues?
 - How do they get things done? What are the roadblocks to change?

What context do state legislators operate in?

- Expanded state role in education over the past 30 years – shared with state board, governor, chief, and education agency
- Increasingly politicized environment
- Limited time and high turnover rate
- Incremental nature of the legislative process



“We have about seven weeks to get it all done. We really do finish it up in 45 calendar days.”

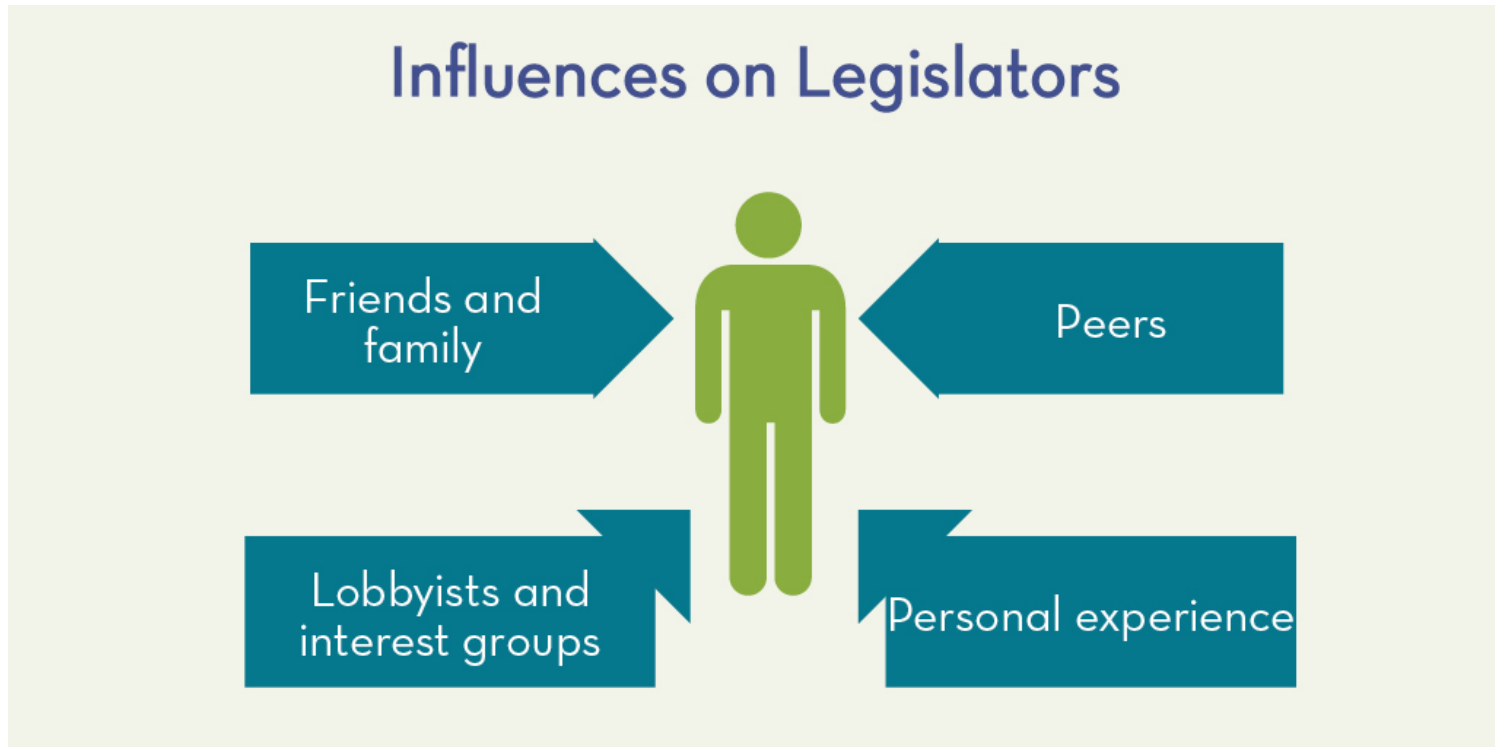
How do legislators view their role in education?

- Preparing a workforce for future economic prosperity
- Getting a return on public investments
 - Questions on how to measure outcomes via assessments
- Lack of clarity on balance of federal, state, and local powers
 - Tension between accountability and micromanagement

“How do you run a classroom from the capitol?”

“For every legislator, education ends up being key to them because so much money goes there.”

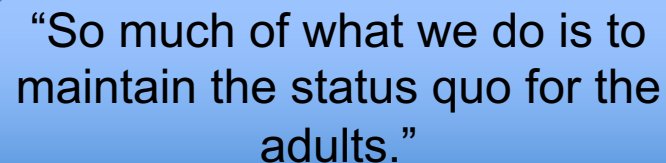
How do legislators make decisions about education policy?



“I meet with superintendents, school boards, local teachers, parents. I take what the first three say with a grain of salt because, at the end of the day, they all want more money, and no amount will be good enough.”

What do legislators see as barriers to change?

- Complex intraparty and cross-chamber dynamics
 - Party not always an effective indicator of legislator's views on education
- Politicization and highly-charged debate
- Fatigue and lack of clarity around “reform”
- Perception that change is unpleasant for adults enacting it



“So much of what we do is to maintain the status quo for the adults.”

Sharing Your Stories

- How have you engaged policymakers?
- What worked? What didn't?
- What lessons would you share for future engagement?



How can parents, educators and advocates engage legislators?

- Start with values and principles
- Build trust
- Share successful examples
- Invite them to your classroom
- Offer hands-on experience



Opportunities to Engage Policymakers under ESSA

- Stakeholder engagement mandated for development of state plans, state report cards, district plans, school support and improvement plans, and activities funded by Title I – *but engagement should not be a one-time check-the-box activity.*
- Districts must set aside at least 1% of Title I funds to support parent and family engagement activities
- Grants available to state organizations to manage statewide family engagement centers (Title IV)
- Engage state policymakers to take advantage of new opportunities created by ESSA
 - E.g., Preschool Development Grants, weighted student funding pilot, assessment innovation pilot, high school assessment flexibility, and teacher evaluation flexibility

Questions?
Suggestions?

Where can I learn more?

www.aspeninstitute.org/education

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Thank you!